

WREN'S NEST PRIMARY SCHOOL

School Key Policy 2024-2025

EYFS POLICY

September 2024

Document to be read in conjunction with ***other key school policies (listed within document)***



Wren's Nest Early Years



Foundation Stage

The statutory framework for the Early Years Foundation Stage states that 'Every Child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances.

A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

At Wren's Nest, we aim to provide children with skills that enable and equip them to
'Unlock potential and reach for the stars.'



The Wren's Nest EYFS follows all the school policies. In addition we have some policies and procedures specifically tailored to the Early Years.

(These policies are reviewed annually by the Headteacher, EYFS Phase Leader and the Curriculum and Standards Committee)

To be read alongside all other school policies.

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All policies are reviewed annually

This document is available in larger print on request.

Admissions Policy for September 2024



It is our intention to make our Foundation Stage accessible to children and families from all sections of the local community. In order to accomplish this:

- Our school is registered to take children aged 2 to 11 with 15 hours sessions for children aged 2 to rising 5's prior to them entering Reception. Our waiting list is arranged in order of date of birth, taking into account all other relevant priorities. (* please see below)
- We ensure that the existence of our Early Years Foundation Stage is widely known in all local communities.
- Parents/carers, children and families are warmly invited to view our provision in session. If they then wish to apply for a place, they need to complete relevant paperwork at the main school office.
- We take children eligible for Time for Twos' funding the term after their second birthday. The sessions we offer are 3 hours daily. (Our youngest children access afternoon sessions and the rising 3s attend morning sessions.) An online application form on the Dudley Council website must be completed and successfully meet the Time for Twos' current eligibility criteria for a place to be offered.
- The term after a child's third birthday, they will start Nursery, some moving from their current Time for Two's provision or from their home environment. They will need to register for a Nursery place with the main school office. A child begins their time at Nursery as part of our afternoon provision, moving to our morning Pre-School group prior to transition into Reception.
- Children are admitted to Nursery at the beginning of the Autumn, Spring and Summer terms and parents/carers are notified when a place is available for their child.
- Children are admitted into the Reception class when they are 'rising 5' years of age. Children start Reception in the month of September following the child's fourth birthday. Applications can be completed on-line at www.dudley.gov.uk/admissions or complete a paper application which is available on request from the School Admissions Service. The on-line system is available 24 hours a day, 7 days a week from September to January.
- At whatever stage a child enters our Foundation Stage provision, a home visit is arranged, followed by an induction session at Wren's Nest. This enables both the children and parents/carers to meet staff, explore the surroundings and parent/carers to ask further questions which may have arisen following the home visit. Prior to admission, all paperwork relating to the child must be completed by the parents/carers and returned to the school office.
- Our waiting list is arranged in order of date of birth, taking into account all other relevant priorities.
 - * In the event of demand for places exceeding room, priority would be given to
 - a) Relevant looked after children
 - b) Children with a EHCP or SEND/serious medical condition
 - c) Children living in the catchment area and who already have siblings in school
 - d) Children who live outside the catchment area & already have siblings in school
 - e) Any other children

Wren's Nest Primary School follows the Dudley Admissions Policy. This policy together with 'A Parent's Guide to Primary School Admissions' is available through the following link:

www.dudley.gov.uk/admissions.

If you would like a paper copy or further information, please contact our school office on **01384 818515**, or contact Dudley Admissions Service on **01384 814223**

Assessment in the Early Years Policy

Assessments and observation should support future planning and meet the needs of individual children. Progress should be monitored and recorded over a period of time in natural meaningful situations.

Within the Foundation Stage at Wren's Nest, this is done in a variety of ways:

- Observing
- Listening
- Discussing
- Questioning
- Including parents
- Including children in self-evaluation

Children's expected achievements are linked to the Early Years Foundation Stage Curriculum and are appropriate to children's stages of development.

Children's progress and achievements are monitored and recorded in the following ways:

- Prior to entry, information about the child's interests, needs, likes & dislikes is gained from parents on a home visit.
- On entry, individual children's folders are started to document their learning journey during their time in the Foundation Stage at Wren's Nest. It includes photographs and samples of the children's learning across the seven areas of development. A baseline is made of the child's on-entry attainment. At Wren's Nest we use the Early Excellence baseline assessment in Time for Two's, Nursery and Pre-School. In Reception we use the DfE's Reception Baseline Assessment.
- Achievements and areas for development are recorded during activities using our various observation sheets which are stored in the children's individual folders.
- Assessment and observation opportunities are identified on the short term planning as well as a member of staff as an observer for the session. Staff also make notes of relevant achievements as and when they occur. These observations are also used to inform future planning.
- The child's progress is shared and discussed with parents/carers at termly open evenings.
- A notebook and 'post-its' are used by staff to record dated daily observations. Achievements are then transferred onto the individual records.
- Dated samples of children's learning are kept and are used for staff to record appropriate observations and achievements for that day.
- A report on a child's achievements and progress is completed in the form of a 2 year old check prior to their 3rd birthday.
- On leaving Wren's Nest Early Years Foundation Stage, assessment records are forwarded to the relevant setting.
- It is the responsibility of the staff to fulfil the requirement of this policy.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School: 

(Jill Snow - Chair of Governors)

Behaviour Management in the Early Years Policy

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the setting and explained to all newcomers, both children and adults.
- All adults in the setting will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the setting will praise and endorse desirable behaviour such as kindness and willingness to share.
- Staff will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- On occasions when negative behaviour arises staff will:
 - Investigate any possible reasons for negative behaviour (new baby, tiredness, illness, etc.)
 - Assess the situation and see if children can resolve disagreements themselves
 - Remain calm
 - Listen to what the child has to say
 - Talk about the consequences of the behaviour on a one-to-one basis with the child in seeing what happened and working towards a better pattern, encouraging apologies. Where appropriate this might be achieved by a period of "Thinking Time" on the 'Thinking Spot' with an adult, but children will never be sent out of the room by themselves.
 - In some cases it may be necessary to involve other agencies in providing advice and support with parents/carers consent. Staff will observe and monitor a child who persistently displays negative behaviour.
- Corporal punishment (smacking, slapping or shaking) is illegal in educational settings and is never, under any circumstances, condoned at Wren's Nest Primary School.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

- Wren's Nest Primary School will not tolerate bullying in any form under any circumstances. We consider bullying to be any persistent behaviour, directed against an individual, which is intimidating, offensive or malicious and which undermines the confidence and self-esteem of the recipient. Examples of bullying include:
 - Verbal or physical threats and intimidation
 - Persistent negative comments
 - Humiliating someone in front of others
 - Unjustified, persistent criticism
 - Offensive or abusive personal remarks
 - Constantly changing targets in order to cause someone to fail
 - Making false allegations
 - Monitoring unnecessarily and obtrusively

Legitimate, constructive and fair criticism of a person's performance or behaviour at work is not bullying.

If you ever have any concerns please speak to the child's Key Person, Early Years Foundation Stage Leaders or Head Teacher immediately. Staff, children and parents work together to create a happy and reassuring environment for all.

- Adults in the setting will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs.
- It is the responsibility of all staff to ensure that the requirements of this policy are met and to attend training as necessary.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Confidentiality Policy

The Early Years Foundation Stage staff at Wren's Nest work with children and families and this will sometimes bring us into contact with confidential information.

To ensure that all those using and working in the setting can do so with confidence, we will respect confidentiality in the following ways:

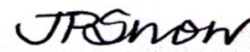
- Parents will have ready access to the progress and developmental records of their own children but will not have access to information about any other child. When the Early Years Foundation Stage is not in session, these records are stored confidentially.
- Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the Early Years Foundation Stage Leaders or Key Person will be treated in the strictest of confidence.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file.
- Students on recognised courses in the setting will be advised of our confidentiality policy and required to respect it.

All the undertakings above are subject to the paramount commitment of the setting which is to the safety and well-being of the child.

Please see also our policy on safeguarding children.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Empty Pocket Policy

Wren's Nest Early Years Foundation Stage recognises the need to ensure the welfare and safety of all children.

At Wren's Nest, we operate an Empty Pocket Policy for all practitioners, students, those on work placement and visitors (including Ofsted and Dudley Early Years Team).

In order to safeguard children in our care staff do not carry mobile phones in the setting. All staff, (including students), keep phones and other personal belongings in lockers or cupboards.

All visitors on arrival to the Early Years Foundation Stage setting are asked to place electronic devices, which can capture or store images e.g. mobile phones, cameras, i-pads or tablets, in the Early Years Foundation Stage Leader's office.

In the case of an emergency, staff and volunteers can be contacted by family/children or schools on the main school office landline. In such cases, special allowance and alternative arrangements can be made with the Head Teacher.

We request parents do not use mobile phones whilst within the Early Years Foundation Stage setting.

Our Empty Pocket Policy is there to protect children and others from any danger. This also impacts on our Safeguarding Policy which all practitioners, students and those on work placement must read.

It is the individual's responsibility to abide by our Empty Pocket Policy at all times. Disciplinary proceedings will take place in the event of this policy not being adhered to.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Equality and Diversity Policy

The EYFS follows the school's Single Equality Policy. It takes into account all relevant legislation including:

The national legislative framework of the 2010 Equality Act (of which the 1975 & 1986 Sex Discrimination Acts, the 1976 Race Relations Amendment Act 2000, the 1995 Disability Discrimination Act and the Human Rights Act 2000 are major elements,) provides important rationale and guidance for the equality and diversity policy. This Act makes it illegal to discriminate, directly or indirectly on the basis of sex, colour, race, nationality, ethnic or national origin and disability (and make inclusion and integration our main focus.)

