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We promote good health and hygiene, including oral health. The children are in involved in cooking, preparation and serving of their food, following British Values.

We use our forest school style garden to enhance physical development, as well as Understanding the world, watching what is happening beyond the nursery boundaries and exploring nature together. We encourage all children to explore in all weathers.

We use Letters and Sounds, to promote early language skills both inside and outside. It is utilised in our daily routines as well as adult-led on our weekly planning.

We are mindful of supporting children to be ‘school ready’ particularly fine motor skills and communication.

We use continuous provision to enhance children’s learning within our enabling environments.

We help children to recognise their emotions and learn how to self-regulate. We talk freely about feelings.

All staff are trained in sign-along and use it daily to support communication with everybody.

We use different types of planning to best support the key children in our rooms: this includes Adult Led and adult support, Child Led, Child Interest, Home Input, letters and sounds and In the moment planning. Making the most of opportunities as they arise and following the children’s lead.

We have a positive reinforcement behaviour policy, that ensures children know what is expected of them and that adults are consistent in their approach to managing behaviour.

We ensure that singing, rhymes and poems are part of our daily routine as well as happen spontaneously. We have sing and sign sessions that parents are invited to join as an opportunity to teach each other different songs and be inclusive to different languages and cultures.

We run parent workshops to provide support to our families as well as inviting them to stay and play sessions alongside regular celebrations.

We pay particular attention to building core strength in all children, across all rooms.

We follow the Birth to Five document to understand how children could develop at different ranges.

We pay attention to the Characteristics of Effective learning to see how children learn to support them to become curious, creative, resourceful, and resilient learners.

We explore the Polaris house site and our local community to provide new experiences as well as embed learning and help children to see their importance in society.

We follow nursery routines that are similar as children move through the nursery. These are flexible and can be adapted to ensure we are always inclusive to meet the individual needs of all children.

We have a ‘focus’ book which changes frequently to help support our language rich environment, we encourage Home Input and can send ideas home to support this.

We celebrate a range of religious and cultural traditions.

We have a strong key-person system in place, which supports our bonds with the entire family. When a key person is absent, other room staff or bank staff take on the role; as a consistent adult.

We observe all children and make formative assessments to identify their strengths, interests and where they may need additional support.

Through a language rich environment, we support the holistic development of each child, to be school ready and reach their potential as individuals.