



## Learning and Development Policy

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected however at Pippins we do recognise the importance of strong PSED (in particular wellbeing and dispositions) and Communication and language development and Physical Development in determining children's future outcomes in learning. Through our enabling environment and with positive relationships each unique child can learn and develop individually. We are committed to a principle of Learning through Play whereby children and adults engage in exploratory and active learning, where creativity and critical thinking is developed, supported and extended in all areas if learning and development are implemented.

*Statutory Framework for the EYFS 03.04.2017 EYFS cards 4.1, 4.2, 4.3, 4.4*

*Outdoor Play policy and guide*

*Learning Through Play policy and guidance*

The Prime areas of learning and development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

1. Personal, Social and Emotional Development

2. Communication and Language

3. Physical Development

The four specific areas support and strengthen the prime areas.

4. Literacy

5. Mathematics

6. Understanding of the World

7. Expressive arts and design

All Areas of Learning and Development are embedded in all Continuous Provision.

**Parent Carer Involvement**

Parents and carers are a child's first and foremost enduring educators. Young children are eager learners and all adults have an important role in sustaining that eagerness. We hope parents/carers and staff working together will be the most valuable way of encouraging children to develop positively. It is also the main way in which children are helped as they move from the home environment to Pippins.

Each child has a key person who ensures that every child's learning and care is tailored to meet their individual needs.

*"Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning"*

*"In true partnership, parents understand and contribute to the policies in the setting. Ensure that parents are kept informed in advance about what will happen at transition times, such as when children join the setting"*

*The Early Years Foundation Stage, Department for Education Skills. Card 2.2 3.4, Positive relationships, parents as partners*

*"The key person must seek to engage and support parents and/or carers in guiding their child's development at home." 1.11 Statutory Framework for the EYFS 2012*

Parents are involved in and can contribute to the individual planning process

PLD's and Smart targets, Achievement folders are shared with parents at regular intervals and are always available for parents and children to access and contribute to

Resources are displayed in the nursery for the children to share with parents/carers

Many of the daily routines of a young child will give opportunities for creative learning and problem solving that parents/carers can share and be part of

Parent volunteers are involved in activities and experiences

Parents /carers are always offered the opportunity to share interests and expertise.

Activities for parents/carers to do at home are positively encouraged

Parents/carers are always offered the opportunity to record their child response to experiences.

Parents carers are given the opportunity to take part in the educational visits

### **Planning**

Planning incorporates a balance between adult and child initiated activities and experiences taking account of children's interests, experiences and schemas.

Individual and group planning incorporates all areas of learning and development and puts the principles of the Early Years Foundation Stage into practice.

*"This planning always follows the same pattern - observe, analyse, and use what you have found out about the children in your group so that you plan for the next steps in their learning."*

Reference: *The Early Years Foundation Stage, Department for education and skills, Card 3.1, Enabling Environments, Observation, Assessment and Planning.*

*The challenge for practitioners is to ensure that children's learning and development occur as an outcome of their individual interests and abilities and that planning for learning and development takes account of these.*

Reference: *The Early Years Foundation Stage, Department for education and skills. Card 4.4, Principles into Practice, Learning and Development.*

1.9 and 1.10 Statutory Framework for the EYFS 2012

### **Equality of Opportunity**

#### **Statement**

Pippins is committed to equality of opportunity in education, training and employment. The commitment applies to all, regardless of gender, age, race origin, nationality, creed, sexual orientation, marital status, employment status or any disability.

In planning and providing for Learning and Development; we consider the following:  
Differentiation, a consideration of all children's needs to ensure progression in their learning and development

The use of artefacts and experiences that reflect our diverse society, to motivate and enhance children's Creative thinking and active learning.

All children have access to continuous provision- the nursery is resourced and planned so that children can be involved in play activities which they have chosen.

Planning focuses on the needs of individual children

We work closely with Parents/carers , physiotherapist, speech and occupational therapists to ensure all children have access to vigorous activity and movement play indoors and out.

We ensure the space within Pippins is organised to facilitate free access and independent movement  
Ensure all learning opportunities, experiences and resources are inclusive and enable children to learn together

Children's communication both verbal and nonverbal is valued; children are able to communicate using signing, symbols, gestures and spoken language.

Staff value and where possible use phrases from children's home language

Children are given time to explore and play at their own pace. In some individual circumstances children are given a structure to support them in the ownership of their "timetable".

### **Evaluation and Assessment**

Evaluation of this area of provision is through discussion and dialogue at team meetings, teachers meetings, observations and planning.