As an organisation we do promote moral caring principles and our Equality and Diversity Policy is adopted to ensure that no child receives less favourable treatment on the grounds of sex, race, colour, religion, nationality or disability. Children are encouraged to mix freely to achieve the aims of a multi-cultural society in all aspects.

Within the Foundation Stage we work within a framework which ensures equality of opportunity is offered for children, staff and parents/carers and where diversity is valued.

Specifically the Equality and Diversity Policy means that in the EYFS our approach is as follows:

Admissions

We are an active community Early Years setting and we aim to have a positive partnership with all who live in the locality. The waiting list is not operated on first come, first served basis but on a fairer system, as outlined in the admissions policy. Wren's Nest will aim to ensure that children have access to relevant and appropriate provision and that their involvement in educational and recreational opportunities are equal.

Families joining the Early Years Foundation Stage are made aware of its Equality and Diversity Policy.

Employment

The setting will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed.

Commitment to implementing the groups Equality and Diversity Policy will form part of the job description for all workers. Staff will be required to access any relevant training in this area as appropriate.

Families

The setting recognises that many different types of family successfully love and care for children.

Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the setting, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

Before introducing a festival with which the adults in the setting are not themselves familiar, appropriate advice will be sought from people for whom the festival is a familiar one.

Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination which promotes equality and inclusion. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others linking to all areas of the curriculum, particularly Personal, Social and Emotional Development and Understanding the World and also linking to the Characteristics of Effective Learning.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society. Materials will be selected which reflect positive images, to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Additional Needs

The Early Years Foundation Stage recognises the wide range of special needs of children and families in the community, and will consider what part it can play in meeting these needs. Amber Harris is the SENDCo for all children in Wren's Nest Primary School including those in the EYFS.

Where appropriate we shall make use of the additional support of our area SENDCo and the Integrated Early Years Service. This will help us to ensure that activities, equipment and resources are available to all children, irrespective of their disability.

Discriminatory Behaviour / Remarks

These are unacceptable in the setting. Any such behaviour or remarks will be challenged promptly in a fairly and positive way. The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices constructively.

Language

Information, written and spoken will be clearly communicated in as many languages as necessary. Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the setting.

Food

Medical, cultural and dietary needs will be met.

Meetings

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in the running of the Early Years Foundation Stage.

Review

Our policy is regularly monitored, reviewed and evaluated in all aspects of our work.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Health and Hygiene Policy and Practice

Our Early Years Foundation Stage aims to promote a healthy lifestyle and a high standard of hygiene in its day to day work with children and adults. This is achieved in the following ways:

Health

Food

All meals and snacks provided will be nutritious and pay due attention to children's particular dietary requirements. All food consumed by children during a session is prepared/cooked on the premises or purchased from a reputable retailer.

When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet and making choices.

Outdoor Play

Children will have the opportunity to play in the fresh air daily (either in the settings own outside play area or on outings to parks or other community playspaces.) Parents are not allowed to bring dogs onto the school site to ensure children are kept safe.

Information Sources

Parents will have the opportunity to discuss health issues with the Early Years staff and will have access to information available to the setting.

The setting will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies which is made available to all parents/carers.

Hygiene

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed:

Personal Hygiene

Toilets are flushed after use. Hands are washed after using the toilet. Paper towels are provided for drying hands.

Children with pierced ears not allowed to try on or share each other's earrings.

Boxes of tissues are available and children encouraged to blow and wipe their noses when necessary. Soiled tissues are disposed of hygienically. Children are encouraged to wash their hands and also use hand sanitiser, which is readily available throughout the setting.

Children are encouraged to shield their mouths when coughing.

Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers are aware of how infections, including HIV infection, can be transmitted.

Procedure for Changing a Child

Staff to wear disposable apron and gloves at all times.

Child is taken into changing area, where door is always left ajar, whilst reassuring them if necessary.

Another member of staff to clean any soils if necessary.

Remove any soiled clothes, placing them in nappy sack and put into allocated place until collection by parents/carers at end of session/day.

Clean child as necessary with moist wipes and replace with any necessary clean clothes. Spare laundered pants and other clothing are always available in case of accidents.

Disposal of soiled pull-ups in nappy sack in 'Sangenic' bin located in parent/carers toilet.

Clean and disinfect toilet area as necessary, washing hands thoroughly.

Record details on individual 'Changing Records' kept in bathroom.

Cleaning and clearing

Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Rubber gloves and aprons are always used when cleaning up spills of body fluids.

All surfaces cleaned daily with an appropriate cleaner.

Food

The setting will observe current legislation regarding food hygiene, registration and training. In particular, each adult will:

- ✓ Always wash hands under running water before handling food and after using the toilet.
- ✓ Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- ✓ Never cough or sneeze over food.
- ✓ Use different cleaning cloths for kitchen and other wet areas.
- ✓ Keep food covered and either refrigerated or hot.
- ✓ Ensure waste is disposed of properly and out of reach of the children. Keep a lid on the dustbin and wash hands after using it.
- ✓ Wash fresh fruits and vegetables thoroughly before use.
- ✓ Any food that requires heating will be heated immediately prior to serving and not left standing. No food will be reheated.
- ✓ If at all, hot drinks consumed during the session should be in sealed thermos.
- ✓ Tea towels will be kept scrupulously clean and changed each day.
- ✓ All utensils will be kept clean and stored in a dust-free place e.g./closed cupboard or drawer.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Healthy Eating and Food Policy

Wren's Nest Early Years Foundation Stage recognises the importance of a healthy lifestyle to enable optimal growth, well-being, development and mental health of our children.

We aim to ensure that all children in our care are growing and learning well together in a healthy environment.

At Wren's Nest we:

- Provide healthy food choices throughout the session that are nutritious and tasty
- Raise awareness of healthy eating
- Attempt to use seasonal food and where possible this is sourced locally to reduce the impact on the environment by shopping and cooking in a sustainable way.

Our snack system operates in an environment where children are encouraged to be independent in their healthy choices. We do this by:

- Staff sitting with children at snack times to share the same food, talk about healthy foods and healthy food choices, be good role models and encourage their social skills. Staff monitor food choices, portion size, eating habits and encourage the children to tidy the area after use.
- Children are encouraged to develop good eating skills and table manners
- Only healthy drink options are offered – milk or water – and children drink from open cups as this promotes good dental development. We consider children's dental health when planning menu options.
- Water is available at all times. Staff will encourage children to drink regularly.
- Children will learn about food growing in the outdoor environment and from information books available. We aim to offer cooking opportunities termly for children to experience.
- Children are taught basic hygiene for themselves, washing their hands with soap and water before eating meals or snacks, after going to the toilet or handling animals and not eating food that has fallen on the floor.
- We understand that some children can be 'fussy eaters'. This can be a normal part of development which affects between 10 – 20% of children under 5. We aim to overcome a child's fear of new foods by seating fussy eaters with good eaters at snack time as a good role model. Children are exposed to new foods regularly and given choices to taste as this increases their willingness to try. Children are praised for trying new foods and are never pressurised to eat, as we understand that these aversions may last into adulthood.

Communicating with children and families

- During our home visit, which is part of our induction programme, staff discuss our food policy with parents and chat about the eating habits of their child, plus any special dietary requirements or concerns.
- Key Persons give regular feedback to parents regarding the eating habits of their child at Pre-school.
- Menus for Time for Twos are displayed for parents and carers to see, both in the setting and online.
- We aim to involve the children in planning the menus each half term.

Special dietary requirements

Special dietary requirements, whether these are medical, cultural or religious, are taken into account when planning snack times. We understand that every child needs to feel valued and included and that they can have healthy food and drink choices appropriate for their needs. Special dietary requirements are noted in each phase of the setting for all staff to be aware of.

Weight Management

Wren's Nest Early Years Foundation Stage is aware of the health risks of being overweight or obese. We are here to help any children/parents who are worried about being overweight or obese and can signpost them to Dudley Public Health's Weight Management Services. They can help with strategies to maintain children's weight and offer groups to attend to support them.

Cultural and other Special Occasions

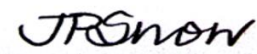
It is important that children are given the opportunity to celebrate special occasions and cultural events and food & drink is often used to mark these occasions. However, many foods and drinks served at celebrations can be high in saturated fat, sugar and salt and therefore have limited nutritional value for young children.

As a setting we encourage parents to consider bringing in non-food items, such as stickers to celebrate birthdays and other special occasions. However, should parents wish to bring in a small cake or sweets for the children, this will be given out on the door to enjoy at home time.

Our 'Healthy Eating and Food Policy' enables our setting to meet OFSTED requirements and National Childcare outcomes.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Operational Procedure for Outings

- Wren's Nest Primary School completes a risk assessment for every outing using the Dudley Council risk assessment system and procedure.
- In practical terms this includes:
 - ◆ A risk assessment for each venue
 - ◆ List the possible benefits and learning opportunities
- Agree upon a venue, date and method of transport.
- Obtain prices for entrance to venue and transport costs, ensuring that the method of transport chosen has appropriate safety belts and insurance.
- In a letter to the parents, detail
 - ◆ Date
 - ◆ Time
 - ◆ Venue
 - ◆ Method of transport
 - ◆ Ratio of adult to children
 - ◆ Benefits and learning opportunities
 - ◆ Specific needs, food, uniform, clothes etc
- Ensure that a letter of authority is signed if parents are not accompanying a child, giving full consent for the child to be taken on the trip and to be cared for by a member of staff.
- Ensure that emergency contact details for each child are taken on the trip, together with any care plans, medication forms and medication where this may be needed by any child.
- Ensure that parents have an emergency staff contact number while the child is on the trip.
- Ensure vehicles used for transport are either reputable coach companies, which all carry First Aid kits.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Parents as Partners

Aim

To support and enhance the development of children, and to respect, understand and value the contribution parents make towards their child's learning. To provide support, guidance and encouragement to parents as educators.

Objectives

To provide parents with information about the Early Years Foundation Stage before their child starts at the setting.

To work with parents in building up a profile of the child's development and needs when the child starts at the setting.

To provide opportunities for parents to discuss their child's progress.

To provide guidance, advice and resources to support home learning.

To provide a summative report to parents giving details of their child's achievements and progress in the form of a 2 year old check prior to their 3rd birthday, at the end of their Pre-School education and at the end of their Reception Year.

To provide opportunities for parents to actively participate in all aspects of EYFS curriculum through 'Inspire' sessions.

Operating Policy

Before a child starts at Wren's Nest, a home visit or a setting visit will be made. Parents will then be invited to bring their child to a planned session during which the children can play and parents can ask questions of staff. Parents have the opportunity to access our Policies, either on a paper copy or online. These contain details of the Admissions Policy and the Curriculum as well as other useful information relating to the Wren's Nest Early Years Foundation Stage setting.

During the home visit and 'settling in period' when a child starts their time at Wren's Nest, a member of staff will talk to the parent about their child, and any additional needs, health problems, etc will be noted at this time. Parents/carers complete registration form stating who has legal contact with the child and who has parental responsibility for the child. The duration of the 'settling in period' will be flexible and will continue until the child feels happy and secure in the setting.

Parents will have access to information regarding the curriculum activities and events through discussions with staff, regular newsletters and written information placed on the parents' notice boards indoors and outdoors and on our website.

Some resources are available which parents can borrow to use at home with their child.

The parents' noticeboards will be updated on a daily/weekly basis. A description of each week's activities will be placed on the outdoor noticeboard. A half termly newsletter will be sent out at the beginning of each half term and other letters sent as appropriate.

Planning, Recording and Assessment Policy

Assessments and observations are made on individual children and on groups of children to support future planning and to meet their needs. Such documents form part of their developmental records together with a Learning Journey which is started on entry to Time for Two's and Nursery. This folder contains evidence of children's attainments, such as photographs and samples of the children's work, and can move between home and school freely. Their progress is discussed with parents at termly parents' evenings, or whenever parents request to see their children's records. Parents have a summative report giving details of their child's achievements and progress in the form of a 2 year old check prior to their 3rd birthday, at the end of their Pre-School education and at the end of their Reception year. On leaving the setting, assessment records are forwarded to the relevant setting.

Wren's Nest provides opportunities for parents to learn about the Early Years Foundation Stage curriculum and more about young children's learning, in the setting and at home, through Parent's Information Sessions and Inspire sessions. Families will be consulted about the times of meetings to avoid excluding anyone. Meetings will be held in venues accessible and appropriate for all.

We encourage parents on an individual basis to be involved with the parents/carers working groups, and any general help, ensuring all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the setting. Contributions of parents will be welcomed whatever form this may take.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Settling into the Setting Policy and Practice

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed at Wren's Nest Early Years Foundation Stage.

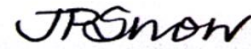
In order to accomplish this, we will:

- Visit parents and children in their home setting, completing necessary paperwork and explaining policies, etc.
- Encourage parents to visit the setting with their child for part of a session before an admission is planned.
- Introduce flexible admission procedures, if appropriate, to meet the needs of individual children.
- Make clear to families from the outset that they will be supported in the setting for as long as it takes to settle their child there.
- Reassure parents whose children seem to be taking a long time settling into the setting.

Children cannot play or learn successfully if they are anxious and unhappy. Our settling in procedures aim to help parents help their children to feel comfortable in the setting, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Sleep Policy

Wren's Nest Early Years Foundation Stage has a duty of care to ensure that safe sleep practices are embedded within the provision to reduce the risk of sudden infant death syndrome.

Sudden infant death syndrome is the unexpected death of a seemingly healthy infant for whom no cause of death can be determined. Research has shown that by adopting safe sleep practices it can help to reduce the risk to sudden infant death.

The setting maintains safe sleep environments for young infants and shares this information with parents/carers and all practitioners.

In developing safe sleep practices it is essential that we work in partnership with parents/carers to establish an effective sleep routine for the individual child.

A safe sleep policy is implemented with key points to keep infants safe whilst they sleep.

Safe Sleep Environment and Safe Sleep Practices

- Sleeping areas are well ventilated and kept between 16 and 20 degrees Celsius.
- A room thermometer is available in the sleep area and temperature recorded at regular intervals whilst children are asleep.
- Steps are taken to prevent the infant from getting too warm or overheating by regulating room temperature, avoiding excess bedding and not over-dressing the child.
- Sleeping children are frequently checked. Extract taken from Early Years Foundation Stage statutory framework
- Sleep checks are recorded which document frequency of checks, change in sleep position or any other problems encountered. (See form attached.)
- Should young infant fall asleep whilst being nursed by their key person they will be transferred to a safe sleeping surface to complete their rest.
- Practitioners are mindful of changes to the infant's skin colour, breathing, body temperature or restlessness.
- Infants will always be placed on their back, unless there is a signed sleep position medical waiver on file (medical health care plan).
- Infants should be placed on their back to sleep but will be allowed to assume a preferred sleep position.
- Infants will always be placed with their feet at the foot of the sleep mat.
- No loose bedding, pillows or cot bumpers will be used.
- The child's head will remain uncovered for sleep, ensuring that all hoods are removed.
- Infants' shoes will be removed before they go to sleep.
- Infants may be offered comforters if provided by the parent/carer.
- No smoking environment
- At least one person who holds a current paediatric first aid certificate will be on the premises at all times when children are present.
- Decorative soft toys will be removed from sleep area in which infants are sleeping

- All practitioners who work with under 3s will receive induction on the setting's safe sleep policy and FSID guidelines.
- Sleeping children will always be supervised.

Partnership with Parents

- Practitioners will work in partnership with parents/carers to develop care plans/all about me, for individual children which will highlight sleep routines/positions at home, etc.
- All parents/carers of infants will be informed of our safe sleep policy when the child begins at Wren's Nest.
- Practitioners will provide support and guidance and where appropriate signpost parents/carers to other professionals, e.g. health visitor, children's centre.
- Practitioners will share information on FSID website and share leaflets regarding sudden infant death.
- Where a parent/carer highlights particular sleep preferences for their child, written permission will be obtained.
- Additional information on Foundation for Sudden Infant Death Syndrome can be found on their website, www.fsid.org.uk

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Wren's Nest Early Years Foundation Stage Sleep Chart



Child's Name: _____

Date	Time went to sleep & room temp.	Check times and staff initials Infants to be checked every 10 minutes whilst asleep and include change of position if occurs and room temperature						Time awoke	Staff initials

**Ideal room temperature 16-20 degrees Celsius
Please ensure infants are put to sleep on their backs, feet to foot of sleep mat**

Wren's Nest Early Years Foundation Stage Sleep Chart



Child's Name: _____

Date	Time went to sleep & room temp.	Check times and staff initials Infants to be checked every 10 minutes whilst asleep and include change of position if occurs and room temperature						Time awoke	Staff initials

**Ideal room temperature 16-20 degrees Celsius
Please ensure infants are put to sleep on their backs, feet to foot of sleep mat**

Social Networking Statement

Wren's Nest Early Years Foundation Stage recognises the need to ensure the welfare and safety of all children.

Due to the increasing personal use of social networking sites, staff and volunteers in the Early Years Foundation Stage at Wren's Nest should be aware of the impact of their personal use of such sites, upon their professional position.

Staff and volunteers are advised that it is inappropriate to discuss any aspect of their involvement, or place any images relating to their position at Wren's Nest on social networking sites. This includes children, staff, activities and naming Wren's Nest Primary School on any sites.

Staff and volunteers should familiarise themselves with the Dudley Safeguarding Children Board 'Safeguarding Yourself' guidance. All staff should be familiar with, and adhere to the contents of the Safer Working practices document produced by Dudley Council and the Staff Handbook.

Failure to adhere to this could potentially lead to disciplinary action and referral to the Local Authority Designated Officer at Dudley Safeguarding Children Board.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Staffing and Employment Policy

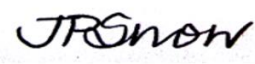
A high adult:child ratio is essential in providing good quality Early Years care. In our Early Years Foundation Stage setting:

- The ratio for children aged 2-3 years is 1 adult to 5 children. The ratio for children aged 3-5 years is 1 adult to 13 children providing a teacher is present; otherwise the ratio of adults to children is 1 adult: 8 children.
- Each child is assigned a Key Person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help children become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.
- Weekly staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all social, ethnic and cultural groups.
- Our staff hold relevant Child Care qualifications and have expertise in the field of Child Care Education.
- All level 2 and level 3 members of staff who have gained their qualification since June 2016 hold a valid paediatric first aid (PFA) certificate.
- Named staff across the Early Years Foundation Stage setting hold paediatric first aid (PFA) certificates.
- Regular in-service training is available to all staff, and staff are expected to attend relevant training courses to further develop and enhance their qualifications.
- We support the work of our staff by means of regular monitoring through performance management and supervisions.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation following our recruitment and induction programme.

ALL staff are aware of the Staff Code of Conduct document and should adhere to it at all times.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Student Placement Policy

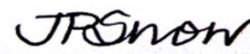
We recognise that the quality and variety of work which goes on in an Early Years setting makes it an ideal place for students on placement from school and college childcare courses.

