

COMMITTEE FOR EDUCATION, SPORT AND CULTURE



Policy for Nursery Classes in Provided Primary Schools

First published May 2003

**Yasmine Thébault
Foundation Stage Adviser**

Updated:					
----------	--	--	--	--	--

Foreword

'Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.'

Margaret Mead.

The quotation from the philosopher Margaret Mead encapsulates the vision of the new Education, Sport and Culture Committee. It is my conviction that we can make a difference to young children's lives. The first five years of a young child's life are critical to every single aspect of this development.

For this reason, equity of opportunity lies at the heart of my beliefs. Our future as an island community depends on our investment into our greatest resource, our young children.

Nursery Education in Jersey has already been acknowledged as outstanding, by the British Association for Early Childhood Education and the World Organisation for Early Childhood Education, who invited our Foundation Stage Adviser to speak at their conference in February. This success is only possible if we work as a team and share good practice and resources. It is the team effort that provides the key to outstanding achievement.

I am confident that we will continue to work together with consideration and understanding.

It is with pleasure that I endorse this policy for Nursery Classes in Provided Primary Schools.

*'Education is not the filling of a pail,
But the lighting of a fire'.*

W.B. Yeats

Senator Mike Vibert
President of Education, Sport and Culture

Recent years have been marked by significant developments in many aspects of the work of the Education Service in Jersey. None has been more far reaching and effective than those resulting from the Committee's commitment to the introduction of nursery classes in its primary schools.

Dispositions to learn and the ability to relate to others are critical to our future success. We know that neural connections that do not develop in the first five years of life may never develop at all.

The expectations of consistently high standards of education and care in our nursery classes must be maintained, if we are to fulfil the entitlements of the children in our care.

This policy document provides a clear, detailed framework, based on extensive consultation and research.

I am confident that it will assist Primary Headteachers and their staff in supporting best practice.

T.W. McKeon
Director of Education, Sport and Culture

This Policy was written following consultation with Primary Headteachers, Nursery staff and Early Years Advisers in the U.K. It was presented to the Committee for Education, Sport and Culture at its meeting of 23rd April 2003.

The Policy provides detailed procedures for Nursery Education in Provided Primary Schools. Nursery and Reception Classes constitute the Foundation Stage, which was introduced in Jersey in September 2000.

The Policy contains the following sections:-

		Page No:
	Director's Foreword	2
Section 1	Admissions	
	Section 1.1 Statutory Framework	5
	Section 1.2 The Committee's principles, aims and objectives	5
	Section 1.3 The Committee's Aims	6
	Section 1.4 The Committee's Objectives	6
Section 2	Section 2.1 Admission Policy for Nursery Classes in Provided Primary Schools	6
	Section 2.2 Age of Admission	6
	Section 2.3 Allocation of Places	6
	Section 2.4 Pre Admission Procedures	7
	Section 2.5 Key Elements of Nursery Session	8
Section 3	Section 3.1 Staffing	9
Section 4	Roles and Responsibilities	9
	Section 4.1 The Headteacher	9
	Section 4.2 The Nursery Teacher	10
	Section 4.3 The Nursery Officer	10
	Section 4.4 The Foundation Stage Adviser	11
Section 5	Section 5.1 Partnership with parents	12
	Section 5.2 Meeting the diverse needs of children	13
	Section 5.3 Special needs and disabilities	13
	Section 5.4 Children with English as an Additional Language	15
Section 6	Section 6.1 Learning	16
	Section 6.2 Play	16
	Section 6.3 Teaching	17
Section 7	Section 7.1 The Foundation Stage Curriculum.	18
	Section 7.2 The Early Learning Goals	19
Section 8	Section 8.1 Assessment, recording and reporting	19
Section 9	Section 9.1 Monitoring and Evaluation	19

