

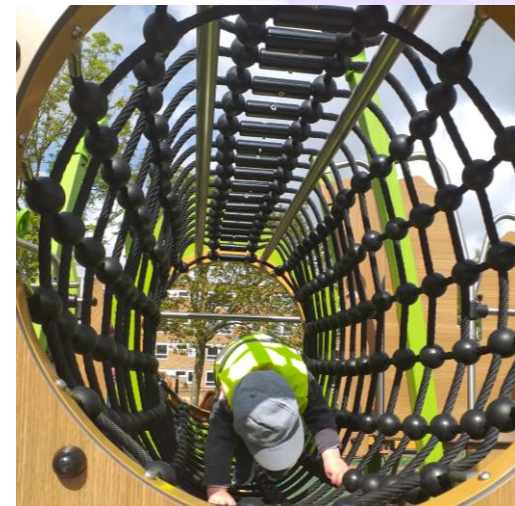
Cook

- Children will engage in a cooking activity at least once a month.
- Children across age groups are encouraged to self-serve at all mealtimes.
- Children across age groups will support with the preparation of at least one weekly meal, e.g. cutting up vegetables, preparing breakfast, snack or cooking something for their pudding.
- Children are involved in the process of growing and harvesting their own vegetables in their garden vegetable patches, children learn about the growth process from start to finish and share their finished products with the kitchen to be cooked with meal times.
- Playdough stations are a permanent feature in all age groups, with playdough made with the children, teaching them to follow a recipe card and participate in measuring, pouring and mixture.
- Cultures and diversity are celebrated within our weekly menus and activities, including different foods and festivals from around the world, specifically from cultures of children within the setting. This welcomes children from diverse backgrounds to feel included and allows them to share their culture with their peers.
- During adult-led activities and free flow, food play is encouraged across all age groups to allow children to explore different and unfamiliar textures and give children the opportunity to try new foods.



Gross Motor

- Each age group have access to age-appropriate climbing equipment, both indoors and outdoors, allowing them to explore freely and safely.
- Children are encouraged to take safe risks with the support of a practitioner, allowing children to climb, jump, run, crawl, crouch, and manoeuvre freely and confidently.
- Activities are scaled and developed, based on children's development stage, children are supported to reach their gross motor milestones through physical play and movements.
- Children are given access to the outdoor environment in all weathers, regularly within their daily routine, where free flow is scheduled for most parts of the day, allowing children to move freely.
- Babies are supported and provided with the resources to progress physically, from learning to engage in tummy time, roll, sit, crawl, stand, walk, and climb, safely and confidently.
- Children are encouraged to take part in daily yoga sessions, where they follow instructions to learn a variety of body movements and stretches, strengthening their core muscles and engaging their inner thoughts with their outer body experiences.
- Children are offered extracurricular activities such as sports, dance, performing arts, and yoga (only one extracurricular is offered at a time), allowing them to gain new experiences from other professionals and explore new physical experiences.



Self-regulation

- Children are encouraged to take part in daily yoga sessions, where they follow instructions to learn a variety of body movements, stretches, and strategies to calm their mind and regular their emotions. Strengthening their core muscles and engaging their inner thoughts with their outer body experiences and giving them the skills to regulate themselves in moments of uncertainty and distress.
- Children's mental well-being is recognised and supported through a nurturing approach, where safe spaces are created and available, and practitioners work with children to support them in gaining the skills to regulate their emotions, and act in a calm, and reassuring manner. Some practitioners are trained as Early Years ELSA's (Emotional Literacy Support Assistants) to work closely with children who may struggle to manage their feelings and emotions, supporting them with resources and mechanisms to overcome early trauma, anxiety, and other behavioural difficulties.
- A nurturing approach is encouraged and embedded into everyday practice.
- Golden rules are shared and learnt within daily practice, encouraging children to be kind, forgiving and feel empowered.
- Children are celebrated for their differences and encouraged to embrace their individualities.



Express

- During morning routines and other times throughout the day, Children take part in musical movements, encouraging them to express themselves through movement and music.
- Children are given resources to engage in expressive art and design activities, where they can explore sensory materials, and create artwork that reflects their thoughts and feelings.
- Children are encouraged to make choices and supported to speak freely and confidently in all situations.
- Practitioners' role model expressing their feelings and giving explanations to how feelings feel emotionally and physically, supporting children to understand their feelings and emotions and express them confidently.
- Children have access to a range of books and are encouraged to take part in active story times where they can learn about expressing themselves in different ways and learning to understand how others might express themselves.
- Children are given access to roleplay areas where they are supported to express themselves through role-play situations and create their own narratives.
- Children access a wide range of musical instruments and will take part in small group times where they can learn how to make music and create sounds, allowing them to express themselves through music.
- Practitioners work together to ensure that Children are given choices, and British values are respected and embedded in line with Children's rights (UNCRC), encouraging children to make open choices and express themselves through choice.