Students are welcomed into the setting on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the setting.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course which provides necessary background understanding of children's development and activities.
- Students will need an enhanced DBS check before commencement of placement.
- Students will be required to attend a brief induction meeting before commencing their placement and complete a brief Student Induction Programme.
- Students are expected to adhere to the policies and procedures at Wren's Nest Early Years Foundation Stage at all times.
- Any information gained by the students about the children, families or other adults in the setting must remain confidential.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied.
- Students will have restricted access to children and will be supervised by qualified staff at all times.
- Each student will be allocated a mentor, which will be a senior member of staff (Teacher) or an Early Years Foundation Stage Leader.
- Liaison will be maintained with the course provider to ensure student are appropriately encouraged and supported.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Sun Protection Policy

At Wren's Nest we want staff and children to enjoy the sun safely. We will work with staff, parents/carers and children to achieve this through:

Education

- At the start of the Summer Term sun safety will be reinforced in the curriculum. This will be achieved in the area of Physical Development through discussion time, stories and song.
- Parents and carers will be given information explaining what we are doing about sun protection and how they can help at the beginning of the Summer Term.

Shade

We have shady areas to protect children as follows:

- Two outdoor classrooms
- A large sun shade especially for sand play.
- A pop up gazebo.
- A play tent.

Timetabling

- Children will spend more time playing outside before 11.00am and less time outside over the lunchtime period.
- Time outside may be restricted during very hot weather.

Clothing


- We will actively encourage all children to wear a hat when playing outside in sunny weather.
- We have sun hats available to give to children who forget their own.
- All staff are encouraged to appropriate clothing when outside to set a good example.

Sunscreen

- We ask parents to apply a high factor children's sun screen prior to their child coming into the setting. However, we do have sun cream available within the setting and will apply this to children where necessary providing consent from parents/carers is given.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

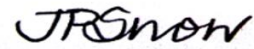
Toys and Equipment Selection Policy and Practice

The toys and equipment within the setting provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

- Is appropriate for the ages and stages of the children.
- Offers challenges to developing physical, social, personal and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of natural and raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem-solving.
- Will enable children, with adult support, to develop individual potential towards the early learning goals of the Early Years Foundation Stage Curriculum.
- Conforms to all relevant safety regulations and is sound and well-made.
- Risk assessments are carried out for where equipment is considered potentially more hazardous e.g. outdoor equipment, work bench tools used under supervision etc..

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Whistle Blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. Each employer should have a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use the whistle blowing procedure should be made aware that their employment rights are protected.

Adults should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk and staff need to report any behaviour by colleagues that raises concern regardless of source.

Every organisation – be it a business or public body – may face the risk of misconduct in their workplace. When this happens, usually the first people to realise or suspect will be those who work in or with the organisation.

Wren's Nest Primary School has adopted the Dudley Council Whistle Blowing Policy (now known as the Confidential Reporting Policy)

Learning and Development Policy

There are 7 areas of learning and development in the Early Years Foundation Stage that forms the educational programme within the Early Years Foundation Stage at Wren's Nest.

All areas of learning and development are important and inter-connected. Three areas are particularly critical for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The setting also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our planning involves activities and experiences for children as follows:

- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.
- **Communication and language** development involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity and to make healthy choices in relation to food.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:

A handwritten signature in black ink that reads "JRSnow". The signature is written in a cursive style with a horizontal line underneath.

(Jill Snow - Chair of Governors)

Curriculum Policy for Personal, Social and Emotional Development

Aim

To promote and develop self-esteem and self-responsibility alongside interest, understanding and value for the child's own experiences and those of other people.

Objectives

To provide the children with opportunities to observe, interact and learn about each other's lives through a balanced programme of activities.

Operating Policy

When the child starts the setting, staff will work in partnership with parents in order to find out about the child's experiences, culture and home background.

The child will be supported in developing their relationships, self confidence and self awareness and managing their feelings and behaviour, through shared experiences and by being given opportunities to learn about the lives of others around them.

The children will be provided with experiences which:

- promote the development of independence, confidence and self-respect;
- promote the development of responsibility for their own learning;
- enable them to concentrate and persevere in their learning and seek help when necessary;
- support them in making decisions;
- enable them to resolve conflict through negotiation;
- help them to form effective social relationships with other children and adults;
- help them to take turns and share;
- help them express their feelings;
- provide opportunity to express their opinions, and to consider and respect those of others;
- help them develop an understanding of right and wrong;
- enable them to succeed.

In providing such experiences the adults in the setting will:

- be aware of the role models which they themselves provide for the children;

- value the home lifestyle, culture and circumstances pertaining to the individual child;
- share an agreed view about the Early Years setting ethos;
- encourage parents and other community members to share in the life of Wren's Nest Early Years Foundation Stage.

Programme of Work

A programme of experiences based upon a mixture of general, topic based and child initiated activities, will be implemented.

The programme will provide the children with opportunity to work as an individual and as part of small and large groups.

It will be based upon structured play and will provide opportunity for both free-play and adult-led experience.

The programme will include some or all of the following types of activity:-

Role play and dressing up

*One-to-one discussions
Group discussions*

*Story telling
Puppets*

*Games that involve - taking turns
equal turns for all children
the following of rules*

Planning, recording and assessment

Planning takes place on a weekly, half-termly and termly basis, following the children's interests. The planning sheets used by the setting are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that Personal, Social and Emotional Development is considered whenever planning is done.

Staff are able to observe the children informally and records of such observations can be made on the children's individual play plans.

Samples of the children's work which relate to Personal, Social and Emotional Development are kept in the child's individual folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Curriculum Policy for Communication and Language

Aim

To develop, extend and enrich the skills of communication which the child has, in order to enable the child to function effectively as a member of society.

Communication and language permeate all areas of the Wren's Nest Early Years Foundation Stage. The setting as a whole is organised in order to promote and enhance development in communication and language, and to promote positive images and role models for the children.

Learning will be achieved via a mixture of adult-directed and structured free play activities, delivered through cross-curricular activities and child initiated themes.

Objectives

To provide a stimulating environment in which communication and language skills can be nurtured and developed. To provide visual, auditory and tactile experiences which will provide stimuli for all children.

Speaking:

The programme of activities will provide opportunity for the children to use, explore, and develop skills in verbal communication.

The activities will support the children in forming relationships with both peers and adults in their ability to interact with others, and in the expression of thoughts and feelings. The children will experience the spoken word as a means of conveying information, sharing and receiving of ideas, and as a means of gaining insight into the world of imagination.

Listening, Attention and Understanding:

To provide the children with opportunities to develop skills in listening in order to be able to process information, interact with others and begin to share in other's feelings and thoughts to develop understanding.

The activities will help the children to develop imagination and aesthetic awareness, and to develop the ability to respond to their own experiences and those of others.

Operating Policy:

The Early Years setting will be organised in order to facilitate the development of the following areas of Communication and Language:

Listening, Attention and Understanding
Speaking

A programme of activities based upon child initiated play, structured free play and staff directed work will be implemented and there will be opportunity for the children to communicate with peers, staff, other adults and visitors to the setting.

The children will also experience the use of gesture and expression as a means of conveying information. Where appropriate, the Early Years staff will support children in developing alternative strategies (such as Makaton signing, using Widgit symbols) as a means of communication.

For children whose first language is not English, the setting will offer support and show respect for the home language and culture of the child through the use of labels, books, pictures and other equipment which reflects and values their home language and culture. If possible parents will be encouraged to come into the setting to share their knowledge with children and staff, and offer support to the bilingual learner.

Where there are already significant delays in the development of language when a child starts the Early Years setting (as noted by parents, health visitor, doctor, etc) or where a child does not appear to be making progress, (as noted by staff and parents), then the setting will consult with agencies such as IEYS, speech therapists or the educational psychologist in order to ensure that the child receives the support that he/she needs.

Equipment will be carefully selected to represent the setting's commitment to equal opportunity and will provide positive images for all the children.

Programme of Work:

The setting will provide a wide range of opportunities and experiences through which language skills can be developed and promoted. These opportunities and experiences will be gained through a programme of activities based upon planned and child initiated learning. There will be a mixture of individual, group and adult directed activities which will be based upon structured play. The programme will include some or all of the following types of activity:

Speaking:

- *One-to-one discussions.*
- *Group discussions.*
- *Role play.*
- *Reciting poems as a group.*
- *Singing nursery rhymes as a group.*
- *Encouraging children to make up and tell stories based on pictures.*
- *Storytelling followed by discussion about the story.*

Listening, Attention and Understanding:

- *Storytelling to individuals.*
- *Storytelling to groups.*
- *Sound lotto games.*
- *'Sound Walks' focusing on what can be heard on a street or in a park.*
- *Giving the children simple instructions to follow.*
- *Asking the children to listen for a particular character or event in a story.*
- *Encouraging children to make up and tell stories based on pictures.*
- *Storytelling followed by discussion about the story.*
- *One-to-one discussions.*
- *Group discussions.*
- *Role play.*

Planning, recording and assessment

Planning takes place on a weekly, half-termly and termly basis, following the children's interests. The planning sheets used by the setting are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that Communication and Language are considered whenever planning is done.

Samples of the children's work which relate to Communication and Language are kept in the child's individual folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:

A handwritten signature in black ink that reads "JRSnow". The letters are cursive and somewhat stylized.

(Jill Snow - Chair of Governors)

Curriculum Policy for Physical Development

Aim

To promote enthusiasm, enjoyment and confidence in developing and using the physical skills of co-ordination, control, manipulation and movement.

Objectives

To provide a balanced programme of activities to support the physical development and well being of the children.

To provide sufficient space (indoors and outdoors), time and resources to allow effective physical development.

