

**Howe Dell Day Care**

**Care, Learning and Play Policy**

**Policy adopted in August 2007, to be reviewed May 2026**

**Aim**

Our aim is to provide a curriculum and an environment where we encourage confidence, independence and enjoyment in line with the Early Years Foundation Stage. All children have the right to play and learn through a wide range of activities.

All children's needs are met sensitively and appropriately; this includes intimate and personal care needs. Please refer to Howe Dell School, Day Care Intimate Care Policy.

Parents (The term 'parent' implies any person or body with parental responsibility such as foster parent or carer)

**Procedure**

We will provide a planned bespoke sequence of learning curriculum by means of Development Matters (Sept 2023). We have an organised environment that offers the children a rich and stimulating experience with opportunities to experiment, explore, plan, get messy and make decisions for themselves. The bespoke curriculum will take into account the age, background and stage of each child's development.

Our bespoke curriculum will be carefully planned to allow the children to build on their own natural curiosity, use their imagination, advance their thinking and develop positive social relationships. Staff will recognise a child's individuality, effort and achievement.

We will ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. Staff will be able to keep records in English, liaise with other agencies in English, summon emergency help, understand instructions, such as the safety of medicines or food hygiene.

Staff are reflective in their practice recognising that working with children maybe complex, challenging and demanding. It is a shared process, and children learn most effectively with the support of a knowledgeable trusted adult.

Staff will support, recognise and promote achievements by all children. Staff will display flexible leadership styles and respond appropriately to the children according to their age, understanding and needs.

Staff will be aware that children communicate in different ways. Staff will observe the children providing a wide range of equipment and resources appropriate to their age and interests. Children will not be left unsupervised during any activities.

Children will be offered access to outdoor play everyday, subject to weather conditions. Please ensure that your child always has appropriate clothing.




Observations will be carried out for all children and shared with parents through our online journal, Tapestry. These observations will be guided by the Early Years Foundation Stage (EYFS) framework and our bespoke curriculum. They are designed to support each child's individual learning journey by building on their interests, needs, and developmental stage, helping to sequence their learning and extend their development effectively.

Children's developmental records are freely available to parents. Written request must be made for access to personal files.

Day Care will support children's learning and development through our bespoke curriculum in the EYFS. This will be implemented through a balance of adult led/adult guided activities and continuous planning enhancements which support child-initiated play. This balance will be appropriate to children's ages and stages of development.





**Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.**

These are the prime areas:

-  Communication and language
-  Physical development
-  Personal, social and emotional development




**We will support children in four specific areas, through which the three prime areas are strengthened and applied.**

The specific areas are:

-  Literacy
-  Mathematics
-  understanding the world
-  Expressive arts and design

Day Care staff will implement adult led activities alongside continuous provision planning which is enhanced for the specific EYFS areas of learning and development as appropriate for children's ages and stages of development.

**Implementation of three characteristics of effective teaching and learning are:**

-  Playing and exploring - children investigate and experience things, and 'have a go'
-  Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
-  Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Day Care staff will observe children to understand and assess their level of achievement, interests and learning styles and use this knowledge to shape learning experiences and respond to each child's emerging needs.

Practitioners will reflect on the different ways that children learn as detailed by the three EYFS characteristics of effective learning and teaching and use these in their practice.

### **Assessment**

Assessment plays an important part in supporting staff and parents, to recognise children's progress, understand their needs, and to plan activities and support.

When staff are assessing individual children, they will draw on their knowledge of the child and their own expert professional judgement. Staff are not required to prove this through collection of any physical evidence.

We will keep parents up to date with their child's progress and development. Staff will address any learning and development needs in partnership with parents and any relevant professionals

Ongoing assessment is an integral part of the learning and development process. Staff will understand children's interests and what they know and can do and then shaping teaching and learning experiences for each child reflecting that knowledge. Staff will make and act on their own day-to-day observations about children's progress and observations that parents share.

Assessments will be an ongoing dialogue to aid smooth transitions for all children leaving Howe Dell Day Care, or settings/childminders that are sharing children's funding.

### **Key Worker**

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. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy 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 with our setting.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

We allocate a key person before the child starts. The key person is responsible for:

- ✚ Home visits
- ✚ Providing an induction for the family and for settling the child into our setting
- ✚ Completing relevant forms with parents, including consent forms
- ✚ Explaining our policies and procedures to parents with particular focus on policies such as safeguarding
- ✚ Working with the parents to plan and deliver a bespoke plan for the child's well-being, care and learning

- ✚ Acting as the key contact for the parents
- ✚ Developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home
- ✚ Encouraging positive relationships between children in her/his key group, spending time with them as a group each day
- ✚ We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children

### **Settling-in**

- ✚ 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 website and policies), displays about activities available within the setting, open days and individual meetings with parents.
- ✚ We provide opportunities for the child and his/her parents to visit the setting. A home visit will be implemented if required.
- ✚ The key person welcomes and looks after the child and his/her parents at the child's induction session and during the settling-in process.
- ✚ When a child starts to attend, we explain the process of settling-in to parents and jointly decide on the best way to help the child to settle into the setting.
- ✚ Younger children will take longer to settle in, as will children who have not previously spent time away from home.
- ✚ When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- ✚ We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

### **Partnership with Parents/Carers**

Parents/carers are invited to give ideas on activities covered, via Tapestry. Parents notice boards also share information on current topics and activities. Day Care have Parent Voice Representatives, who implement activities with the whole school site. Staff will always include the parents as set out in the Partnership with Parents Policy.

### **Sleeping**

Separate space for children to sleep and rest in Day Care will be provided. We provide a separate sleeping room for sleeping children. Children will be checked on regularly (look and touch every 10 minutes) and always within sight or sound of practitioners. This is recorded and sleep times are shared with parents. Please refer to our safe sleep policy.

### **Personal and Intimate Care**

Nappy changes will be recorded, and information communicated to parents. Staff will also record when a child is changed after a toileting accident. Children will be encouraged to be independent in



their own personal care routines appropriate to their developmental stage and ability. Please refer to our Intimate Care policy.

We are committed to ensuring that we meet the responsibilities in respect of Safeguarding children through the provision of support and training for our staff. Please refer to our Safeguarding and Child Protection Policy.

### **ICT**

Howe Dell has several safety measures in place to ensure the safety of not only the children but young people and staff alike. It is the staff members' responsibility to ensure the children are viewing age-appropriate material for all those within the room. Day Care staff will monitor children's computer use at all times.

Please refer to Howe Dell School's Computing Policy for more information.