



Pre-School Policy

This policy represents the agreed principles for Jack in the Box Nursery. All Nursery staff, representing Jack in the Box Nursery have agreed this policy.

Our Aims:

- To provide the best care we possibly can in a safe, secure and stimulating environment.
- To offer equal opportunities for each child.
- To encourage independence, develop self-esteem, a sense of achievement and self-confidence.
- To foster in children a caring and respectful attitude towards peer's adults and resources.
- To encourage response to significant experiences, showing a range of feelings when appropriate.
- To develop awareness of the needs of others.
- To provide a regular two-way flow of information with parents and between providers. All staff are aware of the need to maintain privacy and confidentiality.

Introduction

Children joining our Nursery have already learnt a great deal. At Jack in the Box we offer our children the following principles:

- Building on what our children already know and can do;
- Ensure that no child is excluded or disadvantaged;
- Offer a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- Provide a rich and stimulating environment.
- Activities led from their individual interests.

Aims of Jack in the Box

The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing:

- Personal, social and emotional development;

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- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Each area of learning and development is implemented at Jack in the Box through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is a balance between activities led by children, and activities led or guided by adults. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for school.

Teaching and learning style

The more general features that relate to good practice are:

- good partnerships between staff and parents help children to feel secure at nursery, and to develop a sense of well-being and achievement;
- the understanding that staff know how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals.
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and personal organisation;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the nursery
- Induction training provided for all new staff which includes evacuation procedures, child protection and health and safety issues.
- If a child has a rest time they will be checked frequently.

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- Every child is allocated a key person to support their child within the setting.

Play in the Early Years Foundation Stage

Through enjoyable play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

Inclusion in the Early Years Foundation Stage

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see inclusion policy) At Jack in the Box we set realistic and challenging expectations to meet the needs of our children, so that children achieve the Early Learning Goals. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs and disabilities of children who are more able, of children with additional needs, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- Providing resources that reflect diversity, and that avoid discrimination and stereotyping;
- We value all children's mother tongue and are keen to find out and use languages spoken at home.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing additional support as necessary.

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs,

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and to plan activities and support ongoing assessment (also known as formative assessment). It is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share.

At Jack in the Box learning journals are used as an assessment tool and enables practitioners to record their observations and throughout your child's time at nursery summarise their progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in The Statutory Framework for the Early Years Foundation Stage. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects next steps and identified needs. Assessment in the nursery takes the form of observation, and this involves all members of staff. This is tracked termly through the progress tracker and acted on for groups of children through the Early Years Toolkit.

Progress check at age two

When a child is aged between two and three, Key persons review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-ordinator) as appropriate. (Please see two-year-old policy)

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

This policy was adopted by the managers and staff in April 2017

Signed on behalf of Jack in the Box

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