

Shenley Fields Daycare and Nursery School Self-Evaluation Form



Shenley Fields

Executive Headteacher: David Aldworth
Head of School: Louise Shepherd





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.

School Context

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, after school and holiday clubs which accommodate children from three months to five years of age.

Sunshine is our purpose-built facility for babies and toddlers from 3 months of age to 2 years. 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 the bespoke environment for our youngest children.

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. 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 60 most deprived wards in the city. It is the 505th out of 7511 most deprived wards nationally (most deprived 10%). Nationally, 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 12.2% of the Reception aged children are living with obesity (Startwell Data 2023)

Some of our children have temporary additional needs, mostly due to Covid 19 isolation and limited socialisation or through not having access to identification and support services before Nursery. We have seen an increase in the number and complexity of children with SEND (Census October 23, 25%). 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.

Overall Effectiveness

Shenley Fields offers children a time and a place to thrive, learn, think, experiment, make friends, have fun and celebrate their uniqueness and that of others. Children arrive each day eager to join in and bursting with ideas and information to share with both adults and other children.

The leadership team, governors and staff continue to have high aspirations for our children and remain ambitious about our capacity to further improve and build on our strengths. The staff have contributed information and ideas to this document because they are passionate about our provision for children at Shenley Fields.

Stakeholders ensure that our collaboratively written vision statement is at the heart of all that is offered, resulting in a cohesive and forward thinking organisation in which children's skills, aspirations and interests are fostered and celebrated.

Staff morale is high. CPD opportunities are prioritised and as such, the children benefit from a highly experienced and skilled staff team. Staff retention is high. Teaching is mostly outstanding.

Our use of EYPP to enhance the well-being, literacy, mathematics and the speech, language and communication skills of the children is having a positive impact which is evidenced in our assessment data.

Planning and assessment systems are robust. This enables us to identify and address any gaps in children's learning and continually challenge children's thinking and development to ensure that all children make outstanding progress from their individual starting points:

Our curriculum is creative and dynamic. We offer a balance of child initiated and adult led opportunities and experiences. This culminates in high levels of motivation and engagement levels in the children which allows skills to be learned and embedded and promotes children's spiritual development.

Integrated support is embedded to support children with SEN and/or disabilities. Our assessment scrutinises the progress of these children to ensure that support is targeted and appropriate to ensure that barriers to learning are overcome.

Safeguarding is central to our work with children and families. Rigorous systems are in place to ensure children's welfare.

We offer opportunities and actively encourage parents to participate in their children's learning. Written and verbal feedback wholly confirms that

this is valued and beneficial.

Our governing board is actively involved in the life of school and offers support and challenge to the leadership team.

We are a UNICEF Gold Rights Respecting School. We were reaccredited for this award on January 24th 2024.

REACCREDITATION OUTCOME

Outcomes for Strands A, B and C have all been achieved.

Shenley Fields Daycare and Nursery School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

We work with local and international universities to support trainee teachers, local colleges to offer placements for students studying Early Years' degrees and childcare qualifications.

We were thrilled to be visited recently by Sue Harrison, Executive Director for Education and Skills at Birmingham City Council, and delighted to be mentioned subsequently in her newsletter.

"I... enjoyed a hugely inspirational visit to Shenley Fields Daycare and Nursery School in Northfield, where I met Headteacher, David Aldworth and his fabulous team of practitioners.

It's obvious that the children enjoy the creative spaces and experiences that the school provides and are allowed to thrive in an environment that embraces diversity, challenge and change.

Huge congratulations to David and team for providing such a happy, loving and safe environment for the children and their families.....

Keep up the fantastic work!"

Leadership and Management

Self-Assessment Grade: Outstanding



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 outstanding 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 a below average start on entry. Our deeply creative curriculum, ability to retain high expectations of every child in our care and work 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 to children. Partnership working with parents and carers is an ongoing priority for us. Our assessment data and previous Ofsted reports reveal our persistent desire and targeted approach to continual improvement. We continue to have high expectations of the 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. 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)

