

This document tells the story of Little Firs and informs our parents about the rich experiences the children have every day and is used to review practices and procedures and is updated regularly.

**OUR STORY IS ORGANISED IN THESE SECTIONS:**

Section 1: Our Nursery

Section 2: Safeguarding

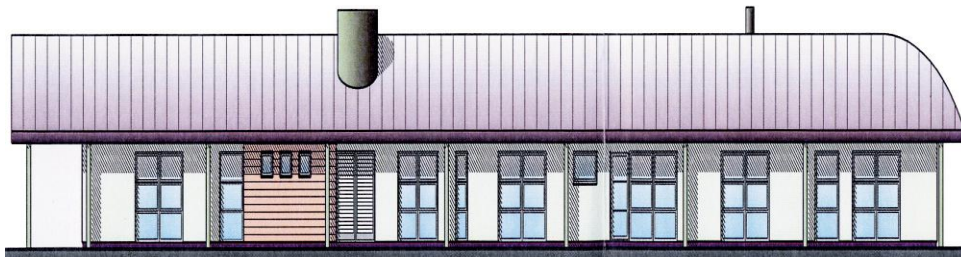
Section 3: Inclusion

Section 4: Curriculum and Teaching

Section 5: Behaviour, Attitudes and Established Routines

Section 6: Children's Welfare and Wellbeing

Section 7: Actions Plans- how we plan to expand our practice to improve the outcomes for the children.



**SECTION 1: OUR NURSERY.**

Westhaven Preschool opened in 1979, and Kids Club (Wrap Around Care) opened in 2000. The Nursery moved into new accommodation within Westham Children's Centre situated in the grounds of Conifers Primary School in January 2009 and renamed itself Little Firs Day Nursery. This was an exciting opportunity to work in partnership with Weymouth and Portland Sure-Start, Action for Children and Conifers Primary School. Unfortunately, Sure Start and Action for Children are no longer involved with Weymouth & Portland Children Centres due to Government Funding, but we still work in partnership with Dorset County Council, Conifers Primary School and other Professionals.

The nursery is an accessible purpose built building with five classrooms; two preschool classrooms, two birth to three classrooms, the other classroom is used for small group work, lunchroom for Preschool, and wrap around care.

There is a balance of adult-led and freely chosen or child-initiated activities, delivered through indoor and outdoor play. There is also a kitchen that provides healthy cooked food for the children and two offices and a staff room.

We are registered for a maximum of 77 children, aged 0 to 5 years and wrap around care for 5-11 years. Opening times are Monday to Friday 07.30 until 18.00, for approximately fifty weeks of the year; we close on Bank Holidays and Christmas. We take the Government's Early Years Free Entitlement-both the 15 hours and 30-hours, Early Years Pupil Premium, Childcare Vouchers and the Government Tax Free Childcare.

There are currently 112 children on our roll, of these 6 receive FRAS Funding (Families Receiving Additional Support) and 5 EYPP Funding (Early Years Pupil Premium) and 2 DAF (Disability Access Fund) and 2 with Early SEND Support funding.



The children come from wide and varied backgrounds; within this number are children with English as an additional language, including Arabic, Bengali, Punjabi, Polish and Vietnamese.

We have a high proportion of children with additional needs; these include children with complex global delay, speech and language delay, children with SEN Support and a child in the process of an EHCP, our SENCO supports these children. The SENCO also liaises with Speech & Language Therapists (SALT), our Best Start in Life Advisor, Health Visiting Team and other professionals working with the children.

At present the nursery employs 26 experienced practitioners of which 12 staff have been with the setting for over 7 years. The management team consists of the Manager, Assistant Manager and Heads of Rooms. The Manager and Assistant Manager have a BA in Early Years and are Early Years Professionals (EYP), between them they have over 33 years of experience in childcare and education. The Head of Birth to Three has a relevant level three qualification and over 17 years' experience in working with children under the age of three years. The Head of Preschool has a relevant level three qualification and over 14 years' experience working in Nurseries and Schools.

The Special Need Co-ordinator (SENCO) has a relevant level three qualification, the Role of the SENCO, Derbyshire Language, ELKAN, Diploma in Psychology and Counselling and she has over twenty years' experience in supporting children with additional needs as well as successfully completing Education Health Care Plans (EHCP).

10 other practitioners have relevant level three qualifications; 7 staff have relevant level two qualification, 1 of these is working towards a relevant level three qualification. We have one apprentice working towards a relevant level two qualification and 1 practitioner working towards a relevant level 3.

