

## LEARNING AND TEACHING POLICY

The provision for children's development and learning is guided by The Early Years Foundation Stage, which became a statutory requirement for early year's practitioners in September 2008.



As a registered Childminder and Early Years Practitioner, I work according to the Early Years Foundation Stage Framework.

“Learning for young children is a rewarding and enjoyable experience in which they explore investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage many of these aspects of learning are brought together effectively through playing and talking.” QCA 05/2000

I ensure that all children feel included, secure and valued.

I attend training/workshops to ensure that I am up to date with Early Years Foundation Stage developments.

I plan learning and development around individual children's needs, providing challenging and enjoyable experiences across the six areas of learning and development:

Personal, Social and Emotional Development  
Communication, Language and Literacy  
Problem Solving, Reasoning and Numeracy  
Knowledge and Understanding of the World  
Physical Development  
Creative Development

My planning is informed by the use of sensitive, ongoing observational assessments.

I provide children with activities and resources which are appropriate for their stage of development.

I provide well-planned play opportunities for each child, based on my knowledge of what they already know and can already do.

I provide opportunities for children to engage in activities planned by/initiated by themselves.

I aim to work in partnership with parents/carers, in an atmosphere of mutual respect.

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

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