At Pippins we also self evaluate through our annual review of our future development plan. Self Evaluation is an ongoing process through our evaluation of basic provision and evaluation. Our self evaluation is supported by the collation of evidence:

Evidence of settled, confident and increasingly independent children is reflected in Pippins and their community.

Evidence of children's progress is monitored through internal assessment and reporting cycle screening diagnostic assessment and parental comments

Evidence of quality teaching and curriculum is monitored through the centres appraisal and reviews, the centre development plan and room observations of learning and teaching and of provision.

Evidence through parent/carer feedback

Reference EYFS card 3.1, 1.2, refer to assessment policy

#### **Monitoring Policy and review**

The Trustee Directors are responsible for the annual review and updating of the Learning and Development policy.

#### **Professional Development**

Regular training both is undertaken by the staff members and is disseminated appropriately.

#### **1. Personal, Social and Emotional Development**

Children's emotional wellbeing is crucial to their learning and development and outcomes for the future. If staff and parents can support children in developing self-esteem, self confidence, social skills and positive dispositions to learning then children can develop as autonomous, confident and social learners. Learning about themselves and other people and the world around them is at the centre of PSED.

#### **Our Aims**

- To help children develop the following attitudes and dispositions to learning: Curiosity, Empathy, Perseverance, Independence, Responsibility, Self-control, Valuing themselves and others, A sense of security, A sense of enjoyment and fun, A sense of success, Trust in others, confidence, positivity seeing differences in people as potentially positive and respecting others,
- Value communication in its many forms, e.g. friendship and support.
- To develop social skills and learn how to understand and manage their behaviour.

#### **Aims into Practice**

- Key Person approach - see key person policy
- Opportunities to play alone and in groups of different sizes
- Individual planning from children's strengths and interests
- Images and experiences that challenge children's thinking
- Role modelling embracing differences and similarities in gender, ethnicity, language, religion, culture, SEN and Disabilities
- Continuous provision that supports and enables autonomous learning
- Patterns of the year- planned festivals that are celebrated across the centre
- Monitoring levels of wellbeing, involvement and engagement through observations.

#### **Adult Role**

- Staff will interact with children to support their interests and allow them to learn from their mistakes
- Provide a secure base from which children can explore
- Help children to safely use and care for materials and then trust them to do so independently
- Provide activities that encourage children to ask questions, seek answers, take decisions and solve problems

- Encourage children to explore and talk about new learning, valuing their ideas and ways of doing things
- Listen to parents' views on their child's development and any concerns that they have about their child's progress
- Support children's growing ability to express a wide range of feelings by labelling emotions and modelling noticing how others are feeling
- Give information that helps children to understand why people do things differently from each other and encourage talk about these differences
- Explicitly challenging negative comments and actions towards peers and adults
- Have consistent and appropriate expectations of all children, that take account of their individual development, starting point and cultural background
- Establish routines that are flexible but have predictable sequences and events
- Provide activities that involve turn-taking and sharing
- Share with parents the settings rules our boundaries and expectations to achieve a joint approach
- Demonstrate concern and respect for others and living things
- Consider if and when to intervene/offer support
- Encourage children to see adults as a resource and as partners in their learning
- Create a feeling of openness so that children feel able to learn from each other and each other's experiences and interactions
- Ensure support for all children to participate in discussions and to be listened to carefully
- Anticipate the best from each child and be alert to their strengths
- For staff to view themselves as learners with an understanding of the importance of ongoing training and professional development

## 2. Communication and Language

The development and use of communication and language is at the heart of young children's learning. The ability to communicate gives children the capacity to participate more fully in their society. At Pippins this is achieved by development of close relationships and though experiences which engage all the senses. Pippins Early years Educators value and respect the notion that non-verbal messages remain an important form of communication throughout life. Being read to and beginning to read and write must be supported and extended.

### Our Aims

- All children will be supported in developing skills and dispositions to enable them to become skilful communicators
- Children will be supported in engaging all the senses whilst developing speaking and listening skills building the foundations for communication and language
- Children will develop confidence and positive dispositions to using communication and language in a range of situations and for a range of purposes
- Children will listen attentively (e.g. to stories, songs and rhymes)
- Children will talk about their experiences and ideas
- Children will use increasing vocabulary to express thoughts and explore meanings
- Children will take part in role play and make up their own stories
- Children will develop an understanding of spoken and non verbal communication that enables them to respond to others, give and follow instructions and ask and answer questions.

### Aims into practice

- Providing communication friendly spaces and a rich language environment with multi-sensory experiences
- Providing time and space for children to play uninterrupted by adults
- Modelling and encouraging talking and listening to each other
- Developing an awareness of different sounds in words, songs, and the environment.