Section 10	Appendices	Page No
10.1	Acknowledgements	22
10.2	Committee’s mandatory application form for a Nursery place	23
10.3	Nursery Entry Profile	26
10.4	Summative Report for Parents	27
10.5	Early Learning Goals	29
10.6	Design Brief for new Nursery Classes	31
10.7	Key features of good equipment	35
10.8	Basic starter kit for a 30 place nursery class	36
10.9	Further equipment required	39
10.10	Internal evaluation framework	40
10.10.1	Physical environment - health and safety	41
10.10.2	A-Outdoor environment Some questions to ask	43 45
10.10.3	B-Interactions and relationships C-Parents and carers D-Adults E-Learning environment F-Planning and assessment G-Learning environment H-Learning and experiences	46 48 49 51 54 56 58
10.11	Useful notes, resources and references	68
10.11.2	Leadership in Nursery Classes	71
10.11.3	Problem solving	75
10.11.4	Methods of learning	78
10.11.5	Useful resources/references	79
10.12	Some practical suggestions to develop young childrens’ understanding of themselves and others	81

Section 1 ADMISSIONS

Section 1.1 Statutory Framework

The following Articles of the Education (Jersey) Law 1999 have relevance to the Committee's Admissions Policy for Nursery Classes in Provided Schools.

Article 8 ***Powers of the Committee with respect to nursery schools and classes.***
The Committee may establish nursery schools, and nursery classes in provided primary schools, and maintain any nursery school and nursery class established by it.

Article 9 ***Powers of States to charge for a place in a nursery school or class.***
The States may by Regulations make provision for a fee to be charged for the attendance of a child below compulsory school age in a nursery school or nursery class established and maintained by the Committee.

Section 1.2

The Committee for Education, Sport and Culture acknowledges that high quality early childhood education can have a significant and long term effect on children's learning. It can lead to gains in educational achievement throughout a child's education to better social behaviour and more productive citizenship.

The following principles have informed the Committee's Policy for Nursery Education in Provided Schools.

1.2.1 Principles

- 1.2.2 Effective learning is enabled by a relevant curriculum and staff who understand and are able to implement curriculum requirements.
- 1.2.3 Effective learning is enabled by staff who understand that children develop rapidly during the early years - physically, intellectually, emotionally and socially.
- 1.2.4 Staff should ensure that all children feel included, secure and valued.
- 1.2.5 Early years experience should build on what children already know and can do.
- 1.2.6 Parents and staff should work together in an atmosphere of mutual respect.
- 1.2.7 To be effective, an early years curriculum must be carefully structured (recognising different starting points; and levels of need).
- 1.2.8 There must be opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves. Staff must observe and respond appropriately to children, informed by a knowledge of how children develop and learn.
- 1.2.9 Well planned, purposeful activity and appropriate intervention by staff will engage children in the learning process.
- 1.2.10 For children to have rich and stimulating experiences, the learning environment must be well planned and well organised.
- 1.2.11 Above all, effective learning and development for young children requires high quality care, support and guidance by staff.

Reference - (Curriculum Guidance for the Foundation Stage, QCA/DfEE 2000.)

1.3 The Committee's Aims

- 1.3.1 To provide opportunities for high quality nursery education where it is deemed appropriate in Provided Primary Schools.
- 1.3.2 To work in partnership with the parents, the private sector and the Jersey Childcare Trust to enable all pre-school children in Jersey receive the high quality early learning experiences that lay the foundations for later life.

1.4 The Committee's Objectives

The above aims can be put into practice by:

- 1.4.1 maintaining provision for a nursery class within the standard brief for primary school development;
- 1.4.2 to seek to develop nursery classes within schools where there is a recognised need;
- 1.4.3 ensuring that partnerships between all sectors are strengthened through the work of the peripatetic nursery teacher and, opportunities for training and support for all staff working with nursery children in day care and pre-school settings;
- 1.4.4 ensuring that the requirements for registration of day care and pre-schools settings reflect the need for high quality provision of care and experiences.

Section 2

Section 2.1 Admissions Policy for Nursery Classes in Provided Primary Schools

Section 2.2 Age of Admission

- 2.2.1 Admission to nursery classes must be after the child's third birthday. Ideally, a child will attend three terms in the nursery class before entering a reception class.