To provide time, opportunity and support for children with motor impairments or physical disabilities to develop their physical skills. If appropriate this will include working with outside agencies such as physiotherapists.

Operating Policy

The programme of activities will include such areas as hygiene, healthy eating and exercise. The programme of activities will permeate all areas of the curriculum.

Confidence, self responsibility, enjoyment and enthusiasm will be developed through structured free play and adult directed activities with the emphasis on supporting individual progression.

Provision will be made for the children to manipulate large and small pieces of equipment in order to develop both fine and gross motor control.

They will be encouraged to respond physically to verbal, auditory and visual stimuli such as music, stories, pictures, etc.

The equipment will be organised in order to develop an awareness of issues of health and safety and the children will be encouraged to think about and discuss such aspects.

Skills of co-operation, turn taking and team building will be developed throughout the curriculum with adult support provided where appropriate.

Programme of Work

Programmes of work will be based upon a mixture of general and child initiated activities. The children may participate in such activities as an individual or as part of a group and in free play or adult directed situations.

The programme will include some or all of the following types of activity:

Gross Motor Skills:

- *Group games involving running, jumping and hopping.*
- *Group games involving movement followed by stopping.*
- *Moving to music.*
- *Balancing activities and games.*
- *Role play activities giving children the opportunity to create pathways.*
- *Giving the children the opportunity to create their own spaces (e.g. tent from blankets).*
- *Group games that involve following or imitating.*
- *Encourage games and activities that involve sharing resources with other children.*
- *Singing action songs (e.g. Head, shoulders, knees and toes).*
- *Outdoor play using a variety of equipment e.g. climbing frame and slide, climbing trail.*
- *Play with wheeled toys e.g. push-along trucks, tricycles, bicycles.*
- *Practising kicking, throwing and catching large and small balls.*
- *Sand play.*
- *Water play.*

Fine Motor Skills:

- *Modelling with play dough and clay.*
- *Painting, drawing and colouring.*
- *Peg games and jigsaws.*
- *Threading.*
- *Cutting with scissors.*
- *Use of small construction toys (duplo, stickle bricks etc).*
- *Making 'junk' models.*
- *'Reading' books - page turning.*
- *'Writing' with pencils and crayons.*
- *Collage and other pasting activities.*
- *Use of the computer keyboard.*

Formerly known as 'Health and Self Care' in Physical Development EYFS 2012 (In the current EYFS, which has been effective since 1st September 2021, the below activities are now part of PSED 'Managing Self'.)

- *Discussions about keeping safe, fit and healthy.*
- *Discussions about eating a healthy diet.*
- *Encouraging children to make decisions by choosing between different types of food.*
- *Making and eating food from a range of cultures that can form part of a healthy diet.*
- *Providing opportunities for children to talk about health issues.*
- *Discussions about body parts and bodily activity.*
- *Dressing-up, buttoning clothes, doing up zips, etc.*
- *Dressing of dolls.*

Planning, recording and assessment

Planning takes place on a weekly, half-termly and termly basis following children's interests. Activity planning occurs on daily basis. The planning sheets used by the Pre-School are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that Physical Development is considered whenever planning is done.

Staff are able to observe the children and records of such observations can be made on the children's individual play plans.

Samples of the children's work which relate to Physical Development are kept in the child's individual folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:

A handwritten signature in black ink that reads "JRSnow". The signature is written in a cursive style with a blue horizontal line underneath.

(Jill Snow - Chair of Governors)

Curriculum Policy for Literacy

Aim

To develop, extend and enrich the skills of language and literacy which the child has, in order to enable the child to gain literacy skills for the future.

Objectives

To provide a stimulating environment in which literacy skills can be nurtured and developed.

Comprehension:

To provide opportunities to read aloud with children.

The activities will enable the children to develop skills in talking about what they have read, encouraging children to recall the main characters, settings, events and emotions within stories.

To give children skills enabling them to talk about the different stories they have read and answer questions about these confidently.

Word Reading:

To foster within the children an enjoyment of books.

The activities will enable the children to develop skills in using books as a means of gathering information, and as a means of gaining and sharing pleasure.

To give children skills enabling them to begin to read independently using their knowledge of letters and sounds. The use of Ruth Miskin Phonics across the Foundation Stage supports this development.

Writing:

To provide opportunity for children to explore and develop skills in using writing as a means of communication.

The children will experience the use of writing as a means of conveying information, expressing one's thoughts, ideas and feelings, and as a means of recording and ordering facts and information.

To give children skills enabling them to begin to 'write' independently using their knowledge of letters and sounds.

Operating Policy:

The setting will be organised in order to facilitate the development of the following areas of Literacy:

Comprehension
Word Reading
Writing

A programme of activities based upon child initiated play, structured free play and staff directed work will be implemented.

The programme of activities will help the children to develop an awareness of how language is constructed and the children will be encouraged to listen to and form sounds and letters.

Equipment will be carefully selected to represent the setting's commitment to equal opportunity and will provide positive images for all the children.

Programme of Work:

The setting will provide a wide range of opportunities and experiences through which literacy skills can be developed and promoted. These opportunities and experiences will be gained through a programme of activities based upon planned and child initiated learning. There will be a mixture of individual, group and adult directed activities which will be based upon structured play. The programme will include some or all of the following types of activity:

Comprehension:

- *Sequencing activities.*
- *Reading corner for free play with books.*
- *Reading for pleasure.*
- *Storytelling to groups, following the story through the pages of a large book.*
- *Storytelling using puppets.*

Word Reading:

- *Sorting and matching toys and games.*
- *Labelling of coat hooks and other personal items with the child's name.*
- *Storytelling to individuals, following the story through the pages of a book -pointing to the words as they are read if appropriate.*
- *Storytelling to groups, following the story through the pages of a large book - pointing to the words as they are read if appropriate.*
- *Labelling displays and other items in the setting.*
- *Games matching sounds to letter symbols.*
- *Activities using items starting with a particular letter*
- *Reading for pleasure.*
- *Use of RML programme for teaching discreet Phonics across the EYFS*

Writing:

- *Sorting and matching toys and games.*
- *Sequencing activities.*
- *Free play with paper and writing equipment.*
- *Modelling with play-dough and clay.*
- *Colouring.*
- *Tracing over lines, shapes and letters.*
- *Copying lines, shapes and letters.*
- *Dot-to-dot drawings.*
- *Drawing and pre-writing activities using large arm movements including chinks, water & brushes, sand mousse and shaving foam.*
- *Mark-make and write for a range of purposes, giving meaning to marks that are made.*
- *Beginning to write simple sentences to communicate meaning.*

Planning, recording and assessment

Planning takes place on a weekly, half-termly and termly basis, following the children's interests. The planning sheets used by the Pre-School are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that literacy is considered whenever planning is done.

Planning also occurs on a weekly or daily basis whereby staff select a specific literacy activity (Phonics) for the children to use during focussed time and free play. Items are rotated so that all resources are used, providing broad experience for the children but also allowing children to revisit activities.

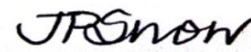
Samples of the children's work which relate to literacy are kept in the child's individual folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Curriculum Policy for Mathematics

Aim

To foster enthusiasm, confidence and the development of knowledge in exploring, using and applying a broad range of mathematical concepts.

Objectives

To provide all children with broad and varied experience in which mathematical language, skills and concepts can be created, supported and nurtured.

Operating Policy

The children will have an opportunity to observe peers and adults using and applying mathematical skills and concepts in everyday situations and in the Early Years setting activities. Maths is not seen as a separate area but rather as part of the whole curriculum and potential for developing mathematical awareness is built into all the activities provided by the Foundation Stage.

The children will have the opportunity to explore the properties of a wide range of materials in a range of contexts which will include much free play experience with and without adult input, and experience of real life situations such as shopping, cooking, sharing etc.

Confidence and enthusiasm will be supported through sensitive adult input which will provide for open ended questioning and the development of mathematical thinking and language.

Programme of Work

Learning will be achieved via a mixture of subject, cross-curricular and child initiated activities. The curriculum will be delivered through both adult led and structured free play activities.

The programme of work will include opportunity for topic based and general activities which will encourage the children to explore, investigate and question.

Activities will involve the use of both natural and man-made material, selected to support the children's learning. The activities will be of a free play or teacher directed nature, and will be based upon structured play.

Where play is properly structured, and there is sensitive intervention and language input from adults, the child can gain knowledge of mathematical concepts and language in an incidental manner.

The children need many experiences of sorting, matching and comparing a wide variety of objects and materials in order that they can begin to count systematically and understand the true meaning of number.

There are certain concepts which the child needs to understand, and in planned activities across the Foundation Stage, we aim to provide the children with practical experience to enable the development of this understanding.

In planning these activities we are very much aware that each child is an individual and that not all children will grasp concepts and ideas at the same rate or level. It is of utmost importance that the child is allowed to explore and experiment before being given more structured activities - ideally there will be four stages of development in the mathematical experience of the children:-

- a. Children should be allowed to play with as many activities and materials as possible without adult intervention.
- b. Children play with materials which have been deliberately provided by the adult, in order to encourage the acquisition of certain concepts, but still without adult intervention.
- c. Children play with materials of their own choice with the active involvement of the adult.
- d. Children play with materials selected, guided and led by the adult.