- Monitoring, observing and evaluating children's communication in the environment
- Sharing developments in communication with families
- Supporting and sharing children's home language
- Encourage the participation of all children through expression i.e. pointing, gesturing, vocalisation and language
- Encouraging an interest in rhythm and rhyme through play
- Developing using some sign language
- Provide time and opportunities to develop spoken language through conversations
- We have continuous, enhanced provision
- We extend children's interests and experiences through planning, parental involvement, educational visits and by listening to individual children

#### **Adult Role**

- To encourage children to use language, to predict and to imagine by modelling, demonstrating and engaging in verbal and non verbal conversations with children • To use songs and singing within everyday practice, encouraging children to participate in rhyming and rhythmic experiences.
- To recognise the importance of the Childs name in developing the communication process
- Modelling and sharing an enjoyment of stories and storytelling
- Providing commentaries on what you and the children are doing- more statements than questions
- Value and notice children's contributions and attempts at communications
- Accept and value the language and communication systems of each child
- To create situations and provide equipment that encourages communication and imaginative text
- To introduce a variety of language structures including story, rhyme, non-fiction and poetry
- To create situations where children follow instructions
- To share books with children and read to them on a regular basis, encouraging children to participate according to their language and sensory skills
- Demonstrate reading and storytelling to children and encourage them to take part
- To model and demonstrate listening and distinguishing different sounds in words, songs and the environment
- To identify children's stages of communication development
- Staff plan for communication, language and literacy development through long and short term planning including plans for each individual child called PLDS - "Possible Lines of Development".
- Staff follow child's interest and schemas and develop learning opportunities in these situations
- Staff observe all children on a regular basis to extend their Communication

#### **Language and Literacy development**

- Involve close teamwork between all appropriate professionals, workers, speech and language therapists and practitioners

### **3. Physical Development**

#### **Our Aims**

At Pippins, our aim is to encourage children's physical development as they grow in body awareness, and explore the range of movement experiences within their environment.

- To help children explore and enjoy the freedom of movement both indoors and outdoors.
- To encourage children to be active and interactive
- To support children in using their senses to learn about themselves
- To help children develop increasing control over their bodies.
- To help children practice and consolidate new skills.
- Provide opportunities for children to practice and refine developmental movement patterns.
- To help children become aware of sensation in different parts of their body.
- To help children develop confidence and self esteem.

- To help children develop a sound central nervous system, raising awareness of sensory stimulation.
- To help children recognise the importance of keeping healthy through good eating, sleeping and hygiene routines.
- To help children increase their vocabulary, practice and develop understanding of new words.
- To help children develop a sense of space indoors and outdoors.
- To help children express feelings through movement, and experience different emotions.
- To help children to develop independence in their self help skills.
- To listen to and work closely with parent/carer in raising awareness of child's physical needs and interests.
- To help children by providing opportunities for children to develop fine motor skills.

#### **Aims into practice**

Through the provision of an exciting, stimulating, challenging and imaginative outdoor and indoor learning environment; the children are presented with a wealth of opportunities to learn, rehearse and extend their physical skills. Playing in this environment, with their friends and interested adults, supports physical development and confidence.

- We also promote physical activity with parents and children through sessions with the LEAP into life programme.
- We work closely with outside professionals e.g. hearing support, physio, OT to support the physical development of children with physical disabilities.

Our well planned environment provides for most children's sensory needs. Where we observe children are not processing and organising sensory information effectively and demonstrate behaviours that seek sensory impact elsewhere we talk to parents and plan strategies that enable the children's sensory development fully.

#### **Adult role is to:**

- Identify schemas/interests in children's movements and encourage the dynamic aspect
- Listen to parents/carers views on their child's development and interests to inform a shared understanding of the child's learning.
- Ensure observations inform planning allowing practitioners to match the challenge - finding challenges children can manage and which develop their schema/ interest.
- Allow children free exploration and enjoyment of movement.
- Allow freedom of space and movement both indoors and outdoors.
- Observe children's movements, healthy practices and fine motor skills.
- Provide opportunities for children to revisit and practice developmentally appropriate movement patterns.
- Provide opportunities for time to consolidate new skills and to use their new movement knowledge in a variety of situations.
- Build children's confidence to take risks within a safe environment
- Motivate children to be active
- Value children's spontaneous movements
- Allow children time to support and develop their understanding
- Promote healthy active lifestyles and choices
- Introduce vocabulary alongside their actions
- Carry out risk assessments regularly.
- Create a safe environment.
- Identify and support progression in all aspects of physical development.
- Talk with children about body parts and bodily activity- teaching the vocabulary of body parts, positions and movements.
- Support parents' routines with their children's toileting and developing self care
- Work together with outside professionals to meet the needs of all children.

