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**Learning and Development Policy**

**Name of Early Years Setting: Jellie tots Pre-school**

**Date of written: Oct 2009**

**Date of next review: Aug 2020**

**Early Years Foundation Stage**

**EYFS principles:** A Unique Child**,** Learning and development

**Outcome:** Enjoy and achieve

**Jellie Tots Pre-school aims to**

Use the Early Years Foundation Stage to support, inform, guide and challenge all staff with responsibility for the care and education of children from two and a half up to the age of five years including those children with special educational needs or disability.

We believe that it is important to value all children as competent learners. All children have, from birth, a need to develop; therefore we recognise their individuality, efforts and achievements. Relationships with adults and children are crucial in a child’s life and a relationship with a key person is essential. Children learn best through interaction with people and active exploration of the world around them.

Play supports all aspects of children’s development, through play children learn by doing rather than being told. Young children are individuals and progress at different rates. Schedules and routines must follow the child’s own needs. Children learn when they are given the appropriate responsibility, allowed to make decisions, choices and errors and are respected as autonomous and competent learners.

The contexts in which children learn need to be relevant, meaningful, motivating and interesting to learn. A play based Early Years Foundation Stage supports all aspects of children’s development. Through play both indoors and outdoors children learn by having practical, hands on, meaningful opportunities to experience real life situations, make choices and have ownership over their actions and reactions.

The Early Years Foundation Stage supports the child’s inbuilt curiosity and desire to make sense of the world around them and helps them discover that learning is interesting and fun; this is vital if children are going to be keen to learn for the rest of their lives.

We at Jellie Tots Pre-school actively promote positive attitudes to diversity and differences within all children, parents and staff. The aim is to ensure that we help children and staff learn to value different aspects of their own and other people’s lives. This includes ensuring that all people who use our nursery feel included, safe and valued, that all children and adults are treated as individuals and are not discriminated against, and that all children are listened to and respected.

We believe that parents and families are central to the wellbeing of the child and should be involved in their children’s experiences and development. Early year’s staff need to make visible children’s learning to enable parents to understand, contribute to and support their child’s learning.

**In order to achieve our aims we will be**:

* Providing many opportunities for active learning, which involve other people, objects, ideas and events that engage and involve children for sustained periods.
* Supporting children’s creativity and critical thinking
* Supporting all seven areas of learning and development

**Organisation of our Provision**

Research shows that the best form of quality practice for young children involves structuring of the provision in terms of:

* Space, time, materials and equipment
* Staff interaction, (which requires knowledge of child development and pedagogy (teaching)
* Partnership with parents
* Relationships with other agencies

**Space, Time, Materials and Equipment**

At Jellie Tots Pre-school we:

* Provide a stimulating environment with easily accessible resources both indoors and outdoors
* Allow children time to become engrossed in activities, complete them and return to them later if they wish
* Offer children a range of well planned play opportunities which offer continuity and progressions, e.g. physical play, creative play, imaginative play, social play, play with natural materials
* Provide play contexts which are well planned and resources to foster all aspects of children’s development (physical, emotional, social and intellectual)
* Provide situations which will enable children to appreciate the multicultural society in which they live
* Provide appropriate, good quality materials and resources that reflect careful planning and enable children to interact at their own level of development, allowing for progression by exciting children’s interests and curiosity.

**Staff and Parents**

At Jellie Tots Pre-school Staff will:

* Develop close relationships with children in their key person groups
* Involve parents and encourage them to contribute to and support their child’s learning
* Understand the importance of play and enjoy playing alongside the children indoors and outdoors
* Encourage children to explore everyday situations in their play
* Respect and value children’s play and learning and are able to intervene sensitively in it using language to support and extend children’s thinking
* Help children to become independent learners and to develop their creativity and imagination
* Have time to observe children at play and monitor their development in all areas in order to inform future planning of play provision and experiences
* Children will be consulted and encouraged to help staff plan and organise the environment and resources giving them opportunities to learn and help them value learning
* The learning environment in and out of doors is planned carefully to ensure that children can access and participate in all areas of the provision
* Resources are organised to allow children to access them independently by appropriate use of the floor, low shelving and picture labels
* Resources include bought, found (e.g. recycled materials, shells) and improvised items (old curtains to make dens etc)

**Observation**

* Adults take time to look, listen and note while working with the children. Observation helps adults to get to know the children and identify their interests and abilities in order to plan experiences appropriately

**Planning**

* Play experiences are planned in response to observations of the children and knowledge of the child gained from parents and other sources. They arise spontaneously from children’s own ideas
* Possible learning intentions in short-term planning are drawn and developed from the Early Years Foundation Stage and long-term planning. Short term planning is completed daily informed by observation, assessment and evaluation, but may be altered in response to children’s interests, needs and responses.
* Adults regularly evaluate, reflect on and develop the provision they make for play
* Outdoor exploration is important for all children
* Outdoors is half of the play environment

**Assessment**

* Planning, observations and evaluation of play and experiences are provided for all children (children’s individual files)
* Staff monitor what has been covered, learning priorities are identified for each child and any gaps are identified and incorporated into future planning
* Parents are encouraged to contribute to their child’s learning through discussion, parent key worker meetings, daily feedback, jottings and Home Link Books.

This policy was adopted at a committee meeting held October 2009

Signed on behalf of Jellie Tots Pre-school ...................................................................