The nursery has a cook who cooks healthy meals for the children and the kitchen has level 5 Food Hygiene Award.

All practitioners are first aid trained and attend safeguarding training regularly and the nursery achieved the status of Millie Mark 2019.

The nursery has clear safeguarding recruitment procedures in place including all staff have enhanced DBS and are on the update service. Part of staff induction is to complete an induction training programme these courses are an Introduction to the Early Years Foundation Stage (EYFS), Level 2 Safeguarding and Child Protection, Level 2 Food Safety and Hygiene, Health and Safety for Early Years Practitioners, Prevent Duty and Fundamental British Values.

The nursery invests in staff CPD which helps the staff have the knowledge to support child development and introduce new practices and procedures into our curriculum which improves the outcomes for the children. These include Funky Fingers, Healthy Movers, Storycise, Incredible Beginnings, Maths Champion, REAL, Story-Making, The Importance of Block Play, The Big Brush Campaign and Dingley's Promise.

We are a committee run group, and all parents are welcome to join. We hold regular committee meetings, and we work closely with our parents, as their views are important to us. From parents' feedback we changed our menus, which has enhanced our objectives to educate the children and families about healthy eating, we now start at 7.30am this enables parents to have more flexible working and plan their journey to work as the roads are very busy by 8am.



## **MISSION STATEMENT**

Our Mission Statement is to provide a happy stimulating environment where children become engrossed in their play, thrive, and grow and develop their talents, whilst developing into independent and confident children that can meet their full potential.

## **ETHOS**

Children are at the heart of our Ethos as we believe children learn best when they enjoy what they are doing, feel secure, calm, happy and self-assured.

Staff have high expectations for the children and enthuse and motivate them to explore and develop their learning. All children are included in all activities, and we aim to provide effective learning opportunities for all children using well planned experiences both indoors and outdoors that link to all seven areas of learning.

We put Inclusion at the heart of our practice and procedures and believe that being inclusive means that we are doing the best for everyone. We promote British Values-Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs-these are embedded into our diverse curriculum and teaching, this ensures that the children learn acceptance and respect for all cultures, faiths, and lifestyles.

## **AIMS**

Our Aim is to provide high quality care and education through a range of challenging, educational play experiences both indoors and outdoors that are relevant to each individual child, whilst working closely with parents and carers to promote and enhance the children's learning. From this the children learn about respecting others, cooperation and sharing and learn about being true to themselves and respecting the rights of others.

## **OBJECTIVES.**

Our objectives are that children develop a positive attitude towards health and wellbeing and to promote positive behaviour and respect of others. To ensure this we make the most of the children's abilities and talents whilst supporting them to be confident, independent children that are school ready.

## **SECTION 2: SAFEGUARDING.**

Little Firs understand their responsibilities in meeting the Safeguarding and Welfare requirements of the EYFS. We have a named DSL and a Deputy DSL who clearly understand their roles and responsibilities. They have Level Three Safeguarding Qualifications, and this is updated every two years. Other courses they hold are the Role of DSL, Safer Recruitment, e-Safety, Encompass, Prevent Duty, Channel, and CAF.

All other practitioners have Level 2 Safeguarding Qualifications, Prevent Duty and Channel. Part of staff induction is to complete an induction training programme which includes The EYFS, Level 2 Safeguarding and Child Protection, Prevent Duty and Fundamental British Values, Level 2 Food Safety and Hygiene and Health and Safety.

Little Firs promotes British Values, and these are embedded into our diverse curriculum and teaching practice and ensures that the children learn acceptance and respect for all cultures, faiths and lifestyles. There are clear procedures in place to keep the children safe and protected from radicalisation and extremism.



**STAFF RESPONSIBILITIES:**



Parents are informed that they must notify the nursery of absences and the reason for the absence on the first day and then update regularly throughout the absence. If the Nursery has not heard from the parent/carer within a reasonable time the nursery will telephone the parent/carer to establish why the child is absent. If we are concerned about the welfare of the child, the Family Support and Advice Line will be contacted following the Safeguarding Policy and Procedures as the welfare of the child is paramount.

**POLICIES & PROCEDURES:**

The nursery has clear up to date policies and procedures and these are reviewed by the committee and staff regularly. **These can be found on our website and there are copies in the Reception Hallway.**

**HEALTH & SAFETY.**

The staff carry out risk assessments daily and the Health and Safety Officer carry out full risk assessments of the building termly. The children are provided with opportunities to understand how to keep themselves safe and the preschool children carry out their own tick sheet risk assessment.

