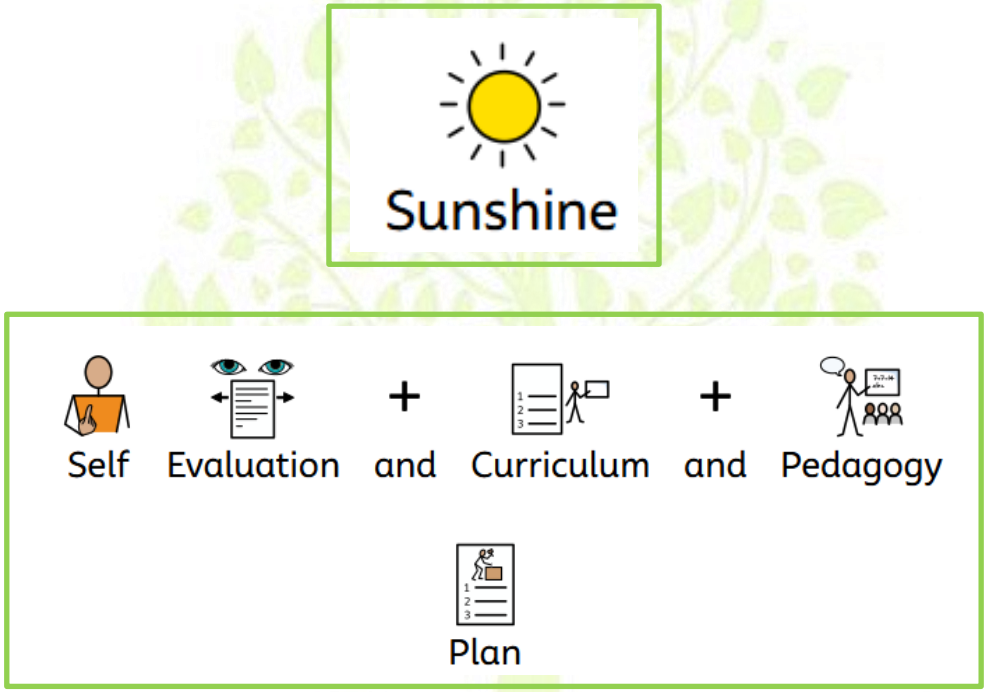
Daycare and Nursery School

Love, Laugh, Learn



Executive Headteacher: David Aldworth

Head of School: Louise Shepherd

Senior Nursery Manager: Sallyanne Bromley

Vision statement



The loving attachments between a child and their family are the most powerful influence on a child's wellbeing and development. At Shenley Fields, we seek to complement these loving relationships through the role of the 'Key Person'. We believe that every child has the right to actively participate in environments that are safe, inclusive and stimulating. We strive to afford children opportunities to become deeply involved in their play and exploration.



As practitioners, we endeavour to create spaces and experiences that are meaningful, well planned and offer appropriate levels of challenge. Our aim is for children to thrive in a setting that has their interests at the heart of all that is offered, resulting I high levels of motivation, where every child acquires and consolidates skills and knowledge at their highest level. We are striving to construct a place that is unified and whole; a place that embraces diversity, challenge and change. We aspire to a vision and practice that is collaborative in spirit and constructed in partnership with all children, families and staff.





UNCRC Article 29 (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 their parents, their own and other cultures, and the environment.

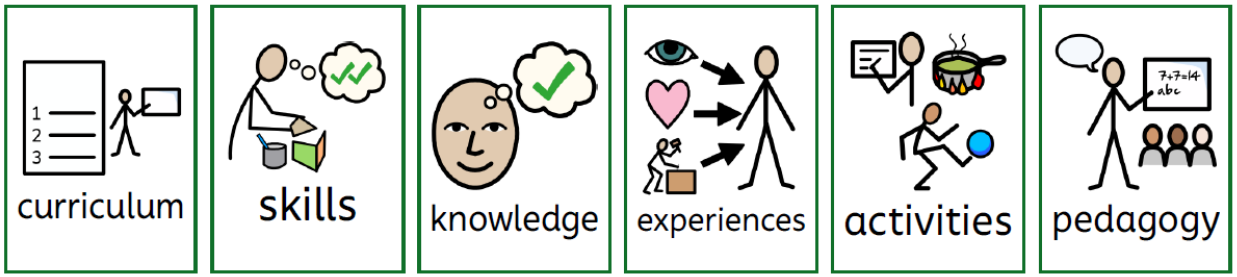








What do we mean by…?

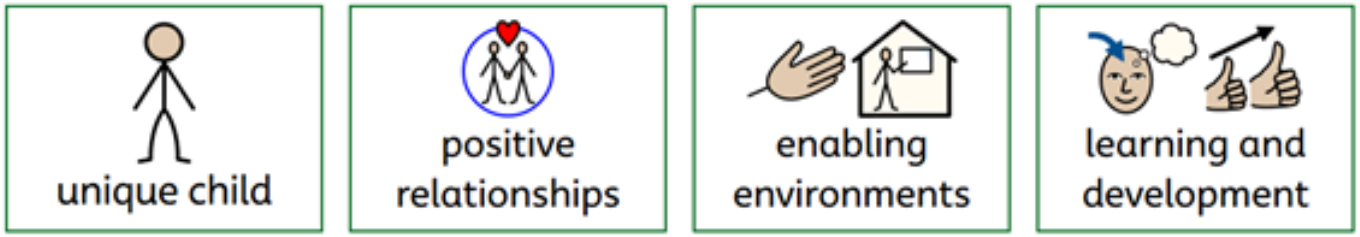


- **Curriculum**: What we want children to learn

The curriculum is a top-level plan of everything we want the children to learn at Shenley Fields.
Planning to help every child to develop their language is vital.
The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
Young children's learning is often driven by their interests. Plans need to be flexible.
Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line
Depth in early learning is much more important than covering lots of things in a superficial way.
Development Matters 2023

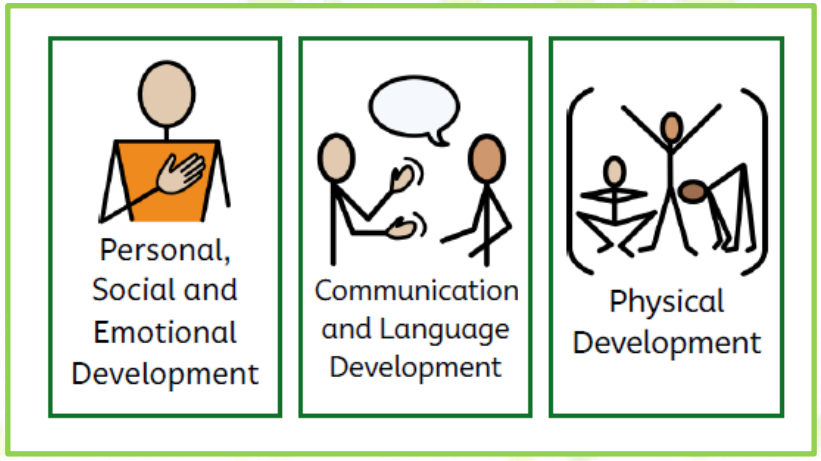
- **Skills**: When we talk about skills throughout this document, we are referring to the things children are able to do.
- **Knowledge**: When we talk about knowledge throughout this document, we are referring to the things children need to know and remember.
- **Experiences**: Any opportunity readily available that children get involved and engage with. Children learn through their daily experiences at Shenley Fields.
- **Activities**: Specific adult-initiated activity planned for and set up, with an intended outcome. Usually, adult led.
- **Pedagogy**: The strategies employed to teach knowledge and skills.

There are four guiding principles that shape our practice at Shenley Fields.



- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Importance of **learning and development**. Children develop and learn at different rates. EYFS Framework (2026)

  Children in Sunshine will develop strong foundations in the prime areas of learning.



School Context

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.

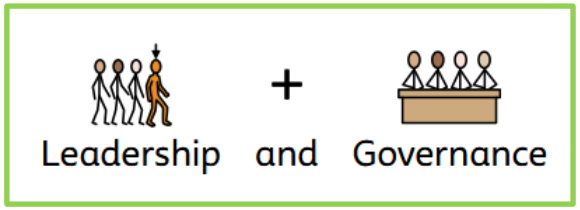
Shenley Fields offers daycare provision for children aged from three months to two years of age and maintained nursery school provision for children from two to five years of age. Our two-year-olds have been included on our school role from September 2017. Prior to that date, Shenley Fields accommodated 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.

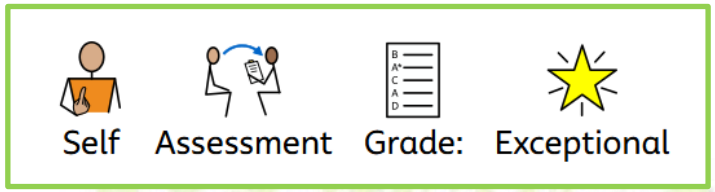
Shenley Fields is 1 of 9 Local Authority Nursery Schools that form the Birmingham Federation of Maintained Nursery Schools and 1 of 27 within the City of Birmingham. We offer free (Local Authority funded) and paid for places to children of 3 months - 5 years. Our provisions are run by a shared leadership team. We share an Executive Head Teacher, fully qualified teachers (QTS) and early years professionals.

We offer wrap around provision in the form of breakfast time and teatime clubs.

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 their bespoke learning 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.





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 for children that begin their time with us in Sunshine and stay at Shenley Fields until they leave to go to Primary School repeatedly highlights exceptional progress and high levels of well-being. Our deeply creative curriculum, ability to retain high expectations of every child in our care and work in supportive partnerships with parents/carers ensures 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 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, with particular regard to outdoor provision, planning, open-ended resourcing and team building skills. We have a strong desire to influence and compliment the early educational experience of children throughout our locality in partnership with other providers.
Our governing board shares our ambition that we support, nurture and challenge each individual child towards the best possible educational outcome. They are passionate about keeping children safe from harm and achieving a rounded early years education that provides them with the tools required to live a safe and fulfilling life.

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, learning styles and interests of children.

We offer of a robust and extended induction period for all children and ensure that parents/carers are actively encouraged to participate in their child's educational journey both at home and at school.

Shenley Fields Daycare and Nursery School is a Rights Respecting School and we were awarded Gold by UNICEF UK's Rights Respecting School programme in January 2021. This award was reaccredited in 2024.

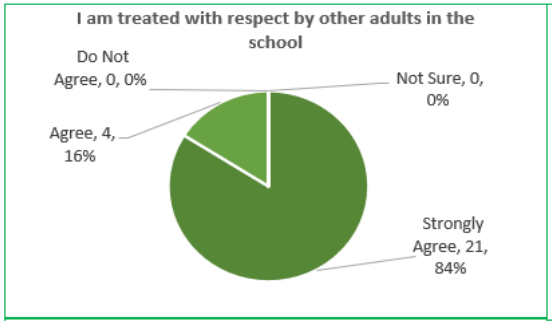
UNICEF is the world's leading organisation working for children and their rights. The Rights Respecting Schools Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. Gold is the highest accolade given by UNICEF UK and shows a deep and thorough commitment to children's rights at all levels of school life.

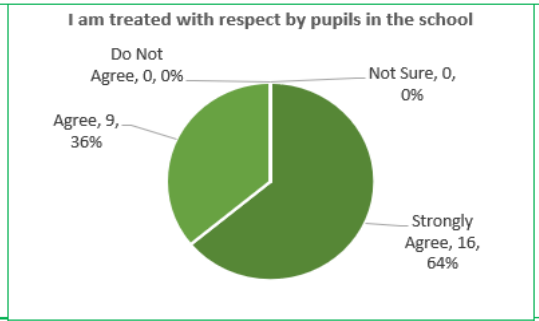
We have both a child and adult steering group to support us to continue embedding children's rights at Shenley Fields.

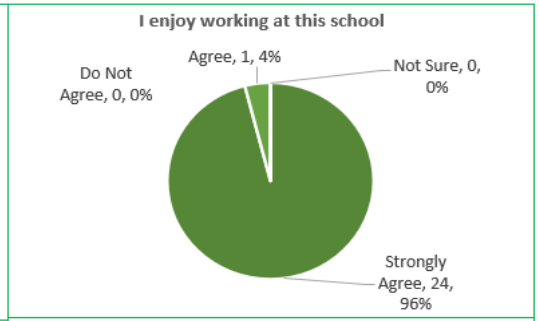
We use the RRSA gold logo on our letters and will keep parents, families and our community informed about our rights-respecting journey through our website, newsletters, Tapestry, notice boards, RRS leaflet for families/visitors and events.

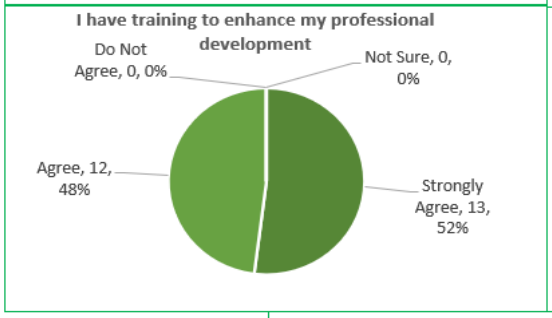
Staff morale, commitment and retention are all high. Ensuring our staff team continually maintain the knowledge and skills required to perform their roles to the highest standard continues to be a priority for us. We plan carefully to ensure that our statutory obligations are met and that renewal dates 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 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.

