Self-Evaluation Form (SEF) 2026 - 2027

ShenleyFields

Daycare and Nursery School

Love, Laugh, Learn

Executive Head Teacher – David Aldworth

Article 28 (The Right to Education)



Every child has the right to an education.

Article 29 (The Goals of Education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Article 23 (Children with Disabilities)

Children with disabilities have the right to a full and decent life, special care, and access to education.



Birmingham Federation
Maintained Nursery Schools

Birmingham Early Years Networks



Edgbaston District

Vision

Values

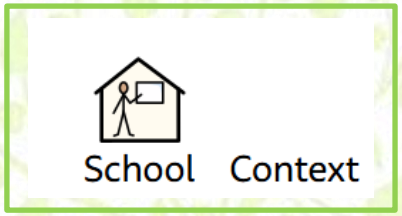
Intent

Implementation

Impact

Key documentation

Article 2; The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.



Shenley Fields offers daycare provision for children aged from three months to two years of age and maintained nursery school provision for children from two to five years of age. Our two-year-olds have been included on our school role from September 2017. Prior to that date, Shenley Fields accommodated both Shenley Fields Pre-School (a not for profit, charitable provider of Daycare, wraparound and holiday club services) and Shenley Fields Maintained Nursery School. Both organisations had become increasingly integrated over many years in our attempt to create a single culture where children and families experienced high levels of trust, enjoyment, academic excellence and partnership working. From September 2018, we are one of the nine schools in the Birmingham Federation of Maintained Nursery Schools. Within that model, Shenley Fields is in a cluster with Allens Croft Nursery School with an Executive Head Teacher. The nine schools have a shared governing board and are also each a member of a local committee which focuses on the running of individual schools. `

We offer wrap around provision in the form of breakfast and after school club which accommodate children from three months to four years of age and holiday club for children from two to four years of age.

Sunshine is our purpose-built facility for babies and toddlers from 3 months to 2 years of age. Children flourish as a result of the input of staff who are attentive to their social and emotional needs as well as their physical care and well-being. Children benefit from a curriculum and resources that encourage and promote creativity, exploration and development of communication skills. They quickly develop self-confidence and enjoy high levels of self-esteem in their bespoke environment.

Shenley Fields is a happy, vibrant and exciting place where the passion for play and learning is obvious. We have long been and continue to be excited by the learning journey we enter into with children daily and strive to achieve ever higher levels of satisfaction, enjoyment and achievement. We continue to delight in the feedback and engagement of parents and carers. Our outstanding relationships with children, parents, carers, other professionals and one another are a key aspect of our success.

Children thrive as their individuality is nurtured and celebrated. All children make rapid progress from their individual starting points which are typically below the national average. This results in outstanding outcomes by the end of their time in the Nursery, especially for those children

who started with us in Sunshine and transition all the way through Raindrops and Sunbeams. This is achieved through staff sensitively and skilfully tuning into children's ideas and thinking in order to develop a curriculum that actively encourages play, exploration, problem solving, risk taking, fun and friendship. These elements contribute to children's high levels of motivation and growing self-esteem. They feel empowered by the autonomy and independence our environments offer them and the trust and attachments they form with adults and each other.
The high priority we place on relationships and children's emotional well-being begins with well-planned induction and settling in sessions which form the basis of our relationships with children and their families. We believe this gives us an excellent platform from which to develop partnership working with families and opportunities for children as a shared endeavour.

We are a high performing school on the outskirts of the City of Birmingham. Our children come into nursery with a strong sense of family and attachment to home. For many children, coming to nursery is their first experience outside the home and away from family. On entry to nursery, many of our children have achieved earlier developmental milestones than expected for their chronological age. The majority of children attending Shenley Fields live in the Bartley Green ward of Birmingham, which is ranked 31st out of 69 most deprived wards in the city. It is the 505th out of 7511 most deprived wards nationally (most deprived 10%). Bartley Green ward is ranked 43rd in the city for levels of child poverty. Children in the most deprived areas are at least twice as likely to be living with obesity compared to those living in the least deprived (for reception this was 13.6% compared to 6.2% respectively). This is true in Birmingham as 11.5% of the Reception aged children are overweight and 11.6% are living with obesity so a combined total of 23.1% of children for whom this is an issue (Startwell Data 2025). The ward data for Bartley Green highlights that 25.8% of children are living with obesity which is significantly higher than local and national data.

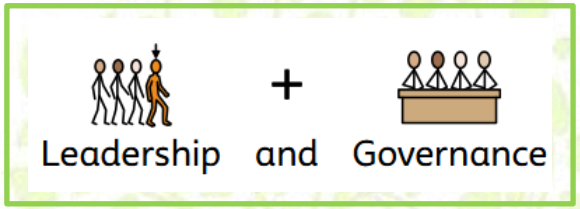
We have seen an increase in the number and complexity of children with SEND (Census Summer 26, 32%). Communication and interaction are the highest area of need.

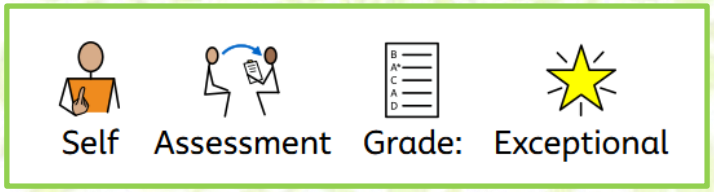
Many of our children do not have access to a garden or green space. This impacts on the development of their gross motor skills and understanding of the natural world.

Our inclusive & ambitious curriculum is for all children & especially the most disadvantaged children in our community so all children thrive. All children have the right to a broad, balanced and carefully sequenced curriculum that builds on the unique needs, interests & strengths of each child. Our curriculum:

- Promotes active learning through core experiences that prioritise learning in the Prime Areas – PSED, CL & PD.
- Values working in partnership with parents and outside agencies.
- Prioritises building children's vocabulary within a language rich environment.
- Enhances the opportunities and experiences available to children especially those who are disadvantaged. We provide a strong Early Help offer around the family.

Here is a link to our school video. The script for this video was completely generated from children's feedback.
https://hosting.sch.life/shenley-fields/Shenley-Fields-Nursery-4K.mp4





Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Leadership and management are exceptional due to the tenacious commitment shown to continually improving standards over time. Our data demonstrates our ability to repeatedly support cohorts of children to achieve and enjoy rapid progress from an often below average start on entry and secure foundational knowledge, meaning they are ready to access the next phase of the EYFS in Reception. Our deeply creative and ambitious curriculum, high expectations of every child in our care and working in supportive partnerships with parents/carers ensure that this trend is set to continue.

We are a forward-looking organisation with high levels of passion and expertise. As a highly integrated Daycare and Nursery School provider we have a proven track record within the community of Northfield and Bartley Green for the provision of high-quality early years care and education and our ambition for continual improvement. We have high expectations for all children in our care and the standard of service we offer them. We are increasingly aware and responsive to the need to support the wider Early Years community. We visit other settings to offer advice, support and positive challenge. Examples of this include supporting settings on their RRSA journey and developing forest school provision. We have a strong desire to influence and compliment the early educational experience of children throughout our locality in partnership with other providers. David Aldworth (Executive Head Teacher) is the district lead for Edgbaston as part of the Birmingham Early Years Networks. Maria Mackey

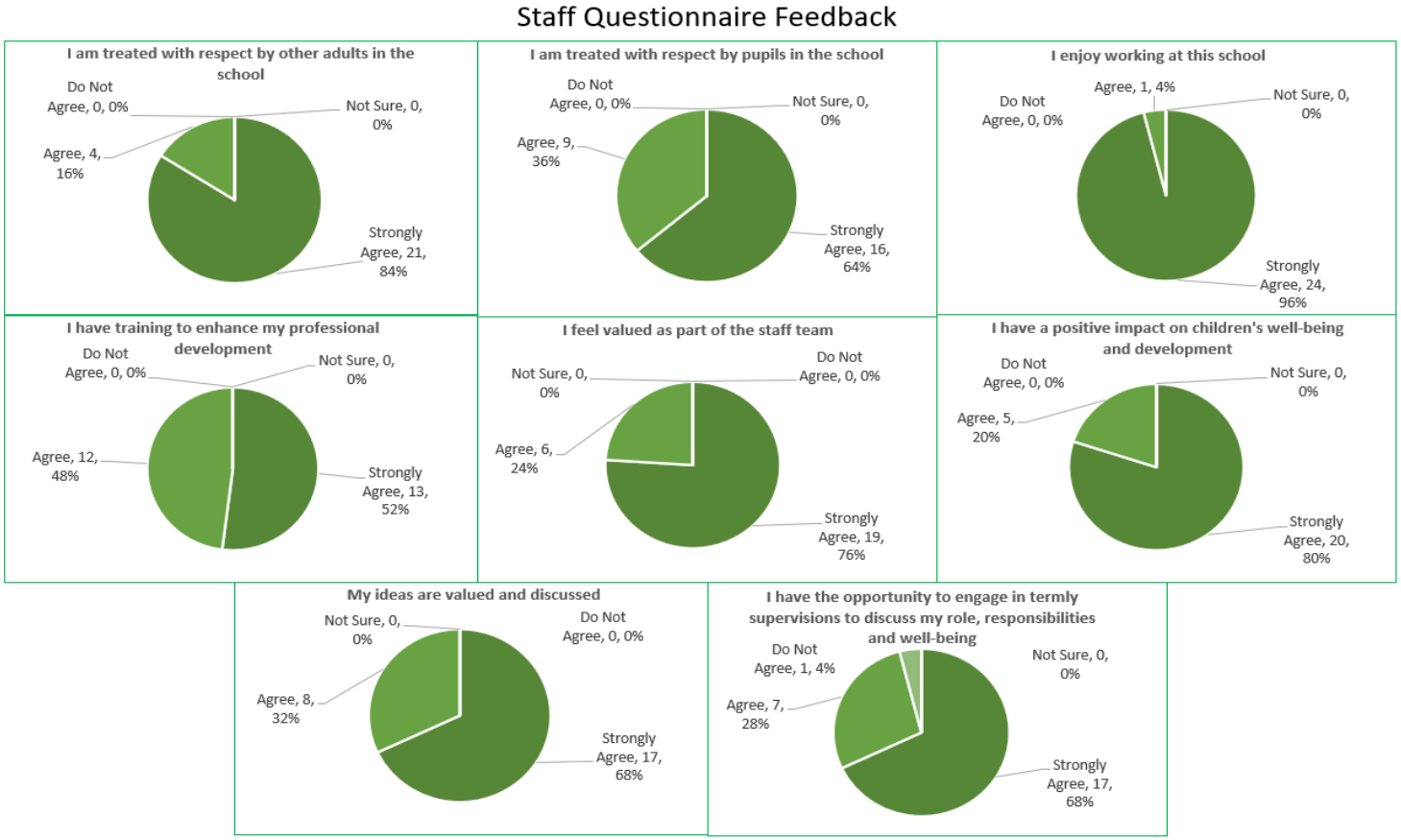
(SENDCo) delivered Level 2 SEN training to practitioners working in a range of settings city wide. This was funded through DLP (Developing Local Provision)

“The Birmingham Early Years Network (BEYN) is a place for the Early Years Community to **connect, collaborate** and **communicate** to improve educational outcomes for young children in Birmingham.” (BEYN)

Currently, 46% of children are eligible for EYPP and 23% of children have additional needs. Our planning, provision and support for these children ensures that they thrive and make progress from their individual starting points

Our governing board shares our ambition that we support, nurture and challenge each individual child towards the best possible educational outcome. They play an active and critical role in the life of our organisation. They endeavour to meet all of their statutory duties and see their role as one of critical friend, providing support and challenge. They are passionate about keeping children safe from harm and engaged in a rounded early years education that equips them with the knowledge and skills required in preparation for the next stage of their education. Our curriculum, SEND and safeguarding governors are regular visitors to Shenley Fields and immerse themselves in all that children are experiencing during their visits. These visits, coupled with robust reports shared at governing board meetings, ensures governors are well-informed and knowledgeable about all aspects of school improvement priorities, curriculum, progress and attainment, finance and staffing.