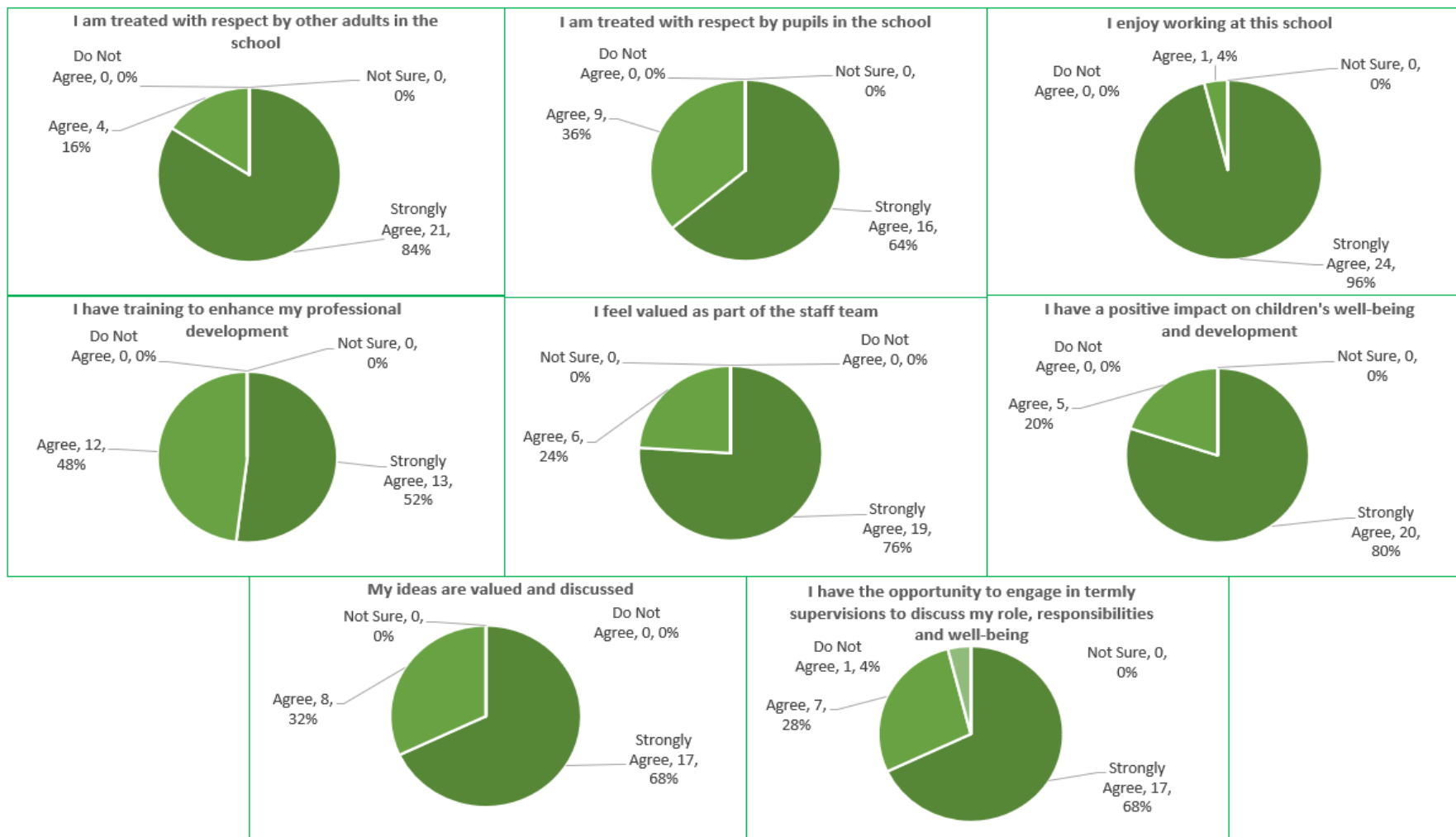
Our governing board shares our ambition that we support, nurture and challenge each individual child towards the best possible educational outcome. We understand the tremendous importance of each child’s self-esteem and nurture this. We create a ‘can do’ culture and continuously develop and tweak our curriculum to match the needs and interests of children.

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 likely areas of need amongst our team as part of the school improvement plan and draw links between this and each individual’s performance management objectives. We ensure that we access specific 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 session.



Staff Questionnaire Feedback





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 6 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.
- 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 no less than once every 2 years and provide regular updates and reminders via staff training days. DSL's have attended WRAP training and 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.
- Our policies are routinely available to all staff who sign to say they have both 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 LADO 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 have their own PEEP's
- Ensure our building and grounds are checked and risk assessed each morning to ensure the safety of children.
- 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 fire fighting 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.
- A high percentage of staff hold a paediatric first aid qualification. Two others also hold the full 'first aid at work' qualification.
- 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)

We have prioritised development of physical skills, well-being, speech, language and communication, literacy and mathematics for children using our EYPP (see Pupil Premium Strategy). This has included:

- 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. 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 are also undertaking 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)

Our Governing Board plays 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. They are passionate about keeping children safe from harm and achieving a rounded early years education that provides them with the tools required in preparation for adulthood. We employ a knowledgeable and experienced Clerk to document the activities of the group.

The Quality of Education

Self-Assessment Grade: Outstanding



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. Our assessment data consistently highlights that from their individual starting points, all children make outstanding progress in all curriculum areas.

We make effective use of our data to inform planning of next steps for all groups of children to ensure that all opportunities for learning are maximised.

Our monitoring shows us 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 are continuing to embed

and further develop our curriculum and pedagogy long term plan. Our curriculum governor, Dr Chris Pascal is actively involved in this development with us. We have delivered 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. 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.

Planning is organic in that 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.

Robust and rigorous assessment ensures that accurate next steps for all groups of children can be identified and support where required is implemented. Our data shows that children make outstanding progress from their individual starting points in 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, Concept Cat, RRSAs, trips/visits 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 curriculum enrichment opportunities which include early reading, ICT, cooking/healthy eating and developing vocabulary for parents/carers to take part in with their children, trips and visits both local and further afield and the celebration of special days/festivals with families.

Our focussed group time sessions, as detailed in our curriculum and pedagogy plan, concentrate on the delivery of phonics, maths, core books, rhymes and physical development/entitlement through our Shenley Shaker exercise sessions. 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)

We have chosen our core books based on 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, celebrations, healthy eating and special events.

Planning for phonics is directly linked to phase one of Letters and Sounds and is further consolidated through a number of core books and rhymes from our Shenley Rhyme Time. Mathematical concepts are introduced and developed resulting in knowledge and understanding becoming embedded over time. Again, this is supported by core books and rhymes. Planning for these sessions is directly linked to EYFS areas of Literacy and Mathematics. Adults plan, observe and evaluate these sessions and identify individual strengths and areas to develop.

We use Picture News in the Early Years with the children in Sunbeams. 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.

Concept Cat is an evidence-based programme as part of the stronger practice hubs. We are a pilot school for this programme which is a specific way of teaching vocabulary in the early years. This programme teaches children 30 new words across the school year and can be chosen in an order that is most relevant to the children in terms of interests or linking to core books or events. The word is taught in a group time session and then incorporated into the vocabulary used in each area of continuous provision to ensure opportunities to repeats and consolidate understanding.



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 SEN is outstanding. We work closely with other professionals to ensure that the rights and needs of children are met. All staff have had initial training around supporting and understanding the needs of children with Autism (AET tier 1). Our SENDCo and the Head of School have completed the training as the strategic lead for the school (AET tier 3). Our Senior Nursery Manager Officer has completed AET tier 2 training.

Use of Makaton is built into our everyday communication with each other. 27% of our staff team are Makaton trained. We share our signs of the week with parents via social media and Tapestry. We have introduced and are effectively using visual timetables, communication boards, Wellcomm, PECS and Communication in Print in our endeavour to develop opportunities for all children to be able to communicate.

We have a dedicated SENDCo who leads our small inclusion team. The SENDCo focusses on the provision, assessment and support for children in response to their individual needs. Effective multi-agency working ensures that this is robust.

Our bespoke sensory room and newly developed 'Rainbow Room' complement our environments, enabling us to further support children with specific and complex needs. Staff have been trained in how to use the sensory room and the equipment 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.


A strong commitment to training keeps staff knowledge relevant and up to date and enables us to maintain a high standard of provision for all children in our care. There is an expectation of all staff that when they have attended training they prepare and deliver a session which encompasses the key points to the rest of the staff team. In this way we are able to fully capitalise on all training staff attend.



Shenleyfields

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.

Curriculum and Pedagogy 2023-24



Vision

Values

Intent

Implementation

Impact

Key Documentation

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.

IMPACT: Skills and Knowledge Observed	
	<p>CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING</p> <p>Playing & Exploring: Realise that their actions have an effect on the world, so they want to keep repeating them. Reach for and accept objects. Make choices and explore or play with objects. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have previously been taught. Bring their own interests and fascinations into early years settings. Responds to new experiences that you bring to their attention.</p> <p>Active Learning: Participate in routines and begin to predict sequences. Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves. Keep on trying when things are difficult.</p> <p>Creating and Thinking Critically: Take part in simple pretend play. Sort materials. Review their progress as they try to achieve their goal. Check how well they are doing. Solve real problems. Use pretend play to think beyond the here and now and to understand another perspective. Know more, so feel confident about coming up with their own ideas and making more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>

Fortnightly Curriculum Planning:

The termly skills and progression statements from our curriculum and pedagogy 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 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 plan.