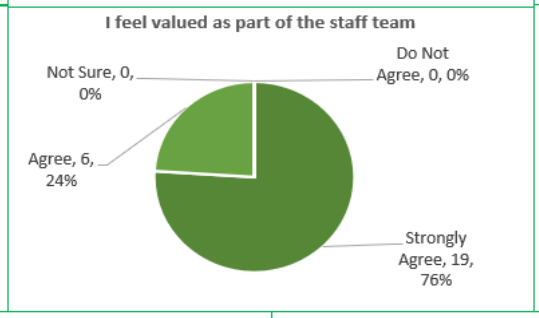
Staff Questionnaire Feedback

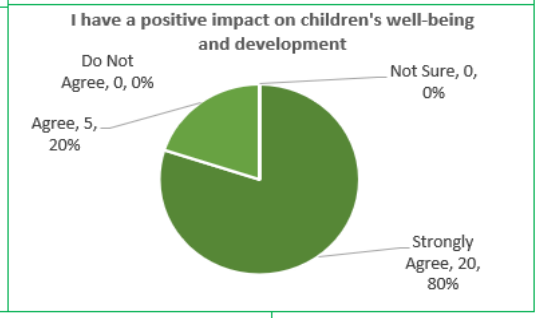


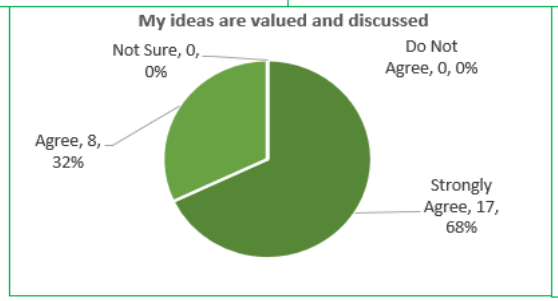


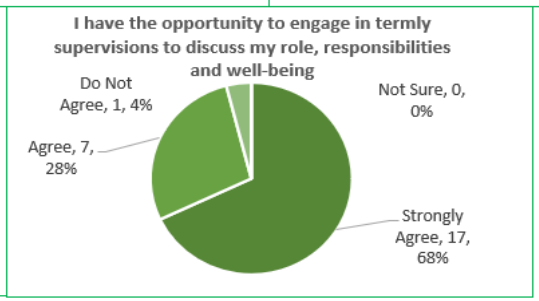


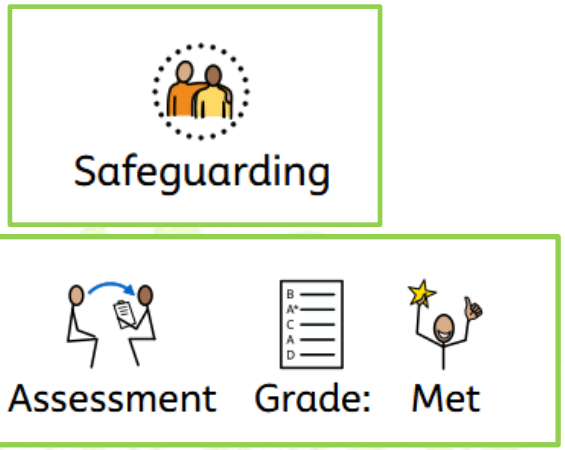












Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

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:

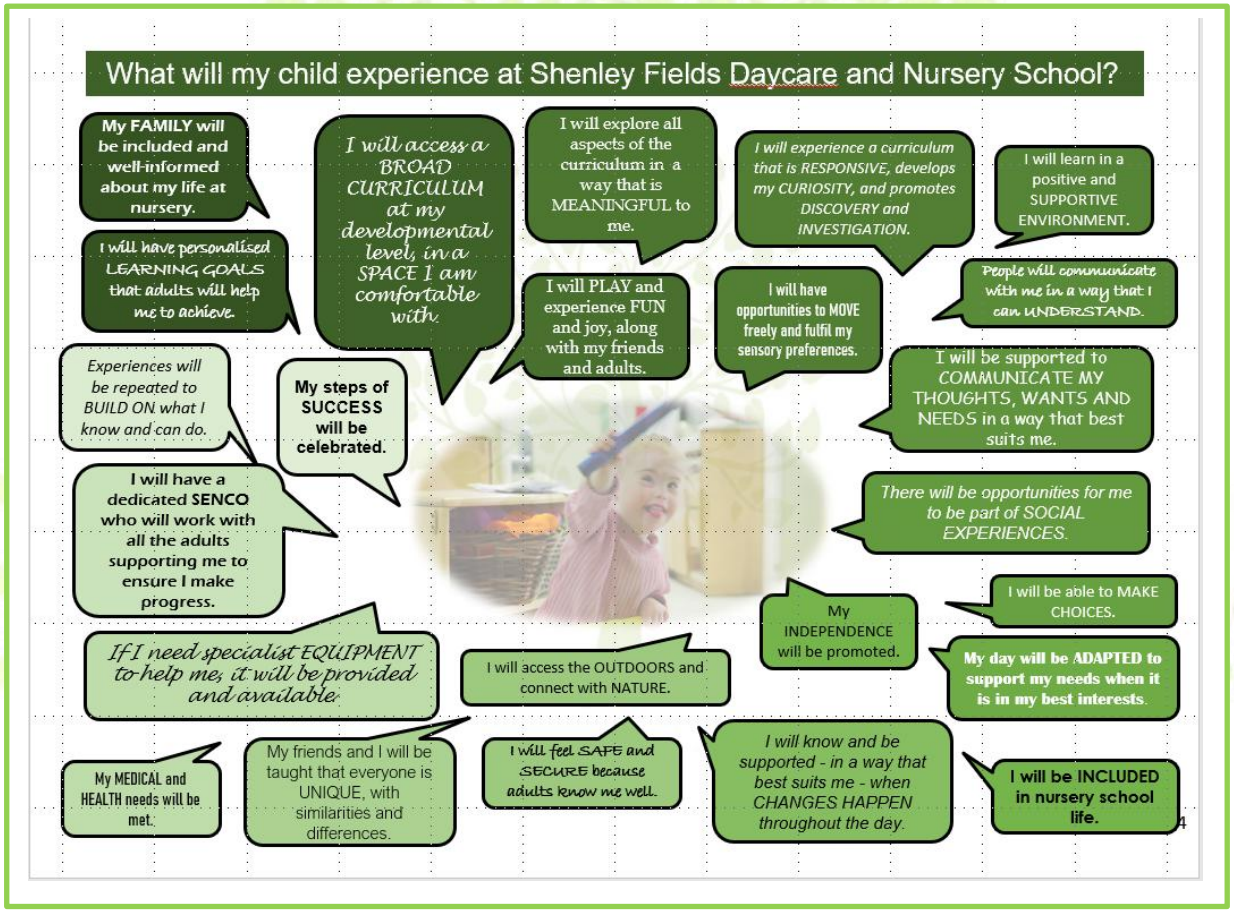
- Have an up-to-date child protection and safeguarding policy, which is regularly reviewed by staff and governors. This is familiar to and available to all staff, students, supply staff, visiting professionals and parents.
- Have 5 Designated Senior Leads (DSL's) to cover responsibilities from 8.00am – 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

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.

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
From September 2025 we have begun to 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 may also use Play Interact Communication Materials (PIC) to provide us with a qualitative overview of the social, communication and play needs of children.

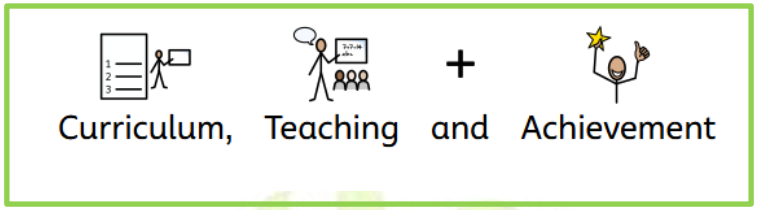
Both of these methods of assessment are used to inform next steps in learning for individual children.

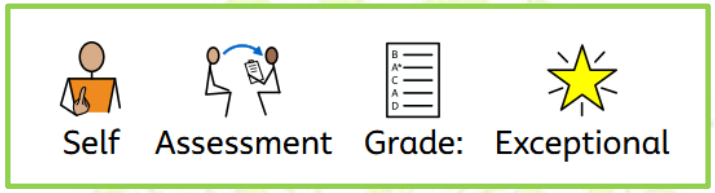
All staff have received Making Sense of Autism training delivered by the Communication and Autism team (CAT). Staff also receive training from external professionals to ensure we can meet the bespoke needs of individual children. For example, for children who are visually impaired.

Practitioners have received training in the Total Communication approach which uses objects of reference, Widgit symbols, Makaton communication boards and visual timetables. We have also embarked on the Communication Friendly Schools Award with the Language, Learning and Strategic Support Team (LLSS) and Speech and Language Therapists (SaLT)

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.







Article 28 (right to education) Every child has the right to education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Our children really enjoy coming to Sunshine. 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 continues to highlight those children who begin their time with us in Sunshine and stay with us until they go to Primary school make exceptional progress, enjoy high levels of well-being and rightly, have high expectations of adults working with them based on their experiences at Shenley Fields. We ensure that all opportunities for learning are maximised and that all children are securing strong foundations.

Our monitoring shows us that teaching continues to be mostly exceptional. Staff are given clear written feedback on their performance. This feedback clearly identifies aspects of sessions which went well and suggestions for how their teaching could be improved further.

