

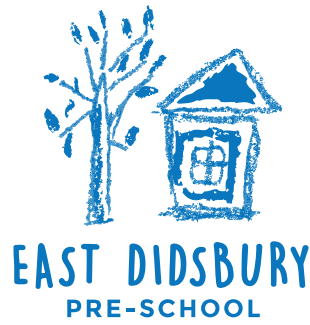
East Didsbury Pre School Aims, Values & Principles Policy

‘Children are born ready, able & eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships & enabling environments’ (EYFS, 2012)

At East Didsbury Pre School our aims & objectives are to create & maintain a stimulating & caring environment for all the children who attend. Following the Early Years Foundation Stage to make sure all children receive a play based approach through both adult led and child initiated activities. We want to create a caring, fun, safe, educational & nurturing environment supporting any special educational needs. We embrace the four themes of the EYFS. This is how we make it come alive at East Didsbury Pre School.

A Unique Child

- Making all visitors to the Pre School feel welcome regardless of gender, race, religion, colour, creed, disability, special educational needs, language, family structure, ethnic or national origin, marital status, sexuality or political beliefs.
- We challenge any remarks or behaviour which is deemed discriminatory or oppressive. We ensure we have resources and activities to reflect the diverse community we live in. Such as celebrating relevant festivals or borrowing resources to reflect the children in our care. Please refer to our Valuing Diversity & Promoting Equality policy.
- We ensure that children are safe and secure with daily risk assessments, regular fire drills, staff training and good maintenance of both the building & the equipment. Please refer to our Health & Safety policy.
- We take the safeguarding of children very seriously. We ensure that all staff receive child protection training which is updated every 2 years. All staff are DBS and reference checked. We have a safeguarding officer who received the advanced training. We hold regular staff meetings and incorporate safeguarding at least once a term. We also have an intimate care policy, nappy changing risk assessment, Whistle Blowing & Prevent Duty policies. Please refer to our Safeguarding policy.
- We ensure that we monitor children’s development and well being by regularly observing children to feed into the curriculum plans or to go into the children’s on-line learning journals. Please see our Observation, Assessment & Planning (OAP).
- We work closely with the Manchester Inclusion Support Service and parent partnership and we can, after discussion with the parents, refer children to this service for extra support if needed. We have a special educational needs coordinator who has attended appropriate training. Please refer to our SEND policy. We follow the SEND Code of Practice 2014.
- We work closely with the NASSEA (The northern association of support services for equality and achievement) to support any children with English as an Additional Language (EAL)

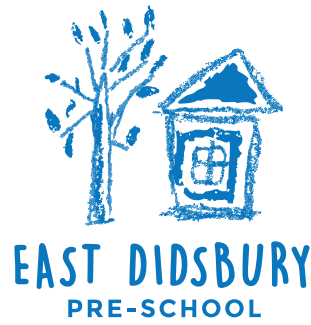


Positive relationships

- Excellent staff recruitment & ongoing training for all staff, to ensure high child-staff ratios and low staff turnover. Through regular staff meetings, supervision & appraisal. Supporting staff to achieve higher qualifications. Please refer to our Recruitment policy
- Strong upheld policies & procedures following the safeguarding & welfare requirements of the EYFS, these will be reviewed annually by parents, staff & where appropriate, children.
- Treating parents as partners by sending home regular newsletters and holding regular social events, formal parent days and helper slots. Please refer to our Parents as Partner's policy.
- We have a key person system in place. This person builds bonds with a child & their family through settling sessions and observing and planning for that child. Please refer to our Key Person policy.
- Supporting the future childcare industry by supporting students, volunteers & work experience students.
- The adults in the setting speak to each other with respect acting as good role models for the children

Enabling Environments

- We plan for the 3 Prime & 4 Specific areas of learning in both the indoor & outdoor environments. Practitioners use their observations & knowledge of the children to plan exciting and stimulating activities. All activities are differentiated to help those more & less able. Please refer to our Play & Learning policies.
- The key person spends time with the child and updates planning on a daily basis to support each child's learning & development.
- All the observations sent home via Tapestry include home learning ideas.
- We send home regular curriculum newsletters outlining upcoming projects, visits & visitors. They also provide parents with song words, activities & ideas to help parents support their child's learning at home.
- We make good links with other local settings. We attend network meetings.
- We support children who attend other settings by sharing termly update forms.
- We follow Government frameworks 'Early Years Foundation Stage' and 'Every Child Matters' and we are registered for both the Early Years Free Entitlement and the funded 2 year old scheme. WE ALSO OFFER THE 30 HOUR ENTITLEMENT.



Learning & development

- We provide well maintained, age appropriate toys & resources. These are sterilised on a rolling 4 week rota.
- We monitor progress by individual children to assess & plan for gaps in provision & development.
- We take part in the Tesco & Sainsbury's vouchers project to help acquire new resources.
- We have a number of books that can be borrowed by parents to support their children's learning at home.
- Practitioners have attended training on promoting positive behaviour across the ages in the setting. Please refer to our Behaviour Management policy.
- We have regular visitors to the nursery to enhance the children's learning. These include the Fire Service, lollipop people and St John's Ambulance.
- We take the children on local outings to enhance their learning. We also take children every year to the pantomime during the festive period.
- We have treasure baskets full of natural materials for the children to explore.
- We monitor both how children are doing developmentally but also how the group as a whole are getting on in the EYFS and plan for gaps.
- To ensure all children are reaching their potential we monitor key groups each half term and put support in place if needed.
- We take part in the book start rhyme challenge and give out the treasure boxes when a child turns 3.
- We have created story sacks for each age group in the nursery.
- We support and plan for the areas of learning both with adult led and child initiated activities both in the indoor and outdoor environments.
- We monitor the use of EYPP money to support individual children's progress.