Self-care



- Babies are supported with Child Led weaning, providing nutritious finger foods for children to try and explore freely.
- Babies are encouraged and supported to feed themselves independently using age-appropriate utensils.
- Babies are provided with non-spill water cups to support them in accessing and drinking water/milk independently.
- All children from babies to pre-school are provided with access to fancy dress roleplay opportunities, encouraging them to begin to learn to dress themselves independently.
- Before and after mealtimes, all children are supported in washing hands and other good hygiene routines, such as wiping their faces.
- Children across all age groups have access to 'nose wiping stations' where they can begin to learn the skill of wiping their nose.
- Before going outside, all children above the age of 2 are encouraged to put on their own coats and do up their own zips. Babies are encouraged and supported to push their arms through independently.
- Children of all ages are supported in becoming independently toilet trained. Starting from reading books around using the toilet, to sitting children on the potty or toilet during nappy changing times, and eventually allowing children the independence to take themselves to the toilet in a private space. Practitioners work closely with parents and carers to ensure the transition from nappies to pants is supportive and consistent.
- Children are supported in identifying the different feelings and needs within their body, e.g. needing the toilet, or feeling hungry or thirsty.
- Children are supported in self-soothing during sleep times, encouraging them to regulate their feelings in a safe and nurturing environment.
- Children are encouraged to self-serve at mealtimes, and support practitioners with setting up for mealtimes.
- Children have access to fresh drinking water and are encouraged to access and independently pour their own water when they are thirsty.
- After messy or water play, children are supported to change their own clothing.
- Children are provided with age-appropriate cutlery during mealtimes, with practitioners demonstrating how to correctly hold a knife and fork, how to eat using both utensils and how to cut food into more manageable sizes.
- During quiet times such as yoga, children are encouraged to take off their own shoes, and supported in putting them back on independently.



Connect

- When joining, parents and carers are asked to share family photo's for each room's 'family tree' where Children can see photo's of family members and feel connected with their families whilst at nursery.
- Children are provided with the support and opportunities to connect with nature, using our outdoor spaces to explore, get creative in the mud kitchen, plant and grow fruits and vegetables in our growing areas and sharing the harvest with the setting chefs to cook for snack, lunch, and dinner.
- Children have access to experiencing cultural opportunities, through worldwide celebrations, parent involvement, engaging with their friends, trying new foods from our diverse menus, and accessing diverse play equipment, e.g. books and roleplay.
- Children are provided with opportunities to go on trips outside of the setting, e.g. Library trips, visits to the local nursing home, and church, temple & mosque visits.
- Children are introduced to different occupations through professional visits from the local police, ambulance crew, firefighters, dentists, and other professionals, showing children an insight to different occupations.
- Practitioners engage with parents and carers via online systems and social media to share what children are learning at nursery, building connections between nursery and home life. E.g. Makaton sign of the month, brilliant books, weekly/monthly interests, and daily posts.
- Parents and carers are regularly invited into the setting for 'stay and play' sessions where they have opportunities to see and play with their children in the child's nursery environment, connect with other parents and carers, engage with key people and practitioners, and get to know the ethos and values of the setting.
- Practitioners carry out daily, weekly, and monthly observations, sharing children's interests, development progress, and next steps. - Links to the curriculum are shared throughout observations, helping parents and carers to understand and engage.
- Each setting has a parent committee, where parents and carers are invited to contribute their ideas, views, and suggestions on how the setting can progress and continue to grow, and support in the planning of events and upcoming celebrations.
- Practitioners plan activities in line with children's interests and current events, connecting the children's interests to the EYFS development milestones and the setting curriculum.



Fine Motor

- From 3 months, babies are supported in holding age-appropriate tools and equipment with a palmer grasp.
- Babies are introduced to pouring and tipping activities, where practitioners demonstrate successfully pouring and tipping with good hand-eye coordination and control.
- Children of all ages are given access to mark-making opportunities from large-scale mark-making, finger painting, and messy/sensory play to beginning to form recognisable marks, shapes, and letters.
- Children engage daily in 'dough disco' sessions, where they build on and gain muscle control whilst engaging in a fun, sensory, and explorative experience.
- Children of all ages are given access to different types of malleable messy play materials, where they are shown how to grip, squeeze, pull, push, sculpt and make connections between their movements and the different marks they make.
- Resources are adapted to the age and stage of each individual child, ensuring that children have the opportunity to progress their fine motor skills as they progress through each room.



Recall/Read

- Children are introduced to books from babies to pre-school, starting with black & white picture cards for small babies, moving onto picture books and eventually engaging in longer story times.
 - 'Brilliant Books' are introduced to each room, monthly, where children are taken through a journey, from hearing the story to dissecting the story, to eventually being able to recall and carry out activities around the story.
 - Activities are planned and carried out with children relating to the monthly 'brilliant book' to support children in successfully recalling parts of the story.
 - During story times, children are encouraged to recall parts of their favourite stories and rhymes with the support of practitioners.
 - During welcome time and small group times, practitioners spark conversation with children about their home lives, weekend adventures, and children's individual interests to encourage children to recall past times.
 - Practitioners use familiar and consistent language during activities and interactions to support children's development within recall.
- Practitioners use visual aids as well as verbal cues to help trigger and support recall.

