**High-Quality Care:**

\* Regular circle times where children feel able to discuss their thoughts and feelings.

\*Learning involves developing resilience, appreciating cultural diversity, and providing aspirations.

\*Staff plan for different activities and experiences with the children’s interests at heart.

\*Staff receive regular training to ensure that our setting provides the best learning environment for our children.

**Best for every child:**

\* Home visits, stay and play sessions and open mornings so that our children can meet the staff before starting school with us in September.

\* Key person system so that our children can develop relationships and receive support and guidance from a familiar adult.

\* Staff who develop a good knowledge of each child as an individual, including their interests and needs.

\*All staff have up to date safeguarding training to ensure our setting is a safe place for the children.

**Pedagogy: helping the children to learn:**

\* Trained, caring staff provide good role models for communication and Language development.

\*Positive praise and reinforcements are used to develop confidence and self-esteem.

\* Activities are differentiated to support and challenge all children and to ensure that all children make progress from their starting points.

\* The children’s needs, strengths, abilities and areas for development are all taken into consideration when planning our curriculum.

**The Curriculum: What we want the children to learn:**

\* We provide a language rich environment where children can discover and explore stories and vocabulary.

\* Children are supported and encouraged to become independent learners. They are encouraged to be confident and to build resilience.

\*Routines are important to provide security and to support learning so that the children are ready to move onto the National Curriculum.

\*Children are encouraged to be independent with their self-care and to ask when they need help.

**Partnership with parents:**

\* Home visits are carried out at the beginning of each school year where parents and staff are able to talk about each child’s interests and needs.

\*All staff are aware of the importance of building positive relationships with parents as they are the children’s’ first educators and when we work together, this is of huge benefit to the children.

\*Stay and Play sessions where parents can come and join in with their child’s learning and speak to staff about their child’s time at school.

\*Class dojo is used by staff and parents are kept informed of what has been happening at school.

**Self-Regulation and executive function:**

\* Children are encouraged to find solutions to their problems through play, stories and discussions.

\* Children are taught how to self-regulate their feelings and not to ignore them.

\*Children are given time to recognise and respond to their own and others emotions and feelings.

\*Circle times are an important part of the EYFS. There is time to model opportunities and responses as well as discussing methods the children can use to be calm.

**Assessment: Checking what the children have learnt:**

\* Assessments are only carried out for purpose and are carefully planned to limit the amount of time staff spend away from the children.

\* Practitioner knowledge is the greatest form of assessment as they create strong relationships and help the children to feel secure and happy to take calculated risks with their learning.

\* Our assessments are purposeful and used to guide children’s learning and development.

\*Knowledge of the children is key to making learning secure and to excite the children to want to learn even more!