The nursery has termly fire drill practices so that the staff and the children are aware of the procedure and fire drill reports are kept and reviewed and evaluated so that issues can be addressed. All fire alarms and equipment are checked weekly, and the fire-wardens understand their roles and responsibilities.

The children are encouraged and supported to understand good hygiene practices including washing their hands after using the toilet, before eating and preparing food, and learn how to keep germs from spreading including catch it, bin it, kill it. The Preschool clean their teeth following The Big Brush Campaign and all children experience and learn about healthy eating.



### SECTION 3: INCLUSION.

Little Firs is a Rights Respecting Setting, and our children come from wide and varied backgrounds, beliefs and cultures and some have English as an additional language including Arabic, Bengali, Punjabi, Polish and Vietnamese.

Little Firs promotes British Values, these are embedded into our diverse curriculum and teaching practices and ensures that the children learn acceptance and respect for all cultures, faiths and lifestyles and we treat all the children fairly showing no anti-discriminatory and anti-bias practice or stereotypical practice. This is not achieved by treating the children the same, but by treating them as individuals, in order that their own personal needs are met. There are clear procedures in place to keep the children safe, protected from radicalisation and extremism and all staff have undertaken the Prevent Duty and Channel Training.

Parents have helped us provide activities around their festivals, including Holi-the Hindi festival of colours, Europe's Saint Nicholas Day and Name Day; these have helped the children to understand their friend's cultures and beliefs and has encouraged mutual respect and positive behaviour.

We also have a Lingua Talking Pen which the practitioner uses so that the children can hear their home language in the setting and to assess their home-language skills and story books in their home language.

**Wendy Parker is the Equality Named Coordinator ENCO and is ENCO Trained.**



Little Firs is a NDNA SEND Champion and we put inclusion at the heart of our practice and procedures and believe that being inclusive means that we are doing the best for everyone. We celebrate diversity and develop a sense of community and belonging and have a high expectation of every child, as this is vital for their future.

**Janice Chegwidden is our Special Need Co-ordinator (SENCO)** and has a relevant level three qualification, the Role of the SENCO, Derbyshire Language, ELKLAN, Diploma in Psychology and Counselling and she has over twenty years' experience in supporting children with additional needs as well as successfully completing Education Health Care Plans (EHCP).

She uses the Derbyshire Language Scheme and ELKAN to improve and support the children's language skills and works alongside a Speech & Language Therapist (SALT) who visits the nursery and implements the SALT's language programmes and works with the child's keyperson and their parents to ensure an integrated approach. Five other staff are SEND Qualified.

We have a strong emphasis on developing children's speech, language and communication skills. We promote the children's language and communication skills through fun and interesting experiences. The practitioners interact and listen to the children, answering their questions. The practitioners positively role model language, introducing new vocabulary, extending two-word utterances to build sentences and to support their communication and language development.



**Dingley's  
Promise**

The Manager and Assistant Manager have completed Dingley's Promise, and the Manager is the Lead, some other staff are completing the Dingley's Promise.

We have a high proportion of children with additional needs; these include children with complex global delay, speech and language delay, children with SEN Support and a child in the process of an EHCP, our SENCO supports these children. The SENCO also liaises with Speech & Language Therapists (SALT), Best Start in Life Advisor, the Health Visiting Team and other professionals working with the children to enhance their progress, she follows the Speech and language Therapy Language Programmes, the Child's Person-Centred Plans and work with the child's keyperson and their parents to ensure an integrated approach. Furthermore, the SENCO works with the staff so that the SALT language programme and the child's Person-Centred Plans (PCP) can be followed by the child's keyperson. Some practitioners are PEIC-D trained which is used to support the children to develop their non-verbal communication skills. The nursery promotes sign language and has signs of the week to enhance the children's language development.

Ready Steadi Chat sessions for parents to attend have been held at the nursery, as well as SALT visiting the setting to work with children they are supporting.

We work successfully with professionals that are involved with our children including Best Start in Life Advisor, Speech and Language Therapists, Social Workers, and other professionals to support the children's individual needs and to safeguard them.

Our Local Authority Support is minimal, but we know where to get help and support, the Manager can email the Best Start in Life Advisor to clarify issues and get advice.

Conifers Primary School Reception Teacher is on our committee, and we have meetings to discuss partnership working, school readiness and discussions on how to provide smooth transition.