Section 2.3 Allocation of Places

- 2.3.1 Nursery places will be allocated centrally by the Department for Education, Sport and Culture in accordance with the policy and procedures for admission determined by the Education Sport and Culture (Appendix 10.2).
- 2.3.2 As not all primary schools have nursery classes, the area from which children are admitted may not necessarily coincide with the catchment area for the school, so due regard will be given to length of journey and the proximity of residential address to nursery classes in other provided schools.
- 2.3.3 The provision of places in nursery classes must take account of the needs of individual children.
- Particular consideration will be given to the following:
- children with special educational needs;
 - children from families with particular needs (eg low income families, siblings with special needs; parental illness);
 - children suspected of being at risk;
 - siblings in the school.
 - date of application.
- 2.3.4 When allocating places, a careful balance must be maintained between different groups of children in the class, so that demands are not overwhelming.
- 2.3.5 According to need, all places may be allocated on a full-time basis or a 'part-time' basis. In instances where the Headteacher, in consultation with staff and parents, decides it is not in the best interests of the child, a full time place will not be available.
- 2.3.6 The arrangements for part time places will be flexible in order to meet the needs of children and parents and carers.
- 2.3.7 As headteachers may not have knowledge of all applicants and relevant information is required, the use of the Committee's approved application form is mandatory. Contact should be built with outside agencies who may have further knowledge of families.
- 2.3.8 Children may be admitted to the nursery at any time during the school year as places become available.
- 2.3.9 Flexibility of attendance must be considered, particularly during the early stages of attendance. As an introduction to the nursery, two or three half day sessions may be appropriate.

Section 2.4 Pre-Admission Procedures

- 2.4.1 All applications for places must be made by using the Committee's approved form (Appendix 10.2) which must be completed by a parent as defined in Education (Jersey) Law 1999. On making an application, the parent(s) will be provided with a copy of the Admissions Policy. The Headteacher will arrange an appointment with the nursery teacher or another appropriate member of staff for a prospective parent to complete the application form.
- 2.4.2 At both the time of application and the offer of a placement, the parent(s) must be informed in writing that **admission to the nursery class does not guarantee a place in the reception class of the school.**
- 2.4.3 When a place is offered, a home visit should be offered to be undertaken by the nursery teacher or nursery officer.
- 2.4.4 Visits to the nursery class should be arranged before the child is admitted. These should be led by the nursery staff to allow relationships to be built with the adults in the nursery class.

Section 2.5 Key Elements of Nursery Session

- 2.5.1 The indoor and outdoor environment must be planned and ready, before the children arrive each day.
- 2.5.2 Planning should take into account young children's learning styles, using visual, auditory and kinesthetic learning.
- 2.5.3 Learning objectives must be displayed, with an emphasis on what children are learning through play and talk.
- 2.5.4 Parents and children must be greeted individually, with opportunity for informal discussion.
- 2.5.5 Nursery children should experience daily opportunities to work in small groups or individually with their key worker.
- 2.5.6 Nursery children must have time for making decisions about their choice of activity and allowed enough time to develop their play.
- 2.5.7 Observational assessment should be planned and integrated in the nursery session.
- 2.5.8 Outdoor play is essential, the outdoor environment must challenge children in all six areas of learning. Children must be supervised and adults must engage in play and conversation.
- 2.5.9 Drinking water must be available throughout the day, 'Snack time' and 'Lunch time' are opportunities for developing social skills and independence.
- 2.5.10 There should be a designated 'quiet time' for the children, and a cosy book corner to retreat to during the day.
- 2.5.11 A regular short walk, for example around the school environment is desirable, to help children to learn about a sense of place.
- 2.5.12 The afternoon sessions should provide opportunities for relaxing with books, listening to music, dance and drama and singing games.
- 2.5.13 At the end of the afternoon session, Parents should have informal feedback, a celebration of the day and an individual good bye to each child.
- 2.5.14 The nursery staff must provide clear boundaries, high expectations for behaviour and persistence at tasks enabled by an ethos of security, care and challenge.

Section 3

Section 3.1 Staffing

- 3.1.1 The appointment of high-quality staff is a priority. Nursery classes must be staffed by one appropriately qualified teacher and two nursery officers with either N.N.E.B. or N.V.Q. level 3 qualifications.
- 3.1.2 The adult: pupil ratio of 1:10 must be maintained.
- 3.1.3 There must always be at least two adults in the nursery class.
- 3.1.4 Nursery staff may only be appointed following consultation with the Foundation Stage Adviser.