The programme will include some or all of the following activities:

Shape:

- *Free play with a wide variety of natural objects - shells, leaves, stones, etc with language input from the teacher where appropriate.*
- *Free play with man-made objects e.g. bricks, logic blocks.*
- *Model making using boxes and junk materials.*
- *Describing and identifying shapes - first by sight and later by touch – words such as fat, thin, long, short, spiky, sharp, smooth, etc can be introduced*
- *Simple movement themes - long shapes/snakes, short shapes/a tiny seed, etc.*
- *Play with jigsaws.*
- *2D patterns - printing, painting, paper cutting etc.*
- *Collage.*
- *Drawing around shapes.*
- *Shapes in the environment - traffic signs, vehicles, food, etc.*
- *Collapsing cardboard containers - looking at shapes when flat, then rebuilding.*
- *Symmetry can be experienced on a simple level by folding paper and painting on one side only, and then reprinting by folding over the other side.*

Sorting:

- *Free sorting according to the child's own choice.*
- *Sorting by one attribute e.g. 'Let's find all the red ones'.*
- *Sorting by two or more attributes from a simple collection of objects e.g. 'Find the blue cars' from an assorted collection of vehicles.*
- *Sorting more than one type by one or more attributes from a mixed collection – 'Find the big, red beads and the shiny black buttons.'*
- *Cooking - sorting ingredients and equipment, things which melt, things which do not, foods we have to chew, liquids or solids, hot or cold, etc.*
- *Art - making pictures by selecting one colour from a mixed box of collage materials, making sets of objects with a variety of materials, dividing paper into sections and sorting handprints by colour into each section.*
- *Sand - sorting objects which have holes, handles, are large or small, etc.*
- *Water - sorting objects which float or sink, sorting objects which hold water and those that do not, sorting the equipment by shape, size or colour.*
- *Construction toys - sorting by colour, shape, size, texture, etc.*
- *Stories/rhymes - choosing all the stories with pigs in them, or all the songs with frogs etc.*

- *Imaginative play - sorting all the teaspoons from a collection of spoons, all the cups, finding clothes according to colour/size, sorting all the fruit/vegetables into colours, families, etc.*

Matching:

- *Teacher finds one object, child finds the match.*
- *Matching sequences - red bead, blue bead, red bead, etc.*
- *Matching one cup to one saucer, knife and fork to place, spoon to dish, etc.*
- *Matching apron to activity - art apron, water apron, cooking apron.*
- *Buttoning coats - one button to one hole.*
- *Making patterns and copying them; both on paper and non-permanently with a variety of objects.*
- *Matching by size, shape, texture, taste, etc.*
- *Putting toys back in appropriate places.*

Pattern:

- *Looking for patterns in the environment e.g. brickwork, floor tiles, animal markings, leaves and flowers.*
- *Making patterns in painting, printing and collage activities.*
- *Making 3D patterns with bricks and beads.*
- *Copying and continuing patterns on paper and in 3D.*
- *Using computer programs to create and manipulate patterns.*

Ordering:

- *Looking at and talking about pictures which contain varying amounts of objects.*
- *Playing with grading blocks, number pegs, grading jigsaws, beadstairs, stacking cups, etc.*

Learning to Count:

- *Reciting number rhymes.*
- *Reading counting books.*
- *Modelling counting through play-based activities and being given opportunities to count real objects*

Numerals:

- *The children can participate in counting exercises and watch the numerals being written down.*
- *Prices can be looked at when role playing shops.*
- *House numbers can be talked about and written down.*
- *Telephone digits can be observed.*
- *Drawing the corresponding number symbol next to a group of objects.*

Capacity:

- *Activities of a simple and an incidental, questioning nature - e.g. 'I wonder whose bottle holds the most water?'*

Money:

- *Play with fake money, 'buying' items from a role-play shop.*
- *Children can accompany staff to the local shops to purchase items for use in the Pre-School and observe the exchange of money for goods.*

Time:

- *Discussion about how the children's day is divided into times - playtime, story time, drinks time, home time, etc.*
- *Discussion about how adults use clocks and watches to help them know what time it is and therefore at what time, according to the clock, we have drinks or go outside, etc.*
- *Free play with watches, clocks, timers etc to help the child to recognise the role of number in telling the time and partitioning the day into times for doing certain activities.*
- *Discussion about days of the week, yesterday, tomorrow, last week, next week, etc.*
- *Discussion using pictorial timeline.*
- *Discussion about the seasons can all help to develop a sense of awareness about time and the passage of time.*

Planning, recording and assessment

Planning takes place on a weekly, half-termly and termly basis following children's interests. The planning sheets used by the setting are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that mathematical development is considered whenever planning is done

Planning also occurs on a weekly or daily basis whereby staff select a specific mathematics activity for the children to use during focussed time and free play. Items are rotated so that all resources are used, providing broad experience for the children.

Staff are able to observe the children and records of such observations can be made on the children's individual play plans.

Samples of the children's work which relate to mathematical development are kept in the child's individual folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child. Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



Curriculum Policy for Understanding the World

Aim

To enable the children to develop the skills and understanding they need to make sense of the world.

Objectives

To provide the children with first-hand experiences that encourage observation, exploration, prediction, problem solving, critical thinking, decision making and discussion.

To provide a range of indoor and outdoor activities that stimulate children's curiosity and interest.

To provide opportunities for children to become aware of the similarities and differences between themselves and other people and to understand that all people deserve to be treated with respect.

To provide support in helping children communicate and record their observations and predictions orally and in other ways (e.g. drawings or models).

Operating Policy

The curriculum will be implemented in order that the children have opportunity for practical investigation with a wide range of equipment and tools, in structured free play, individual, group and adult directed situations.

The children will be encouraged to question, hypothesise, predict and observe, and to form opinions based upon their experiences.

Programme of Work

The programme of work will take the form of a mixture of child initiated and general activities. The children will be able to explore properties of materials and tools in an open-ended manner. Parental and community links will be developed to further support learning.

The programme of work will include some or all of the following types of activity:

Past and Present

- *Oral history - discussions about the personal experiences of Early Years staff, parents and grandparents when they were children.*

- *Story telling based on family history.*
- *Exploring the past through settings, characters and events in stories.*
- *Exploring similarities and differences between things in the past and now, drawing on children's own experiences.*
- *Investigation of items from the past and comparison with present day equivalents (e.g. a modern washing machine and Victorian washing machine).*
- *Discussion and role-play about historical events in the past including weddings, births, celebrations and festivals.*
- *Discussions about daily routines.*
- *Discussion about different types of homes.*

People, Culture and Communities

- *Oral history - discussions about the personal experiences of Early Years staff, parents and grandparents when they were children.*
- *Story telling based on family history.*
- *Stories relating to events in the past.*
- *Discussion and role-play about special events such as weddings, births and festivals.*
- *Discussions about daily routines.*
- *'Guess who is who' game based on pictures of the children as young babies.*
- *Long term growing projects (e.g. sunflowers from seeds)*
- *Stories relating to life in other parts of the country and in other parts of the world.*
- *Discussion and role play about special events in children's lives such as weddings, births and festivals.*
- *Making and eating food from different cultures.*
- *Listening to music from different cultures.*
- *Looking at books which show different dress, customs, language and beliefs*

The Natural World

- *Observation of objects, materials and living things with and without aids such as magnifying glasses, binoculars and microscopes.*
- *Pictures and collages of natural scenes including animals, plants and trees.*
- *Observation of animals and plants both inside and outside the nursery.*
- *Free play with objects and materials that have different purposes and work in different ways (torch, egg whisk, construction toys).*
- *Individual and group discussions about the weather and changing seasons.*
- *Keeping daily and weekly weather charts.*
- *Structured sand play giving the children opportunities to observe and predict outcomes.*
- *Structured water play giving the children opportunities to observe and predict outcomes.*
- *Visits to parks, farm parks, zoos and wildlife parks.*
- *Discussion of the children's findings, allowing them to ask questions and speculate on reasons.*
- *Observation of changes over time (e.g. the seasons).*
- *Visits to locations within the local environment - e.g. shops, parks, places of work.*
- *Individual and group discussions following visits.*
- *Provision of play maps and models to enable children to create their own environment.*
- *Recording of visits through drawing, painting and modelling.*
- *Discussions and stories that involve journeys - home to school, home to grandparents' home, home to a holiday destination.*

Planning, recording and assessment

Planning takes place on a weekly, half-termly or termly basis following children's interests. The planning sheets used by the setting are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that Understanding the World is considered whenever planning is done.

Staff are able to observe the children and records of such observations can be made on the children's individual play plans.

Samples of the children's work which relate to Understanding the World are kept in the child's individual folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents other school staff and outside agencies as appropriate.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Curriculum Policy for Expressive Arts and Design

Aim

To enable the children to express their ideas and feelings and to promote the development of the imagination.

Objectives

To provide a stimulating environment and to value originality, creativity and expressiveness.

To provide a wide range of activities that children can respond to by using their senses, developing ideas and expressing those ideas in a wide variety of ways.

To use resources from a variety of cultures to stimulate different ways of thinking.

To accommodate children's cultural or religious beliefs relating to forms of art or methods of representation.

To provide children with sensory impairment with opportunities to experience and respond to different stimuli (e.g. sounds, objects) in a variety of ways.

The children will have opportunity to explore a wide range of materials and media which will enable them to begin to appreciate and understand the many different forms and purposes that creative activity covers.

Operating Policy

Programmes of work will be planned for each area of expressive arts and design.

The children will have access to, and opportunity to handle, equipment covering a variety of techniques and interpretations.

They will be encouraged to explore freely by themselves, with peers, and with sensitive adult input, in order to extend the knowledge and skills required to make informed choices and develop personal interpretation.

Programme of Work

The programmes of work will be based upon a mixture of general and child initiated activities. These will be planned to ensure a broad and varied experience is provided for the children.

The children will have opportunity to explore in an open-ended manner the properties of a wide range of materials/media. The staff will bear in mind that it is the process, and not the end product, which aids creative development.