We also have a transfer meeting where the manager, SENCO, Conifers Reception Teacher, their SENCO and TA's go through the children's developmental stages and individual needs. If other professionals are involved with the children going to their school in the September, then Conifers is invited to TAF meetings.

Teachers from other schools visit the Preschool and have discussions with the child's keyperson and SENCO about the child's developmental stage and any needs; this gives the children the same opportunities as their peers. If other professionals are involved with the children going to their school in the September, then the school is invited to TAF meetings.



#### **SECTION 4: CURRICULUM AND TEACHING.**

We believe that well motivated enthusiastic staff who have high expectations for the children, will inspire the children to appreciate that learning is fun. All our practitioners know their children and understand what is expected for the child's age and developmental stage.

We recognise that each child is an individual who learns in different ways and at different rates and plan for this accordingly.

Our aim is to support all children to reach their full potential within their capabilities through a positive inclusive play environment, so they develop good social skills, an appreciation of all aspects of a multi-cultural society and celebrate diversity.

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and ensure that they have sufficient opportunities to develop a good standard of English.

The setting is proactive in supporting children with additional needs and provides an adapted curriculum to support their development. There are clear procedures for supporting the most disadvantaged children, that enables the children to meet their full potential which narrows the gaps for those that might not achieve.

Little Firs uses the Early Years Foundation Stage to develop children's learning and development through play-based activities. Our activities are based on observations, which informs future planning using the children's needs and interests through adult-led and child-initiated opportunities both indoors and outdoors.

Our planned curriculum provides opportunities around the seven areas of learning using the 3 I's, Intent, Implementation and Impact and is based on a secure knowledge of the child's developmental stage. We use language-based programmes to enhance communication and literacy skills including-Story-Making, Nursery Rhymes/Songs, Stories, Babbling Babies, Chatterbox, Talk Boost, Elkan, Phonics and Letters and Sounds.

Physical skills are improved by using Healthy Movers, Storycise, Funky Fingers and being part of the Big Brush Club which supports oral health.

Maths skills have been improved by Little Firs being a NDNA Maths Champion and trained in the Importance of Block Play.

Personal and Social Skills are improved by using Incredible Beginnings which supports children to develop self-regulation and positive behaviour.

We maintain a personalised record of every child's development, showing their abilities, progress, interests, and any areas requiring further support. Formative assessment is carried out through observations, and we ensure that this does not take us away from interacting with the children. Summative Assessments are completed including, Two-year-old Progress Checks and Transition Assessment when the children start school or move.

We acknowledge parents as the primary educators and encourage parental involvement as outlined in our Parents as Partners Policy. Staff meet with parents if they are concerned about their child's progress and agree on how best to support the child. Staff will consider whether the child requires any additional support including specialist support.

Little Firs has two Early Years Professionals who mentor and train staff and implement changes to teaching practices which improves the outcomes for the children. The nursery has staff training days where new initiatives are implemented into practice and old practices are revisited and reviewed. These have included Maths Champion, Raising Early Achievements in Literacy (REAL), Story-Making, Safeguarding, ELKLAN, Importance of Block Play, Big Brush Campaign and many more. These have positively impacted on the children's learning and development, including children with Early Years Pupil Premium (EYPP) or Family Receiving Additional Support (FRAS).

### **COMMUNICATION & LANGUAGE DEVELOPMENT.**

We have a strong emphasis on developing children's speech, language and communication skills, the practitioners introduce new vocabulary, extend two-word utterances and develop language skills.

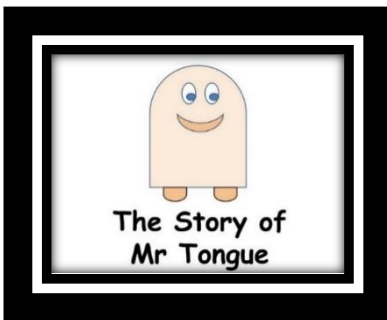


The SENCO uses ELKLAN to supports language for the under threes and children with delayed language and uses some of 'Every Child A Talker Principles'

### **BABBLING BABIES.**

Nestlings' children have 'Babbling Babies' sessions. The children join in with rhymes, action songs and poems. Staff model language, using a running commentary and provide a language rich environment and encourage the use of key words by using signs, which in turn supports the children's development of spoken language.

### **CHATTER BOX.**



Discoverers children have 'Chatterbox' sessions. Here the children join in with lip and tongue exercises, which help the children to make clearer speech sounds. They play games, including listening and sound games and the practitioners' model and encourage the use of key words by using signs, which in turn supports the children's development of spoken language. Children also enjoy singing sessions and story sacks.

