



# Little Learners

## NURSERY GROUP



Caring

Respect

Nurture

Encourage

Growth

Equality

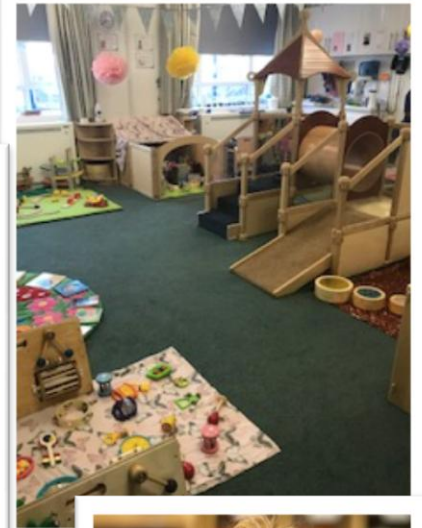


# Outdoor Learning.





# Bunny Room





# Tiger Room





# Panda Room



# Characteristics of Effective Learning

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

## Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

## Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

## Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

# Early Years Foundation Stage

There are 3 **'Prime Areas'** that we focus on:

**(1) Personal, Social and Emotional Development (PSED), (2) Physical Development & (3) Communication and Language.**

As children are age and stage ready, we begin to additionally track what are called **'Specific Areas'**.

As children move to Tigers we begin to track the additional areas of **(4) Literacy and (5) Maths**

When children reach Pandas, we begin to track the additional areas of **(6) Understanding The World and (7) Expressive Art and Design.**

*\*Children from Bunnies to Pandas have the opportunity to develop in all areas; however, the official tracking of the areas is set out above.*



# Personal, Social and Emotional Development.

## Parents can help at home by...

- Replicating the nurseries behaviours system.
- Encouraging their child to be independent by letting them do up their coat, out on their clothes in the morning, toilet train and pouring their own drinks.
- Update 'Tapestry'

## Key Person

Each child is assigned at least one Key Worker who helps to ensure your child's learning and care are tailored to meet their individual needs.

3 areas: Making relationships, Self-confidence and Self-Awareness, Managing feelings and Behaviour

## Circle or carpet time.

This is a time for group singing and welcoming our friends. Children are encouraged to learn each others names, speak and take turns as well as join in choral singing. There is a new 'song of the week' for children to practice each week. Toddler and pre-schoolers also enjoy active phonics sessions and book reading.

## Child initiated play.

Children are encouraged to explore each area of the room which is set out to entice and engage children to become independent learners. Exciting activities support children to make choices. Each room has a flexible routine so that children can pursue interests and not be interrupted when engaging in an activity. For example, in toddler room, snack time runs over the course of an hour so children can choose when they have their snack and not be pulled away from exciting activities.

## Example of a Focus activity to promote PHSE

Children bring an item from home to share during circle time.

## Praise

We believe it is important to praise children to help them develop in confidence and understand boundaries. We use a system of coloured faces to help children understand when we are 'worried about their actions' or when we are very proud of their actions.



## Feelings

We encourage children to speak about their feelings and help them to understand the feelings of others.



# Physical Development.

## Parents can help at home by...

Making playdough, cooking, encouraging their child to do up buttons and zippers, encouraging hand washing and self care.

## Example of a Focus activity to promote PD

Children use real life painting tools to make giant images on the playground.

**Dancing** Music, baby Pilates and dancing sessions with staff on a daily basis at nursery encourage children with gentle exercise while they move their bodies as they have fun.



## 2 areas: Health and Self-care & Moving and Handling

### Outdoor and Gardens

We offer a variety of outdoor areas for the children to investigate and explore. Children are offered scooters, bikes, tricycles, balancing blocks, push cars, all that help children with improving their agility and balance. We have pirate ships, rock climbing walls, wooden stumps all to build confidence as they learn to move their bodies by negotiating space, scaling equipment and navigating obstacles.

## Toilet training

Staff help children and parents with toilet training. Helping children to understand the feeling of needing the toilet and how to care for themselves appropriately takes times and gentle guidance. Children are taught about the importance of washing hands after using the toilet and before meal times.

*Government guidance says children typically toilet train at 2 ½ years old.* We work closely with parents to offer children the best support with their toileting at home as well as at nursery.



