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Learning and Development Policy	15/2/22
Written by:	Date of Revision:
Emma Holmes/ Louise Lloyd-Evans	15/9/23
Policy Statement	
Every child deserves the best possible start in life. This policy illustrates the support, experiences, and environment that we provide enables them to fulfil their potential.	
Aims and Purpose	
<ul style="list-style-type: none"> • We follow the Statutory Framework for The Early Years Foundation Stage (EYFS). This document sets the standards for learning, development, and care for children from birth to five. • To make sure we reach these standards we have built our own curriculum around our unique nursery ethos and The Three Pillars of Sustainability. • Children are provided with opportunities to learn through their play, in line with our ethos and values and through continuous provision that provides challenge, risk benefit and emotional support. • We maintain a high-quality learning environment and have high expectations of learning and development for each child, so that they have a broad range of knowledge and skills and are prepared for the next stage of learning. • We strive to ensure every child makes progress and identify children who require additional support so that no child gets left behind. • Parents are provided with home learning ideas and information about the experiences children are having at Young Friends so that they can continue to the learning in the home. • We make sure that every child is included and supported by a cycle of observing, assessing, and planning. 	
Applicability	
Children Staff	
Definition of Terms	
The Early Years Foundation Stage (EYFS) - sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives	

children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Overview

This Policy Covers

- The Young Friends Kindergarten Curriculum
- Observe
- Assess
- Plan
- Key Person
- SEND

Procedures

The Young Friends Kindergarten Curriculum

- Young Friends Kindergarten has sustainability at its heart. We encourage our children to be respectful and care for their environment as a whole and more specifically flora and fauna. We establish a social consciousness, with the children seeing themselves as a member of a community (whether it be their nursery pod, their family, their hometown, their country, or their global community). Caring for others and at the same time developing their own voices and nurturing their own well-being. Finally, we instil an economic awareness. There is an expectation to look after resources at nursery and their environment around them and think about how we can reuse and recycle. We think about the cost to our pocket, the community, and the planet.
- We look at our curriculum through the framework of the growing year, month by month. Each month our planning is not only informed by the children's interests, schemas and needs but also by what is happening in our kitchen garden, the parks, the beach, and our workshop.
- We model and encourage inclusion and a respect for the beliefs of others. We acknowledge festivals important to our families and the local community but in a non-consumerist way. We celebrate the messages behind these festivals, for example instead of Christmas we talk about how we can help people who are not as fortunate as we are. We celebrate the seasons and special days happening in the nature calendar.
- We post our monthly plans on Family in a newsletter, so parents can see what their children are going to be doing and join in where possible.
- At Young Friends Kindergarten our days are mainly child-initiated. Children are free to follow their own deep play patterns guided by their interests, schemas, and developing minds. Child-initiated play supports children's ideas and autonomy. It enables them to learn through first-hand experiences, allowing them to choose resources and how to use them. It supports children to develop their voice.
- Child-led activities may start out as an adult initiated activity or provocation. However, by allowing the child space and time the child may extend the resources and ideas to create their own experience. It is important to strike a balance between adult-led and child-initiated activities to instil a love of the process of learning and best meet the children's outcomes.

- The strategies we use to enable child-development are cyclical. We observe the children, their play, their interests, their needs, their schemas. These are noted by their key persons on the Seeding Boards and are also held in mind. This informs how we set up the areas and plan for activities and provocations. We aim for each key person to plan up to four activities/provocations/areas a month. We do this using our curriculum as a framework. We assess the child's progress each month and this informs us if further support is needed.
- We aim to hold the three I's in mind: intent, implementation and impact. They inform our plans, actions and assessments and ensure our pedagogy is holistic.