### **NURSERY RHYMES AND SINGING.**

We plan weekly nursery rhymes and songs as this encourages communication and language, listening and attention and literacy. They learn new words, rhythm and rhyming, environmental sounds, instrumental sounds, body-percussion, voice sounds, alliteration, oral blending and segmenting and help supports children to read as they get older.



## RAISING EARLY ACHIEVEMENTS IN LITERACY. (REAL)

This research-based programme aims to raise the achievements in literacy.

We have a planned weekly story and song/nursery rhyme. These activities support the children's listening and attention and communication and language skills, as well showing them that books are fun.



**SIGN ALONG.** We have signs of the week; learning sign language enhances pre-speaking skills and improves communication skills.

### STORY MAKING.

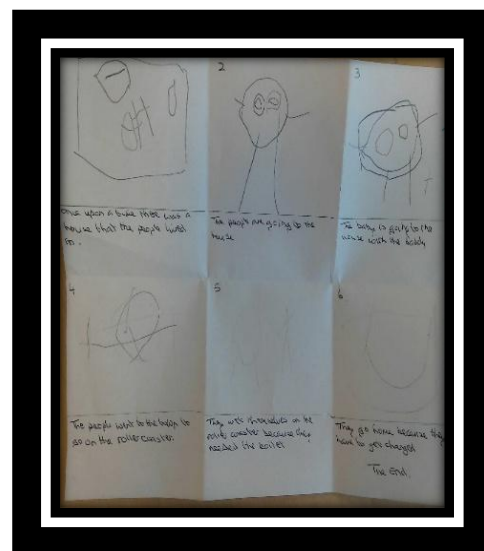
Story Making is telling a story together rather than reading it from books. It is a way of encouraging the children to learn and remember stories. Stories are told through actions which help children to memorise new words and patterns in a story.

Story Making encourages a love of books and improves the child's spoken language, their imaginative skills and builds the children's confidence in a fun and creative way.

The children are introduced to story maps, which is the pre-writing stage of writing a story. The more able children are then encouraged to draw their own story maps which teaches them there is a beginning, middle and an end to a story; they make the story easier to learn and encourage the children to start to write their own stories.



**Gingerbread Man**  
**'Run, Run as Fast as You Can'**



**Story Map**

To reinforce home-learning our parents are informed about the weekly communication initiatives including Babbling Babies, Chatterbox, Letter & Sounds, Story, Nursery Rhyme/Song, Story-Making and Signs, in our newsletter. Parents can have copies of the songs, and these are displayed on the parents notice board.

**BOOKS.**



Our practitioners read to the children, pointing to the pictures and naming them, this reinforces reading skills and extends the child's vocabulary. Children like to be held and spoken to, and books provide the perfect opportunity for this as they learn about speech patterns and how to make sounds. Every time a child is read to, it reinforces basic reading concepts, such as turning pages and following text from left to right. Also, children love to copy adults, and this encourages them to copy turning pages or pointing to objects and naming them and through this positive experience children view reading as a pleasurable experience.

**PHYSICAL**

Physical activities are important to children's development, they enable them to pursue happy, healthy, and active lives. Gross and fine motor skills develop progressively throughout the early years and provide the foundation for healthy bodies and social and emotional well-being. Fine motor skills develop eye and hand coordination which later develops pencil control and writing skills. The Preschool children also follow the Big Brush Campaign to brush their teeth which supports oral health.



## HEALTHY MOVERS

Little Firs is part of the Healthy Movers initiative which aims to help get children ready for life as they develop, grow, and learn.

The toolkit helps practitioners to engage children in fun effective physical activity and provides weeks of physical activity ideas to support the development of the whole child.

The resource includes ways to support the thinking, social, health, physical and creative abilities of all children.

The activities embrace locomotion (agility); stability (balance); object control (coordination); body confidence and positive body image, healthy eating and oral health.



## STORYCISE



Storycise combines motor skills with imaginative stories covering a range of subjects and topics.

The aims are simple - getting children to participate and enjoy being physical, so both fine and gross, motor skills improve.

## FUNKY FINGERS.



Funky Finger activities extend and challenge the children's gross and fine motor skills including hand and eye coordination and develop the skills needed for successful writing. The weekly planned activities encourage the children to use their own fingers to manipulate media and materials.

