

Happy, Confident, Independent.

Children develop a sense of belonging, respect and autonomy of voice through a varied and well-directed early education.

Introduction

This policy describes how Ringrose Kindergarten implements the requirements of the Early Years Foundation Stage. It sets out how Ringrose Kindergarten takes a holistic approach to children's well-being, education and health. It documents the continuing process of improvement of the learning environment, staff training, parent partnership and the quality of provision of education at our school. This on-going reflective practice is fostered through regular staff meetings which offer opportunities for all members of the staff to contribute to our development targets.

Intent

Welcome to Ringrose Kindergarten Chelsea

We aim to provide a balance between child-initiated play and well-informed responses to teachable moments. We offer a broad range of experiences to the children in order to stimulate their interest, facilitate meaningful communication and promote purposeful, interactive play. We offer a balanced curriculum to extend their thinking processes. Staff are aware of the benefits of sustaining a dialogue with the children either individually (responding to questions and asking open ended questions) or as a group (with shared thinking themes threading through the routines of the class).

Ringrose Kindergarten Chelsea is a traditional English nursery school situated in the heart of Chelsea for boys and girls aged between 2 to 5 years. We use a mixture of traditional nursery teaching methods and the Montessori Method. Children are taught in small groups, each with its own trained and qualified teacher who is solely responsible for their well-being. We aim to provide a happy and enriching environment and a gentle introduction to pre-school life.

Whilst being organised, we endeavour to provide an environment in which the children are free to explore and investigate the materials and resources available and have the freedom to be inquisitive, play co-operatively instigating plans and ideas.

We have great regard for the children's social and emotional development and aim to ensure that the children are able to interact effectively with both adults and their peers; that they are happy, confident, independent and self-disciplined and that each child is able to reach their full potential while they are in our care.

Each child has a daily period of playtime, music, letter and number work and arts & crafts all of which are tailored to their individual age and stage of development. Children come together to play, have fun and learn. Helping children develop socialisation skills, make friends and build relationships

Within the group, all children are supported in their potential at their own pace. Our teacher to child ratio 1:4 for the rising three's and 1:8 for children three years and above enables us to ensure a planned curriculum tailored to the needs of each individual child. By means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum, which provides high quality care and education for children below statutory school age. From an early age children develop a curiosity for learning. Our rising 3's programme focuses on early development in pre literacy and numeracy skills through planned play and learning opportunities. Our

high level of teacher to child ratio enables teachers to plan in the moment and follow the child's interests embedding secure attachments with key workers and peers. Focusing on personal, social and emotional behaviours for happy learners, physically independent learners and articulate individuals who can express their needs and wants confidently.

We work in partnership with parents to help children to learn and develop; add to the life and well-being of the local community; and offer children and their parents a service that promotes equality and values diversity.

Implementation:

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Communication and Language:

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening and by hearing and responding to stories, songs and rhymes. Nursery rhymes are important for language acquisition and help with speech development. They help children develop auditory skills such as discriminating between sounds and developing the ear for the music of words. Both rhyme and rhythm help children hear the sounds and syllables in words and can generate creative and open-ended play. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and be aware of their uses, both for reference and as a source of stories and pictures. Children ask 'how' and 'why' questions in response to stories, providing learning opportunities and make connections with their own experiences. Stories lead to conversations, empowering children to express their own ideas. Repetition of stories and poems establishes the basics of language in children's minds and reinforces learning. Children learn enjoyment of language, including humour and word play. They love to use big words and will often adopt vocabulary from books in their play. Through Role Play, Water Play, Sand and Construction activities children show awareness of their listener's needs, as they make plans, discuss ideas and act out roles. Children develop confidence and skill in expressing themselves as they talk together.

Personal, Social and Emotional Development:

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. Children learn to self-regulate and develop skills to manage their own behaviour and reactions. They are encouraged to discuss their ideas, make choices, take risks and show perseverance. All children are given the opportunity, as appropriate, to take responsibility for themselves and also the group, its' members and its' property. Children are encouraged to be independent in regards to their personal needs including eating healthily, looking after their bodies, exercise and oral health. They are encouraged to work independently and also to take part in the life of the group, sharing and co-operating with other children and adults.

Physical Development

A range of equipment and opportunities, both indoors and outdoors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. A high level of adult supervision enables children to create and meet physical challenges

safely, developing increasing skill and control in moving, climbing and balancing. Through Specialist-taught games and dance sessions children develop co-ordination, control and movement. At the same time, children are supported in the development of the fine motor skills required to use tools, including pens, pencils and scissors, and to handle small objects with increasing control and precision.