Staff morale, commitment and retention are all high. Ensuring our staff team continually maintain the knowledge and skills required to perform their roles to the highest standard continues to be a priority for us. We plan carefully to ensure that our statutory obligations are met and that renewal dates are closely scrutinised (see training plan). We identify training priorities for members of the team, linked to the school improvement plan. We ensure that we access specialised and timely training in order to meet the specific needs of individual children. We endeavour to utilise the experience that we have accumulated as a staff team over many years by disseminating knowledge internally and by providing feedback from external events to all (see training folder) We have also built a culture in which staff are encouraged to take an interest in and some responsibility for their own continuing professional development and share this during supervision sessions.



We have a published Pupil Premium Strategy [Shenley Fields Nursery School - Early Years Pupil Premium] , which is accurately aligned to the issues and challenges faced by our economically disadvantaged children.

“Children who attend high quality early education and childcare between ages two and four on average perform better at every stage of school, with children from low-income families benefitting the most,” (DfE Giving every child the best start in life)

Within this strategy, we have prioritised the development of:

- physical skills
- well-being

- speech, language and communication
- literacy and mathematics

This includes:

- An additional teacher one day every week to focus on the development of literacy and maths skills.

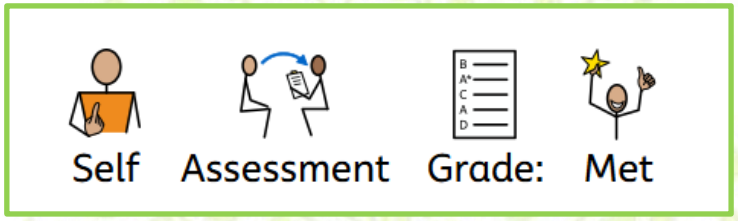
- The development of a home school library that families can access every day. Feedback has included:
  "The library is a fantastic little area. He loves to use this space of a morning. It is a calming environment for him. There is a very good choice and range of books. He loves a good book and the library is a great addition to the nursery."
  "The local library has reduced their opening hours so it's great that my daughter can experience what it is like to use the library. The books are great and very varied and there are many books here that we don't have at home."

- Family Forest School Sessions in our local park. Feedback has included:
  "We had a brilliant day. Exploring through the woods and finding all sorts of bugs and wildlife. We also loved being imaginative and making Stick Man and clay animals. She loved her day and so did me and her daddy."
  "We really enjoyed the opportunity to do something different. She liked hunting for bugs and identifying them on her sheet. I like the way in which natural items are used in the creative activity. Tying it to the Stick Man story worked well. Thank you."

- Developing an understanding and awareness of healthy eating and lifestyles through cooking, snack times and planned healthy eating workshops for families. Children grow fruit and vegetables in our gardens that we use for snack and ingredients for cooking. We have also achieved the Startwell Advanced Award.
  "Good nutrition is essential during childhood, as it is a time of rapid growth, development and activity. This is also a vital time for healthy tooth development and prevention of decay. General eating habits and patterns are formed in the first few years of life. Poor nutrition during these years is associated with an increased risk of obesity, hypertension, diabetes and coronary heart disease. Childcare providers therefore have a key role to play in introducing children to a wide variety of foods and establishing a pattern of regular meals and healthy snacks." (Public Health Agency)

- Building children's cultural capital through trips, visits and visitors to nursery e.g., nurse, fire fighter. Feedback has included:
  "She loved the zoo and was saying the names of all the animals." (parent)
  "She was so excited seeing all the animals she has seen in books. She was able to name all the animals which is very educational and fun." (parent)
  "Thank you so much for the great opportunity provided for the children to increase their understanding about wildlife." (parent)





Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Our safeguarding procedures and practices are robust and well publicised. We recognise that to truly safeguard a child from harm requires the shared responsibility of a whole community; parents, carers and professionals included. We adhere to all statutory responsibilities and endeavour to continuously challenge one another to strive for the very best outcomes for all children. To this end we:

- Have an up-to-date child protection and safeguarding policy, which is regularly reviewed by staff and governors. This is familiar to and available to all staff, students, supply staff, visiting professionals and parents.
- Have 5 Designated Senior Leads (DSL's) to cover responsibilities from 8.00am – 5.00pm all year round. This is widely publicised via displays, our website, during staff/student/volunteer/child inductions and explained on entry.
- Have a designated teacher for children in care (CiC) and children previously in care (PCiC)
- Benefit from regular monitoring from our safeguarding governor (see G.B file)
- Ensure that all necessary recruitment and selection procedures are followed; all necessary steps are taken to discourage inappropriate applications. Safer recruitment training is up to date and background checks are routinely undertaken to protect children. This includes online searches for shortlisted candidates.
- Ensure every member of staff receives safeguarding training annually and provide regular updates and reminders via staff training days.
- Ensure all staff have received PREVENT and Equalities and Diversity training.
- Are able as a whole staff team to translate British Values into our curriculum for all children.
- Routinely record circumstances, concerns, disclosures and/or trends using My Concern.

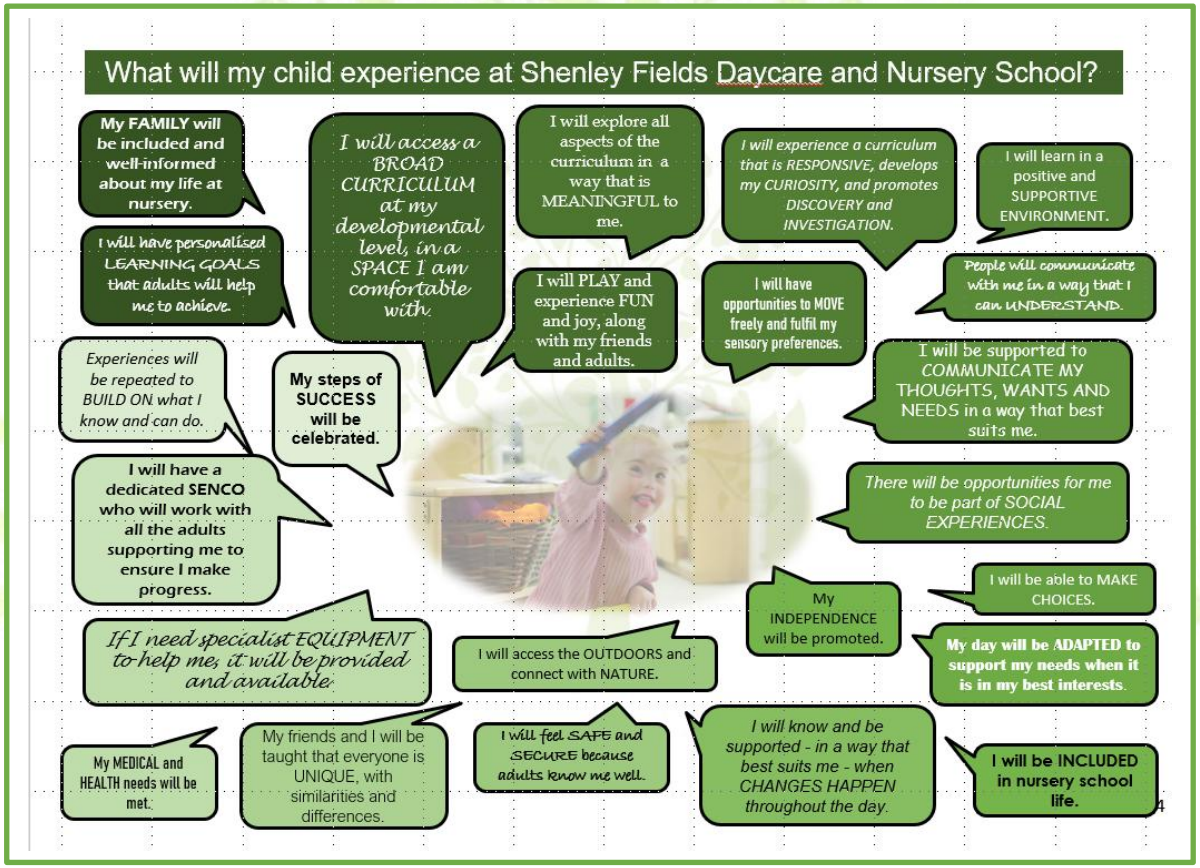
- Convene a weekly ‘safeguarding panel’ of DSLs to review actions and review new concerns.
- Publicise Whistle Blowing and Position of Trust issues and reporting procedures to all staff.
- Ensure our policies are routinely available to all staff who sign to say they have read, understood and agreed to abide by the policy. Staff also know that any questions or support required to do so must be discussed with a DSL.
- Place safeguarding as a standing agenda item at all team meetings.
- Undertake regular supervision meetings with all staff. They are regularly reminded of the need to self-evaluate their own well-being to ensure their ongoing suitability to work with children. Individuals are also asked to report any concerns they have regarding the conduct of others to the Executive Head Teacher and to the Chair of Governors if concerns are about the Executive Head Teacher.
- Offer a secure building. Staff always wear identification. CCTV is utilised on all main entrances/exits.
- Run e-Safety forensic monitoring software on all personal computers. This is regularly monitored by the Executive Head Teacher and Head of School
- Require all staff to sign an acceptable user agreement and comply with our eSafety policy prior to being provided with a ‘log on’ to our computer network.
- Regularly practice fire evacuation drills with children and adults, record findings and use this to update our procedures. All of our children with SEND who require an enhanced ration of staff have their own PEEP’s
- Ensure our building and grounds are checked and risk assessed each morning by the Building Services Manager to ensure the safety of children, staff and visitors.
- Require our Building Services Manager to undertake relevant training to ensure all statutory requirements are met (storage of hazardous chemicals, legionella water testing, emergency lighting, fire warning and firefighting resources etc).
- Require staff working with children to audit the safety of spaces and resources. Risk assessment also features within the regular curriculum planning documentation.
- Ensure a high percentage of staff hold a paediatric first aid qualification. Two others also hold the full ‘first aid at work’ qualification. Our Senior Nursery Manager is our Medical Needs Coordinator.
- Liaise closely with other professionals and organisations in order to ensure safeguarding information is shared in the best interests of the child.
- Have a named Mental Health First Aider (adults) and a Mental Health Champion (children)
- Give all staff a log in for the SSS safeguarding training platform.
- Have practice reviews on our SLT agenda. We scrutinise one per half term in terms of family background and context, practice, multi-agency working, outcomes and lessons learned
- Have a level 5 food hygiene rating issued by Birmingham Environmental Health
- Conduct a weekly health and safety walk. This is done by a member of the SLT and the BSM. These are documented and actions identified.

Inclusion

Self Assessment Grade: Exceptional

RIGHTS RESPECTING SCHOOLS
unicef UNITED KINGDOM
GOLD – RIGHTS RESPECTING

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.



Our provision for children with SEND is exceptional and we work in partnership with parents and external professionals to achieve this. Our qualified SENDCo co-ordinates the provision, assessment and support for children in response to their individual needs and starting points. She also leads our inclusion team and co-ordinates effective multi-agency working to ensure that our provision is robust and has a positive impact on all of the children in terms of their development and their rights and needs being met.

For those children who start nursery with an identified or diagnosed SEND, support, information gathering and baseline observations begin prior to their start date. This can include meetings with parents and professionals already involved with the child, an invitation to weekly transition sessions where parents spend time with their child in the setting and a home visit conducted by a member of the inclusion team and the child's allocated key person. These strategies ensure that we have a good understanding of any barriers or motivators a child may have. It also begins the important relationship and trust building with families, thus reducing their anxiety at their child starting nursery. Our SEND information report is available on our website and is also given to every family in their induction pack when joining Shenley Fields. This ensures that all families have a good understanding of the support their child will receive if required. This report is regularly reviewed and co-produced with families.

Our dedicated inclusion team model and support learning opportunities in all areas of continuous provision at the appropriate pace for individual children and also provide alternative and bespoke provision when needed. Children benefit from periods of 1:1 support, small group work and in larger groups with their peers in both the indoor and outdoor learning environments. They are highly skilled in identifying individual needs and developmental differences and really focus on modelling play skills, demonstrating social behaviours, encouraging communication and supporting physical needs to encourage and promote independence.

All staff get to know the children exceptionally well and are able to plan in reasonable adjustments for them based on their individual needs, consideration of sensory needs and developmental differences. An example of this is providing an alternative space to eat meals as the sensory stimuli in the dining room can be overwhelming for some children.

All staff have a good understanding of the next steps in learning for individual children which is further supported by external professionals. Planning for children with SEND is shared within the planning meeting for all children. This ensures that all staff can support children with their short-term targets in each area of continuous provision and that appropriate adaptive teaching strategies, resources and experiences are in place and are deployed.

We use the DfE SEND assessment tool to provide us with quantative data of children's progress in the areas of:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

We also use Play Interact Communication Materials (PIC) to provide us with a qualitative overview of the social, communication and play needs of children.

Both of these methods of assessment are used to inform next steps in learning for individual children.
All staff have received Making Sense of Autism training delivered by the Communication and Autism team (CAT). Staff also receive training from external professionals to ensure we can meet the bespoke needs of individual children. For example, for children who are visually impaired. A member of our staff team has completed the Autism Champion training.

Practitioners have received training in the Total Communication approach which uses objects of reference, Widgit symbols, Makaton, communication boards and visual timetables. As a whole staff team, we received Communication Friendly Schools training with the Language, Learning and Strategic Support Team (LL&SS) and Speech and Language Therapists (SaLT).This approach is designed to support all children's speech, language, and communication development through inclusive practices, structured environments, and trained staff. We have also received additional training from other external professionals to ensure we meet the individual needs of all children. This has included Fun with Food led by Occupational Therapy and developing communication and sensory processing strategies with support from the Special School Outreach Service (SSOS)

We have been awarded the Co-production Bronze Award, which symbolises Shenley Fields commitment to the principles outlined in the Birmingham SEND Service Framework and Charter. We are now working towards the Silver Award which focuses on the actions we will take to have a positive impact in each of the 4C's of co-production: co-commissioning, co-design, co-delivery and co-assessment.

Our sensory room and Rainbow Room complement our indoor environments. We are delighted to also have a bespoke sensory garden to maximise opportunities for engagement and interaction which enables us to further support children with specific and complex needs. Staff have been trained in how to use the sensory room and the equipment in it to its maximum potential which has an overwhelmingly positive impact on the children, especially in terms of their well-being, relationships and outcomes. The Rainbow Room is a low arousal, communication friendly room, created for small group work.

What Parents and Carers Say About Us

Everyday, we know what they are doing and that they are safe.

We are so lucky to have found Shenley Fields…The SENDCo did everything to support our child.

Thank you for knowing what is right for my boy. Thank you for helping me to feel confident to fight the fight and get what is right for him.

It has made such a difference to our life. L is so much happier since coming and the support you have given is very special.

…her progress has sky-rocketed! We have no doubt that this is down to the patience and support from all the staff who work with her.

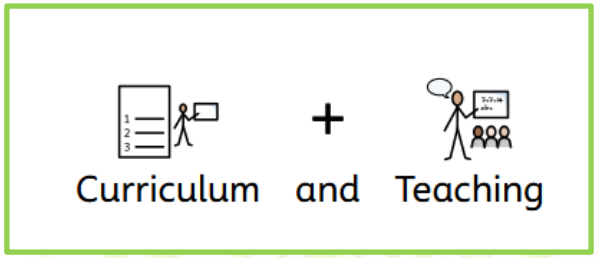


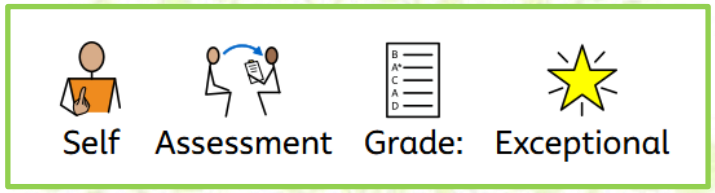
Thanks to you O will have an easier education in life, we can't thank you enough!

I'm really happy with the boys' progress. They have gained so much confidence and their speech has improved.

The consistent communication, updates and invaluable advice …shared with us as helped immensely.

The support with from everyone with transition…It's been incredible as always. Very thankful for every aspect. From letting the school visit, coordinating the transition meeting and staff helping to prepare her through chatting… We are forever grateful.





Article 28 (right to education) Every child has the right to an education

Our children really enjoy coming to nursery. They are thriving in an environment which actively promotes autonomy, independence and communication and where curiosity, imagination and uniqueness are fostered and celebrated, enabling every child to secure strong foundations to access the curriculum.

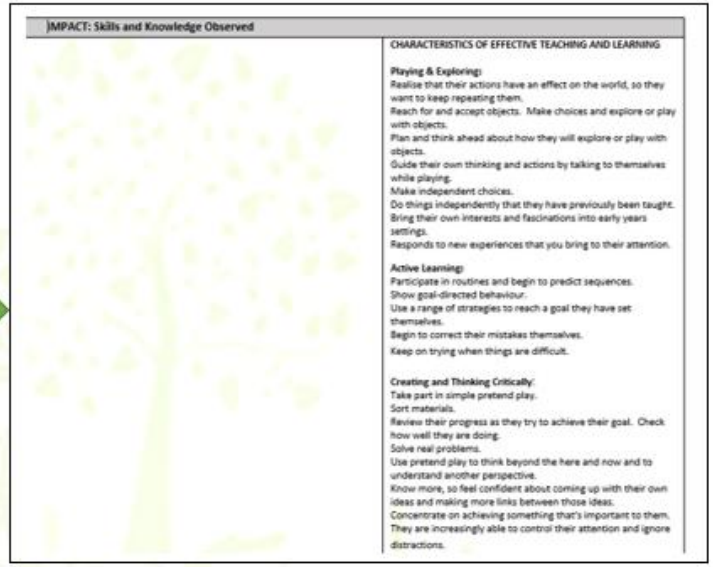
Monitoring confirms that teaching continues to be mostly outstanding. Staff are given clear written feedback on their performance (see supervision file). This feedback clearly identifies aspects of sessions which went well and suggestions for how their teaching could be improved further. Rigorous performance management, closely linked to the School Improvement Plan, ensure that staff are aware of improvements required and the support available to achieve this

Delivery of the curriculum is achieved through a balance of child initiated and adult led activities and experiences. We regularly audit our curriculum and pedagogy policy and plan to ensure it meets the needs of our current cohort of children, has a positive impact on children's progress and achievement and is compliant with the EYFS statutory framework. Our curriculum governor, Dr Chris Pascal is actively involved in this ongoing evaluation with us. We deliver staff training to ensure that the team are familiar and confident with the content and expectations within it. This knowledge is developed further through team meetings. We have developed our planning formats and assessment documents to align and overlap with the long-term plan. This thread running through all of our key documents provides ongoing opportunities for all staff to become immersed in the content resulting in robust planning and outstanding outcomes for the development of children's skills and knowledge (see diagram below). Staff understand and are able to articulate the sequence of learning for all children.
All of our planning is displayed in nursery and is put on every child's Tapestry (interactive online journal) so that parents are always fully informed of the experiences and learning opportunities planned for their child.

Links/Golden Thread between Key Documentation

Our Curriculum and Pedagogy Long Term Plan is the starting point for the connections and links to all other key documents.





Fortnightly Curriculum Planning:

The termly skills and progression statements from our curriculum and pedagogy policy and plan are listed in our fortnightly planning document. Staff document the development of skills and knowledge observed in each area of continuous provision and link this to the appropriate statements from the relevant areas of learning. Also included are the Characteristics of Effective Teaching and Learning and pedagogical teaching strategies used.

Planning for Focused Group Time Sessions:

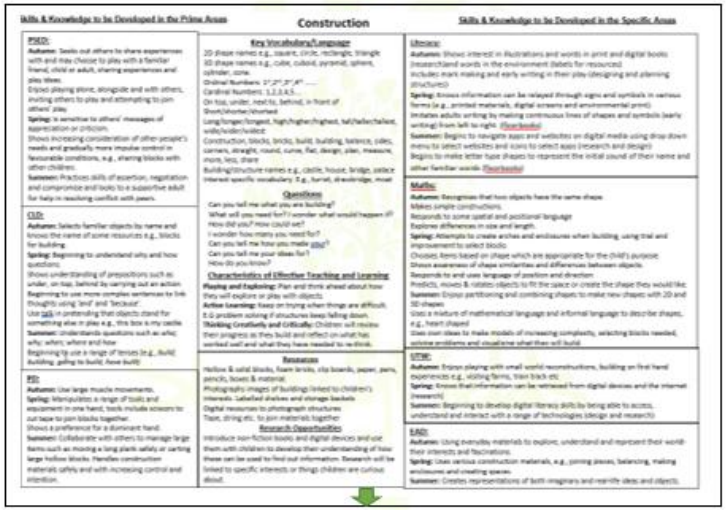
The termly skills and progression statements from our curriculum and pedagogy policy and plan are listed in our group time planning document. Staff document the development of skills and knowledge observed through the delivery of phonics (Letters and Sounds), maths, core books and Shenley Rhyme Time sessions. The content for these sessions, including key vocabulary, is detailed in the curriculum and pedagogy policy and plan.

Sunbeams: Prime and Specific Areas (3-4's)
Raindrops: Prime Areas only (2-3's)

	INTENT: Next Steps in Skills and Knowledge Development	
PSED	Seeks out others to share experiences with May choose to play with a familiar friend, child or adult, sharing experiences and play ideas. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. Enjoys a sense of belonging through being involved in daily tasks. Begins to recognise danger and seeks the support and comfort of significant adults.	Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. Willing to try a range of different textures and tastes and expresses a preference. Can wash and can dry hands effectively and understands why this is important. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up.
CLD	Listens to others in one to one or small groups and when conversation interest them. Can listen and do for short periods of time. Selects familiar objects by name and knows the name of some resources e.g. a paint brush for painting. Learns and uses the names of friends and key worker. Understands simple sentences e.g. group time now	Uses language to share feelings, experiences and thoughts. Uses different types of everyday words (nouns, verbs and adjectives) e.g. banana, jump, sleep, hot Learns new words very rapidly and is able to use them in communicating. Begins to follow simple directions (if not intently focused)
PD	Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Uses large muscle movements to wave flags and streamers and make marks.	Creates lines and circles pivoting from the shoulder and elbow Use large and small motor skills to do things independently e.g. manage buttons, zips and pour drinks Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions. Holds mark-making tools with thumb and all fingers
LIT	Has some favourite stories, rhymes, songs, poems or jingles. Repeats and uses actions, word or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ..... Listens to and joins in with stories and poems, when reading one-to-one and in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows interest in illustrations and words in print and digital books and words in the environment.	Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps. Looks at and enjoys print and digital books independently. Can distinguish sounds heard in the environment and can create a range of sounds using different parts of their bo Distinguishes between the different marks they make. Enjoys drawing & writing on paper, on screen & on different textures, such as in sand or play dough & using techn Includes mark making and early writing in their play.
MAT	Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Begins to say numbers in order, some of which are in the right order (ordinality) Uses some number names and number language within play, and may show fascination with large numbers Begin to notice numerals Beginning to count on their fingers Beginning to use understanding of number to solve practical problems in play and meaningful activities Begins to remember their way around familiar environments	Responds to some spatial and positional language Explores differences in size, length, weight and capacity Recognises that two objects have the same shape Makes simple constructions Chooses puzzle pieces and tries to fit them in Responds to both informal language and common shape names Is interested in what happens next using the pattern of everyday routines
UTW	Shows interest in the lives of people who are familiar to them. In pretend play, imitates everyday actions and events from own family and cultural background. Beginning to have their own friends Enjoys joining in with family customs and routines Can talk about some of the things they have observed such as plants, animals, natural and found objects	Shows care and concern for living things and the environment. Enjoys playing with small world reconstructions, building on first hand experiences e.g. visiting farms, train track et Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devic such as mobile phones and tablets Shows skill in making toys work by pressing parts, lifting flaps to achieve effects such as sound, movements or ima
EAD	Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. Creates sounds by using their voices, clapping, stamping feet etc. Enjoys and responds to playing with colour in a variety of ways e.g. combining colours. Using everyday materials to explore, understand and represent their world-their interests and fascinations.	Engages in imaginative play based on own ideas or first-hand or peer experiences. Plays alongside other children who are engaged in the same theme. Explores and learns how sounds and movements can be changed. Notices what other children and adults do, mirroring what is observed, adding variations & then doing it spontane
IMPLEMENTATION: (How will we do this?;details of the activity, resources)	KEY VOCABULARY	ADAPTIVE TEACHING (Ensuring all children succeed and make progress) RRSA ARTICLE: STARTWELL: RISK ASSESSMENT:

Continuous Provision Planning:

We have used relevant statements from our curriculum and pedagogy policy and plan to identify our aspirations for children's learning in each area of continuous provision. These documents include the Characteristics of Effective Teaching and Learning and pedagogical teaching strategies used.



Skills & Knowledge to be Developed in the Prime Areas

Construction

Skills & Knowledge to be Developed in the Specific Areas

Assessment:

The termly skills and progression statements from our curriculum and pedagogy policy and plan for each area of learning are listed in our assessment format, in order for judgments regarding the development of skills and knowledge to be assessed.



Where else can these links be found?

Displays:

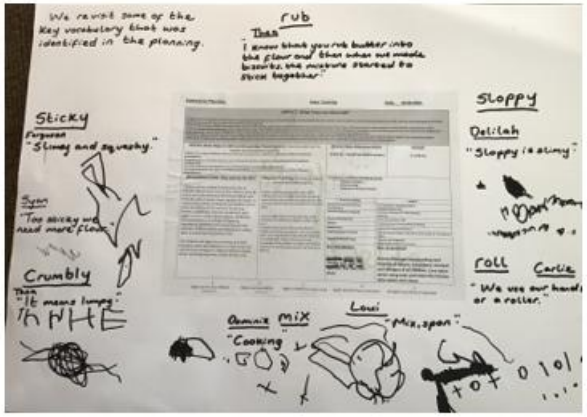
We create displays in the corridors that highlight specific areas of our curriculum and pedagogy policy and plan. These displays are located where parents can see and engage with them. They make our curriculum intent and implementation clear. The impact can be evidenced in assessment data, floor books and sequence of learning in planning documents.





Floorbooks:

We use floorbooks with children to document experiences and learning in all areas of continuous provision and for specific programmes such as Early Years Picture News. Each book contains the appropriate continuous provision plan and our fortnightly planning for the space. This ensures that staff always have the next steps in skills and knowledge development (intent), key vocabulary and details of how these will be implemented to reflect back on with children.



Tapestry and social media:

All of our curriculum planning is displayed in the Nursery and is also added to every child's Tapestry.

We also add detail of the core book we are focusing on, key vocabulary and rhyme from our Shenley Rhyme Time (which link to our planning for maths and phonics) to Tapestry and Social Media to keep parents fully informed of the experiences and learning opportunities planned for their child.

The next core book of the Autumn Term for Raindrops is:

Brown Bear, Brown Bear, What do You See?

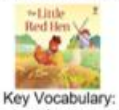


Key Vocabulary:

brown, bear, red, bird, yellow, duck, blue, horse, green, frog, purple, cat, white, dog, black, sheep, goldfish, see, looking

The next core book of the Autumn Term for Sunbeams is:

The Little Red Hen

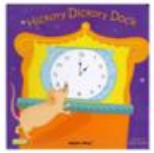


Key Vocabulary:

little, hen, busy, creatures, farm, pond, straw, napped, morning, grains, wheat, plant, watered, sprinkled, shoots, taller, harvest, grind, flour, bake, lazy

The next rhyme for Raindrops from our Shenley Rhyme Time is:

Hickory Dickory Dock



Hickory dickory dock
The mouse ran up the clock
The clock struck one
The mouse ran down
Hickory dickory dock
Tick tock, tick, tock

The next rhyme for Sunbeams from our Shenley Rhyme Time is:

Old MacDonald Had a Farm



Old MacDonald had a farm EE-I-EE-I-O.
And on that farm he had a cow EE-I-EE-I-O.
With a moo moo here,
And a moo moo there.
Here a moo, there a moo,
Everywhere a moo moo.
Old MacDonald had a farm EE-I-EE-I-O.
Repeat with different animals

Planning is organic as it follows the interests of the children as they evolve and develop but is also very specific in identifying the skills and knowledge children will acquire through participation in planned experiences. All staff have a sound subject knowledge which results in vibrant and creative activities being offered to the children across all curriculum areas.

Through capitalising on opportunities for sustained shared thinking with children, ideas and interests can be fully explored and developed across all curriculum areas. Children have high levels of motivation and engagement; becoming confident learners as they acquire and consolidate skills at all levels. Children quickly become secure in the knowledge that adults will support them through dialogue, resources and development of environments.

Floor books are used with the children to facilitate both shared and individual reflection on their learning and experiences at nursery. We use photos and artefacts as a prompt for discussion and reflection and typically, children really enjoy engaging with the process. We have a floor book dedicated to each area of continuous provision and others for example, Early Years Picture News, RRSA, Learning Outside the Classroom and significant events such as the King's Coronation. The content generated in floor books affords rich assessment opportunities as they provide a genuine record of children's thinking, knowledge and ideas. Floor books capture sequences of learning which can be revisited with children and next steps planned collaboratively. The depth of learning created through giving children time to explore their own thinking is key to long term embedded knowledge.

We carefully plan family curriculum workshop opportunities throughout the year which include early reading, pre-writing, ICT and cooking/healthy eating. Feedback from parents who have attended workshops confirm that these are valuable and provide examples of resources and activities that can be done at home. Examples of parental feedback from these workshops include:

"It was lovely to see some of the things they do in school and how to better support them at home."
"Lovely session, simple effective activities to do at home which the children enjoy and learn from."
"A very nice workshop that gave us a nice view into how the children are learning not only sounds or words but also helping children to express themselves, making reading/phonics fun."
"Thanks for this workshop. It helps me to know how to use ICT with my child safely and correctly."

Our focussed group time sessions, as detailed in our curriculum and pedagogy policy and long term plan, concentrate on the delivery of phonics, maths, core books, rhymes, My Happy Mind and physical development/entitlement through our Shenley Shaker exercise sessions. These, in addition to a wealth of opportunities in continuous provision, support children to develop the foundational knowledge they need to be successful learners in all areas of the curriculum and in the next stage of their school life.

We have chosen our core books based on children's common areas of interest and typically what might be happening in areas of continuous provision at the time. Throughout the year, we use additional core books to further support and enhance our curriculum. These books are linked

to festivals, diversity and uniqueness, celebrations, healthy eating, global issues, and special events. Our core books provide further opportunities to introduce and increase children's vocabulary which is a key aim of the EYFS to reduce the word gap:

"Word gap – these gaps are particularly pronounced in early language and literacy. By the age of 3, more disadvantaged children are, on average, almost a full year and a half behind their more affluent peers in their early language development" (Unlocking Talent, Fulfilling Potential DfE 2017)

Children's reflections on some of our core books:

"Diwali is family. In the story they have a party." (The Best Diwali Ever and Binny's Diwali)
"His friends wasn't helping him and that's not kind is it?" (The Little Red Hen)
"I like the book and the Gruffalo's orange goggly eyes." (The Gruffalo)
They had a lot of knocks on the door and woke up the innkeeper. He said there's no room." (Jesus' Christmas Party)
"We are looking for a bear. The bear is scary so we have to run back through the forest, the water and the grass." (We're Going on a Bear Hunt)
"If we are friends, everyone will feel happy." (This is me)
"We are all friends. I can share. I love playing with boys and girls. I like everyone." (Together We Can)

We use Letters and Sounds (Phase One) as a guide to our phonics approach**.** Phonics is delivered through focused teaching, continuous provision, stories, rhymes and songs; all supported within a language rich environment. We have delivered Letters and Sounds training to staff and have developed a bank of planning and resources to be used during key group time sessions. We have an additional teacher one day per week, funded through EYPP, who plans and delivers a range of phonics activities, linked to the appropriate sequence of learning for literacy in our curriculum and pedagogy plan. Formative assessment from these activities is compiled weekly which then feeds into our summative assessment for literacy at the end of each term.

Mathematical concepts are introduced and developed over time, also through focused teaching, continuous provision, stories rhymes and songs resulting in knowledge and understanding becoming embedded over time. We concentrate on children applying maths skills to solve real life/practical problems and then being able to apply these skills in different contexts. We intend for children to develop a deep understanding and skill base around mathematical concepts and number in order to foster a love of and confidence in maths in preparation for the next stage of their education.

We use Wellcomm with all of the children at Shenley Fields. Research shows that delayed language skills lead to under-performance later in life**.** The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention. Once a profile has been drawn up for

each child, The Big Book of Ideas provides focused teaching and intervention activities to meet individual needs. We send targets home for each child who requires intervention to enable families to work on the targets alongside us.

Picture News in the Early Years is utilised with the children in Sunbeams (3-4's). Each week we have a current news story, which is used as a stimulus for speaking and listening. The news item is shared with children with a focus on what is happening, where it is happening (in the country or the world) and how we feel about it. This brings the wider world closer to the children and helps them understand their place as citizens. Each item of news always links with British Values, UNICEF children's rights and the protected characteristics. Exploring the experiences of others through these news items can support the development of empathy which is a vital element of the Prevent Strategy. Through these sessions, children make sense of the world around them, broaden their knowledge and understanding of current events in the world and make connections to what they already know. Children learn new vocabulary linked to the event/news and often ask questions to find out more. Each pack includes a vibrant poster with a big, open question based on the news story. The question encourages children to discuss, debate and form opinions. This gives us opportunities to teach children respect, tolerance and to celebrate differences. Also included is a vocabulary list and some activities linked to the news item. We put these on to every child's Tapestry as a home learning opportunity
The children really enjoy their Picture News sessions and we have been able to observe the knowledge and understanding they have gained translated into their play in most areas of continuous provision.

From 2025, schools in the UK have been required to have a climate action plan in place as part of the DfE's Sustainability and Climate Change Strategy. We registered with Climate Ambassadors and requested the support of a STEM Ambassador to help us refine and develop our plan which is published on our website. We also registered with Eco Schools and Learning Outside the Classroom to further support children's understanding of climate change and things we can do at nursery which will have a positive impact.

"Eco Schools have been around since 1994. The programme was developed in response to the call to action made at the United Nations Earth Summit and has since evolved into a global model for environmental education and sustainability" (Eco Schools) It is the nation's largest environmental school programme. Last year, 2300 eco schools were awarded green flags and 600 of these were nursery settings. Eco Schools is a global programme with around 100 countries around the world taking part. In September 2024, Eco Schools Early Years was launched which is a more bespoke programme for early years settings and youngest learners. We successfully completed the 7 steps required to be awarded Green Flag status in June 2026. Below is the feedback we received which also encourages us to apply for a merit or distinction this academic year.

Your Greatest Overall Success:

It is wonderful to learn that your Eco-Schools: Early Years work has led to a whole-nursery ethos of supporting environmental education. We love how imaginative your staff have been in organising such brilliant learning opportunities for the children. Your nursery community has embraced and engaged with your journey this year. It is great to read how stuck in your staff have been, inspiring each other and the children, as well as providing opportunities for families to get stuck in too!

We Also Loved:

- The use of floor books is fantastic, thank you for providing inspiring quotes from your children. We particularly enjoyed the quote 'The earth will be sick if we drop rubbish. Our earth will get destroyed.' This is a wonderful display of a child understanding a very tricky concept. This is a great example of an easy, simple action that makes a lot of difference to not only the nursery but the environment too.
- You have included a variety of sustainable changes. Great to see your new bike racks celebrated – this is a wonderful way to bolster your efforts to improve sustainable travel across your setting. By doing this, you are demonstrating positive behaviours, encouraging children to think about other areas of life where they can embrace the environment around them, and ultimately encouraging them to think differently and create a positive change in their day-to-day lives.
- Your amazing Shenley Sweepers! What a great example of an Eco-Learning activity. It is wonderful to read that your Shenley Sweepers have their own hi-vis jackets to litter-pick, and take great pride in the work they have been doing within the school and wider community. It is fantastic that you have also taken this as an opportunity to connect with a local primary school too. These practical activities are sure to help shift mindsets and can lead to bigger, long-term changes for all involved.
- Adding to the previous point, your Eco-Learning activities are full of hands-on experiences that your staff have worked hard to include throughout your Eco-Schools: Early Years journey. Mini-beast hunts, making wormeries and exploring your own wildlife camera footage are all great ways to get stuck in to embracing and exploring the local environment and showing children what exciting things we can do outside!
- Throughout your journey, your team has made a consistent effort to keep the nursery community informed and engaged with your Eco-School activities. Informing through social media, newsletters and corridor displays is a real strength of your application. Well done for also including Makaton in this too!

Next year, why not try...

Keeping going! Your application clearly reflects the challenges of sustaining momentum, maintaining behaviour change, and linking local action to global issues. These are difficulties shared by all settings. That said, the level of engagement and impact you've achieved, is something any Eco-Schools would be massively proud of. We would also recommend considering applying for a Merit or Distinction next year, so your award truly reflects your hard work.

Learning Outside the Classroom (LOtC) “is the use of places other than the classroom for teaching and learning including in your setting’s grounds; visiting local places such as religious buildings, shops and natural spaces; and further afield on day visits to museums, heritage sites, theatres, field and adventure centres and residentials. It also includes experiences brought into school through visitors and events.” (Council for Learning Outside the Classroom)

The Council for Learning Outside the Classroom cite the benefits of this to children as:

- Opening their eyes to the world around them and allowing them to develop into well-rounded citizens
- Enhancing academic attainment and personal development
- Supporting their health and well-being, and spiritual, moral, social and cultural needs

In the academic year 2025-2026, we were awarded the Gold Learning Outside the Classroom Mark. This is the highest award that can be achieved. This year, we will be working towards becoming a Learning Outside the Classroom hub to support other settings. We will also continue to plan LOtC opportunities for all children at Shenley Fields.



Some of this work began before our climate action plan was in place.
We were awarded the Nature Education Grant which focused on turning grey spaces green and increasing biodiversity on our school site. We transformed a grey space at the front of our building into a community allotment, growing 21 different fruits and vegetables. Children were active participants in the planning and development of this space and families came and joined in too. We continue to use what we have grown for snack and cooking ingredients and also have enough to offer to families to take home. Through this, children developed a good understanding of the biodiversity on our site, why growing our own food is important and why it is important to look after our environment. Our work on this project was recognised as excellent practice and we were used as a case study. https://www.educationnaturepark.org.uk/shenley-fields-nursery-school.

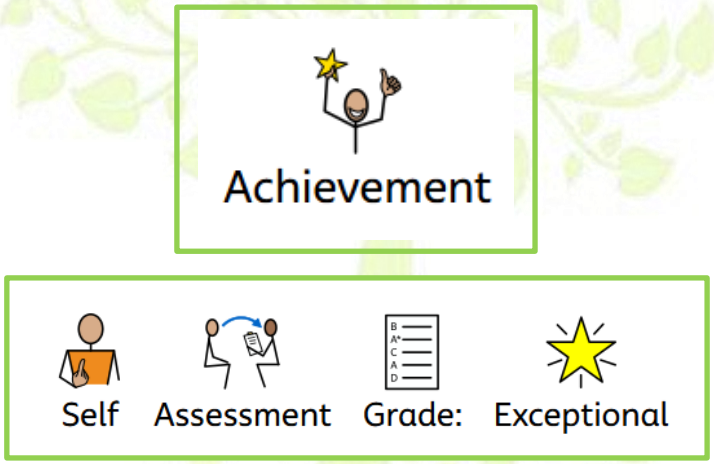
This academic year, we are focusing on water conservation in response to climate change warnings and the exceptionally hot summer we have recently experienced, recycling, growing our own food, and reducing our carbon footprint by walking to nursery. Our rights respecting steering group, the Little Acorns are taking an active role in this by discussing issues during steering group sessions and then disseminating information back to the other children. We are also sending our rights respecting bears home with information for parents about how we are teaching children

about climate change and the things we can all do that make a difference. Some feedback from families includes:

“We worked through the importance of climate change and the little changes we can make to help our environment. We talked about the importance of limiting food waste and recycling to avoid it ending up in landfill. We spoke about energy saving things like turning off switches, having a shower instead of a bath and having an electric car so it’s kinder to the environment.”

“Mario the bear joined her with the ways she helps to look after our world. She knows to turn the light off in a room when leaving it to save energy. She enjoys planting flowers and bulbs and Mario joined with us at Ley Hill Friends community group who help look after the park. Mario helped the volunteers plant lots of cyclamen corns which will be ready when the bees need them. Mario also joined us to the household recycling centre to recycle all our plastics and cardboard to help be a little more sustainable.”

“Me and Bertie (the bear) had the best sleepover and he was super helpful helping me save our planet. We recycled, switched off lights and even rode the bike together everywhere.”



RIGHTS RESPECTING SCHOOLS
unicef
UNITED KINGDOM
GOLD – RIGHTS RESPECTING

Article 28 (right to education) Every child has the right to an education

Robust and rigorous assessment ensures that accurate next steps for all groups of children can be identified and support, where required to enable children to keep up, is implemented. This ensures that all opportunities for learning are maximised and that all children are securing strong foundations. Our data shows that children make outstanding progress from their individual starting points in all curriculum areas and have

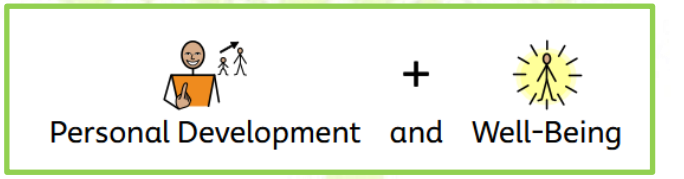
the necessary knowledge and skills to reach a good level of development by the end of Reception.

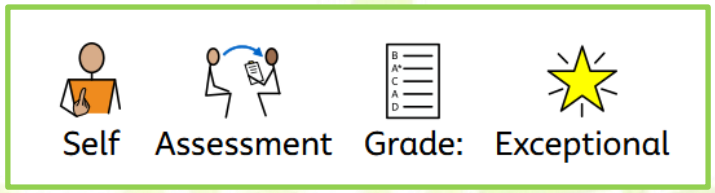
Our end point data (Summer 2026) confirmed that:

- 92% of children in Raindrops (2-3's) were on track or working above expectation.
- 92% of children in Sunbeams (3-4's) were on track or working above expectation.

Our main feeder school is Woodcock Hill Primary. Derek Higgins (Head Teacher) shared their end of Reception data with us. This confirmed that:

- 66% of the whole class achieved a GLD
- 74% of the total number of children achieving a GLD at Woodcock Hill had attended Shenley Fields.
- 70% of the children who had attended Shenley Fields achieved a GLD. DfE statistics revealed that nationally, 68.3% of children achieved a GLD so children who had attended Shenley Fields achieved 1.7% higher than the national average.
- DfE statistics evidenced that 66.9% of children nationally reached the expected level of development. For children who had attended Shenley Fields, this figure was 85.8%, 18.9% higher than the national average.





Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.

These aspects are exceptional, resulting in a happy school where children feel nurtured and thrive. High priority is placed on promoting all aspects of PSED as a means of supporting the children to learn how to be together in a way which actively promotes harmony, positive relationships and learning. Positive reminders such as "please remember your walking legs inside" helps children to understand, remember and

adhere to boundaries in a way which does not have a negative impact upon their self-esteem and resilience. After only a short period of attendance, children can often be overheard reminding each other of the expectations. Typically, children settle well, establish friendships and strong relationships with adults. They access all areas of continuous provision with confidence and enthusiasm. We continue to tune into and plan from children's interests resulting in high levels of engagement and motivation.

There is a strong emphasis on the development of positive mental health, well-being and emotional resilience and regulation at Shenley Fields. To further support this, we are subscribing to myHappymind which is backed by the NHS.

myHappymind is a programme that teaches children how to build their resilience, self-esteem and happiness through science-backed lessons, resources and activities. There are 5 modules which are delivered to children over the course of the academic year. Each module starts with a story designed to introduce the children to the characters and the key concepts.

- **Meet Your Brain**: Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.
- **Celebrate**: Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self-esteem.
- **Appreciate**: Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to wellbeing and resilience and we're all about making it a habit!
- **Relate**: Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.
- **Engage**: Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too.

There is also a parent app for families to access the information and resources and a focus on staff well-being.

We were awarded the Bronze myHappymind accreditation in January 2026 and the Silver Accreditation in July 2026 after evidencing the work we are doing and the positive impact this is having on the children. This academic year, we will be working towards our Gold Accreditation.



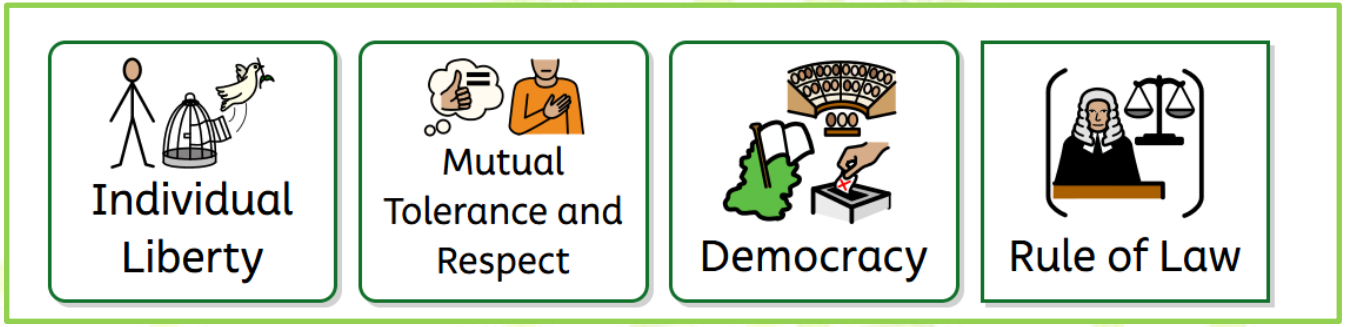


The development of pre-verbal communication strategies at Shenley Fields provides a variety of opportunities for children to share their thoughts, needs and wants. This enables children to express themselves individually, regardless of their needs. This inclusive method reduces the frustration for a child when they cannot be understood, or have difficulty comprehending the spoken word alone, thus reducing the incidents of children expressing themselves physically.

We give children the best possible start to their education and build their cultural capital during the time they attend Shenley Fields.

Every child and family who joins a setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work. Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)

Our collaboratively written British Values statement identifies how these principles are embedded at Shenley Fields and reflects how children learn and engage with each value. We are supporting and encouraging children to be responsible and respectful, to understand and respect diversity and contribute positively to our school community. We have also consulted with the children to understand how they think their experiences at nursery link to British Values.



Individual Liberty:

- Continuous provision at Shenley Fields allows children to learn and develop in a way that supports their preferred learning style and interests.
- Children enjoy enhanced self-esteem and confidence as a result of the autonomy given to them.
- Children are encouraged to share ideas, negotiate and identify how they feel. From such discussion, they begin to understand that we all think and feel differently about things.
- Children are supported and encouraged to take the next steps in their learning and development. As such, children develop a positive sense of self and confidence in their abilities.

***Article 31** : Every child has the right to relax, play and take part in a range of cultural and artistic activities.*



Democracy:

- Planning from children's interests ensures children's ideas, views and talents are at the heart of the curriculum.
- Adults model and teach children language for negotiation and to articulate feelings.
- Children are supported and encouraged to listen to each other and to take account of the views and ideas of their friends.
- Parent consultation and feedback shape the service we offer and form an important part of our decision making process.

***Article 15:** Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.*



How are Fundamental British Values Embedded at Shenley ?

"Children learn to share, take turns and play alongside other children from a very early age. They respect one another and are kind. Staff provide a respectful environment, teaching children how to express their own rights. Older children talk about their rights to their own safety and play, and discuss this with their peers". Ofsted 2022

RIGHTS RESPECTING SCHOOLS
unicef
UNITED KINGDOM
GOLD – RIGHTS RESPECTING

Birmingham Federation

Mutual Respect and Tolerance:

- We celebrate special days and occasions for children and their families.
- Children are encouraged to discuss/share family celebrations or exciting events with each other and to listen and respond to what they hear from others.
- Children are supported and encouraged to share and take turns.
- A table with artefacts are displayed in the main entrance and ensures that all families know there is a special time or celebration for members of our community.

***Article 14:** Every child has the right to think and believe what they choose and also practice their religion, as long as they are not stopping other people from enjoying rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.*



The Rule of Law:

- Daily routines are shared and understood verbally, using visual timetables and now and next boards.
- Children understand and respond to positively phrased expectations. For example, remember your walking legs inside.
- Children learn strategies to help them remind their friends of expectations.
- Adults are consistent in their expectations of children and model appropriate behaviour.

***Article 13:** Every child must be free to express their thoughts and opinions and to access all kinds of Information, as long as it is within the law.*



Individual Liberty:

- We talk about the things we like to do.
- I go outside and I'm really good at climbing.
- I like stories. I choose books about things I like.
- We share the things that we have made with our friends.
- I love nursery.
- We have best friends.
- Teachers help the children.

Article 31 *: Every child has the right to relax, play and take part in a range of cultural and artistic activities.*



How do Children Think Fundamental British Values are Embedded at Shenley Fields?

"To Shenley Fields for empowering a generation and showing you're never to young for your voice to make a difference." Students Voice Award 2023

Democracy:

- We have group times and sit down with our friends. I like group time, we have so much to do.
- Don't shout, use your talking voice.
- Use our listening ears and listen to our friends.
- When I'm happy or sad I tell the teachers.
- Building dens makes me feel happy at nursery.
- We all have rights.

Article 15: *Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.*



RIGHTS RESPECTING SCHOOLS
unicef
UNITED KINGDOM
GOLD – RIGHTS RESPECTING

Birmingham Federation
Maintained Nursery Schools

Mutual Respect and Tolerance:

- We say "hi and good morning" to our teacher and friends.
- We use our kind hands.
- If someone is sad we play with them.
- We play with our friends. Boys and girls play together.
- It doesn't matter what colour we are or what colour hair we have.
- We have Eid at my home and I had ice-cream and sprinkles.
- I go to church. Our church has a cross, it means everyone is welcome. We sing songs.

Article 14: *Every child has the right to think and believe what they choose and also practice their religion, as long as they are not stopping other people from enjoying rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.*

The Rule of Law:

- We have the right to be safe with our friends.
- We have table rules, where we sit nicely to eat.
- We use our kind hands. We don't hurt other children. because it might make them sad.
- We use our walking legs inside.
- We share our toys.
- We put aprons on for messy things and wash our hands if they are dirty.

Article 13: *Every child must be free to express their thoughts and opinions and to access all kinds of Information, as long as it is within the law.*



Children tell us that they love coming to nursery and they commonly attribute this to the activities they enjoy, adults they have formed strong relationships with and their friends. When asked if they feel safe at nursery, again, their responses are unanimously positive. They link feelings of being safe to routines, expectations and familiar adults. Some examples are:

“We must use our walking legs inside.”
“We have kind hands and listening ears.”
“We wash our hands with soap.”
“If you fall down, call a teacher.”

“Shenley Fields has devised its own questionnaires about children’s rights….. This provides valuable data showing that children feel safe, valued, respected, included and happy within the nursery.” Hilary Alcock, UNICEF Assessor.

All staff have high expectations of the children and view them as competent and capable learners. We offer environments and resources which challenge children and encourage them to understand and manage risk confidently within a well-planned and supported curriculum. Risk assessments are included on our planning documents for all areas of continuous provision. Daily risk assessments are completed prior to children arriving each morning.

All children have a key person who provides emotional security and a safe base from which to explore, take part and make friendships with other children. Our experience confirms that this relationship is often pivotal to a child’s well-being and confidence when first left without parents/carers.

Having successfully completed levels 1, 2 and 3 of the Startwell programme (promoting being active, eating well and achieving more), we are delighted to have achieved the advanced Startwell award. We worked with a Startwell consultant to achieve this. Startwell is an obesity prevention programme targeting early years in certain Birmingham wards. The programme is based around 7 key messages to help Early Years settings, parents and health professionals create a healthier environment for our children and families. This process includes:

- All food and drinks offered to the children being compliant with Startwell, Public Health England Early Years and Department for Education guidelines.
- The audit of opportunities for physical activity and the development of physical skills. Following this audit, we introduced weekly planning to focus specifically on the development of locomotor, stability and manipulative skills to further enhance children’s opportunities for development in this area.
- A focus on parent engagement and passing on the Startwell messages to parents. This is to encourage healthy lifestyle behaviours to continue beyond the Early Years setting and into the home.



Startwell data published in 2024 confirms that 30.2% of children living in Birmingham have dental decay. This is higher than the national average of 22.4%.

All children brush their teeth at nursery and we encourage good oral health routines at home. All children have a toothbrush for nursery and also one to take home in a bag with a tube of children's toothpaste, an oral health information sheet for families, a 2-minute sand timer (recommended brushing time) and a link for parents to find their local NHS dentist.



"The evidence tells us that brushing each day at school over a two - year period is effective for preventing tooth decay and can establish life-long behaviour to promote oral health. It is also important that school based toothbrushing activity should promote and support toothbrushing in the home as well as the school or early years setting." (NHS)

We have also registered with the Brilliant Brushers programme. This is a toolkit to help staff in early years and school settings implement a supervised toothbrushing scheme. This has been devised by the NHS Foundation Trust. This programme is intended to:
"Help settings implement supervised toothbrushing in targeted early years and school settings. Settings are invited to take part due to the high rates of tooth decay or high levels of deprivation in local communities." (Brilliant Brushers)

At Shenley Fields we have achieved the UNICEF Rights Respecting School Gold Award. We are always striving to create the best possible learning environments for our children and this shows that we are committed to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. Children know about and can exercise their rights. They can recognise the rights of others.

We have an adult steering group to support us to continue embedding children's rights at Shenley Fields. This group is made up of parents, a governor, staff members and a member of our senior leadership team.

We also have a children's steering group, Little Acorns, which is made up of our children aged 2-4. They contribute fundraising ideas to help children locally and globally based on the rights they understand so far. For example, when considering their right to be safe, they thought about road safety on their way to nursery.

The adult and child steering groups meet together Shenley Fields to ensure that their joint efforts impact upon the school and wider community.

We use the RRSA logo on our letters and keep parents, families and our community informed about our rights-respecting journey through our website, social media, Tapestry, newsletters and events.

Children's feedback on this area of our work includes:

"I like steering group, learning about our rights, like the right to be safe."

"We need to tell children their rights because they might not know them."

"It is important to be on the steering group, wearing our badges and learning."

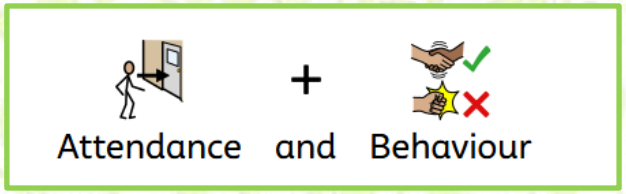
"Rights stop us getting hurt and they keep us safe."

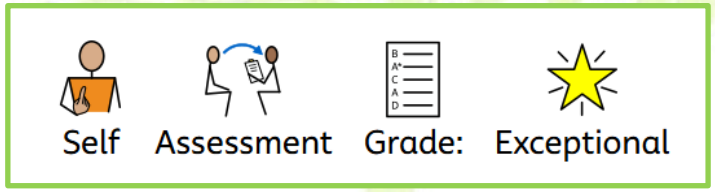
"We have the right to a name. It would be sad if you didn't have a name."

"I believe the ethos of the nursery is one absolutely committed to ensuring children's rights are realised authentically and are working hard to develop and improve their rights respecting practice even further. I have witnessed some inspiring practice in the nursery with this regard, especially for children with additional needs." (Governor)
https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/best-practice-case-studies/shenley-fields-daycare-and-nursery-school-participation/

We have a school pet, Terry the tortoise. All children have opportunities to engage with him on a regular basis. We are teaching the children how to look after him and make sure he has a safe and happy life with us through the use of a RRSA charter. Children have become knowledgeable about where and how to touch him, what he likes to eat, things that scare him such as loud noises and the importance of handwashing after touching him. Children visit Terry whilst he is in his enclosure and bring him his food. Terry also joins the children in their key group sessions which enables every child to interact with him if they are comfortable to do so. There is lots of research that supports the benefits of children having a pet:

“Pets can be an excellent way for children to learn about being caregivers and understand responsibility, as owning a four-legged friend teaches them about looking after someone. By helping with pet-related tasks (such as filling up the water bowl or helping with daily brushing), children can learn to develop nurturing behaviour, compassion, and empathy – attributes that are vital in later life. Children can benefit emotionally from having a pet, knowing they always have a buddy nearby. But a pet can teach children about emotional intelligence too, as they learn how to respond to the needs of others and how to interact with other living beings with respect and kindness.” PDSA





Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

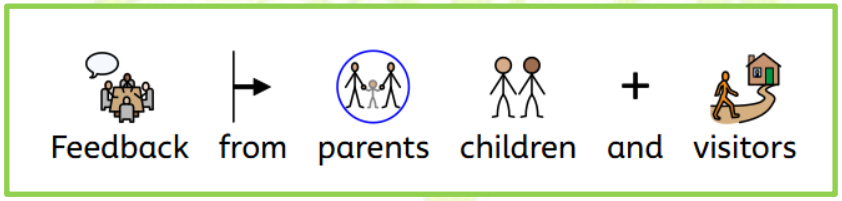
Children’s behaviour is excellent. We work in close partnership with parents/carers and where appropriate external agencies to ensure we fully understand and support the needs of all of the children. We pride ourselves on our partnership working to achieve consistency and the development of strategies for children which promote well-being, participation and learning. We undertake training offered by the Educational Psychology service, CAT and LL&SS in order to more fully understand children’s responses to issues they face and appropriate approaches to support them.

Children understand their right to be safe and have a good working knowledge of emergency routines such as what to do when they hear the fire alarm. Children have a growing understanding of safety issues such as wearing sun hats and sun cream on sunny days.

Attendance is consistently high across all of our age ranges. We absence monitor children every day they are absent from nursery as part of our safeguarding procedures. We also encourage families to call us and let us know if their child is going to be absent. Our Attendance Champion analyses reasons for children's absence to identify trends and possible barriers to attendance and then problem solves how we can overcome these. We track the attendance of all children but have a particular focus on children eligible for EYPP, children with SEND, children who are looked after (CIC) or previously looked after (PCIC) and children known to or previously known to social care.

We facilitate support to:
"Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues." (Working together to improve school attendance. July 2026)

We compare our attendance data to the local and national data published for children of statutory school age.





"What's great here is we get to learn things and make best friends. Our teachers keep us safe and help us." (child)

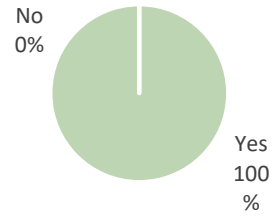
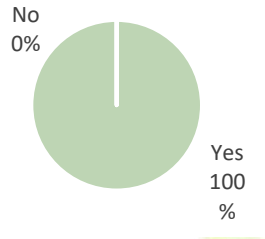
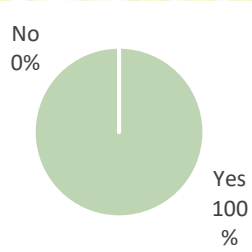
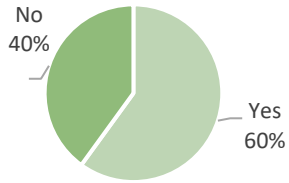
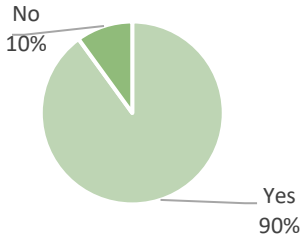
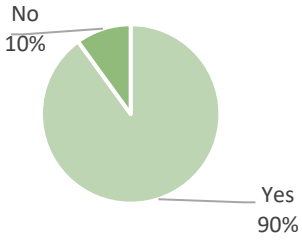
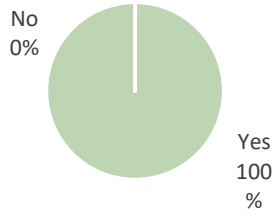
"It's wonderful. I love it here." (child)

"At group time we learn. We have stories and sometimes we sing songs. We have a drink of water when we are thirsty." (child)

“Nursery is great because I have a best friend. We play everywhere together. We love the garden.” (child)

“We do Fit 4 Sport. We learn how to kick, balance and jog.” (child)

“I like playing with my friends. I like making pretend dinner in role play. In forest school we found so many worms. We have to look after them and keep them safe. I like helping to tidy up.” (child

Do you like coming to nursery? 	Do you feel safe at nursery? 	Do you like the way teachers look after you at nursery? 	Are children kind to you at nursery? 
Do teachers listen to your ideas at nursery? 	If you are sad or worried at nursery, do you know who you can tell? 	Do you learn things at nursery? 	



Parents/carers

“We very much appreciate the opportunities available at the nursery. It’s been lovely to see her building a wide variety of different skills as well as her confidence. The staff are absolutely lovely and very knowledgeable so we are very thankful for their advice. She is very happy at nursery and she clearly loves exploring all of the different activities available. We also very much enjoy the forest school sessions and stay and plays.”

“We are so grateful for all the love and care you all show her. She is thriving. Her progress has sky-rocketed…You have helped her develop in confidence and independence as well as learning new skills.”

“She has been loving going in to the nursery. We are glad she has made so much progress with communication and independence. She is always singing songs about what she did at nursery…We feel happy knowing she is free to explore so many different types of learning opportunities.”

“We are so happy with his progress. Thank you for providing such a lovely, comfortable place where he can flourish.”

“They have both loved every second of their nursery journey. You have always gone above and beyond. Dropping your children off knowing they’ll be valued, cared for and loved is amazing and puts your mind at ease.”

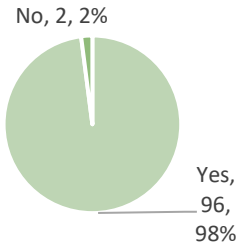
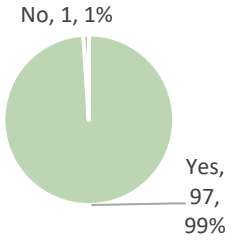
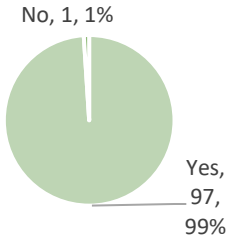
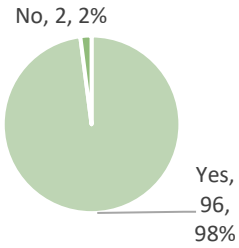
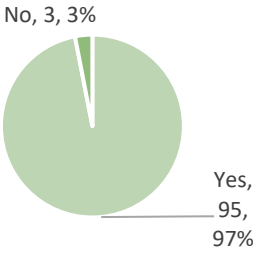
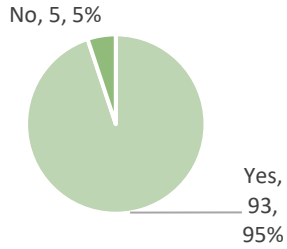
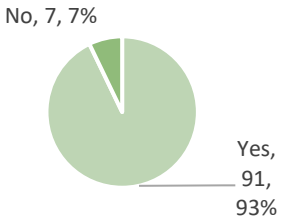
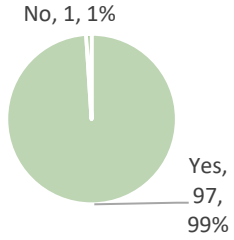
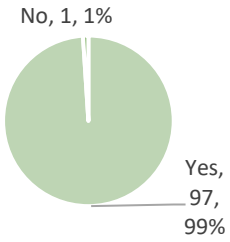
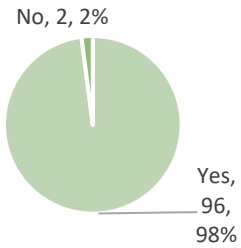
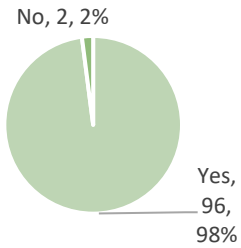
“He is flourishing since starting at Shenley Fields. He has learnt invaluable social skills and each day I can see how much effort has been put in to making the setting so lovely for all the children. Every day is different and all the staff really do go the extra mile to make it so special. The staff are informative, friendly and I feel happy knowing that he is well looked after.”

“She has loved every moment so far of attending nursery. She has made some great relationships with both staff and other pupils. The skills she has made and the progress she has made and continues to make is amazing. Myself and her father are extremely grateful for the help to make our little girl the best she can be.”

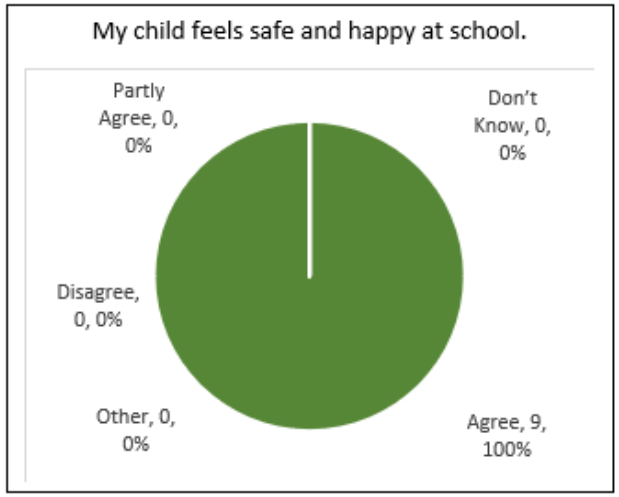
“It is a happy place and has put a smile on my daughter’s face every day.”

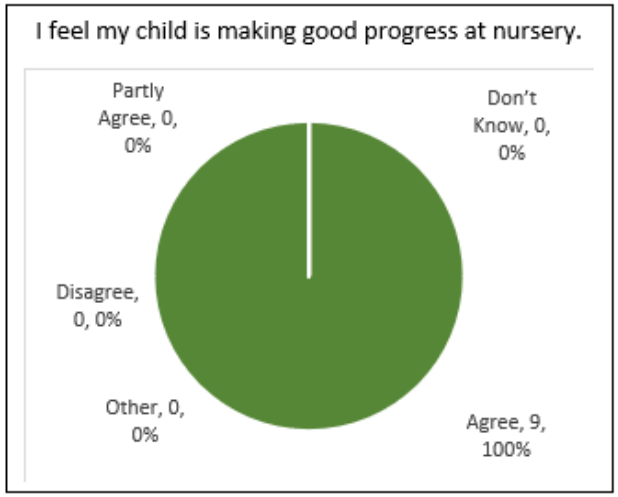
“This place is brilliant for all kids and if your child has learning difficulties, the staff are amazing and they will do everything for your child.”

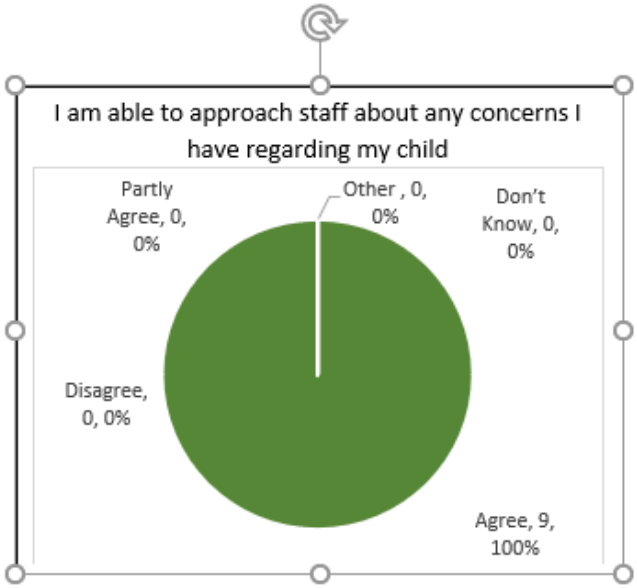
“Thank you so much for all that you have done so far our son. Thank you for not only accepting and acknowledging him for who he is but also accepting and acknowledging us as a family. We have felt so welcomed by all. He has never been so settled and happy within a setting before. As a family, we are beyond grateful for you all.”

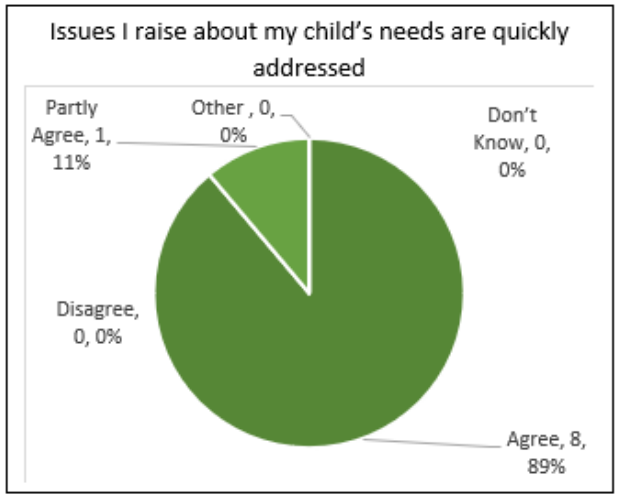
Does your child like coming to Shenley Fields? 	Do you feel welcome in Shenley Fields? 	Do you feel able to come into Shenley Fields and discuss any concerns? 	Do you think the children are generally well behaved? 
Do you think the staff team want all the children to achieve their best? 	My child has made good progress at Shenley Fields. 	Do you think Shenley Fields encourages parents/carers to play an active part in their child's learning and development? 	Do you find the staff team approachable and understanding? 
Do you think Shenley Fields is led and managed well? 	Is Shenley Fields well thought of in the community? 	Do you feel your child is safe at Shenley Fields? 	

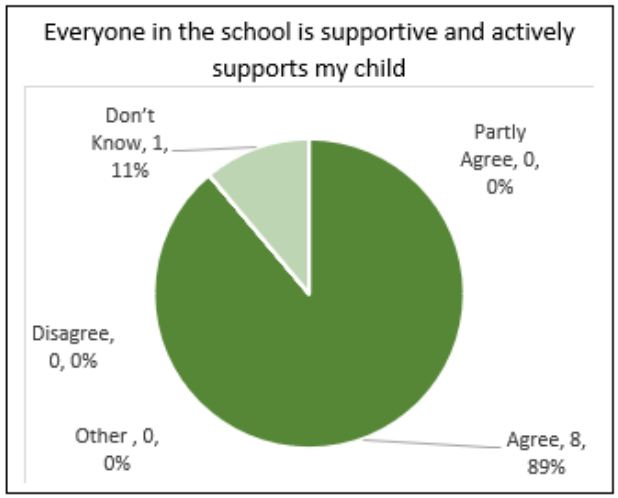
SEND Parent Questionnaire:

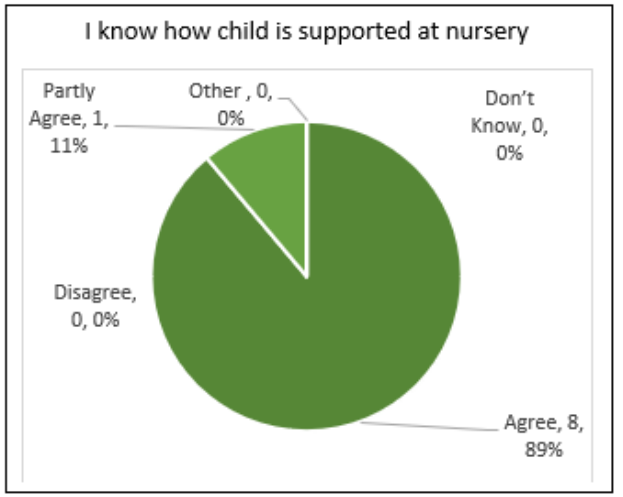






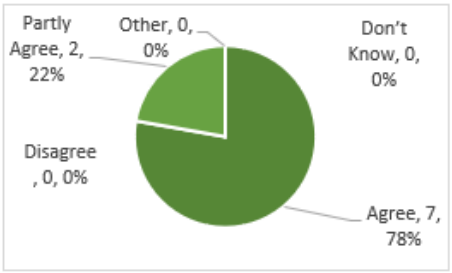




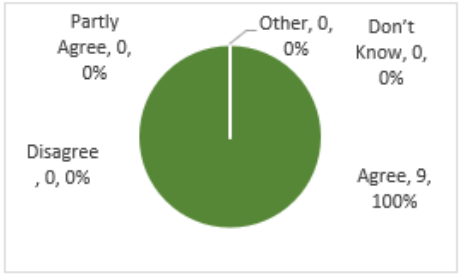


SEND Parent Questionnaire:

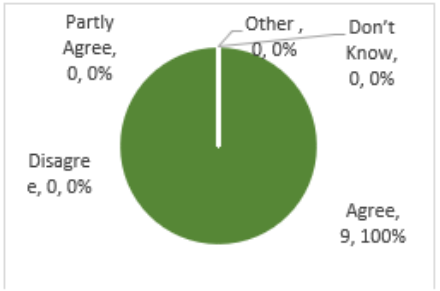
I feel I have sufficient information and communication about my child's progress



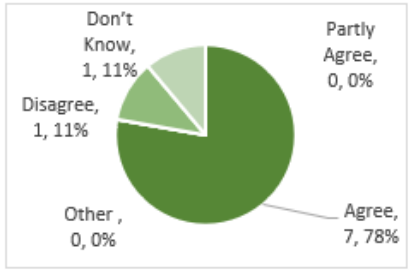
I feel Shenley Fields gives me suggestions of ways to support my child at home



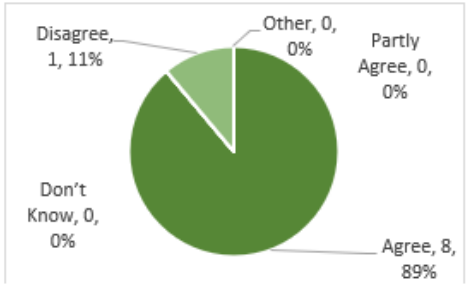
I know my child has been referred to all of the appropriate outside agencies to best support their needs



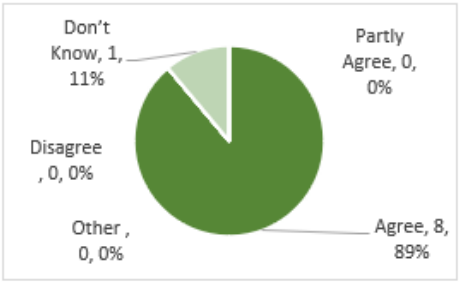
I am informed when outside agencies are visiting my child



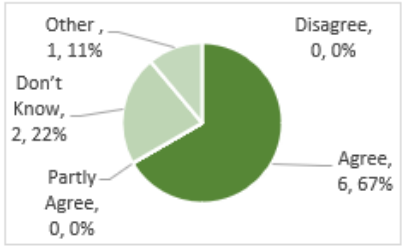
I know which stage of the SEN Code of Practice my child is on (e.g. SEN support, EHCP)



I have read the Shenley Fields SEN information report.



I have visited the Birmingham Local Offer website for information and support





“I am confident that Shenley Fields Nursery, its children and staff team continue to thrive and flourish. The curriculum and pedagogy is outstanding and under continuous review to ensure it remains so. The support for children with additional needs is exemplary.” (Dr Chris Pascal, curriculum governor)

“Shenley Fields is a highly reflective and values-driven setting where communication, inclusion and children’s rights underpin everyday practice. The environment felt calm, purposeful and thoughtfully planned with staff demonstrating a deep understanding of how children learn best.” (Early Years Consultant, BCC)

“Shenley Fields Daycare and Nursery School is a setting where belonging, compassion and aspiration are embedded in every interaction, decision and environment. The nursery is committed to removing barriers, fostering aspirational goals for families and ensuring every child receives the best start in life.” (School Improvement Advisor, BCC)

“Shenley Fields Daycare and Nursery School is a beacon of excellence in early years education. The team is skilled, passionate and relentlessly committed to ensuring that every child thrives. Every aspect of the EYFS is carefully considered and Early Years Pupil Premium is used expertly to improve outcomes for vulnerable children. The setting exemplifies belonging, excellence and care – a place where every child is seen, heard and supported to flourish.” (School Improvement Advisor, BCC)

“It is a school full of happy, motivated and engaged children! They are able to discuss their rights from a very young age; parents are welcomed into school and play an active part in their children’s learning. It is a warm and friendly place where you feel at ease.” (Early Years Education Advisor, BCC)

“It is a lovely nursery to visit, professional, calm and welcoming.” (Communication and Autism Team teacher)

Shenley Fields