- Talk about different spaces within their environment-so they are able to match spaces with actions.
- Mirror children's movements, vocalise actions and participate with enthusiasm.
- Demonstrate new skills and use of equipment.
- Consider if and when to intervene/offer support.
- For staff to view themselves as learners with an understanding of the importance of ongoing training and professional development.

#### 4. Literacy

Children have a rich access to literacy and books.

We have rhyming words

- Story book for the week
- Regular practise of early writing boards
- Playing with sounds
- Daily phonics time "If your name begins with "s" go and wash your hands
- Opportunity to listen to phonics songs on the lap-top.
- Group and individual reading time
- Print rich environment.

#### 5. Mathematics

Children's mathematical development arises out of daily experiences in a rich and interesting environment. Children must be supported in their enjoyment and exploration of problem solving and mathematical development. They should be enabled to learn, revisit and reflect on their skills and understanding within numeracy and problem solving.

##### Our Aims

- To provide children with opportunities to learn, discover, think, practise, problem-solve, challenge, count, share and to enjoy all mathematical learning indoors and outdoors
- To encourage problem solving in young children at every opportunity - in the sand, in the water, at story time, at mealtimes and on walks.
- Children will show pleasure and enjoy problem solving because it is purposeful and fun.

##### Aims into practice

- It is important that children have a variety of opportunities to talk about their mathematical experiences and to relate situations in all play activities to their developing understanding of number and mathematical concepts. Talking, observing, manipulating, counting and exploring all materials and play opportunities is important, as is the provision of specific and carefully selected resources and activities
- Children will show an interest in number and counting
- Children will use developing mathematical ideas and methods to solve practical problems
- The most useful mathematical learning for young children will come from playing with real objects and trying to solve real problems

##### Adult role

- Adults provide a range of mathematical opportunities and encourage children to explore real life problems, to make patterns and to count and match together.
- Adults ensure the environment provides a wealth of mathematical opportunities e.g. stories, songs, games, the natural environment, daily routines
- Adults regularly observe, assess and plan for a child's mathematical learning
- Adults participate in children's play to encourage their use of mathematical language, ideas and concepts
- Use mathematical vocabulary in conversations so that children have an opportunity to hear mathematical words in context.
- Through observation adults will identify mathematical learning in children's spontaneous play.
- Support children who use a means of communication other than spoken English

- Value children's graphic and practical exploration of Mathematics
- Practitioners will support parents in their understanding of children's mathematical learning.

## 6. Understanding of the World

Our children live in a complex interesting world and we need to provide opportunity to help them make sense of their environment and the world around them. We must provide them with skills, knowledge and understanding to do this.

### Our aims

- Children will learn to investigate and explore, be curious, be enthusiastic, experiment, solve problems, pose questions, use reference skills, adopt appropriate language.
- Children will observe and identify features in their local environment and the natural world.
- Children will learn to use tools and equipment correctly and maintain safety in their world. They will extend and develop their interests and skills in designing and constructing.
- Children will find out about and identify the uses of everyday technology and use communication technology to support their learning.
- Children will develop an interest in the past and the present, in their own families and the wider community.
- Children will develop an appreciation of the diversity of their world and encompass an understanding of festivals, culture and faiths.

### Aims into practice

- Opportunities for children to experience awe and wonder.
- To use the potential of daily events i.e. weather, visits, child's interest/objects of reference as a focus for exploration and experimentation.
- To introduce children to a broader vocabulary and descriptive language.
- To extend children's knowledge and understanding of a range of interests and experiences through educational visits.
- To extend and enhance the provision in the outside area including Pippins Garden as benefits through the seasons.

## 7. Expressive arts and design

To ensure every child who attends Pippins can explore their creativity through learning and play.

- Role-play and dressing up.
- Sensory and messy play activities
- Exploration of music, musical instruments, dance, making instruments
- Various construction toys and equipment large and small
- Ring circle games and circle time
- Access to colour and collage materials.
- Exploring mixing media, materials and colours.

This policy was adopted at a meeting of Pippins Pre-school and Nursery

Held on Thursday 9<sup>th</sup> October 2025

Signed on behalf of the Management Trustee Directors



Role of signatory (e.g. Chair etc.)

Chair

Commenced 2014 - Reviewed 22.10.2020