All staff are skilled in the use of observation and understand the importance of this in order to accurately plan, assess and improve outcomes for children. To further support this, we use Tapestry, an interactive online journal which records children's "wow" moments. Ongoing observation and assessment allow us to respond quickly to children's learning by enhancing ideas, selecting new resources, challenging their thinking, modelling vocabulary and selecting the most appropriate teaching strategy to move their learning on in the moment.

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.

Children have access to a dedicated outdoor space which offers planned opportunities to develop gross motor skills, balance and coordination. It also affords opportunities to engage with nature and sensory exploration. There is extensive research to evidence that being outdoors has a positive impact on children's mental health and well-being.

We have registered with Learning Outside the Classroom to benefit all of the children at Shenley Fields.

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)

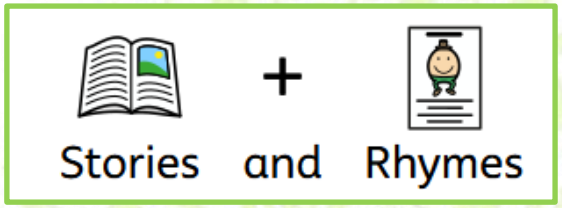
The Council for Learning Outside the Classroom cite the benefits of this to children as:

- 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

We have planned trips and visits for the children in Sunshine to take part in but have also looked at additional opportunities within the nursery day. For example, Fun with Food delivered to the children by a member of our inclusion team and music and story sessions delivered to the children by staff based in other parts of our organisation. We have been awarded the Gold Learning Outside the Classroom Mark



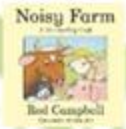
We know that babies are born ready to learn about the world around them and we strongly believe that children need opportunities to develop their imagination and creativity. At Shenley Fields, we support this development through heuristic play; the use of real objects which stimulate interest through touch, smell, sound and sight. Use of real objects encourages children's natural curiosity with no pre-determined outcomes or ways in which they can be used.

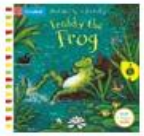
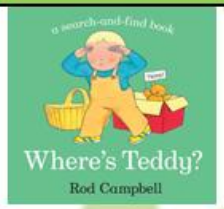


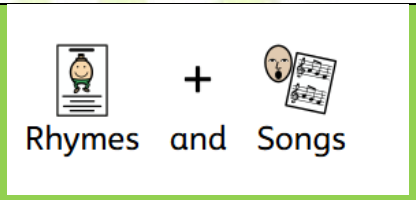
"Early experiences of reading will have significant influence on children's views and feelings about reading as they get older. It is crucial for children to develop a love of early reading to enable them to learn the necessary skills to become successful readers themselves." (National Literacy Trust)

We have core books and rhymes for children in Sunshine. The most crucial part of learning to read is that children must develop a passion for reading. They must foster a love of books, stories, rhymes and language, and develop an understanding of the reasons we need to read. We want children to find pleasure in reading and develop a deep love of stories from their earliest time with us at Shenley Fields. Children and their families have daily access to our school library. Each child has a book bag to take a book home or parents/carers can use the space to read stories to their children

Sunshine: CORE BOOKS for our 0–2-year-olds. Promoting a love of books and early reading		
Autumn 1	**Autumn 1**	**Autumn 1**
 **Mem Fox and Illustrated by Helen Oxenbury,** All over the world, babies are different. Yet in some ways they are very much the same: each one has ten little fingers and ten little toes – to play with, to tickle, to wave. And each child is very, very special to its parents... **Key Vocabulary: little, baby, fingers, toes, nose, ten, three, kisses**	 **By Rod Campbell** With a simple, engaging text and touch-and-feel patches to enjoy. Join Buster as he has a bath, puts on his pyjamas, brushes his teeth and gets ready for bed. Then it's time to say goodnight to the pets and look at the stars before Buster is tucked up in bed, ready to turn out the light. **Key Vocabulary: bed, toys, bath, teeth, fluffy, cat, dog, moon, stars, teddy, eyes**	 **Goldilocks and the Three Bears** This Ladybird retelling of Goldilocks and the Three Bears is a wonderful introduction to classic fairy tales for toddlers and preschool children. Enjoy reading the simple text together, looking at the bright pictures and feeling the different touch-and-feels on every page. **Key Vocabulary: little, girl, daddy, mommy, baby, bear, hot, cold, hard, smooth, chair, bed, sleep, one, two, three, door, home**
Autumn 2	**Autumn 2**	**Autumn 2**
 **Julia Donaldson and Axel Scheffler's Room on the Broom** Join the witch and all her animal friends in this magical touch and feel book. With a simple text, bright colours and touches to explore on every page, the Room on the Broom Touch and Feel Book is perfect for little hands. **Key Vocabulary: witch, cat, dog, hat, bird, frog, dragon, flying, soft, green, wand, roar**	 **It's a Little Baby Julia Donaldson** *it's a Little Baby* is a beautiful and engaging lift-the-flap book for little ones . Lift the flaps and find the babies. Sing the song and do the actions. **Key Vocabulary: little, baby, peep point wave, clap, dance,**	 **The Gingerbread Man** This Ladybird retelling of The Gingerbread Man is a wonderful introduction to classic fairy tales for toddlers and preschool children. Enjoy reading the simple text together, looking at the bright pictures and feeling the different touch-and-feels on every page. **Key Vocabulary: run, fast, catch, door, boy, man, cow, horse, fox, river, jump**

Sunshine: CORE BOOKS for our 0-2year old's. Promoting a love of books and early reading		
Spring Term 1	**Spring Term 1**	**Spring Term 1**
 **On the Farm by Axel Scheffler** Little ones can join in the fun On the Farm by pulling out the sliders, moving the animals and making all the different noises! Quack along with the ducks, moo with the cows and neigh with the horses. Young children will love playing with this bright and colourful board book with gentle rhyming text. **Key Vocabulary: farm, sheep, baa, goat, worm, duck, quack, cow, moo, horse, neigh, tractor**	 **Noisy Farm by Rod Campbell** Children will love lifting the flaps to discover their favourite farm animals and their babies in Noisy Farm. Visit the animals and join in by calling out their noises! Simple, engaging text and a whole host of favourite farm animals, Noisy Farm is a perfect first farm animal story book – and the chunky board book format and sturdy card flaps make it great for small hands. **Key Vocabulary: farm, tractor, noise, rooster, cock-a-doodle-doo, dog, woof, rabbit, cow, pig, hen, chicks, sheep, lamb, duck, pond, sun, hot, sleep**	 **Dear Zoo by Rod Campbell** Young children will love lifting the flaps to discover the animals the zoo has sent. With bright, bold artwork, catchy repetition, and a whole host of favourite animals. The thick card pages, chunky cased golden cover and sturdy flaps make it perfect for small hands **Key Vocabulary: zoo, pet, big, elephant, tall, giraffe, fierce, lion, grumpy, camel, scary, snake, monkey, frog, puppy**
Spring Term2	**Spring Term 2**	**Spring** Term 2
 **Where's Spot by Eric Hill** Lift each flap to find all sorts of funny animal surprises, before discovering where cheeky Spot has been hiding. This is the perfect first book for little ones - the playful text is a wonderful spur to read and respond together, and the hide-and-seek flaps encourage curiosity and interactivity. **Key Vocabulary: eat, dinner, door, clock, piano, stairs, bed, box, no, under, in**	 **The Very Busy Spider Eric Carle** one of Eric Carle's most popular books is a lift-the-flap book! The horse wants to go for a ride, the cow wants to eat some grass, and the sheep wants to run in the mead-ow—but where is the very busy spider? You'll have to lift the flap to find out! **Key Vocabulary: spider, web, horse, cow, sheep, goat, pig, dog, cat, duck, rooster, fly, owl**	 **The Very Hungry Caterpillar by Eric Carle** The Very Hungry Caterpillar is a perennial favourite with children and adults alike. Its imaginative illustration and clever cut-out detail charts the progress of a very hungry caterpillar as he eats his way through the week. **Key Vocabulary: moon, egg, leaf, hungry, caterpillar, apple, pears, plums, strawberries, oranges, big, small, house, butterfly**