Section 4 Roles and Responsibilities

Section 4.1 The Headteacher

- 4.1.1 The headteacher is responsible for delivering and monitoring the Committee's policy on nursery education.
- 4.1.2 The headteacher is responsible for maintaining a waiting list for nursery places, providing this information to the DfESC and initiating the Nursery Entry Profile.
- 4.1.3 The headteacher must take the leading role in promoting excellence in the nursery class.
- 4.1.4 The headteacher must ensure appropriate arrangements for observing and monitoring the work in the nursery class.
- 4.1.5 The headteacher should be knowledgeable about good nursery practice and keep abreast of developments in the field.
- 4.1.6 The headteacher must ensure that the nursery staff have opportunities to meet other members of staff formally and informally.
- 4.1.7 The headteacher must ensure that all school development plans and policies include the work in the nursery class.
- 4.1.8 The headteacher must have regular professional meetings with the nursery teacher.
- 4.1.9 The headteacher must encourage an understanding of all school staff in the work of the nursery class and vice versa to encourage a whole school commitment.
- 4.1.10 The headteacher must ensure that the nursery teacher has non contact time.
- 4.1.11 The headteacher must liaise with the Foundation Stage Adviser on staff appointments and any changes in the nursery provision of the school.
- 4.1.12 The headteacher must ensure that nursery staff have opportunities for continuing professional development.

Section 4.2 The Nursery Teacher

- 4.2.1 The nursery teacher must be an excellent role model expecting high standards of behaviour and attainment. The nursery teacher is responsible for the management of the nursery class.
- 4.2.2 The nursery teacher must engage in continuous professional development.
- 4.2.3 The nursery teacher is responsible for the overall planning and evaluation of the curriculum keeping abreast of all developments in the foundation stage.
- 4.2.4 The nursery teacher has overall responsibility for the completion of entry, formative, and summative profiles on each child, charting the progress in the six areas of learning.
- 4.2.5 The nursery teacher must be an effective team leader ensuring that the key worker system is implemented and duties are shared equally.
- 4.2.6 The nursery teacher must lead a team planning meeting on a weekly basis and facilitate training and discussion between team members.
- 4.2.7 The nursery teacher must support the professional development of the nursery officers and students in training.
- 4.2.8 The nursery teacher must work closely with parents and value their vital contribution.
- 4.2.9 The nursery teacher is responsible for forging links with colleagues in school, and in the community, and with other professionals including outside agencies.
- 4.2.10 The nursery teacher must liaise closely with the Headteacher and reception teacher in order to ensure sharing of resources, continuity and progression in the foundation stage.
- 4.2.11 The nursery teacher is responsible for the outdoor and indoor environment of the class.
- 4.2.12 The nursery teacher is responsible for the health and safety of the children in the nursery class.
- 4.2.13 The nursery teacher must evaluate the work of the nursery class and set clear targets for development.

Section 4.3 The Nursery Officer

- 4.3.1 The nursery officer must observe and complete assessments as a key worker to a small group of children.

- 4.3.2 The nursery officer must be an excellent role model, promoting play and talk.
- 4.3.3 The nursery officer must attend weekly planning meetings and make a contribution to the delivery of the curriculum.
- 4.3.4 The nursery officer must take part in continuous professional development.
- 4.3.5 The nursery officer must be able to work as part of a team, assisting the teacher in the organisation and smooth running of the nursery class, including reporting to parents.
- 4.3.6 The nursery officer must be able to play a part in training students.
- 4.3.7 The nursery officer must support the nursery teacher in maintaining high standards in the indoor and outdoor environment.
- 4.3.8 The nursery officer must report any incidents regarding parents or children to the nursery teacher.
- 4.3.9 The nursery officer reports to the nursery teacher.

Section 4.4 Foundation Stage Adviser

- 4.4.1 The Foundation Stage Adviser has responsibility for ensuring that the headteacher and the nursery team is advised and supported in order that they plan, assess and evaluate the curriculum and children's learning.
- 4.4.2 The Foundation Stage Adviser must keep abreast of relevant research and information about the education of pre school children and inform the headteacher and nursery team of any relevant information.
- 4.4.3 The Foundation Stage Adviser must organise in-service training for primary headteachers and the nursery team, together with regular meetings for nursery teachers and/or nursery officers.
- 4.4.4 The Foundation Stage Adviser must inform and support the headteacher and nursery team on good practice in the nursery class.
- 4.4.5 The Foundation Stage Adviser must support and advise the headteacher on the appointment of staff and any changes to the nursery provision in the school.
- 4.4.6 The Foundation Stage Adviser must represent the best interests of nursery children and monitor the provision.

Section 5

Section 5.1 Partnership with Parents

- 5.1.1 For many children, attendance at a nursery class will be the first step beyond their homes and extended families into a form of educationally based provision. The nursery teacher and nursery officer will enter into a shared responsibility with parents to ensure that individual children achieve their maximum growth in all areas of learning. Parents are their children's first and most enduring educators. A great deal of learning has already taken place before the child begins to attend the nursery class. This must be valued and parents must be included and encouraged to share in their child's learning process. Parents are the greatest influence on their children. By building good relationships and a feeling of trust, staff can work as partners with parents.
- 5.1.2 The initial contact between staff and parents will generally be made by the parents when they visit the school to place their child's name on the waiting list.
- 5.1.3 After completing the application form, parents should be taken around the nursery and introduced to the nursery staff.
- 5.1.4 When a place is offered, a home or school visit should be offered by the nursery teacher so that information can be exchanged informally and the philosophy of the nursery can be explained to the parent.
- 5.1.5 A nursery booklet welcoming parents and giving information about the nursery should be given to all new parents. The school hand book should have a nursery section. It is important to ensure that parents whose first language is not English have appropriate access to information.
- 5.1.6 Parents and children should be invited to visit the nursery for several short sessions before the child starts the nursery class.
- 5.1.7 Guidance on appropriate clothing should be given to parents, emphasising the importance of outdoor play for e.g. Wellington boots and jackets with hoods should be available for all nursery children. Nursery children are only just beginning to establish their individuality. Comfortable tracksuits that encourage independence is most suitable. A uniform is inappropriate at this age.
- 5.1.8 Parents should be encouraged to stay and settle their children into the nursery class. The settling in period needs consideration and discussion with individual parents to decide what will be in the best interests of their child.
- 5.1.9 There should be space in the nursery for parents to sit with their own children to play or read books together before school starts or after nursery finishing time.
- 5.1.10 Parents should be able to borrow packs, books and games to share with their children at home. Parents must be welcomed into the nursery class.
- 5.1.11 Learning objectives must be displayed to parents so that they can contribute to assessments by sharing observations of their child's learning at home.
- 5.1.12 A pictorial daily routine must be displayed and shared with parents and nursery children to enable an understanding of a sense of time.
- 5.1.13 At the beginning of each session parents must be involved in the self-registration of their children and shown how their child is developing autonomy in learning.
- 5.1.14 Parents must be welcomed into the nursery class at the end of each session so that informal feedback can be given on the day's events.
- 5.1.15 Parent/staff consultation should be arranged with all parents during the autumn term so their child's individual development can be shared. The nursery teacher is responsible for all the children in the nursery class, although the nursery officers may have responsibility for observing, recording and reporting the children's progress in the key worker groups.
- 5.1.16 Parents should receive a pictorial 'formative development' book and a summative report (Appendix 10.4) at the end of their child's time in the nursery class. The report should clearly outline progress in the six areas of learning and identify needs for development. Parents should be given guidance and encouragement to take shared responsibility for their child's learning.

Section 5.2 Meeting the Diverse Needs of Children

- 5.2.1 In order to meet children's diverse needs, and help all children make the best possible progress, staff should:
- plan opportunities that build on and extend children's knowledge, experiences, interests and skills and develop their self-esteem and confidence in their ability to learn;
 - use a wide range of teaching strategies, based on children's learning needs;
 - provide a wide range of opportunities to motivate, support and develop children and help them to be involved, concentrate, and learn effectively;
 - provide a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged.
 - use materials that positively reflect diversity and are free from discrimination and stereotyping;
 - plan challenging opportunities for children whose ability and understanding are in advance of their language and communication skills;
 - monitor children's progress, identifying any areas of concern, and taking action to provide support, for example by using different approaches, additional adult help or other agencies.

