



Learning and Teaching Policy

As a registered childcare provider, it is a legal responsibility that we work according to the Statutory Guidance for the EYFS (2017) which states, “*The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life*” (page 5)

“Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.” EYFS (2017, Section 1.8)

We ensure that all children feel included, secure and valued. We attend training and workshops to ensure that we are up to date.

We plan learning and development around individual children’s needs, providing challenging and enjoyable experiences across the areas of learning and development:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Designs

Shine Bright Nursery

Athena House, 601 Delta Business Park, Welton Road, Swindon SN5 7XF
Telephone Number: 07359 358 827 Email: shinebright@jessonchildcare.com
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Our planning is informed by the use of sensitive, ongoing observational assessments.

We plan for individual children, providing activities and resources which reflect their interests and are appropriate for their stage of development. We seek views of parents/carers with regard to their child's interests and developmental stages and use these to help inform our planning.

We provide a mix of adult-led and child initiated activities and experiences.

We keep a record of achievement for each child, which is shared with/contributed to by parents/carers. In this way we can work in partnership to provide for your child's individual needs.

Where children receive education and care in more than one setting, we work with other early years practitioners to ensure continuity and understanding by sharing relevant information with parents'/carers' permission.

The EYFS (2.3) states, *"When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and / or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator or health professionals) as appropriate."* As a child reaches this mile-stone, we will discuss this progress check with the child's parents/carers to decide when will be appropriate for the check to take place.

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Signed: Angela Jesson

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2026

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