Sunshine: CORE BOOKS for our 0-2 year old's. Promoting a love of books and early reading		
Summer Term 1	**Summer Term 1**	**Summer Term 1**
 **Zoom to the Moon** Zoom to the Moon introduces big ideas to little ones! This first book about space will delight young babies. With shiny foil to focus on and bright colour to capture and keep their attention. It is also interesting to older toddlers. Simple text and lots of sounds to make - whoosh! - make the book easy to use and encourage adult and child interaction. **Key Vocabulary: moon, zoom, red, rocket, flying, whoosh, stars, vroom, bumpy, jumping, up, down, shiny, home, goodbye**	 **The Three Little Pigs** This Ladybird retelling of "The Three Little Pigs" is a wonderful introduction to classic fairy tales for toddlers and preschool children. Enjoy reading the simple text together, looking at the bright pictures and feeling the different touch-and-feels on every page. **Key Vocabulary: Three, little, pigs, house, big, bad, wolf, huff, puff, down, chimney, pot, water, fire**	 **The Gruffalo by Julia Donaldson** This board book is perfect for younger children. It features the classic story with a stunning redesigned cover and beautiful finish, making it a must-have for even the smallest Donaldson and Scheffler fans! **Key Vocabulary: mouse, fox, wood, brown, lunch, owl, knees, toes, nose, feet, snake, eyes, tongue, black, purple, food, leaves, house, trees**
Summer Term 2	**Summer Term 2**	**Summer Term 2**
 **Freddy the Frog by Axel Scheffler** Little ones can join in the fun with Freddy the Frog by pulling out the sliders, pushing up the tabs and making lots of noise down at the pond. Follow Freddy as he squelches in slime, races his friends and croaks all the day long! Young children will love playing with this bright and colourful board book with gentle rhyming text. **Key Vocabulary: frog, small, eyes, jumps, croak, moon, stars, night, friends**	 **Where's Teddy? Rod Campbell** This search-and-find story is sure to delight young children, with a satisfying lift-the-flap ending and a teddy to spot in every scene. **Key Vocabulary: teddy, house, garden, toys, kitchen, shopping, cleaning, washing**	 **What the Ladybird Heard by Julia Donaldson** A sturdy board book so little hands can help turn the pages. This story is a funny rhyming adventure. **Key Vocabulary: red, hen, goose, sheep, horse, dog, cat, ladybird, men, van, night, spotty, animal, farmer, gate, crept, quack, hiss, oink, baa, moo, woof, car**



Supporting children's language and communication, literacy and mathematical skills and knowledge through daily singing opportunities in nursery and at home

Autumn	Spring	Summer	Enhancements
Twinkle, Twinkle Little Star Baa Baa Woolly Sheep Humpty Dumpty One Little Finger Head, Shoulders, Knees and Toes Wind the Bobbin Up	Five Little Ducks Five Little Monkeys Five Little Speckled Frogs Old Macdonald had a Farm Horsie, Horsie Two Little Dickie Birds Incy Wincy Spider	The Sun Has Got His Hat On Miss Polly Little Peter Rabbit Little Green Frog Alice the Camel I Had a Little Turtle I'm a Little Teapot	Create song/rhyme bags with props, puppets and visual images. All songs and rhymes to be added to each child's Tapestry as we learn them. Additional songs and rhymes will be learned throughout the year linked to interests, celebrations and events.

Continuous Provision

We have continuous planning in place for key experiences offered daily to the children. These plans focus on the skills and knowledge the children will develop in the prime Areas of Learning and also includes the Characteristics of Effective Teaching and Learning.

Treasure Baskets and Heuristic Play

Skills & Knowledge to be Developed in the Prime Areas

PSED:

- Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something.
- Shows growing self-confidence through playing freely and with involvement.
- Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations.
- Play with increasing confidence on their own and with other children, because they know their keyperson is nearby and available.

CLD:

- Concentrates intently on an object or activity of own choosing for short periods
- Understanding of single words in context is developing.
- Uses sounds in play, e.g., brrrm for toy car.
- Uses single words.
- Beginning to put two words together.
- Beginning to ask simple questions
- Listens and responds to a simple instruction.

PD:

- Enjoys sensory experiences.
- Sits unsupported on the floor, leaving hands free to manipulate objects with both hands.
- Reach out for objects as co-ordination develops.
- Manipulates objects using hands singly and together.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Pushes, pulls, lifts and carries objects, moving them around and placing with intent. Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g., holding a block in one hand and steadying the other block with the other hand.
- Build independently with a range of appropriate resources.

Heuristic play: suggested items

Containers

- Tins - round, square, oval, with and without lids
- Cardboard boxes
- Wooden boxes
- Wide-necked plastic bottles of varying sizes
- Flower pots
- Baskets of varying sizes and styles
- Yoghurt pots Objects that roll
- Various coloured woollen pom-poms
- ping-pong balls
- Tubes (plastic, cardboard, metal)
- Cotton reels
- Hair rollers
- Kitchen roll holders with bracelet and curtain rings
- Wooden mug tree
- Wooden bricks
- Shoeboxes with slits in lid. Posting and slotting objects
- Boxes with holes and slits of varying size
- Tins with holes and slots in lid
- Money boxes and large buttons
- Square coasters
- Large measuring spoons
- purses/bags and wallets
- Baskets and rigid containers
- Ice cube trays
- cutlery 'drainers' with holes
- Colanders
- Saucepans of varying sizes other objects to collect
- Wooden laundry (dolly) pegs
- Varying lengths and weights of chain (wonderful sensory experience)
- Door knobs - wooden/brass
- rubber/wooden door stops
- Cheap bangles (bracelets)
- Assorted ribbon
- Collection of large seashells

Characteristics of Effective Teaching and Learning

Playing and Exploring: Showing curiosity about objects, events and people. Using senses to explore the world around them. Engaging in open-ended activity

Active Learning: Maintaining focus on their activity for a period of time.

Thinking Creatively and Critically: Finding new ways to do things





Outdoor Play

Skills & Knowledge to be Developed in the Prime Areas

PSED:

- Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something.
- Shows growing self-confidence through playing freely and with involvement.
- Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations.
- Play with increasing confidence on their own and with other children, because they know their keyperson is nearby and available.

CLD:

- Enjoys laughing and being playful with others.
- Is developing the ability to follow others' body language, including pointing and gesture. Reach or point to something they want while making sounds.
- Create personal words as they begin to develop language.
- Frequently imitates words and sounds. Copies familiar expressions. Listen and respond to a simple instruction.

PD:

- Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.
- Enjoys the sensory experience of making marks damp sand, water and mud,
- Belly crawling moves into crawling up on hands and knees
- Develops security in walking upright using feet alternately and can also run short distances
- Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium
- Develop manipulation and control.
- Explore different materials and tools.
- Climbs inside, underneath, into corners and between objects
- Belly crawling moves into crawling up on hands and knees

Resources

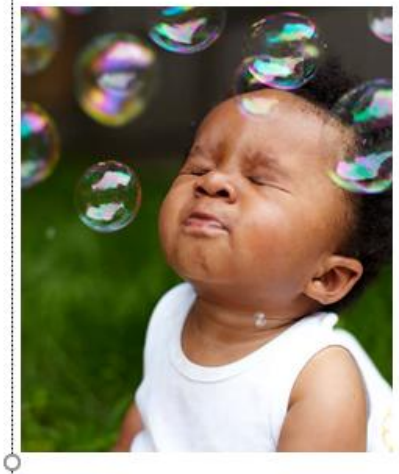
Large balls
Beanbags
Hoops
Water trough
Sand tray
Builder's tray
Buckets
Spades
Watering cans
Scoops
Mud kitchen
Pots
Pans
Pine cones
Sticks
Leaves
Compost
Sand
Bubbles
Paint brushes
Sponges
Waterwheels
push along toys
Chunky Chalks
Musical fence
Wet suites and wellies
Sun hats

Characteristics of Effective Teaching and Learning

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.