Section 5.3 Children With Special Educational Needs and Disabilities

- 5.3.1 Nursery staff will need to plan for each child's individual learning requirements, including those children who need additional support or have particular needs or disabilities. The focus should be on removing barriers for children where these already exist and on preventing learning difficulties from developing. Nursery staff have a key role to play in working with parents to identify learning needs and respond quickly to any area of particular difficulty, and to develop an effective strategy to meet these needs, making good use of individual education plans, so that later difficulties can be avoided. Wherever possible, staff should work together with staff from other agencies, such as community health services, to provide the best learning opportunities for individual children.
- 5.3.2 The school ENCO must be involved in the development of individual learning plans. A maximum of one behaviour and one learning target should be identified at anytime. The Central Educational Needs Team are available to help nursery staff, they can assist in the identification and support of children with special needs.
- 5.3.3 **The Nursery Entry Profile will give an early indication of children who may have special needs.**
- 5.3.4 Staff should take specific action to help children with special educational needs to make the best possible progress by:
- providing for those who need help with communication, language and literacy skills, and planning, where necessary, to develop understanding through the use of all available senses and experiences through, for example;
 - using alternative and augmentative communication, including signs and symbols;
 - using visual and written materials in different formats, including large print and symbol text, using information and communication technology (ICT), other technological aids and taped materials;
 - using materials and resources that children can access through sight, touch, sound and smell;
 - increasing children's knowledge of the wider world by using word descriptions and other stimuli to extend their experiences and imagination.
- 5.3.5 Planning for full participation in learning and in all physical and practical activity through, for example:
- providing additional support from adults, when needed;
 - adapting activities or environments, providing alternative activities, and using specialist aids and equipment, where appropriate.
- 5.3.6 Helping children who have particular difficulties with behaviour to take part in learning effectively through, for example:
- setting reasonable expectations that have been discussed with the child and with parents and carers, establishing clear boundaries and appreciating and praising children's efforts;
 - encouraging and promoting positive behaviour, giving children every chance and encouragement to develop the skills they need to work well with another child or children;
 - helping children to manage their behaviour and to value and respect their own contribution and that of others.

Section 5.4 Children with English as an Additional Language

- 5.4.1 Many children in nursery classes will have a home language other than English. Staff should value this linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. These children will be at many stages of learning English as an additional language. Some children are bilingual from birth because their families have talked to them in more than one language. Some children will be acquiring English as an additional language. As with their first language, this needs to be learnt in context, through practical, meaningful experiences and interaction with others. These children may spend a long time listening, before they speak English and will often be able to understand much of what they hear, particularly where communication through gesture, sign, facial expression and using visual support such as pictures and puppets is encouraged.
- 5.4.2 Learning opportunities should be planned to help children develop their English and support provided to help them take part in other activities by, for example:
- building on children's experiences of language at home and in the wider community by providing a range of opportunities to use their home language(s), so that their developing use of English and other languages support one another.
 - providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.
 - ensuring all children have opportunities to recognize and show respect for each child's home language.
 - providing a variety of writing in the children's home languages as well as in English, including books, notices and labels.
 - providing opportunities for children to hear their home languages as well as English, for example through use of audio and visual aids.

Section 6

Section 6.1 Learning

- 6.1.1 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.
- 6.1.2 Children initiating activities that promote learning and enable them to learn from each other.
- 6.1.3 Children learning through movement and all their senses.
- 6.1.4 Children having time to explore ideas and interests in depth.
- 6.1.5 Children feeling secure, which helps them to become confident learners.
- 6.1.6 Children learning in different ways and at different rates.
- 6.1.7 Children making links in their learning.
- 6.1.8 Creative and imaginative play activities that promote the development and use of language.

Section 6.2 Play

- 6.2.1 Well-planned play, both indoors and outdoors, is a key in which young children learn with enjoyment and challenge. In playing, they behave in different ways: sometimes their play will be boisterous, sometimes they will describe and discuss what they are doing, sometimes they will be quiet and reflective as they play.
- 6.2.2 The role of the practitioner is crucial in:
- Planning and resourcing a challenging environment.
 - Supporting children's learning through planned play activity.
 - Extending and supporting children's spontaneous play.
 - Extending and developing children's language and communication in their play.
- 6.2.3 Through play, in a secure environment with effective adult support, children can:
- Explore, develop and represent learning experiences that help them make sense of the world.
 - Practice and build up ideas, concepts and skills.
 - Learn how to control impulses and understand the need for rules.
 - Be alone, be alongside others or co-operate as they talk or rehearse their feelings.
 - Take risks and make mistakes.
 - Think creatively and imaginatively.
 - Communicate with others as they investigate or solve problems.
 - Express fears or relive anxious experiences in controlled and safe situations.