Specific Areas

Literacy

Reading

Children are introduced to books, stories and rhymes promoting a love of reading from an early age. We plan themes around books bringing these stories to life facilitating children to re-enact these stories through role-play. Nursery Rhymes are a powerful learning source in early literacy and enable children to become interested in the rhythm and patterns of language. During our daily singing and rhyme sessions the children recite phrases and nursery rhymes to ensure children have a secure foundation of book talk and stories to develop and elaborate upon. Within the learning environment children are taught to focus on meaningful print such as their name, words on displays or on a book title. Children are encouraged to think about the characters within a story, predict what might happen next, or how a story might end.

Initially we use Montessori Sand Paper letters to teach the children the phonetic sounds of the alphabet. This is strengthened with the use of the 'Jolly Phonics' scheme to help reinforce the sounds through songs and actions.

Using the phonic method, sounds are gradually blended together to form three (and more) letter words. Once a child is comfortable with 'sounding out' words, we progress to reading phrases and sentences using the Montessori Reading Scheme and later the Ginn 360 Reading Scheme.

Writing

As a preface to writing the children use various materials which help build up strength in the child's hands and promotes the correct pincer grasp. Children develop early writing skills through mark-making, cutting with scissors, manipulative messy play and transferring and pouring activities. We offer the children a range of materials in which to help to develop their fine motor skills and physical development. Through the use of the Montessori insets for design, sand trays and chalk boards the children can practice their writing skills.

By tracing the Montessori Sand Paper Letter sounds children learn the sound and shape of the letter and gain muscular memory of the shape as a prelude to writing. Children are helped to understand that written symbols carry a meaning, to be aware of the purposes of, and when they are ready, to use drawn and written symbols for themselves. Our teachers take great care to ensure that letters and numbers are correctly formed. We encourage a firm pencil grip, creating smooth outlines and good clear shapes.

There is plain paper, pencils and crayons available in the home corner so that the children can write out their own shopping lists, menus or stories. The children love being able to explore their environment finding letters and naming them or being able to write their own letters down. It is very important that the child sees the written word as well as being able to speak it. It is very important that displays are clearly labelled. That the child's name is clearly written on their coat stands, that their name is written on their pictures and paintings. Story time is especially important, children love books

and it is important to them that they are exposed to literature in many different genre such as poems, rhymes and stories.

Mathematics

By means of adult-supported practical experience and with the Montessori numerical equipment children become familiar with sorting, matching, ordering, sequencing and counting activities that form the basis of early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding, subtraction and measurement. These numeracy skills are further embedded through seasonal and topic related activities both indoors and outside.

Understanding the World

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and the wider community. Children learn about animals and plants, and extending their understanding of the world. Through well planned themes and topics the children discuss individual interests, people and communities. A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and solve problems.

Expressive Arts and Design

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct their individual responses to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group.

Impact

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Children are happy and engaged in activities. They independently make choices with the recourses and play with and alongside others. They are independent thinkers and confident to try new skills and concepts. They take risks in their learning developing confidence in their capabilities. They express a curiosity for learning and take pride in their achievements. They demonstrate friendly behaviour and enjoy sharing their thoughts and ideas with both adults and others. They work as part of a group, taking turns in the conversation, listening

to and following through with instructions and expanding their communication and language skills.

We use an EY Log to capture the learning and development of the children and monitor their progress. We evaluate our intent within our planning evaluation and we reflect on the impact of our curriculum and its implementation during our staff meeting, parents consultations, assessments and reports.

Working together for your children

In our Kindergarten we maintain the ratio of adults to children in the setting that is set through the Safeguarding and Welfare Requirements.

This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. The key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Parent Relationships

We believe that parents know their children best and we ask them to contribute to the assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We have a robust settling in Policy. Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents. During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting. The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process. We use Stay and Play pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, to ensure all relevant information about the child can be made known. When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.

We gather this information to get a holistic picture of the child from their primary carers who know the child best, followed by observations by the key worker to identify strengths and gaps in skills, knowledge or learning to inform planning and next steps.

Our curriculum is designed to recognise children's prior learning and experiences at home, provide first hand learning experiences, whilst allowing the child to build

resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community.

Observation, profiling, analysis and planning

Ringrose Kindergarten recognises the importance of recording the perspectives of all those concerned in a child's care, learning and development. Regular observations are made by all staff. These record interests and preferences give evidence of learning and provide information relating to achievement of the EYFS learning goals/Development Matters. The class teacher is responsible for analysing the observational evidence and using it to plan (and gather resources) for each child's learning, following individual preferences where possible.

Assessment

We assess how young children are learning and developing by observing them frequently. Your child's key person 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 use information that we gain from observations and ongoing observational assessments, as well as from photographs of the children, to document their progress and where this may be leading them.

Observations and snap-shots are shared with parents via the online learning journal (LearningBook).

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of the children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

At Ringrose we complete assessment summaries of the children's learning and development each term. Your child's key person will meet with you termly to discuss your child's next steps and how you can support your child's learning and development at home. You will receive an end of year report at the end of the summer term.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional development; Physical Development; and Communication and Language; when a child is aged between 24 - 36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.