Our parents are informed about all the weekly physical activities in our newsletter, which is displayed on the parents notice board, so this can be reinforced at home.

## **TREASURE BASKETS.**



Our Treasure Baskets contain collections of mostly natural materials that are especially chosen to give a richly sensory experience for babies and young children. Treasure Baskets provide the first opportunity to free play independently from an adult and endless opportunities to learn through play, they encourage problem solving, exploring, questioning and discovery, whilst promoting physical development.

## **SENSORY PLAY.**



Sensory play is one of the key areas of play for young children and is a crucial part of their development as they learn best when they use their senses.

Sensory play involves the use of one or more of the senses and provides opportunities to manipulate materials by pouring, moulding, carrying, and sorting and improves the children's fine and gross motor skills.

## **MESSY PLAY.**

Messy play encourages the children to be creative; they use their senses to freely explore and manipulate media and materials in new ways whilst developing relationship as they interact with their peers

Messy play encourages the children to problem solve, take risks, become active and creative learners, arouse curiosity, but the main benefit is there is no obligation to create an end product.



## MATHS CHAMPION.

Little Firs is a NDNA's Math's Champion this has improved the children's and staff Math's skills. There are three strands to math's that we use:

- Environmental Math's-this is the environmental numbers which surrounds young children in their home, at nursery and in the community.
- Everyday Math's -this is mathematics that the children might encounter and experience through everyday experiences.
- Math's Stories, Songs, and Rhymes- this is mathematics that the child experience through stories, songs, and rhymes.



## BLOCK PLAY.

Wooden block play is a great open-ended resource; Little Firs completed the Dorset Block Play Programme, which has improved the children's math's skills, especially the girl's spatial awareness. This is important as it develops good Science, Technology, Engineering and Mathematics skills (STEM).

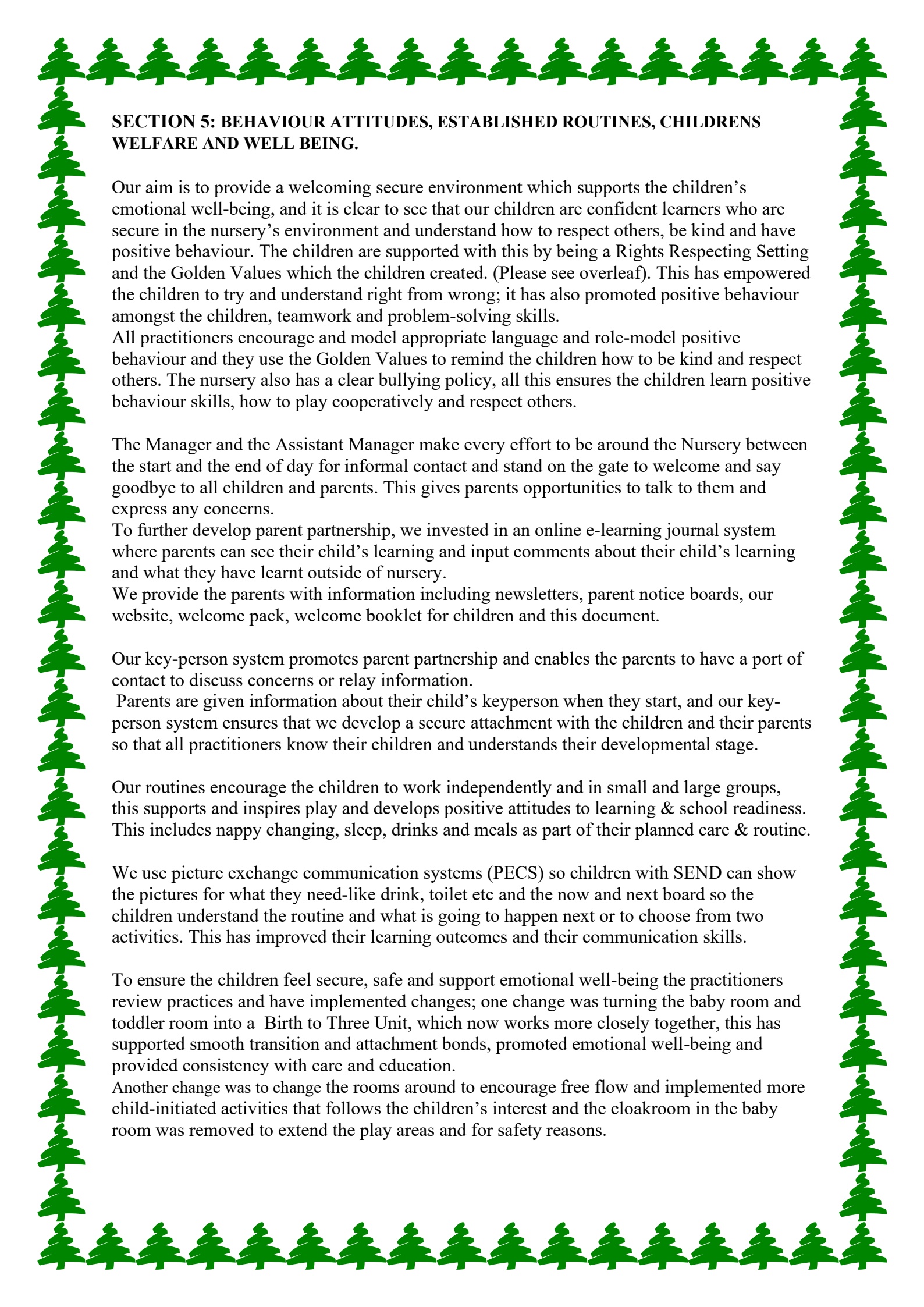
### What Children Learn.