Section 6.3 Teaching

- 6.3.1 Teaching means systematically helping children to learn so that they are helped to make connections in their learning and are actively led forward, as well as helped to reflect on what they have already learnt.
- 6.3.2 Teaching has many aspects, including planning and creating a learning environment, organizing time and material resources, interacting, questioning, responding to questions, working with and observing children, assessing and recording children's progress and sharing knowledge gained with other practitioners and parents. The quality of each of these aspects of teaching is informed by the staff knowledge and understanding of what is to be taught and how young children learn.
- 6.3.3 Staff teach children in many ways. The different ways to teach may be selected at the planning stage or may be a perceptive response to what children do or say. Although teaching can be defined simply, it is a complex process. Young children do not come into a class in a neat package of social, emotional, physical and intellectual development. During the foundation stage, physical and social development will vary enormously from child to child. The strategies used in learning and teaching should vary and should be adapted to suit the needs of the child.
- 6.3.4 Working in partnership with parents, because parents continue to have a prime teaching role with their children.
- 6.3.5 Promoting children's learning through planned experiences and activities that are challenging but achievable.
- 6.3.6 Staff who model a range of positive behaviour.
- 6.3.7 Using language that is rich and using correct grammar. Recognizing that what is said and how staff speaks is the main way of teaching new vocabulary and helping children to develop linguistic structures for thinking.
- 6.3.8 Using conversation and carefully framed questions because this is crucial in developing children's knowledge.
- 6.3.9 Direct teaching of skills and knowledge.

- 6.3.10 Children teaching each other.
- 6.3.11 Interacting with and supporting children in a way that positively affects the attitudes to learning that children develop.
- 6.3.12 Planning the indoor and outdoor environment carefully to provide a positive context for learning and teaching.
- 6.3.13 Skilful and well-planned observations of children.
- 6.3.14 Assessing children's development and progress to serve several purposes. Assessment opportunities may be identified in planning or arise spontaneously.
- 6.3.15 Working with parents, who are vital partners in the assessment and planning process.
- 6.3.16 Identifying the next step in children's learning to plan how to help children make progress.
- 6.3.17 Using assessment to evaluate the quality of provision and practitioners training needs.

Section 7

Section 7.1 The Foundation Stage Curriculum

- 7.1.1 The Foundation Stage Curriculum is organized into six areas of learning:
(See Curriculum guidance for further details).
- 7.1.2 Language, communication and literacy development - talking, listening and encouraging children to become readers and writers.
- 7.1.3 Mathematical development - mathematical understanding and the foundations of numeracy, with a focus on practical mathematics.
- 7.1.4 Knowledge and understanding of the world - finding out about the world around them, other people and features of the natural and man made world. These become a foundation for history, geography, technology, science.
- 7.1.5 Physical development - physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Establishing positive attitudes towards a healthy and active way of life.
- 7.1.6 Personal and social development - learning how to work and play, co-operate and function in a group, develop personal and moral values, understand themselves and others.
- 7.1.7 Creative development - the development of imagination and the ability to communicate and to express ideas and feelings in creative ways.
- 7.1.8 The six areas help staff plan the learning environment, activities and experiences and provide a framework for the early years curriculum. This does not mean that all of young children's learning is divided up into areas. One experience may provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning. For example, children building with blocks may co-operate in carrying the heavy and large blocks, negotiate the best place to put them, compare the weight and dimensions of different blocks and act out an imaginary scene.

Therefore, they may be developing language, mathematical, physical, personal and social competencies through this one activity.

Section 7.2 The Early Learning Goals (Appendix 10.5)

- 7.2.1 Establish expectations for most children to reach by the end of the foundation stage, **but are not a curriculum in themselves**. They are organized into the six areas as the curriculum and provide the basis for planning throughout the foundation stage, so laying secure foundations for future learning. By the end of the foundation stage, some children will have exceeded the goals. Other children will be working towards some or all of the goals - particularly younger children, those children who have not had high-quality early years experience, those with special educational needs and those learning English as an additional language.