Creating with Materials:

- *Activities allowing children to explore and make objects using a wide variety of materials including: playdough, clay, cornflour mix, wet and dry sand, moulding sand.*
- *Collage activities such as: collaged shapes, texture collage, paper collage, paper bag puppets, paper plate faces, kites, hats, snakes, stained glass, sand collage, cardboard, badges, nature garden, junk models.*
- *Drawing activities using chalk, rubbings, felt-tips, crayon and wax resist, templates, and carbon copies.*
- *Painting activities using a variety of techniques including: finger painting, powder paint in shakers, spray paints, squeeze bottle paints, paint and scrape, block painting, butterfly pictures, twig painting, roller bottle painting, stencilling, marbling, bubbles painting, brush painting, dyeing.*
- *Printing activities including: foot prints, hand prints, clay prints, fruit and vegetables, balloons, roller prints, card prints, ball prints, leaf prints, sponge prints, shoe prints, car rolling.*
- *Using a wide range of materials and tools to make objects relating to topics, experiences and visits.*
- *'Junk' modelling.*
- *Collage.*
- *The use of construction toys to make models and vehicles.*
- *Model making.*

Being Imaginative

- *Dressing-up games.*
- *Home corner.*
- *Role play with shops, post offices, doctor's surgery etc.*
- *Imaginative play with dolls and models.*
- *Acting out and expanding on stories.*
- *Individual and group discussions about 'what happened next' at the end of a story.*
- *Individual discussion.*
- *Group discussion.*
- *Painting and drawing.*
- *Role play.*
- *Individual free play with musical instruments.*
- *Group free play with musical instruments.*
- *Moving to music.*
- *Listening to live musicians.*
- *Listening to recorded music.*
- *Listening to music from a variety of cultures.*
- *Discussion of feelings which result from different types of music.*
- *Singing.*
- *Musical accompaniment to stories.*
- *Playing musical instruments and singing.*

Planning, recording and assessment

Planning takes place on a weekly, half-termly and termly basis following children's interests. The planning sheets used by the setting are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that expressive art and design is considered whenever planning is done.

Staff are able to observe the children and records of such observations can be made on the children's individual play plans. Samples of the children's work which relate to expressive arts and design are kept in the child's individual folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Curriculum Policy for Outdoor Play

Outdoor play is essential for all aspects of a child's development. It can provide children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so it provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.

Outdoor play should be seen as an integral part of early years provision. Within the Early Years Foundation Stage at Wren's Nest, whilst children are involved in self-chosen activities, they move freely between indoor and outdoor areas using the resources which best meet their needs.

The aim of both indoor and outdoor play is to provide a stimulating environment for children's learning in all areas of the Early Years curriculum. Close observation is essential in order to assess children's ability and to ensure appropriate planning and continuity for the outdoor curriculum.

The provision and planning for outdoor play, just as indoor play, must reflect the diversity and richness of the experience and developing interests of the children.

"Some opportunities for learning can only happen outside. The experience of a change in the weather, finding a colony of ants under a big stone, making a large-scale construction with huge cardboard cartons or painting on great long strips of wallpaper - all of these motivate children into mental and physical engagement, and can only be done outside."

"The outdoor space must be viewed as an essential teaching and learning environment which is linked with the learning that goes on inside, but with even greater status because it allows for children to learn through movement."

*'Exercising muscles and minds - Outdoor play and the early years curriculum',
Marjorie Ouvry, The National Early Years Network, 2000.*

The Outdoor Area

The outdoor area is well laid out and provides for

- Challenging and exciting play

- Safety
- Different levels of play - flat, sloping,
- Grassed and hard areas should be wide enough for safe, easy play with a safety surface area for climbing equipment
- Shady areas including outdoor classroom
- Growing/digging areas - garden soil, compost, tubs, vegetable and flower beds. A free digging area is easily provided so that children can enjoy the physical satisfaction of digging; also to provide opportunities for finding mini-beasts, planting tubs and garden for different seasons, sowing seeds, harvesting vegetables providing opportunities for environmental science, caring and responsibility
- Wild areas - long grass, wild flowers and trees, logs and shrubs to attract insects
- A sandpit with hard surround to provide sitting areas and to facilitate easy sweeping; also a sturdy, strong cover protection
- Quiet, reflective areas and busy, moving play areas
- Developing exploration and imagination
- Opportunities for large scale experiences

Planning Outdoor Play

Adults must consider the following points

- The specific purpose of the outdoor play
- Individual, co-operative and parallel play
- Skills, knowledge, concepts and attitudes to be acquired/developed by the children
- Appropriate use of resources
- Staff interaction, guidance and support
- Balance/breadth of curriculum provision
- Alteration, addition or removal of resources
- Quality play

To ensure balance and breadth of provision, adults planning an outdoor activity need to think carefully about what it should include and why. They need to have clear goals for children's learning, at the same time they need to be responsive to children's enthusiasm and their interests. Within the planning there should be flexibility to meet individual children's needs as they arise during the session. Resources should be available to enhance and extend their play. Staff will make notes of children's' achievements (through observation) to record on individual education plan sheets.

The Role of the Adult Outdoors

Adults should be actively involved with children in their games and activities where appropriate and should not be solely in a supervisory role.

Adults should be

- Talking with children in a variety of ways (conversing, discussing, questioning, modelling and commentating)
- Helping children to find solutions to problems
- Supporting, encouraging
- Extending their activities by making extra resources available and providing new ideas
- Initiating games and activities
- Joining in games and activities when invited by children
- Observing, assessing and recording
- Being aware of safety issues

- Being aware of every child's equal right of access to a full outdoor curriculum which is broad, balanced, relevant and differentiated regardless of race, culture, religion, gender or disability
- Evaluating observations in order to plan appropriate resources and experiences

In these ways adults are making positive contributions to the children's play and setting up, challenging situations for children to experience.

Safety and Security Outdoors

- When setting out the equipment each day and during sessions, staff must look out for safety and remove any objects such as cans, bottles or rubbish which may have been left by others.
- Staff on duty outdoors must always be aware of the safety of the children in their care, be vigilant at all times and never leave the outdoor area for any reason unless another member of staff has taken over responsibility.
- Correct ratios are maintained at all times with staff moving freely indoors/outdoors as numbers of children fluctuate.
- When staff are deployed outdoors they should ensure children are adequately supervised.
- At the end of the session the outdoor area should be scanned carefully in case children should be left outside unsupervised.
- All equipment should be stored away sensibly and carefully, to allow for safe and easy removal next day.
- If a child is injured he/she should be handed to a member of staff indoors as quickly as possible for treatment so that supervision of the outdoor area is interrupted for as short a period of time as possible. In the event that there are several members of staff in the outdoor area, if ratios allow it would be safe for one of those adults to administer First Aid to the child.
- Details of the accident must be written up as soon as possible in the accident book and reported to injured child's Key Person. The child's parent must be informed of the accident and treatment. The parental top copy of the accident record should be given to the Parent when they collect their child.
- Climbing apparatus should always be set out on the grassed and safety surface areas.
- Children's clothing should be monitored carefully e.g. unfastened shoelaces and buckles, scarves and ties on coats which are too long can easily cause accidents, particularly on wheeled toys.
- If it is necessary for an adult to put toys away whilst children are still outdoors, correct ratios must be maintained for staff supervising remaining children.
- Encourage children always to look before they move and when jumping off apparatus; also encourage children to leave space between themselves and the child in front when crossing planks or climbing up/down apparatus.

- Whenever children carry equipment (clearing away or carrying planks/blocks) they should be taught how to do it and adults should be aware of the risks involved and minimize them to ensure safety.

Learning Opportunities in the Garden/Outdoors

There are many opportunities for the following developmental areas to be enhanced outdoors in varied and challenging ways:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Further detailed information about each of the seven areas of learning can be found in the relevant curriculum policies.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

“Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all areas of learning.”

‘Curriculum Guidance for the Foundation Stage’, 2000

For children to develop in this area many experiences are necessary. The outdoor area can contribute immensely to development in this area.

The outdoor area provides opportunities to promote:

Self-Regulation

- Children plant own vegetables/flowers plants and take care of them
- listen to the birds singing
- Opportunity to develop an awareness of nature
- Reflecting / a chance to be thoughtful
- Space to play, following their own interests, for extended periods of time e.g. making an obstacle course for others to use
- Freedom to use a wide variety of large equipment e.g. climbing frame/slide
- Take care of growing plants - watering them in the dry weather

Managing Self

- Share tricycles/scooters with others
- Take equipment to shed at end of free play session/finding ways to move heavy equipment
- Put own outdoor clothing on
- Plant fruit and vegetables to recognise the importance of healthy food choices.
- Adults communicating and explaining, describing and feeding back to children as they access health promoting activities in the nursery environment
- Healthy eating snack/foods (role play)
- Noticing breathlessness, increased heat and perspiration after exercise
- Noticing tiredness in body, legs and arms, feet and fingers after exercise
- Wash hands independently after gardening
- Put on wellingtons to go splashing in the puddles
- Change wet clothes after getting wet in the large puddle in the sand

Building Relationships

- Can choose to work/play with a variety of children/adults in the nursery from any group
- Freedom of movement between indoors/outdoors for all children at the same time enables children to build a variety of friendships
- Share tricycles/scooters with others

COMMUNICATION AND LANGUAGE

Children can enrich their vocabulary by listening to others and by exploring, investigating and interacting with peers and adults. They can retell familiar stories, and take part as one of the characters.

