



Children's Learning & Development Policy



Children are curious and interested in the world around them, they are hard wired to learn and each child is unique. Children thrive if the adults around them recognise their uniqueness and respond to them accordingly.

We provide a positive, inclusive play environment for every child, so they develop an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS.

Definition of teaching within early years settings

As the regulatory body of all registered early years settings Ofsted inspects our nursery and gives close attention to children's learning and development and how this is supported through teaching. They define teaching as follows:

Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities; communicating and modelling language; showing; explaining; demonstrating; exploring ideas; encouraging; questioning; recalling; providing a narrative for what they are doing; facilitating; and setting challenges. It takes account of the equipment that adults provide, the attention given to the physical environment, and the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, taking account of their interests and dispositions to learn (characteristics of effective learning), and using this information to plan children's next steps in learning and to monitor their progress.

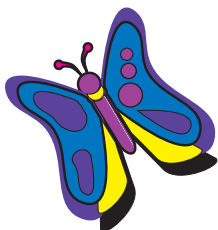
Planning in the moment

At The Little Green Frog we support children's learning and development using a method known as "planning in the moment". This method describes what is often a natural process for a responsive parent or skilled practitioner.



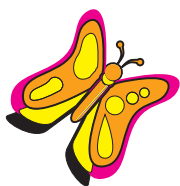


“Every time an adults looks at, and listens to, a child, they are assessing and “planning” how to respond. These assessments and plans are based on the adults observations of the child in that moments and also draw on any previous knowledge of the child. The response is “planned” in the moment and is uniquely suited to that unique child in that unique moment.



The adult will be considering (either consciously or instinctively) whether they can add anything in that moment to benefit the child and if so they will respond and interact accordingly supporting the child to develop.”

– Anna Ephgrave. Author of *Planning in the moment with young children*.



To benefit from the learning opportunities available at nursery , children need to be able to become engaged and deeply involved in their play.

We recognise that children will not be engaged if they are

- Unhappy
- Lacking challenge
- Controlled by adults
- Insecure.



So that children are supported to become engaged and deeply involved in their play and learning we will ensure that children have:

- Access to an enabling environment, organised to meet the needs and interests of each unique child.
- Autonomy to choose with what and how they want to play.
- Consistent boundaries, expectations and routines.
- Skilful and sympathetic adults interacting appropriately to form warm relationships and to support each child in a way that respects them, preserves their autonomy and offers genuine interest and fascination.



Assessment

Assessment is an integral part of our practice: we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

Summative assessment is carried out at set points of the year including:

- Assessment on entry (starting point), including parental contributions
- Progress check at age two (where applicable)
- The end of nursery report for children leaving our nursery to start at reception class.

If we are concerned about a child’s progress in any areas of learning, staff will discuss this with the child’s parents and agree how best to support the child. Staff will consider whether a child may require any additional support, or if they may have a special educational need or disability which will require specialist support.





Parents as partners

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents as partners policy. We build strong links with families in order to enhance and extend children's learning both within the nursery environment and in the child's home.

We make time to discuss children's learning and development in a variety of formal and informal ways. Parents are welcome to request an appointment to discuss their child's learning and development at any time.

Information about the EYFS curriculum and further support can be found via the following website: <https://foundationyears.org.uk/>