- Math's: mathematical thinking, problem solving, counting, measuring, distance, weight, spatial awareness, volume, shapes, size, symmetry, patterns and matching, comparing, properties, concepts, engineering, estimating and positional language
- Social Skills: controlling feelings, emotional skills, negotiation, boundaries, determination, choices, interaction and dealing with conflicts, teamwork, sharing and turn taking, cooperating resilience, discipline, creating solutions, respect and tolerance, building relationships and relationship skills.
- Thinking Skills; curiosity, engagement, observation, investigation, discovering and exploring, ideas, planning, thinking and problem solving, resilience and determination, risk taking and danger awareness, imagination, creating, choices and creating solutions.
- Communication: communicating and sharing communication, vocabulary, listening and attention, expressive language, action words, questioning, answering, positional language and communicating ideas.
- Physical: gross and fine motor skills, manipulation, pencil control, lifting, adjusting, balance, stopping, moving and spatial awareness.



The list is endless:





## **SECTION 5: BEHAVIOUR ATTITUDES, ESTABLISHED ROUTINES, CHILDRENS WELFARE AND WELL BEING.**

Our aim is to provide a welcoming secure environment which supports the children's emotional well-being, and it is clear to see that our children are confident learners who are secure in the nursery's environment and understand how to respect others, be kind and have positive behaviour. The children are supported with this by being a Rights Respecting Setting and the Golden Values which the children created. (Please see overleaf). This has empowered the children to try and understand right from wrong; it has also promoted positive behaviour amongst the children, teamwork and problem-solving skills.

All practitioners encourage and model appropriate language and role-model positive behaviour and they use the Golden Values to remind the children how to be kind and respect others. The nursery also has a clear bullying policy, all this ensures the children learn positive behaviour skills, how to play cooperatively and respect others.

The Manager and the Assistant Manager make every effort to be around the Nursery between the start and the end of day for informal contact and stand on the gate to welcome and say goodbye to all children and parents. This gives parents opportunities to talk to them and express any concerns.

To further develop parent partnership, we invested in an online e-learning journal system where parents can see their child's learning and input comments about their child's learning and what they have learnt outside of nursery.

We provide the parents with information including newsletters, parent notice boards, our website, welcome pack, welcome booklet for children and this document.

Our key-person system promotes parent partnership and enables the parents to have a port of contact to discuss concerns or relay information.

Parents are given information about their child's keyperson when they start, and our key-person system ensures that we develop a secure attachment with the children and their parents so that all practitioners know their children and understands their developmental stage.

Our routines encourage the children to work independently and in small and large groups, this supports and inspires play and develops positive attitudes to learning & school readiness. This includes nappy changing, sleep, drinks and meals as part of their planned care & routine.

We use picture exchange communication systems (PECS) so children with SEND can show the pictures for what they need-like drink, toilet etc and the now and next board so the children understand the routine and what is going to happen next or to choose from two activities. This has improved their learning outcomes and their communication skills.

To ensure the children feel secure, safe and support emotional well-being the practitioners review practices and have implemented changes; one change was turning the baby room and toddler room into a Birth to Three Unit, which now works more closely together, this has supported smooth transition and attachment bonds, promoted emotional well-being and provided consistency with care and education.