## Nursery meals and Foods

We teach our children the importance of healthy eating and providing them with fresh fruits daily. It is important for children to learn and explore different textures and tastes so we encourage our children investigate and taste new foods with support from staff as they learn about their likes and dislikes. Our Nursery meals are prepared onsite by professional staff providing us with a healthy varied menu that changes seasonally, this also includes meals from around the world for our children to try!

# Communication and Language.

## Circle times

We encourage our children to join in the mornings with circle time sessions, this teaches us values such like mutual respect as we greet our friends and practitioners, we listen to each other and join in with singing our favourite songs and nursery rhymes.

## Modelling speech...

Our Nursery staff encourage language all through the day as children play and explore. We extend their speech by adding more words to children's statements.

If a child says *"dinosaur roars"*, staff would respond with *"yes, the big green dinosaur roars load!"*



## Parents can help at home by...

- Singing familiar nursery rhymes at home.
- Reading stories containing repetitive phrases with children at home
- When walking to nursery describe the different things you see in the environment, colours, counting steps, naming objects.

## Example of a Focus activity to promote Communication..

Using "rhyme time" bags containing books with repetitive phrases and props while encouraging children to retell a story.

## Developing Speaking

Staff encourage children's language all day everyday by extending children's sentences; if a child says, "red car," staff will repeat back with additional language, "It is a fast red car." Staff also use running commentary to develop speech. Eg. "I see you have chosen an apple for snack today."

## Listening Walks...

All through the year we take our little ones on listening walks around the school playground, gardens and short nursery trips. We encourage children to talk about and describe the sounds they hear from the different environments we explore.

## Phonics sessions..

We plan phonics sessions using Letters and Sounds that concentrate on developing our children's speaking, listening skills, phonological awareness and links language with physical and practical experiences.

Our children are provided with abundant opportunities to engage with listening walks, books and activities that pave the way for them as they develop their writing and reading skills.





# Literacy.

## Mark Making

Children are encouraged to make marks anywhere and everywhere. We will get creative by wrapping a tree in paper and letting the children draw, using invisible ink, making chalk disappear with water and so on.

## Writing

Children learn to create their own stories through role play and creativity. Pandas scribe their own stories with the help of adults. Pandas work on writing their name.

## Books

Children are read to several times a day. Sometimes as part of a larger group or one to one. Familiar books are important and children join in repeated refrains. Children are encouraged to make choices and explore books on their own as well.

## Phonics

In Bunnies, we use song and instruments to help children recognise a variety of sounds.

In Tigers we follow the “letters and sounds” document.

Focussing on aspects 1-3.

<https://www.gov.uk/government/publications/letters-and-sounds>

As children progress, we prepare them for school by using Read, Write Inc to teach initial sounds in Pandas.

## Parents can help at home by...

- Reading before bed every night and asking questions about the story.
- Children will begin to recognise familiar signs, like Tesco. Encourage children to recognise signs and words.
- Help at home by understanding the programme. There is a parental section on the website below.

<http://www.ruthmiskin.com/en/>

**Read Write Inc.**  
Phonics

Pandas learn initial sounds. With this programme, they learn the letters m, a, s, d, t first. This is so that these sounds can be blended to form words sooner than going through the alphabet in order. You may hear your child say ‘Maisy, mountain mountain’ when forming the letter ‘m.’ This is because each letter has a memorable saying which helps your child remember how the letter is formed. Some sounds are classed as stretchy eg. s, m, n and some are considered bouncy eg. b, i, d. A stretchy sound means you only make the sound once; sssss and a bouncy sound means you make the sound several times – b,b,b,b.

If working at home, remember not to add a ‘uh’ sound to the end of the letter sound. The sound must be ‘pure.’ Eg, it is ‘mmm’ (like the noise one would make when eating delicious food) not ‘mmmuh.’ *Many schools will use this programme in reception.*



# Numeracy.

Numeracy is broken into 2 main areas: **Number and shape, space and measure.**

## Shape, space and measure.

Children play with a variety of toys in the environment. The water and sand tray offer a chance for children and staff to talk and experience, weight, size and get a sense of volume.