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

INTENT: Next Steps in Skills and Knowledge Development			
PSD	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. Fits 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 body 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 techs. Includes mark making and early writing in their play.	
MAT	Begins 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 etc Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen device such as mobile phones and tablets Shows skill in making toys work by greasing parts, lifting flaps to achieve effects such as sound, movements or image	
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. Notifies what other children and adults do, mirroring what is observed, adding variations & then doing it spontaneously	
IMPLEMENTATION: (How will we do this?, details of the activity, resources)	KEY VOCABULARY	ADAPTIVE TEACHING (Ensuring all children succeed and make progress)	RISA ARTICLE: STARTWELL: BK6 ASSESSMENT:

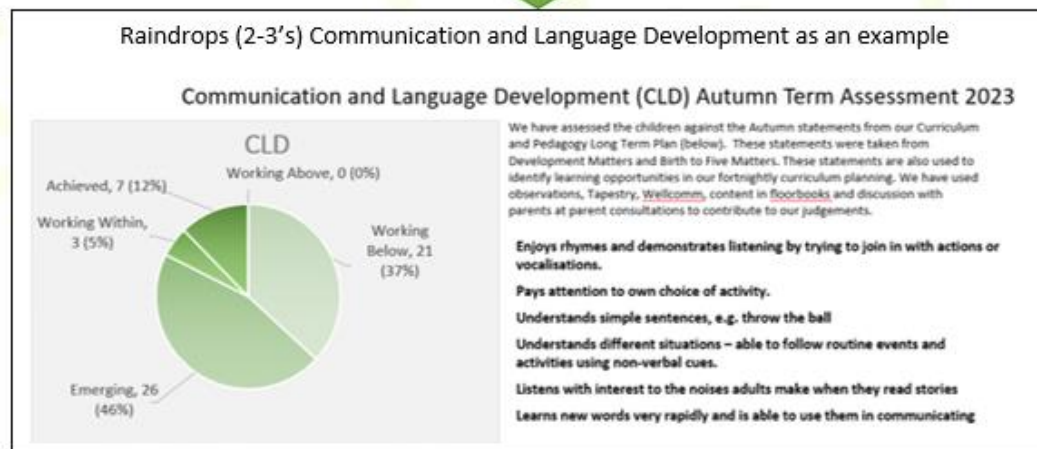
Continuous Provision Planning:

We have used relevant statements from our curriculum and pedagogy 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 Area	Construction	Skills & Knowledge to be Developed in the Specific Areas
<p>1100: Advise: Tells out others to share experiences with and may choose to play with a familiar friend, child or adult, sharing experiences and play ideas. Enjoys playing alone, alongside and with others, taking others to play and attempting to join others' play. Ignoring: Is sensitive to others' messages of appreciation or criticism. Shows increasing consideration of other people's needs and gradually more inclusive invitation. Favourable conditions, e.g., sharing ideas with other children. Behaviour: Practices skills of assertion, negotiation and compromise and leads to a supportive adult for help in resolving conflict with peers.</p> <p>1101: Advise: Tells to familiar objects by name and knows the name of some resources e.g., blocks for building. Ignoring: Beginning to understand why and how boundaries, lines, understanding of prepositions such as under, on, top, behind by carrying out an action. Ignoring: To use more complex sentences to talk thoughts using 'and' and 'because'. Understands in pretending that objects stand for something else in play e.g., this box is my castle. Behaviour: Understands questions such as who, why, where and how. Ignoring: To use a range of verbs (e.g., build, building, going to build, have built).</p> <p>1102: Advise: Use large muscle movements. Ignoring: Manipulates a range of tools and equipment in one hand, tools include scissors to cut tape to join blocks together. Shows a preference for a dominant hand. Behaviour: Collaborates with others to manage large items such as making a long, dark safety or cutting large yellow blocks, requires construction materials safely and with increasing control and intention.</p>	<p>1103: Advise: Talks to others to share experiences with and may choose to play with a familiar friend, child or adult, sharing experiences and play ideas. Enjoys playing alone, alongside and with others, taking others to play and attempting to join others' play. Ignoring: Is sensitive to others' messages of appreciation or criticism. Shows increasing consideration of other people's needs and gradually more inclusive invitation. Favourable conditions, e.g., sharing ideas with other children. Behaviour: Practices skills of assertion, negotiation and compromise and leads to a supportive adult for help in resolving conflict with peers.</p> <p>1104: Advise: Tells to familiar objects by name and knows the name of some resources e.g., blocks for building. Ignoring: Beginning to understand why and how boundaries, lines, understanding of prepositions such as under, on, top, behind by carrying out an action. Ignoring: To use more complex sentences to talk thoughts using 'and' and 'because'. Understands in pretending that objects stand for something else in play e.g., this box is my castle. Behaviour: Understands questions such as who, why, where and how. Ignoring: To use a range of verbs (e.g., build, building, going to build, have built).</p> <p>1105: Advise: Use large muscle movements. Ignoring: Manipulates a range of tools and equipment in one hand, tools include scissors to cut tape to join blocks together. Shows a preference for a dominant hand. Behaviour: Collaborates with others to manage large items such as making a long, dark safety or cutting large yellow blocks, requires construction materials safely and with increasing control and intention.</p>	<p>1106: Advise: Shows interest in illustrations and words in print and digital books (knows) and books in the environment (books for resources). Includes: mark making and story writing in their play (drawing and planning structures). Ignoring: Shows interest in how information can be related through signs and symbols in various forms (e.g., printed materials, digital screens and environmental print). Behaviour: Begins to navigate apps and websites on digital media using drop down menus to select websites and icons to select apps (research and design).</p> <p>1107: Advise: Recognises that two objects have the same shape. Makes simple count actions. Responds to some spatial and positional language. Explains differences in size and length. Ignoring: Attempts to create arches and enclosures when building, using trial and improvement to adjust blocks. Changes blocks based on shape which are appropriate for the child's purpose. Shows: awareness of shape comparison and difference between objects. Responds to and uses language of position and direction. Predicts, moves & labels objects to fit the space or make the shape they want it to. Behaviour: Enjoys participating and comparing shapes to those seen (shapes with 2D and 3D shapes). Uses a mixture of mathematical language and informal language to describe patterns, e.g., heart shaped. One, two, three to make models of increasing complexity, selecting blocks needed, solving problems and checking what they will build).</p> <p>1108: Advise: Enjoys playing with small world resources (e.g., building on first hand experience e.g., printing forms, best track etc). Ignoring: Shows that information can be compared then digital devices and the internet (websites). Behaviour: Beginning to develop digital drawing skills by being able to access, understand and interact with a range of technologies (apps and resources).</p> <p>1109: Advise: Using everyday materials to explore, understand and represent their world (their interests and experiences). Ignoring: Use various construction materials, e.g., joining joints, balancing, making enclosures and creating spaces. Behaviour: Create representations of both imaginary and real-life ideas and objects.</p>

Assessment:

The termly skills and progression statements from our curriculum and pedagogy 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.



Displays:

We create displays in the corridors that highlight specific areas of our curriculum and pedagogy 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:

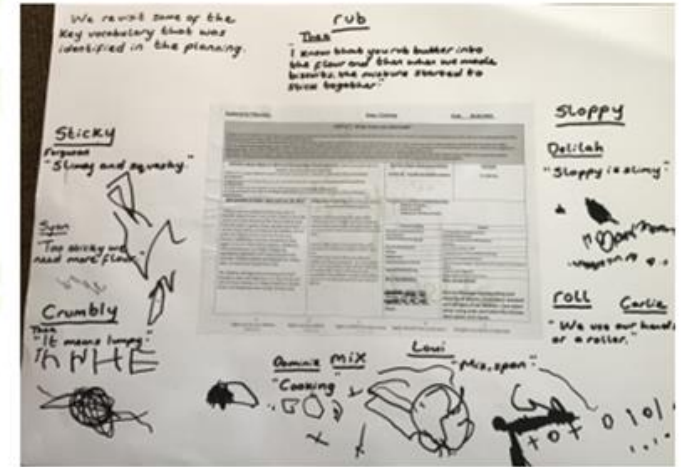
We use floorbooks with children to document experiences and learning in all areas of continuous provision and for specific programmes such as Early Years Picture News. Each book contains the appropriate continuous provision plan and our fortnightly planning for the space. This ensures that staff always 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.

Where else can these links be found?

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

Personal Development

Self-Assessment Grade: Outstanding



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

These aspects are outstanding 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 often fragile self-esteem and resilience. After only a short period of attendance, children can often be overheard reminding each other of the expectations.

There is a strong emphasis on the development of mental health and well-being and emotional resilience and regulation at Shenley Fields. The SENDCo is to undertake SCERTs training. SCERTS is a strength based, multiagency approach. It has been developed to support children who may be struggling with the social rules of interaction and can improve social communication and emotional regulation.

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

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.

Individual Liberty:

- Free flow play 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 Fields?

"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



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 supplied by parents in the main entrance 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.*

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)

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.

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 now undertaking the advanced Startwell award. We are working 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 and Public Health England Early Years guidelines.

- The audit of opportunities for physical activity and the development of physical skills.
- 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.

We have achieved levels 1-5 of the RHS Campaign for School Gardening. All of the age groups have participated in this. We are using the skills we have learned during this process and the resources we have been awarded following the completion of each level to continue to further develop gardening as one of our areas of continuous provision for future cohorts of children.

We have also successfully completed the Health for Life award. This is an initiative which seeks to make a sustained demonstrable improvement in healthy lifestyles across Birmingham. All of the children across all of our provisions are taking part. Our focus for this project is growing food and increasing children's knowledge and understanding of the link between this and a healthy lifestyle. The children are creating and extending our nursery gardens for growing fruits and vegetables. They are also looking at sustainability by saving seeds, rotating crops, collecting rain water and using school produced compost. As a result of this work, we were invited to take part in the Gardeners World 'Schools Wheelbarrow Competition' at the NEC in Birmingham. The theme of the event was Food and Climate Change. We grew ingredients to make pizza because the children said:

"Pizza is healthy with vegetables on. It's easy to make. You can put anything on it and you can have salad with it."

We grew toppings including tomatoes, onions, sweetcorn, peppers, garlic, lettuce, beetroot, radish and chives.

Children, staff and parents were very proud to see our wheelbarrow exhibited at the competition.

We have begun our journey towards being a plastic free school. This is defined as:

"This ground-breaking programme equips and empowers young activists with the tools to create positive, lasting environmental change."

In order to be awarded the plastic free school status, we will all work together towards a series of objectives to reduce the single use plastic footprint of Shenley Fields. We will link this campaign to our RRSA work. UNICEF has introduced 17 goals to support the ambition of a better world by 2030 in terms of sustainability of natural resources. We will focus on goal 12 which is "to ensure responsible consumption and production, we all have to take action"

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.

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

We also have a children's steering group which is made up of our children aged 3-4. They are contributing fundraising ideas to help children 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. The children in the steering group are called Little Acorns. They wear lanyards to indicate they are a member of this group.

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.

In recognition of our commitment to children's rights, we were invited to perform at a UNICEF Rights Respecting Event at the Repertory Theatre in Birmingham with a focus on common ground, connecting communities and health and wellbeing. We wrote a song which the children performed in front of a large audience of children from other Birmingham schools, staff, parents and representatives from the local authority and UNICEF.

Feedback on our work includes:

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

"I wear my lanyard. My important job is sitting down and listening to Richard and Kate. I learn about my rights." (child)

"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)

Behaviour and Attitudes

Self-Assessment Grade: Outstanding



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.

Here is a selection of responses from children when asked to talk about their experiences at Shenley Fields:

“I love nursery. We cook Gruffalo crumble and it tastes so yummy.”

“I have made some new friends.”

“I am good at painting. I like painting butterflies and caterpillars. We had real butterflies at nursery one day.” (reflecting on when we had caterpillar eggs and their journey to become butterflies)

“I learn kind hands, no pushing. I play with friends.”

“We played football. The man was called Harry. We had to learn how to kick the ball. We got a medal at the end.” (Fit4Sport session with a sports coach)

“I really enjoy being outside. In Forest School, you can roast pretend marshmallows and build fairy houses.”

“I have friends. We play. I love painting with a paintbrush. I paint pictures of my friends.”

Children reflect on 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)

Attendance is consistently high across all of our age ranges. We analyse reasons for children’s absence to identify trends and possible barriers to attendance. We then problem solve how we can overcome these.

We have introduced attendance certificates which will be given out half termly to children who have achieved at least 90% attendance (as per the target in our SIP). We will assess the impact these have on attendance.



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 during the summer.

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 strategies for children which promote well-being, participation and learning. We undertake training offered by the Educational Psychology service, CAT and PSS in order to more fully understand issues our children may face and appropriate responses to these.

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.

Children know about and can exercise their rights. They can recognise the rights of others.