Listening, Attention, Understanding and Speaking

- Children talking together in co-operative play situations e.g. when making play dens.
- Adult/child conversations where adult may extend or introduce new vocabulary.
- Children negotiating for turns or objects e.g. "Can I come in the boat with you?"
- Children recalling particular processes and events they experienced during the session e.g. "I played with Tia. We used the hats and bags to be mums."
- Children listening to and solving problems with language support as necessary e.g. "I'll get the sand-timer to have a go on the bike."
- Inviting others to join in collaborative games e.g. "Let's play Goldilocks together."
- Describing particular objects or natural phenomena e.g. "It's soft, it's crawling quickly to me."
- Talking about activities they are engaged in e.g. water, sound, wheeled toys and using appropriate vocabulary e.g. prepositions and speed adverbs.
- In all practical activities the adult needs to give children the time and space to describe what they are doing and what is happening and to use opportunities for recalling, questioning, prediction, estimating and discussing cause and effect.
- Children using non-verbal communication, particularly body gestures, facial expressions and glancing at things in order to communicate and respond to events and other people.
- Learning nouns and adjectives around objects e.g. the African drum, the one-minute sand-timer.
- Listening to natural and man-made sounds e.g. thunder, chime bars.
- Listening to instructions, conversations and explanations.
- Listening to rhymes, poems, songs and chants.

PHYSICAL DEVELOPMENT

"Young children's physical development is inseparable from all other aspects of development because they learn from being active and interactive"

Curriculum Guidance for the Foundation Stage, QCA and DfEE, 2000

Daily opportunities are planned to develop children's gross and fine motor skills. Some examples of appropriate activities are as follows:

Gross Motor Skills

- Movement/dance/Jabadao
- Swinging from climbing trail
- Building and climbing inside dens and hidey holes
- Hide and seek games (behind buildings and objects)
- Aiming beanbags into buckets and large ball into basketball net
- Bat and ball games, throwing/catching balls, kicking balls at target
- Range of gardening tools
- Painting with water and paint, large chalking
- Skittles
- Woodworking, clay, cooking tools, joining and cutting tools
- Sticklebricks, Lego, small and large wooden blocks
- 10 green bottles
- Using broom, dustpan and brush
- Pulling/pushing wooden trucks
- Logs and log stepping stones
- Carrying house equipment to set up in a different location
- Playing musical instruments in a moving band
- Riding scooters and tricycles, prams and pushchairs
- Carrying large blocks and planks
- Large scale painting and drawing
- Obstacle course constructed with planks, tyres, wooden blocks and crates
- 'A' frames, planks
- Wooden climbing frame and attachments

Fine Motor Skills

- Building dens with tools
- Range of gardening tools
- Painting with water and paint, large chalking
- Woodworking, clay, cooking tools, joining and cutting tools
- Stickle bricks, Lego, small and large wooden blocks
- Using broom, dustpan and brush
- Playing musical instruments in a moving band
- Small scale painting and drawing
- Mark-making using various tools
- Threading
- Finger painting-paint, foam
- Using tweezers to pick up and transport small objects

LITERACY

Children are able to try out a lot of the pre-writing skills in the outdoor area, by building up **first** their gross and **then** their fine motor skills. Opportunities for large scale drawings are numerous e.g. chalking on ground, using water and brush, and a board pen on the large white board. Children can retell familiar stories, and take part as one of the characters. Gender imbalances regarding boys' writing and pre-reading skills can be addressed.

Writing

- Enjoy rhyming and rhythmic activities e.g. traditional rhymes and simple poems.
- Distinguish some sounds from another e.g. working in outside office.

- Hears an initial sound in words e.g. using magnetic letters board.
- Know which letters represent some sounds e.g. noticing signs outside.
- Recognise rhythm in spoken words e.g. singing songs in swingboat
- Imitating adults by 'jotting down notes' e.g. using a notebook and pencil to scribble and draw
- With the magnetic letters and whiteboard
- In the writing tent or noting down orders in the café (example of role play)
- With a clipboard and pencil, moving around the garden
- On the large whiteboard, using board pens
- On the ground using giant chalks
- Chalking up scores on blackboard
- With a stick in the wet sand

Word Reading

- Looking at books e.g. sitting on the rug with the book box, 'reading' to a friend
- Environmental print e.g. Summer Fayre banner etc
- Chalked, pencil marks or tally-like marks
- Decoding visual information to complete puzzles e.g. looking at shape carefully
- Following road systems e.g. chalked lines and road signs
- Table top and construction toys e.g. large mosaics
- 'Reading' own names from the magnetic letter board
- Making role-play signs and displaying these around the garden e.g. café
- Reference books placed near objects e.g. near mini-beast tray, fictional books near puppet box

Comprehension

- Listening to stories read aloud- outdoor classroom, beanbags, blankets
- Exploring fiction and non-fiction books, identifying differences between texts
- Looking at books and retelling familiar stories to read to self, to a friend or an adult
- Looking at books and talking about what is happening, what might happen next, where the story is set, how a character is feeling.
- Using puppets and props to recall and re-enact stories, recalling main characters and events
- Sequencing events in a story using pictures and sequencing cards

MATHEMATICS

A carefully planned outdoor provision offers children opportunities to experience mathematical activities which extend/contrast with those provided indoors and so extend the scope of the curriculum.

Children should have opportunities to experience

mathematical language	measurement
sorting and matching	number
classifying and sequencing	seriation
spatial/positional awareness	estimation
directions	problem solving
time	

Mathematical Language should be encouraged when appropriate. Opportunities could include discussion, questioning, predicting, and estimating through working with materials and observation. Songs, rhymes and 'playground' games are a rich context in which to build a child's language and vocabulary, in addition to those areas of development.

Number and Numerical Patterns

- Counting buckets in the sand
 throwing bean bags into a bucket
 planting seeds
 - Ordering first, second and third with cars, races, skittles
 - Laying the table in the house
 - Tallying when knocking skittles over
 throwing bean bags into buckets
 - Reading numbers on objects skittles
 cars
 - Writing numbers on whiteboard
 on slabs with big chalks
 puzzles
- how many more? e.g. when laying the table in the house, filling buckets in the sand
 - counting cars - how many? are they the same?
 - tidy-up time - solving problems, are they all there?
 - ordering numbered skittles
 - playing magnetic fishing games - adding dots on fish, comparing one with another lining up cars - more than, less than

UNDERSTANDING THE WORLD

In this area children are given opportunities to make sense of their world. The outdoor area provides many opportunities for real experiences including exploring the weather, the natural environment and building on a large scale.

Children should have opportunities to develop the following knowledge/skills:

Past and Present

- Role play past events using available props and resources
- Books/stories recalling past events in the outside book box
- Present children's magazines reflecting children's current interests/likes/experiences
- Exploring past/historical objects in tuff spots

People, Culture and Communities

- Role play resources from a variety of cultures
- Books/stories in different languages in the outside book box

- Opportunity to talk about real life experiences in the garden e.g. gardening at home, trips to the shop with their families
- Observe events in the immediate area e.g. a police car, ambulance passing

The Natural World

- Noticing different weather conditions and impact of the weather on them
- Noticing the plants in the garden/taking care of them
- Planting seeds and bulbs
- Exploring mini-beasts
- Identifying objects that float/sink
- Exploring different speeds cars go down a ramp
- Notice changes in the garden through the seasons
- Talk about when different things happen in the garden e.g. planting vegetables, raking leaves, mowing grass
- Talk about different parts of the nursery garden e.g. growing area, hard area, grass area
- Notice features of local area when walking to the shops or on a visit e.g. town, park, library, allotment

EXPRESSIVE ARTS AND DESIGN

The outdoor area can provide a wealth of opportunities for children to develop and extend their expressive and creative skills. Some examples of appropriate activities are as follows:

Creating with Materials

- Looking at colours of leaves and flowers
- Printing in the sand with bare feet
- Building obstacle courses, towers, bridges, sculptures
- Describing texture of grass, wood, sand, soil, worms, snails, snow, ice
- Mixing sand and water
- Playing with cardboard boxes, crates
- Large scale painting, weaving, chalking
- Playing a wide variety of musical instruments
- Singing songs i.e. songs inspired by the things outdoors like worms, snails, the weather, plants and trees
- Playing ring games
- Making up dances to music made by children on the instruments
- Marching and being a band
- A variety of constructional toys
- A variety of large equipment, e.g. tyres, planks
- Wet sand
- Woodwork bench and tools
- Large block building
- Designing and building dens, sand castles, sculptures, collages, weaving, obstacle course, props for role play (boats, rockets, helicopters)

Being Imaginative

- Large scale painting in 2D and 3D
- Drawing with large chalks/pastels
- Mark making with large paint brushes and rollers

- Pattern making with found objects
- Dens
- Hospital
- Boats, builders and workmen
- Pirate ship, car, train
- Dressing up
- Café
- Builders and workmen (in sand using bricks and trowels)
- Firefighter clothes
- Noticing weather, vegetable garden, minibeasts
- Smelling herbs
- Listening to bird song, sirens
- Making maps
- Painting from observation
- Drawing on white board
- Moving to music
- Playing a wide variety of musical instruments
- Singing songs i.e. songs inspired by the things outdoors like worms, snails, the weather, plants and trees
- Playing ring games
- Making up dances to music made by children on the instruments
- Marching and being a band
- Designing and building dens, sand castles, sculptures, collages, weaving, obstacle course, props for role play (boats, rockets, helicopters)

This policy was adopted on the 1st September 2024 by Wren's Nest Governing Body.

Signed on behalf of Wren's Nest Primary School:



(Jill Snow - Chair of Governors)

Monitoring, evaluation and review

The policy will be promoted and implemented throughout the school by all staff. The Curriculum and Standards committee will review this policy annually and assess its implementation and effectiveness.

Date of Review: September 2024

Policy to be reviewed: September 2025