



Learning & Development Policy

Policy Context:

At Little Professors Nursery we support young children's learning by providing a wide range of opportunities, experiences and activities linked to the principles underpinning high quality early years education as set out in the Statutory Framework for the Early Years Foundation Stage (EYFS)

Aims:

The aim of this policy is ensure that Little Professors Nursery provides a rich and varied environment that supports children's learning and development. It gives them the confidence to explore and learn in secure and safe yet challenging environment.

Policy:

Adherence to this policy is required by all staff.

To support every child's learning and development at Little Professors Nursery staff will ensure that:

- Children are valued for who they are, the knowledge, skills and experience they have and for what they can contribute to the life of the setting.
- The Statutory Framework for the EYFS is used to guide planning across all seven areas of learning, and there is a balance between adult-initiated and child led activities.
- Staff are trained to provide opportunities for children to learn through purposeful, active play by planning experiences and activities that build on children's ideas and understanding
- Children are given time and space to become fully involved in ideas and activities that interest and engage them and also have opportunities to revisit experiences to consolidate their learning.
- All children are included and special care is taken to ensure that children with additional needs are able to access the opportunities on offer.
- The outdoor environment of the setting is utilised to its fullest extent and children have opportunities to be outdoors frequently during the day, in all weathers There will be well organised areas and resources, both natural and manufactured, which are accessible to the children.
- There should be opportunities for a range of activities such as, paint mixing, growing plants, mark-making, looking at books, reading stories, or exploring the properties of materials such as clay, sand or water.



- In deciding what is an ‘appropriate environment’ it is important to understand the way children learn and to provide for the age and stage of children concerned.
- There is no ideal environment for children as their interests change, and therefore the environment should change in response to these changing interests.
- Storage systems enable children to access and return the resources independently.
- Children’s learning and development is observed and recorded and this information is used to decide what opportunities or experiences to offer next to support their on-going development
- Information on children’s progress and achievements is shared regularly with parents. Parents are encouraged to learn more about activities that take place in the setting and to share their experiences of their child’s learning at home.
- Staff access appropriate training and read widely to extend their knowledge and understanding of how young children learn in order to provide the best possible opportunities and experiences from them

Why is the Learning Environment important?

The Learning Environment involves both the people and the space in which children develop and learn. An appropriate physical environment is one where children feel safe, cared for and relaxed because they are in the continuous care of a small number of adults who are responsible for them. An appropriate physical environment offers access to outdoors as well as an indoor space and should provide a place where children have opportunities to explore, learn and develop with the support of sensitive, knowledgeable adults.

The emotional environment

Knowledgeable adults who children trust and who observe and respond to their needs are an essential part of the Learning Environment.

These adults should:

- Offer a range of experiences and resources which are regularly monitored and refreshed to keep them safe and stimulating.
- Tune into the children’s interests and interact with them to support and extend their learning and development, jointly engaging in problem solving and sustained shared thinking.
- Respond to observed interests and plan new materials and experiences within the environment that reflect these.
- Monitor materials, children’s involvement and their own involvement with children to ensure they offer relevant experiences.



- Provide materials that reflect diversity in order to avoid stereotypical images or approaches
- Evaluate their provision to ensure that everything that is provided is of the highest quality.

Outdoor and indoor environment

- The outdoor and indoor environments should contain resources and materials that children can explore and investigate using their senses
- Some of the materials and resources should be familiar to the children from their home and community environments, and some should be new.
- The best materials have many uses, such as wooden hoops and pegs in a tin, with unlimited opportunities for the children to use their creativity and imaginations to support their learning and development.
- Families should be consulted and engaged in choosing the materials and resources the children use in the setting so that links can be made with home.
- The learning environment offers challenges through which children can learn about risk taking and keeping themselves safe.
- As well as providing opportunities for moving around, environments should offer a variety of surfaces and levels, places to sit or lie, to climb or swing and to make big movements such as spinning, dancing, jumping, running and so on.
- Adults need to support children's confidence in themselves and their developing skills as they tackle new.

A unique child

- Practitioners will recognise that children develop in individual ways and at varying rates. Every area of development is equally important
- The diversity of individuals and communities is valued and respected. No family or child is discriminated against.
- Practitioners should value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.
- Alongside support in the home language, practitioners should provide a range of meaningful contexts in which children have opportunities to develop English.
- It is recognised within the setting that young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.
- The setting realises that children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.

Positive Relationships

- Every interactions based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.



- The setting respects the parents are children's first and most enduring educators. It is realised that when parents and practitioners work together in early year's settings, the results have a positive impact on children's development and learning.
- We believe that warm, trusting relationships with knowledgeable adult's support children's learning more effectively than any amount of resources.
- The setting ensures that there is an area where staff may talk to parents confidentially
- The setting initiates a keyworker system, allowing them responsibilities for working with a small number of children, giving these children the reassurance to feel safe and cared for and allowing for relationships with parents to be built.
- The key person should help the child to become familiar with the setting and to feel confident and safe within it, developing a genuine bond with the child and the child's parent offering a settled, close relationship.
- The key person should meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour, talking to parents to make sure that each child is being cared for appropriately for each family.

Enabling environments

- Within the setting it is recognised that children are individuals first, each with unique profiles and abilities.
- Schedules and routines flow with the child's individual needs.
- Provision must be made for children who wish to relax, play quietly or sleep, equipped with appropriate furniture.
- All planning starts with observing children in order to understand and consider their current interests, development and learning.
- The setting ensures that the environment supports every child's learning through planned experiences and activities that are challenging but achievable.

