

**Display Policy**

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

**Date of written: Nov 2012**

**Date of next review: Aug 2020**

**Early Years Foundation Stage**

**EYFS principle:** Enabling environments; 3.3 the learning environment

**Outcome:** Make a Positive Contribution, Enjoy and Achieve.

**Statement of Intent**

Our nursery environment reflects the ethos of Jellie Tots Pre-school. Children learn most effectively when engaged in first hand experiences. Displays of natural and man-made objects can provide powerful stimulus for learning. Displays can also help create an interesting and attractive environment in which learning is facilitated; and which can help foster a caring attitude by children to their surroundings. When children’s work is valued by being displayed, their self esteem is built up.

**Method**

We will ensure that**: -**

* Displays show children’s achievements and provide information for reference and act as a stimulus for ideas.
* Our environment offers opportunities for learning through displays of resource materials encouraging interaction by the children.
* Children have access to visual resources and reference materials.
* Displays reflect the quality and expectations of our pre-school.
* Displays are appealing and varied. Work showing a variety of techniques and media are displayed.
* Displays comprise the children’s own work and careful consideration given to how work is mounted; choice of background colour and texture and the use of text for providing information.
* Displays are relevant to the work being carried out with the children. Work in progress as well as finished work will be part of displays.
* Displays are representative of all children reflecting the multi cultural society in which we live.
* A range and variety of children’s work are shown.
* Progression throughout the pre-school is reflected in the displays.
* Children are encouraged to make decisions about displays. They are involved in the selection, presentation and mounting of displays.
* Displays are rich in text, this being the means of providing information, posing questions to extend children’s learning.

**Guidelines/ good practice**

1. Provide a short explanation of the task/learning objectives that produce the work.
2. Include a variety of two and three dimensional work, paintings, drawings, writing, models etc.
3. Draw the children’s attention to the display during work time. Displays should be used positively as a teaching and learning resource. A range of questions to encourage interaction.
4. Do not cut children’s work.
5. Label children’s work with names on the border if possible.
6. Keep displays simple and uncluttered for maximum effect.
7. Keep lettering simple, clear and consistent. Use both computer generated and hand written text.
8. Consider the children’s eye levels – work should be clearly visible to them.
9. Involve the children in planning displays – choosing work, making labels, mounting pictures etc.
10. Check spelling.
11. Have a clear title.

**Types of displays**

On walls

On tables/cupboards

Individual books

Low level display boards

This policy was adopted at a meeting held on Wednesday 28th November 2012

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

Chairperson: