



Little Bears Nursery is part of Bearsted Primary Academy

The Academy will be established in September 2020 followed by the nursery in January 2021, and are part of the Leigh Academies Trust

### **Little Bears' aims for the present and future:**

- A defined start in education for your child by supporting children's learning and catering for children from 3 years to school age
- To meet children's learning and development needs by working on the children's early learning goals and incorporating individual interests
- Embedding the Early Years Foundation Stage by providing care that meets all areas of development, both prime and specific
- Create a bond of trust with both children and parents.

### **Parents/carers**

We believe in having a positive relationship with our families and therefore aim for our parents to be:

- Valued and respected
- Kept informed
- Consulted
- Involved
- Included

## **Children's development and learning**

We aim to ensure that each child:

- Is nurtured in a safe and stimulating environment
- Is given generous care and attention
- Has opportunities to develop in all 7 areas of learning
- Has the chance to join in with other children and adults to play, work and learn together
- Is valued as an individual with specific needs

## **How we support and encourage parent participation**

Little Bears recognises parents/carers as the first and most important educators of their children. The staff's role in Little Bears is to work in partnership with parents to provide a high level of care and education for all children. We have many ways to encourage parent and practitioner partnerships, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff
- Sharing their own interests
- Learning and embracing different cultures
- Holding regular meetings to discuss their child's development
- Having a 'Home Journal' as a way in which to communicate between nursery and home
- Sending home half termly newsletters
- Sharing 'Amazing Moments' from home
- Staff providing a friendly face at the beginning and end of sessions

## **Embracing individual family identities**

As a setting that likes to embrace diversity and individuality, we also encourage parents to attend the nursery to share personal knowledge and experiences. This could include showing objects, items of clothing to the children, cooking and explaining cultural celebrations.

## Snacks and Meals

We ask that parents provide a healthy morning and afternoon snack for their child.

Breakfast is provided for those who attend the first slot and is a selection of cereals, porridge, crumpets, toast and a range of fresh juice.

Children who stay for lunch have the option of a cooked school meal (for an additional cost) or bringing in a packed lunch. We request packed lunches **do not** contain nuts or chocolate products. Packed lunches should also contain an ice block as we do not have the facilities to keep food refrigerated.

Children who have a cooked dinner will eat it inside the nursery alongside their friends having packed lunches. By having lunch together, we believe this provides an opportunity for the children to develop their social skills at the dinner table as well as develop their readiness for school.

## Clothing

### Winter Clothing:

- A plain white polo shirt;
- A navy Little Bears jumper;
- Navy leggings or joggers (no denim);
- Velcro fastened shoes.

### Summer Clothing:

- A navy Little Bears jumper;
- A plain white polo shirt;
- Navy shorts or skirt;
- Velcro fastened shoes. We asked that the children **do not** wear flip flops or sandals to nursery due to health and safety.

### Others items of clothing your child will need during their time in Little Bears:

- A raincoat;
- A pair of wellington boots;
- Slippers;
- A sunhat;
- Spare clothes.

We asked that all items of clothing and belongings are **clearly named** to ensure they can be returned to their owner should they get mislaid.

## **Policies**

All policies are available freely for parents to access at any point. The setting shares the academy's policies, this helps us to provide a high quality service that is enjoyable and beneficial for all children and parents/carers. Policies can be found on the academy website:

### **Safeguarding Children**

We have a duty of care to protect all children from suspected or actual 'significant harm.'

Our employment practises ensure children are only in contact with staff that have full enhanced DBS checks carried out to reduce the likelihood of abuse in the setting.

This way of working with children and their parents/carers ensures we are aware of any problems that may emerge and can offer support, including referrals or sign-posting to relevant services when necessary. As part of this policy, mobile phones are not allowed to be used in the setting, by staff or visitors, we ask that you respect this.

### **Special needs**

As part of our policy to ensure the provision meets the needs of each individual child, we take account of any special needs a child may have. Little Bears works to the requirements of the Special Educational Needs Code of Practice.

Our Special Educational Needs Lead teacher is Miss Charlotte Barnden (Principal).

## **Management**

Principal - Miss Charlotte Barnden

EYFS Leader - Jessica Thornton

## Timetables and routines

At Little Bears we believe that high quality interactions, within a caring setting are vital for children to succeed. The routines and activities that make up the day in the setting are provided in ways that:

- Help each child to feel he/she is a valued member of the setting;
- Develop children's independence;
- Develop children's social skills, curiosity and love of learning;
- Ensure the safety of each child;
- Help children to embed social skills by being part of a group;
- Provide children with opportunities to learn and help them to value learning;
- Allow children to add individual needs to the day's routine i.e. sleep time.

## The Day

Sessions at Little Bears are organised into a mixture of Adult Led and Child Led learning opportunities. By working in this way we believe that the children will build their independence and confidence in small group and large group activities. We use careful observations of the children and monitor their interests to plan a variety of engaging and fun activities for them to learn through.

The children are encouraged to join in with both adult led and child led activities, which will introduce them to new experiences and help them gain new skills.

Our outdoor environment offers learning opportunities that cover all seven areas of learning. These contribute to children's health, their physical development and knowledge of the world around them.

## Session Times

Session		Timings
<b>Breakfast</b>	Breakfast included at an additional cost	7:30 - 8:30am
<b>Main AM</b>	Children to bring snack	8:30 - 12:15pm
<b>Main PM</b>	Children to bring snack	12:15pm - 4:00pm
<b>Main All Day</b>	Optional school dinner at an additional charge or home made packed lunch and snacks	8:30 - 4:00pm
<b>Teatime</b>	Sandwiches/ wraps included at an additional cost	4:00 - 6:00pm
<b>Full Day</b>	Breakfast, Lunch and Tea included at an additional cost	7:30 - 6:00pm

## The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage 2014. Our provision reflects the four key themes and 16 commitments.

### 1. **A Unique Child:**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

### 2. **Enabling relationships:**

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

### 3. **Positive relationships:**

Children learn to be strong and independent through positive relationships.

### 4. **Learning and Development:**

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years' provision, including children with special needs and disabilities.

## How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with captivating activities that are appropriate and stimulating for their age and stage of development.

The Areas of Development and Learning consist of:

### **Prime Areas**

- Personal, Social and emotional development
- Physical development
- Communication and Language

### **Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive art and design

For each area the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage (EYFS) are defined by the Early Learning Goals. These goals state what is expected the children will know and be able to do by the end of the reception year of their education.

The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Staff within Little Bears have these steps at the forefront of their mind when assessing children and planning for their next steps in learning. Our curriculum supports children to develop the knowledge, skills and understanding they need to form the foundation for lifelong learning. Children's progress is regularly tracked, so that we are able to identify and plan to address any gaps in their knowledge and understanding.

Each area within the EYFS is split into sections, these sections are:

### **Personal social and emotional development**

- Making relationships
- Self-confidence and self-esteem
- Managing feelings and behaviour

### **Physical development**

- Moving and handling
- Health and self-care

### **Communication and Language**

- Listening and attention
- Understanding
- Speaking

### **Literacy**

- Reading
- Writing

### **Mathematics**

- Numbers
- Shape, space and measures
- Understanding the world
- People and communities
- The world
- Technology

### **Expressive art and design**

- Exploring and using media and materials
- Being imaginative

## **Our approach to learning, development and assessment**

Learning through play:

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Little Bears uses the Development Matters guidance to plan and provide a variety of challenging, engaging and exciting activities.

We use the Development Matters framework to:

- Increase the control over large movements that children make with their arms, legs and bodies, so they have the skills to be able to run, jump, hop, skip, roll, climb, balance and lift
- Increase the control over small movements that children can make with their arms, wrists, hands so that they can pick up and use objects, tools and materials
- Improve their understanding of the importance of looking after their bodies

### **Characteristics of effective learning:**

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters guidance as:

- Playing and Exploring – Engagement
- Active Learning – Motivation
- Creating and thinking critically – Thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

We aim to make these characteristics of effective learning easily identifiable within your child's learning journal through the use of themed stickers.



## **Assessment**

We assess how young children are learning and developing by observing them frequently. We use the information that is gained from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home.

We make periodic assessment summaries of children's achievements based on our ongoing development records. These form part of the children's learning journals.

We undertake these summaries at regular intervals as well as times of transition. Progress checks may also be carried out on children using frameworks such as the 2 year check.

## **Learning Journals**

Our setting keeps a learning journal for each child. Your child's learning journal helps us to celebrate together his/her achievements and to work together to provide what your child needs for his/her well-being.

Your child's key carer, as well as our lead nursery teacher will work in partnership with you to keep this record. To do this you and the child's key carer will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress.

We aim for your child's learning journal to be a working document that we will share regularly with parents/carers. We encourage parents/carers to play an active part in supporting their child's journal and welcome contributions of photographs, notes and additional information to create a detailed picture of where each child is within their learning journal.

## Ratios

In our setting we maintain the ratio of adults to children that is set through the safeguarding and welfare requirements. This helps us to:

- Give time and attention to each child
- Talk with children about their interests
- Help children to experience and benefit from the activities we provide
- Allow children to explore and be adventurous whilst maintaining safety

## Little Bears Nursery Staff

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
TBC	Nursery Teacher	QTS
TBC	Nursery Practitioner	Level 3
TBC	Nursery Practitioner	Level 3

## Key Person and your child

At Little Bears we use a key carer system, this means that each member of staff has a group of children for whom they are responsible for. Your child's key carer will be the one who will work with you to ensure that your child settles into the nursery and continues to thrive whilst here. Their key carer will complete observations and use these to complete an individual learning journal for your child. Your child's key carer will be your first port of call should you have any queries about your child whilst they are within the nursery.

## General Nursery Info

We are open Monday – Friday 7.30am-6.00pm during term time only. Nursery costs can be paid for using government funded hours or paying for extra hours. We provide care for children 3 and 4 years of age.