Another change was to change the rooms around to encourage free flow and implemented more child-initiated activities that follows the children's interest and the cloakroom in the baby room was removed to extend the play areas and for safety reasons.

Our SENCO supports Positive Behaviour Management, and we have a clear Behaviour Management Policy and Procedure which can be found on our website and the reception hallway.

**INCREDIBLE BEGININGS PROGRAMME.**



To support positive behaviour, we use the Incredible Beginnings Programme-Incredible Years, the programmes teaching methods include social and emotion coaching, nurturing child-directed play, interactions using narrated descriptive commenting, proactive teaching with predictable routines and consistent positive behaviour management strategies.

These sensitive and responsive approaches build positive relationships with the children.

The outcomes from using this programme have increased the children's personal, social and emotional well-being, there is a reduction in the number of reported behaviour concerns in the nursery, and the children have learnt strategies to deal with their emotional out-burst and feelings. The outcomes for the staff are that they have increased their skills and confidence in dealing with behaviour issues.

**Mrs Parker, Mrs Lund and Mrs Chegwidden are all Qualified Facilitators in the Incredible Beginnings Programme-Incredible Years.**



## Little Firs Day Nursery Charter.

### RIGHTS

**We have the Right to Play & Rest (31)**

**Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people. (29)**

**We have the right to our own opinion and for adults to listen and take us seriously. (12)**

**You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help stay well (24)**

### RESPONSIBILITIES

**We learn through play.  
We try to share and take turns, care and be a kind friend.**

**We try to work hard and reach for the stars.**

**We try to learn about respecting others.**

**We try to learn to care for our environment.**

**We try to follow our Golden Values.**

**We try to voice our opinions.**

**We try to be polite.**

**We try to listen to others.**

**We take turns in talking.**

**We try to understand that the things our friends say are important.**

**We learn about what we need to do to stay fit and well.**

**We try to learn about staying healthy.**

**We try to eat healthily**

**We have access to fresh water.**

**We try to keep our environment safe.**

**We learn about staying safe.**



## Little Firs Golden Values 2025-26.

At Little Firs we learn to follow our Golden Values.

We are kind friends and polite.

We respect one another and treat everyone fairly.

We try to:

- Share and take turns
- Be kind
- Be gentle
- Have kind hands and kind feet
- Have kind mouths (we do not bite)
- Use kind words
- Use our listening ears and take turns to talk
- Be helpful and care for our friends
- Play and have fun and play with everyone
- Tidy up and look after our toys and Nursery

*We learn that Little Firs stands for:*

**LISTEN**

**INTERACT**

**TOLERANCE**

**THRIVE**

**LEARN**

**ENJOY**

**FUN**

**IMAGINATIVE**

**RESPECT**

**STAY SAFE**



## ACTIONS PLAN.

- Continue to implement into practice our language initiatives including Story-making, Weekly Stories, Nursery Rhymes/Songs and Signs, Babbling Babies, Chatterbox, Phonics and Letters and Sounds and Talk Boost.
- Continue to implement into practice the Incredible Beginnings Behaviour programme. The outcomes have increased children's personal, social and emotional well-being, there is a reduction in the number of reported behaviour concerns for children in the setting and it has increased the skills and confidence of the staff and decreased their stress levels in relation to managing children's behaviour
- Continue to implement Healthy Movers, Storycise and Funky Fingers into practice as this has improved the children's physical skills and their understanding of being healthy.
- Continue to implement Block Play into practice as this has improved STEM skills in the children and has increased the girls' interest in construction which has improved their spatial awareness.
- Continuous Professional Development this has improved the staff knowledge, kept them motivated and improved the outcomes for the children.
- To continue to develop transition to school and other rooms and to support school readiness in the children. This has provided smooth transition for the children, enable them to adapt to change and limit distress.
- The SENCO to continue to use ELKAN to support language for the under threes and children with delayed language, as this has enhanced all our other language programmes and ensured that the children with SEND and delayed language make progress.
- Continue to implement the Talk Boost Programme as this has supported the children with delayed language to make progress with their communication and language skills.
- Develop and implement Dingley Promise into practitioners practice to improve outcomes for children with SEND and enhance inclusive practice.
- Continue to update all staff training and knowledge to further develop their professional development and introduce and implement new initiatives to improve the outcomes for the children.
- Continue to review and update practice and procedures to improve the outcomes for the children.
- Use the NDNA Training & Development for the Early Years Workforce to provide further training opportunities for staff and to improve the outcomes for the children.