Active Learning
Participate in routines and begin to predict sequences.

Creating and Thinking Critically
Take part in simple pretend play.
Sort materials.





Books and Stories

Skills & Knowledge to be Developed in the Prime Areas

PSED:

- Builds relationships with special people. Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something.
- Engage with others through gestures, gaze and talk.
- Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routines.
- Safely explore emotions beyond their normal range through play and stories.

CLD:

- Listens to, distinguishes and responds to intonations and sounds of voices. Pays attention to dominant stimulus.
- Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy? Where's your nose?)
- Understanding of single words in context is developing, e.g. cup, milk, daddy
- Uses sounds in play, e.g. *brrrm* for toy car. Uses single words.
- Copies familiar expressions, e.g. Oh dear, All gone.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)
- Beginning to put two words together
- Use intonation, pitch and changing volume when 'talking'

PD:

- Enjoys finger and toe rhymes and games.
- Sits unsupported on the floor, leaving hands free to manipulate objects with both hands.
- Points with first finger, sharing attention with adult. Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them.
- Develop manipulation and control.
- Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.
- Shows interest, dances and sings to music rhymes and songs, imitating movements of others.
- Uses gesture and body language to convey needs and interests and to support emerging verbal language use

Resources

Board books
Lift the flap books
Touch and feel books
Story spoons
Story sacks/baskets
Small worlds toys
Puppets
Masks
Dressing up clothes
Cloth books
Giant/large books
Story cards
Soft toys
Cushions and mats for storytelling outside
Shenley Fields School Library
Sunshine Provision Core Books
Musical instruments.
Picture books
Information books
Dual language books
Fiction/non- fiction books
Comics/ magazines
Real objects
ICT
Books with accompanying story tapes.

Characteristics of Effective Teaching and Learning

Playing and Exploring: Taking on a role in their play Acting out experiences with other people
Active Learning: Maintaining focus on their activity for a period of time.
Thinking Creatively and Critically: Thinking of ideas that are new and meaningful to the child





Baby Studio- Sensory Exploration

Skills & Knowledge to be Developed in the Prime Areas

PSED:

- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Starts to understand contextual clues, e.g. familiar gestures, words and sounds.
- Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs
- Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations. Shows an emerging autonomy through asserting choices and preferences.
- Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy
- Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.

CLD:

- Enjoys laughing and being playful with others.
- Is developing the ability to follow others' body language, including pointing and gesture. Reach or point to something they want while making sounds.
- Create personal words as they begin to develop language.
- Frequently imitates words and sounds. Copies familiar expressions. Listen and respond to a simple instruction.

PD:

- Reach out for objects as co-ordination develops.
- Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.
- Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint.
- Manipulates objects using hands singly and together, such as squeezing water out of a sponge.
- Develop manipulation and control.
- Explore different materials and tools.
- Hands start to operate independently during a task that uses both, with each hand doing something different at the same time When holding crayons, chalks etc, makes connections between their movement and the marks they make

Mediums;

Paint
Water
Shaving foam
Rice
Macaroni
Dried pasta
Cooked spaghetti
Cous- cous
Sage and onion stuffing
Flour
Fresh herbs
Dried herbs
Lentils
Porridge oats
Dough
Food colouring
Semolina

Tools and equipment

Paint brushes
Shaving brushes
Sponges
Waterwheels
Cooking utensils (measuring cups, spoons, funnels, mashers and sifts)
Different kinds of bowls and containers
Buckets

Characteristics of Effective Teaching and Learning

Playing and Exploring: Using their senses to explore the world around them. Engaging in open-ended activity
Active Learning: Maintaining focus on their activity for a period of time.
Thinking Creatively and Critically: Playing with possibilities.





Singing and Music

Skills & Knowledge to be Developed in the Prime Areas

PSED:

- Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games
- Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game. Shows growing self-confidence through playing freely and with involvement.
- Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions
- Grow in independence, rejecting help
- Develop friendships with other children.

CLD:

- Listens to familiar sounds, words, or finger plays.
- Moves whole body to sounds they enjoy, such as music or a regular beat
- Enjoys laughing and being playful with others.
- Understanding of single words in context is developing.
- Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations

PD:

- Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together.
- Enjoys finger and toe rhymes and games.
- Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions.
- Shows interest, dances and sings to music rhyme and songs, imitating movements of others
- Clap and stamp to music.

Resources

- Rattles, drums and things that squeak when you squeeze them
- Egg shakers
- Maracas
- Xylophone
- Triangles
- Rain makers
- keyboard
- Household objects that make noise when you bang them together, like pots, pans, wooden spoons and plastic cups or bowl ***(risk assess to make sure they're safe)***
- Things that crackle and scrunch, like cellophane and clean paper.
- A safely knotted net bag stuffed with cellophane or other crackly, crunchy things
- Music you can bounce, sing, clap or dance to.
- Nursery rhymes
- Song bags
- Bottles filled with rice, pasta, cous-cous
- Large material
- Puppets and props

Characteristics of Effective Teaching and Learning

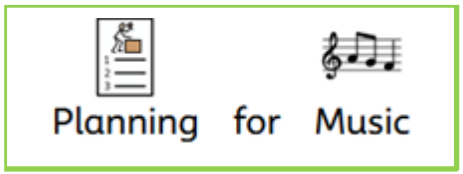
Playing and Exploring: Showing curiosity about objects, events and people. Using senses to explore the world around them. Engaging in open-ended activity

Active Learning: Maintaining focus on their activity for a period of time.

Thinking Creatively and Critically: Finding new ways to do things







We have developed specific planning for music. This has been created using Birth to Five Matters and Musical Development Matters in the Early Years

Musical Development: Hearing and Listening. Skills and knowledge progression for Sunshine 3mths- 2 years:		
Autumn	**Spring**	**Summer**
Genre (Type or Style of Music): **Autumn Term 1: Traditional nursery rhymes/songs for children to sing and join in.** **Autumn Term 2:** **Seasonal songs and rhymes**	**Genre (Type or Style of Music):** **Spring Term 1: Action rhymes** **Spring Term 2: Musical instruments**	**Genre (Type or Style of Music):** **Summer Term 1: counting rhymes and lullabies** **Summer Term 2: Music to get children moving/dancing**
Listens attentively when sung to and can anticipate phrases and actions of familiar rhymes/songs, e.g. round and round the garden. Enjoys play-songs e.g., peepo songs, lap songs. Associates' music with routines. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Musical preferences are further developed; often has firm favourites (live & recorded) and is able to express this.	Gestures to indicate what songs and music he or she would like to hear, e.g. points to the art work of an album or circles his or her hands around one another to gesture for "Roly Poly" to be sung. Shows interest in play with sounds, songs and rhymes Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Musical preferences are further developed; often has firm favourites (live & recorded) and is able to express this.	Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations Can identify specific sounds in the environment e.g. sounds of cars, running water. Explore ways of encouraging active listening; moving with music or painting/drawing with music may support children to listen; listening in large groups/small groups/individually.
Positive Relationships Seek out songs sung and music played in utero. Use musical interactions such as infant directed speech and songs to tune in to babies. Encourage turn taking and early conversation by allowing time for babies to listen and respond to vocalisations. Allow		**Enabling Environments** Plan time to sing with babies and children as well as singing spontaneously to support children's needs. Create a listening space to play music at certain times in a day or if daily isn't possible then within the week. Plan time to play music

time for babies to anticipate phrases and actions within familiar songs. Sing a range of songs. Move with babies to music. Observe children's responses to music played from	and observe children carefully; do not limit recorded music to background music, think carefully about what music is played in the environment and when. Create rich musical environments that involve a range of accessible sound-making objects

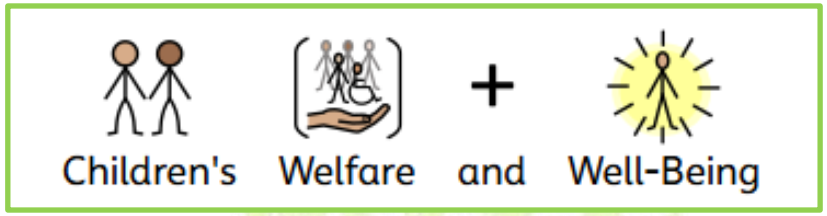
Musical Development: Vocalising and Singing. Skills and knowledge progression for Sunshine 3mths- 2 years:		
Autumn	**Spring**	**Summer**
Listens to familiar sounds, words, or finger plays. Vocalises through crying, this contains many aspects of singing - e.g. high/low (pitch), patterns of sound (rhythm), and phrasing May vocalise whilst listening to familiar music, e.g. join in with the music they are listening to. Makes utterances and vocalises snippets of songs.	Vocalises whilst moving, sings phrases of songs whilst moving. Creates sound effects for toys in their pretend play, e.g. creates the sounds of a train, car, animals. Anticipates & sings certain words in songs. Vocalises in a free-flowing way within their play, e.g. whilst painting or playing with clay.	Joins in with action songs by singing some words and creating some or all actions Sings and chants with and to others. Reproduces songs in individual ways. Plays with familiar songs, often piecing together parts of different songs. Sings to and with toys, props, resources.

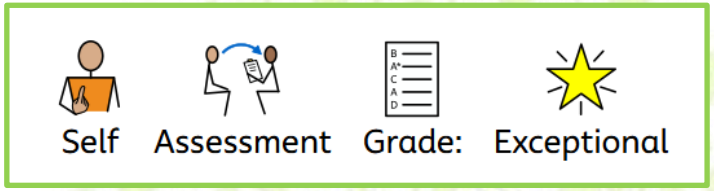
Positive Relationships Listen carefully to the sounds of babies' vocalising. Respond sensitively by turn taking, making eye contact and allowing time for babies to vocalise and listen to your responses. Early conversation between adults and babies is often described as "sing song". Use a lively voice with lots of high/low (pitch) and play with different types of sounds (timbre). Play with your own vocal utterances and sounds and observe the babies' responses. Use animal sounds, e.g., squeaky mouse, roaring lion. Sing regularly and use a wide range of songs and rhymes. Sing during routines that take place throughout the day. Use other words to familiar tunes. Repeat songs, children learn songs through repetition.	**Enabling Environments** Create an environment which invites vocal responses from babies by listening and responding to them. Provide an auditory environment that encourages vocal play, keep background music to a minimum. Be spontaneous with your own vocal play. Use songs and rhymes from all cultures and find out what songs, rhymes and music babies hear at home. Plan times when you can sing with young babies, encouraging them to join in. Observe the babies' vocalisations whilst they play with instruments, particular instruments may encourage them to vocalise.

Musical Development: Moving and Dancing. Skills and knowledge progression for Sunshine 3mths- 2 years:		
Autumn	**Spring**	**Summer**
Moves his or her head towards sounds. Responds physically to music (live or recorded), eg facial expressions, mouth movements, moving arms or legs, bouncing, shuffling, often moving to the pulse of the music. Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together. Enjoys finger rhymes and songs that involve touch. Uses gesture and body language to convey needs and interests and to support emerging verbal language use Moves whilst listening to music and can often feel and move to the pulse.	Moves whole body to sounds they enjoy, such as music or a regular beat Begins to understand and choose different ways of moving. Physically interprets different genres of music - children often move and express themselves differently to different genres. May enjoy dancing to music. Moves toys/objects/materials with the sound effects they create to accompany the movement, e.g., moves a car and creates the sound effects such as "brrrrm" to accompany the movement, paints whilst moving to music, plays with foam whilst moving with music.	Shows interest, dances and sings to music rhyme and songs, imitating movements of others Moves whilst playing instruments. Moves in response to rhythms heard played on instruments e.g., a drum. This could be small movements e.g., moving fingers in response to sounds or large movements such as jumping.
Positive Relationships Watch out for subtle physical signals that indicate children's musical preferences. Join in with babies' movement to music; some babies may need support and encouragement. Don't rely upon recorded action songs, sing them so that you can vary the speed to suit the needs of the child. Do not limit music and movement to babies re-enacting actions or movements. Give opportunities for babies to have choice. Observe children's responses to music played from home, does the music encourage them to move?		**Enabling Environments** Devote uninterrupted time to babies when you can sing with them, be attentive and fully focused. Provide space for infants to enable them to physically respond to music either physically supported or unsupported. Create space to allow for movement with instruments. Offer choices, eg different instruments, a range of genres of music. Respond to what babies show you they are interested in and want to do, by providing a variety of songs, music and instruments. Ensure that instruments are accessible so that babies can independently play them. Experiment with levels to support babies to play instruments. Offer pom poms, scarves, ribbons; resources can support children to move. Invite parents/carers to share music from home, observe how children physically respond.
Musical Development: Exploring and Playing. Skills and knowledge progression for Sunshine 3mths- 2 years:		
Autumn	**Spring**	**Summer**
Shakes instruments with one hand and in both hands simultaneously	Plays instruments rhythmically and repetitively.	

Responds to “my turn, your turn” games during one-to-one moments with instruments. Holds small instruments in each hand and brings them together to tap. Holds a beater in each hand and taps them e.g. taps the beaters on drums, chime bars.	Plays with both hands simultaneously and alternately whilst using beaters Uses instruments in a range of ways, e.g. tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally	Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre). Creates own patterns in music making.

Positive Relationships Copy the sounds that babies create. Tune into them by mimicking and having strong eye contact. Respond sensitively by turn taking, making eye contact and allowing time for children to play. Listen respectfully and value the sounds that they create. Copy children’s musical ideas and ways of playing instruments. Model ways of playing instruments. Listen to and join in with their musical play sensitively, value their ideas. Play start/stop games and allow them to lead the game	**Enabling Environments** Create treasure baskets that have a range of resources that create sound, e.g., items that can be shaken, materials to scrunch, resources that can be used to tap. Offer children instruments that can be tapped together such as claves. Offer pairs of beaters for use on e.g., chime bars, xylophones. Children can create more with two beaters as opposed to one. Where possible offer children a range of sizes of instruments, e.g., large and small drums to tap and a range of hand-held instruments to shake. The length of beaters impacts how children play with them, e.g., short beaters are easier to control and may enable refined movements and music making and long beaters may encourage larger sweeping movements.





Article 29 (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

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.

All children have a key person who provides emotional security and a safe base from which to explore, take part, make secure attachments and begin to form friendships with other children. Our experience confirms that this relationship is pivotal to a child's well-being and confidence when first left without parents/carers. Children have daily opportunities to develop social skills through small group activities. Practitioners develop warm, respectful, responsive relationships with the children. Children's dignity is maintained at all times during personal care routines.

Children really enjoy their time in Sunshine. They feel safe and secure in the predictability of routines and expectations. As a rights respecting school, we encourage and model respectful relationships. Children will hear adults taking about their rights, for example their right to play and their right to be safe.

Snack and meal times are sociable occasions, with all of the children sitting together. Every child has a chair appropriate to their size and level of development and practitioners sit with the children so they are always supervised and supported whilst eating. All staff receive annual allergy awareness training and have a robust understanding of the individual dietary requirements, intolerances and allergies for the children in their care.

There is a dedicated sleeping area for the children and each child sleeps at a time that is within their own individual routine. Our practice is based on advice from The Lullaby Trust: 'Safer Sleep for Babies'. Our Senior Nursery manager and all of the staff working in Sunshine have received sleep training from the Lullaby Trust. Our Senior Nursery Manager is the named sleep champion for Shenley Fields. We give Lullaby Trust information leaflets to parents and these are also available for staff too. Details of children's sleep pattern during the day, including each time they were checked are recorded and shared with parents/carers daily.

We promote safer sleeping through the Lullaby Trust Safer Sleeping week.





We have a level 5 food hygiene rating issued by Birmingham Environmental Health which confirms that robust hygiene practices are in place and are effective

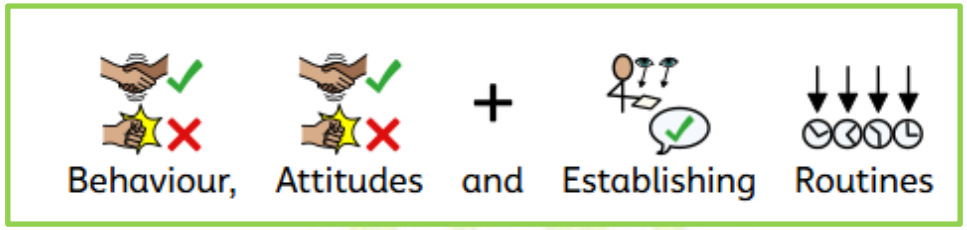
Having successfully completed levels 1, 2 and 3 of the Startwell programme (promoting being active, eating well and achieving more), we are delighted to have now achieved the advanced Startwell award. We worked with a Startwell consultant to achieve this. Startwell is an obesity prevention programme 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. We are actively continuing to deliver the key messages from this into our everyday routines and curriculum. Staff in Sunshine have attended specific training such as introducing solids, ditch the dummy, physical babies, fussy eaters, oral health and from bottle to cup to ensure that we are embedding healthy messages at a very young age.

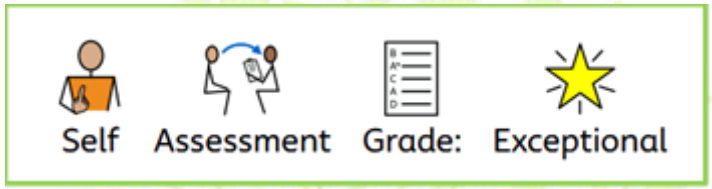


Startwell data confirms that 21% of children living in South Birmingham have dental decay.

We have introduced tooth brushing at nursery for children once their first tooth has emerged and encourage good oral health routines at home. All children have a toothbrush for nursery and also had one to take home 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)



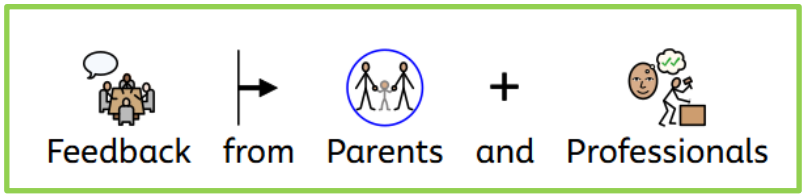


Article 29 (right to education) Every child has the right to an education.

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, SALT and LL&SS in order to more fully understand children's responses to issues they face and appropriate approaches to support them.

We establish consistent routines for each child in our care following discussion and time spent with families during induction. These routines provide predictability and security for children and over time, supports them to anticipate what comes next. We observe that these regular routines have a positive impact on children's sleeping, eating and play.

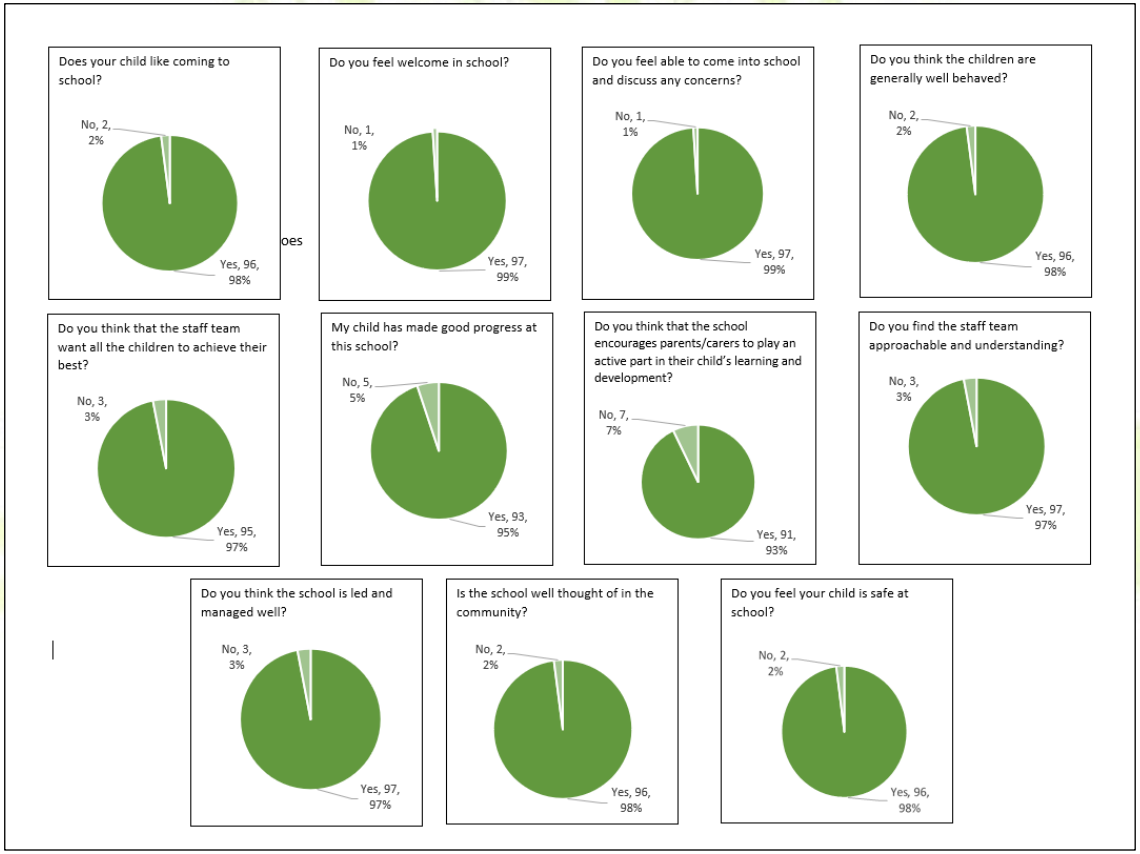
Attendance is consistently high across all of our age ranges. We absence monitor children every day they are absent from nursery as part of our safeguarding procedures and also encourage families to call us and let us know if their child is going to be absent. Our Attendance Champion analyses reasons 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 and children known to social care. We compare our attendance data to the local and national data published for children of statutory school age.



“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.” (parent)

“We are very happy with the way he is treated at nursery. He comes back home with a smile and we know he has enjoyed his day. We appreciate the wide range of activities he does here to help his development. Big thanks to the team.” (parent)

“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.” (parent)



“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)