Observe

- We observe children and evaluate our environment throughout the day to provide teachable moments, opportunities for children to develop the characteristics of effective learning and to ensure children make progress in all areas.
- Seeding provides inspiration for entirely child focused and child-initiated sessions during which we aim for each child to be consistently 'in flow' whether this be during times of high concentration or relaxing during down time.
- Parents have access to our Family app so that we can work together to support the child.
- Parents are sent a Settling Form and an All About Your Child form to fill in and send back for uploading to 'notes' on Family. This forms our first observation of them, as a parent knows the child best, especially at the start of their journey with us.
- Observations of individual children will be linked to the CofEL (Characteristics of Effective Learning) / EYFS (Early Years Foundation Stage).
- From our observations on each child, we can seed the play spaces, plan activities and provocations to enable their development.

Assess

- Paperwork is reduced and streamlined wherever possible, whilst effectively monitoring development. We do this to enable consistent high-quality interactions with each child that are uninterrupted as much as possible because we believe this is the most valuable way a child can learn.
- From observing their key children each pod member will send a wow moment and an assessed overview each season, and 4 monthly photos.
- Once a month the manager and the pod leads will meet and note each child who needs support. The pod leads will meet with the child's key person and further support will be planned in conjunction with the child's family.
- Children will receive a Progress Check at Age 2 when the Pod Lead deems appropriate.
- Children will receive a summative assessment in the Summer Term before they go to school.

Plan

- The environment is planned and seeded from formative assessments, to ensure a consistent approach to meeting individual needs based on children's interests, ages and stages of development and our ethos and values.
- Activities and provocations are planned monthly also using the seeding information and monthly information for the Young Friends Nature Year

Key Person

(See Key Person Policy)

- All children have a key person and a 'buddy' who help them to be independent, resilient and who guide and record their development, respond to their needs, and build on their interests.
- The EYFS Statutory Framework requires key people to minimise time spent on computers and communicating with parents during certain times to enable them to support, engage with and scaffold their key children's learning.
- All staff are trained and supported to provide high quality interactions, sustained shared thinking, and use communication strategies to develop language.
- All staff are trained and supported to provide strong, warm, and supportive relationships so that children manage their emotions, have a positive sense of self, and have confidence in their own abilities.
- All staff are trained and supported to provide gross and fine motor experiences that develop coordination, healthy bodies, and confidence.
- All staff are trained and supported to provide a love of literacy through stories, reading, rhyme, songs, and mark making.
- All staff are trained and supported to provide opportunities and experiences to develop a strong basis for maths through, play, experimenting, vocabulary and sustained shared thinking.
- All staff are trained and supported to provide knowledge and understanding of the world around children, through experiences, trips, exploring environments and habitats, all aspects of sustainability, citizenship, and the use of technology.
- All staff are trained and supported to provide the development of creativity and imagination through art, music, a wide range of open-ended resources, discussion, socio dramatic play and exploring their natural environment.
- It is the key person's responsibility to make sure that the 'Activity', 'Journey', 'Notes' and 'Reports' sections are kept up to date for parents to look at any time. Leaders will monitor this - to partly inform their supervision with the key person.
- Key people, supported by buddies are responsible for taking photos for Learning Journey's and 'Wow Moment' observations.
- The key person will undertake a starting point assessment in the Prime Areas on Family within the child's first 6 weeks of starting. Any child who is needing support, will be observed by the SENDCO for further assessment and a plan of action agreed.
- The key person must bring any concerns regarding their children to their pod lead before the monthly leaders meeting.

Children needing Support

(See SEND Policy).

- Each child on a support plan will be discussed at the monthly staff meeting with the whole team.
- If a child's progress gives cause for concern the pod lead will agree a plan of action with the key person, SENDCo and/or designated safeguarding lead and seek further advice if needed
- Children with English as an Additional Language are supported in line with the EYFS and the local Ethnic Minority Achievement Service (EMAS), if necessary.
- Key people, supported by buddies and SENDCO are responsible for carrying out support plans and communicating them to parents. Support is given by leaders in this instance.
- If a child is on a support plan, parents will be updated weekly on Family. The support plan will be reviewed monthly.

External Links and Organisations

The EYFS Progress Check at Age Two - [Foundation Years Style Guidelines](#)
EYFS Statutory Framework - [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](#)

Relevant Policies and Documents

Send Policy
Key Person Policy
Two Year Old Progress Check

Authorisation

Signature:



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