



Ladybirds Preschool Organisation Policy (Revised 4th November 2024)

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child Positive Partnerships Enabling Environment Learning and Developing

Introduction

Ladybirds Preschool aim to provide the best possible care and education to all children who use the preschool.

The preschool follows the Early Years Foundation Stage Curriculum and strives to achieve the 'Every Child Matters' outcomes. We want our children to be independent, confident and active learners.

Procedure

This policy gives guidelines on how the preschool offers a broad program and range of activities to meet the individual needs of all children according to the Early Years Foundation Stage curriculum.

This policy also provides guidelines on how practitioners will continually strive to improve the environment and the quality of children's learning.

1. The preschool recognises the importance of children learning through first-hand experiences and will provide appropriate play equipment and activities for the age and stage of development of the children.
2. We follow the child's interest and have a child led with child-initiated activities with emphasis on children selecting their own activities and resources. Adults will set up provocation based on the children's interests, any adult-led activities will be structured and based on the child's individual interests.
3. The preschool acknowledges that children learn in different ways and that some children learn better outdoors, hence planning for the outdoor area will be given as much importance as the indoor area.
4. Preschool staff will carry out regular observations on children and will use these observations to reflect on and plan appropriate child led activities to extend a child's learning.

5. Health and safety will be an important consideration when activities are planned and when resources and /or equipment are purchased. However, we believe that a hazard is something a child does not see, a risk is a challenge a child can see and chooses to undertake or not. Eliminating risk leads to a child's inability to assess danger.

1. Members of staff working with different age groups will have experience and knowledge of the developmental needs of these children.

2. All children will have access to the outdoor play area daily except where the weather is deemed to be 'unsafe'. All areas of learning will be included in outdoor planning. Where possible there will be free-flow between the indoor and outdoor areas.

3. All staff will receive training in the Early Years Foundation Stage and this training will be on going.

4. There is an emphasis on natural resources. All children will be able to take advantage of heuristic play, including Treasure Baskets for the under 2's.

5. The curriculum will include opportunities for all age groups to learn through firsthand experiences and have independence to select equipment and activities. This will apply also to any under 2's.

6. Adults will observe and consult with the children to plan activities that engage their interest and promote learning. The starting point for planning will always be the developmental needs and interests of the children.

7. The continuous provision offered in each area enhanced by equipment or activities that reflect the children's current interests. Planning will take into account festivals and special events but it does not need to be based around a theme.

8. Formal and informal observations will be carried out on children on a weekly basis, and these will be included in the child's individual development records. Also included will be samples of work and photographs. The Manager will check all development records termly.

9. As a result of these observations, next steps, generally 2 or 3 will be set termly for each child and these will also inform activities. The observations will also enable staff to identify individual children's interests and to plan next steps to promote development.

10. The main focus will be on child-initiated activities. Adult-initiated activities will be kept to a minimum and evaluated for their effectiveness in promoting learning. These evaluations will be used to guide practitioners in the moment planning.

11. Parents/carers will be invited to share information about the child's interests at home and any special events that have occurred within the family.

12. Members of staff will work closely with parents/carers to inform them of a child's learning and achievements both at home and in preschool. Staff will have verbal and/or written contact with parents/carers on a daily basis to share achievements and any concerns.

13. We will evaluate our resources each term to monitor their effective use, ensure they are appropriate to the needs and interests of the children and to prioritise expenditure.

14. We will monitor the environment daily to ensure it is safe, secure and well organised enabling the children to access resources independently.

15. Care will be taken that activities taken have an appropriate level of supervision, can be maintained and that the activity is safe for the ages and stages of the children involved.

Legislation and Guidance

The Children Act 2004 (Every Child Matters)

EYFS Statutory Framework (September 2023)

Other Related Policies & Procedures

The following policies provide additional information regarding the safeguarding and welfare of the children in our care:

- *Children's Rights & Entitlement Policy*
- *Confidentiality and Client Access Policy*
- *Confidentiality Policy*
- *Data Protection Policy*
- *Employment & Staffing Policy*
- *Equality and Diversity Policy*
- *Information Sharing Policy*
- *Parent Involvement*
- *Photograph and Video Policy*
- *Safeguarding & Child Protection*
- *SEN & Inclusion Policy*

This policy will be monitored and evaluated at committee meetings. It will be reviewed annually and unless new legislation or an incident occurs which requires an immediate review of this policy

November 2024

Review Date: November 2026

This policy was adopted by the committee on 29/11/2024

Signed: *Jean de Gatis* _____

Reviewed Date:

Signature:

Amendments: