

School

Readiness

Policy

Amendments and Reviews:

- | | | |
|---------------|--------------------------------|--------------------|
| • Implemented | 12 th June 2014 | Laura Leigh Wayman |
| • No changes | 06 th November 2014 | Laura Leigh Wayman |
| • No changes | 08 th October 2015 | Laura Leigh Wayman |
| • No changes | 6 th November 2014 | Laura Leigh Wayman |
| • Reviewed | 18 th February 2016 | Sara Bradley |
| • Reviewed | 10 th March 2017 | Carla Gibson |

Child's Play Private Nursery Ferryhill

Policies and Procedures

School Readiness Policy

Child's Play Private Nursery have taken into account the 'Are you Ready' report produced by Ofsted April 2014 about ensuring we 'close the gap' and ensure that our children and families are ready for school. The report has been very influential for us to reflect on the setting current practices are we are aware that we are in an area predominantly known for its high area of deprivation and lacking developmental checks when young children are entering the schooling system. We know that predominantly it is those Prime areas stated in the EYFS that are the most severely lacking without good grounding development of these aspects... other learning and development will struggle as a result.

It is the aim of Child's Play Private Nursery to ensure that children's early experiences are truly quality as it will greatly impact upon future successes, this is not just in setting but also the quality of experiences out the nursery gates which will make the fundamental difference, so we need to truly embrace our parents as partners ethos as well as our learning through play policy.

Assessing Children's Starting Points and noting levels of knowledge, understanding and development:

Underpinning the success in helping children to make rapid progress in developing areas of weakness is highly important the 'Flying from the start' (FFTS) is a guidance document issued by the local authority. It tracks the current levels of learning and attainment of all of the individual children and are passed on to primary schools or other early years provisions when they move on from our provision. It clearly shows where a child is emerging, developing or secure in a certain age bracket of all of the aspects stated in the EYFS framework.

We have a statutory duty to ensure that we track and monitor children's learning so that we can use these as a 'starting point' to aid further learning opportunities- no way is this a 'test'. We have also filtered a part of the flying from the start ethos into a unique 'planning tracker.'

Some such as *Handy* argue that this isn't possibly the best thing to do as he wrote "*but data are data, facts are facts*" (1985, p.341) we totally disagree with this and any other such statements as we produce statistical data analysis to show the percentages of learning and achievement levels of all of the children together and as a group (for example it may show 57% of boys in the pre-school are secure in Communication and Language at the stage of 40-60+.) At Child's Play Private Nursery the Flying from the start document is seen as a positive invaluable tool to use as part of our analysis to indicate where we may need to consciously work to promote a specific aspect of the EYFS such as Mathematics

as children may not be at expected or anticipated ages for their age. This also greatly helps to inform Ofsted that our are making progress whilst here at the nursery.

To support the Flying form the start individual assessment Child's Play Private Nursery have implemented unique tracker documents as well as Progress Summaries.

Whenever a child makes a transition to another provision or main stream school we will forward on this information so that they have a clear and concise starting point for furthering learning and development. We will also request this assessment document if a child is joining us from another provision.

Parental Partnerships:

Child's Play Private Nursery recognize that we are here to help break any possibility of an inter-generational cycle of low achievement, so we actively work to engage them in everything that we do. Families are an integral part to everything that we do here at Child's Play Private Nursery, we highly value the importance of establishing a cohesive professional partnership in order to ensure children successful have opportunities both in the setting and out of the setting to further their learning and development. What do we do?

1. 'Bear' is a special holiday bear where children can take him to join in with experiences outside of nursery so that the child can use this as a tool of bringing home experiences into nursery so that we can build on them further.
2. Parental Login Domain is vital to the setting partnership working- every family has their own specific 'hub page' where they can access their child's learning journey, the Hub has its own private 'upload' function so they can share home learning images with us. There is also a private messaging system so that we can discuss that individuals care and learning.
3. Parental advice sheets- these have been formulated by our special carers to give practical tips on parental issues such as toilet training, we hold paper copies of these in the nursery office. They are also downloadable of the Parents as Partners page on the website and we can also send the PDF to the personalized Login Domain too.
4. We have a 'cuddle up/open door policy' - this allows families to come into setting at any time of the day when their child is in setting so that can play alongside us and join in..... from this we can impart knowledge such as 'that will help writing control in later life'
5. Meet and Great and End of day hand overs and very personal. We do not simply allow a child to simply leave without their Special Carer informing their family what they have enjoyed learning on that particular day, during which we may give suggestions on activities they may like to continue at home.
6. Stay and play events- this is exactly what is says on the tin! We invite families to come along and join in specific play sessions so that they can get involved. These are very popular with our families.

7. Starting School Page on the nursery website also has some practical advice sheets on things families and children may like to do or consider before they start school. These are downloadable and can also be uploaded via PDF to the child's specific login domain.
8. Specific interest at home activity sheets are produced by our Special Carers to give practical suggestions on how to extend current interests at home- these usually reflect our PLODS (Medium term planning) A generic few are located on the learning through play page on the website however personalized ones which are specific to children are added to individual Login 'Hub pages' on the website.
9. Home learning resources- we have a small variety of home learning resource kits which families can borrow. We ask they upload a photo of them using the resource kit to their personal login domain so we can see what learning occurred and extend further interests at home.
10. Uploaded photos from our families to the Login Domain- the photos act as a catalyst to furthering learning provocations here at nursery. The photos are clearly identifiable on the settings displays. Nursery learning observations are then posted back with more suggested 'where nexts' for learning.
11. Professional working relationships- We invite our local health visitors, health workers and family workers into setting to provide activity sessions where families can attend, For example Helen Veal provided 6 sessions to do with health and well-being (this covered hand washing, healthy eating, brushing teeth....)
12. Importantly we have cohesive communication tools which allow parents and families to get involved with 'nursery life' These tools are friendly, flexible, varied and approachable and greatly help embed their willingness to engage.

Liaising with new provisions:

We actively invite School teaching staff to visit the nursery so that they can have the opportunity to observe children in their familiar environment. This also provides Special Carer staff to liaise with the teacher and provide learning and development notes to help them to produce further starting points in learning.

Families will always be aware of such visits and be invited to attend.

Where necessary Special carer staff may arrange to visit a new provision with a child or family to further aid the transition process. This mainly happens for children and families with SEN and additional needs. Here the possibility or needs for adaption of the provision in order to meet a child/family needs can be discussed.

Adult directed teaching:

In order to ensure children from disadvantaged areas are helped to catch up and be better prepared for school, Child's Play Private Nursery regularly evaluate how and where we deploy our Special Carers to ensure that they are utilized effectively.

The phrase 'Direct Teaching' is not used in context or to imply a certain style of teaching, it is a broad term which we use to describe an array of Adult-led sessions which will help young children to learn. Although we still fulfil our belief of child initiated learning we acknowledge children who are going to be transitioning to school need to be able to listen to and participate in more 'formal' styles of teaching so we try to ensure adult-directed methods are used, for example small group activities, listening to directions, solving a problem which was questioned by an adult etc.

In summary, we do not advocate any particular style or approach of teaching nor do we suggest direct teaching is undertaken to the exclusion of child-initiated activities. The statutory EYFS framework states that play is essential for children's development, building their confidence as they learn to explore, think about problems and relate to others. It is the view of Child's Play Private Nursery that we go beyond simply just implementing but we embrace it. Above all our main goal is to ensure children are developmentally ready for school by ensuring that they are Secure in the Prime areas stated in the EYFS for their specific age range.

Other Policies and Procedures linked to this policy:

- Assessment for Learning Policy
- Cuddle Up/ open Door Policy
- Equality of opportunity including SEN
- Learning Through Play Policy
- Parents as partners and the role of Special Carers
- Parental Login Domains Policy
- Safeguarding and Promoting Children's Welfare including Child Protection and Prevent Policy

www.childsplayprivatenursery.co.uk