## Snack times.

Staff and, when appropriate, children cut the fruit for snack together. They talk about halves, and count out loud.



## Examples of Focus activity to promote maths...

Children are playing on scooters in the large playground and have to park their scooters in a numbered bay. Children are given stop watches to time each other and record the number on a white board to see who was the fastest. The children are baking and discussion about measuring, how many time to stir and how many items they need to bake takes place.

## Math table.

In Tigers and Pandas, there is a maths table or area set out to encourage the using of mathematical language through play. This could be a market shop with a register or shapes with sorting mats and bowls. The children often develop their own games.

## The Gym

In the gym, staff encourage use of positional language such as on, under, next to.

## Parents can help at home by...

Using maths language when baking. Play games and describe where an item is hidden by using positional language, encourage your child to pay for items noting the number on the note. <https://www.topmarks.co.uk/maths-games/3-5-years/counting>





# Understanding of the World.

## Technology

The panda rooms and gyms are equipped with interactive white boards. We have access to the schools computing suite during school holidays. We have both working and role play technology items. Any screen time is very limited to learning purposes. Bunnies have several interactive toys that make music and light up.

## TRIPS

We run Forest School and regular trips to the farm, aquarium and other suggestions from parents and the children. We often have visitors in the nursery too. Eg. animals, tennis, drama, school children, music etc.



**Understanding of the world covers 3 areas:**  
**People and Communities,**  
**The World and Technology.**



## Families

We often have family displays and drawings up on display and during circle time, the children share. Parents are invited to share their culture with the nursery. We send out a cultural celebration letter.



**We visit and invite people from the local community.**

## Special Times

We celebrate a range of occasions and special events from cultures and faiths. We have a British Values policy.



# Expressive Arts and Design.

EAD is broken into 2 main areas:  
**Exploring and using media and materials & Being imaginative**



## Experimenting

We provide the children a range of materials to experiment with.

## Imaginative Play

Each room is equipped with toys and areas which promote role play and encourage children to be imaginative. Items like the home corners, dolls house, garage, toolsets and farmyard promote and encourage children's imaginations.

## Music

Children listen to a range of music as well as experiment with a variety of instruments. We sing all the time! The school children often perform their instruments for us. We often have drama and music enrichment activities such as bong-a-long or Mrs H and the sing along band into the nursery.



## Messy Play

This is also important in promoting motor skills. We allow children to explore and get messy. Eg. Mud, spaghetti, shaving foam, painting our hands and feet, flour play, and more.



# How we plan activities...

## Observations..

Daily observations and photos of children are taken enabling our practitioners to gain a better understanding of a child's individuality. Observations are used to build learning journals on Tapestry. These observations help us to track and share a child's achievements; these are personal to each child and provide a picture of their development. When you join the nursery, you will get your own log in. Just download the app. **You can upload observations from home too!**

*Activities are colourful, interesting, fun to explore and engaging enough so children can learn as they play!*

## Assessments..

Our nursery uses tracking sheets to assess the children within our setting that reflect the EYFS. These are broken down into the seven areas of development for Pandas and then into more specific areas for the Nursery. The practitioner then uses these areas to summarise where a child is developmentally. Tracking sheets indicate if a child is emerging, Developing or Secure within different age ranges. This provides our practitioners with a better understanding of a child's developmental needs.



## Parent Focus Plans..

It is important to involve parents with planning our weekly activities for nursery. Parents are our children's first and most enduring educators and working closely alongside each other we are able to support our children in achieving their development goals.

Our parents complete **focus forms** about their children's needs, interests and next steps at home. Our staff use these focus forms to plan exciting and valuable weekly activities that will encourage children to participate and learn at the same time.

## Reports/progress summaries..

We believe the practitioners role is vital in ensuring that all children are meeting their personal developmental and for children to achieve the highest standard of learning whilst at nursery. We do termly progress summaries for parents, providing information on the goals their child is currently achieving in relation to each area of the EYFS. Parents have a formal meeting to ask any questions and hear about their child's progress.

# Where can I find activities to do at home?

<https://www.nurseryactivityideas.co.uk/>

<https://www.pinterest.co.uk/explore/nursery-activities/>

# Where can I find the development statements?

<https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

*\*Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.*