Section 8

Section 8.1 Assessment, Recording and Reporting

- 8.1.1 Observational assessment lies at the heart of meeting the complex and interrelated needs of Nursery children. Nursery staff should plan activities which make sense to young children so that they can assess their strengths rather than weaknesses, at what they can do, rather than what they cannot.
- 8.1.2 The following assessment procedures must be followed.
- 8.1.3 Informal assessment on home visit.
- 8.1.4 Completion of nursery entry profile within four weeks of admission, with data forwarded to the department (Appendix 10.3).
- 8.1.5 Regular observations for each child on each area of learning completed by key worker.
- 8.1.6 Collection of photographic and pictorial evidence.
- 8.1.7 Individual learning profiles for children with special needs.
- 8.1.8 Inclusion of parent and child contributions to assessments.
- 8.1.9 Completion of summative profile at the end of child's time in the nursery class (Appendix 10.4).
- 8.1.10 Completed pictorial profile with examples of work showing progression towards the early learning goals.
- 8.1.11 Transfer of information to the reception teacher.

Section 9

Section 9.1 Monitoring and Evaluation

- 9.1.1 The following monitoring and evaluation of the provision must be undertaken in the Nursery Class.
- 9.1.2 Short, informal, daily evaluation led by the nursery teacher with contributions from the nursery officer.
- 9.1.3 Evaluation of weekly activities.
- 9.1.4 Staff discussions on weekly planning meetings.
- 9.1.5 Curriculum evaluation on half-termly basis.
- 9.1.6 Identifying needs based on Nursery Entry Profile.
- 9.1.7 Self evaluation using the Internal Evaluation Framework. (Appendix 10.10).
- 9.1.8 Whole school policy, subject reviews carried out by co-ordinators.
- 9.1.9 Monitoring by the Headteacher.
- 9.1.10 The Committee's Policy on Validated School Self Evaluation.

Section 10.1 Acknowledgements

Grateful thanks to Marion Dowling, Ros Bayley, Sally Featherstone and Iram Siraj-Blatchford for use of references, guidance and support.

Also to Birmingham Advisory team for inspirational visits and use of Evaluation Framework.

With appreciation of all the hard work and support of Primary Headteachers, staff and most important of all, nursery children and their parents.

Grateful thanks and apologies to anyone I have missed mentioning.

May 2003
Yasmine Thébault
Foundation Stage Adviser



**Application form for Place in a Nursery Class
at a Provided Primary School**

Name of School.....

Name of child

Date of birth.....

The information you provide will be processed for educational purposes. To ensure confidentiality and privacy, all processing will be carried out under the requirements of the Data Protection (Jersey) Law 1987. This information may be disclosed and used outside of the Education, Sport and Culture where it is considered to be in the student's best interest to do so. Should you require us to seek your individual consent to these disclosures, please advise us in writing.

Section 10.2.1 Application form for Admission to Nursery Class

This form to be completed and given to the headteacher of the school when applying for a place.

1. Name of Parent/Guardian Telephone number Name of Child Date of Birth		Address Please name siblings in the school
2. Has your child been to:		<i>Please state where and for how long?</i>
Pre-Schools	Yes/No	.....
Family Day Carer	Yes/No	.....
Parent/Toddler Group	Yes/No	.....
3. Please list all nurseries where you have applied for placement:	..... ..... .....	4. Please indicate whether you wish to apply for a full time or part time place
5. Do you have a		<i>Please state name</i>
Child and Family Care Officer	Yes/No	.....
Health Visitor	Yes/No	.....
Has a core assessment been completed?	Yes/No	.....
6. Does your child have any special needs?	..... .....
6. Any information you would like to add to support your application	..... ..... .....

Admission to nursery does not guarantee a place in school

Parent/guardian signature

Section 10.2.2 To be completed and signed by Parent/Guardian before formal admission

Date of Admission			
Name of Child			Date and place of birth
Address			Telephone number
Country of Origin of Parents			
Position in family	Number of brothers and sisters Please give names and ages.		
Pre-school experiences	<i>Name of Establishment</i>	<i>Length of time</i>	
Family Day Carer			
Pre-Schools			
Parent/Toddler Group			
Others			
Languages spoken at home			
Child's first language			Parent's first language
If Bi-language home - does child understand English?			Speak English?
Alternative contact in case of emergency :	Name and relationship	Telephone number	
Other information			

I agree to my child taking part in visits and activities arranged and published as part of the nursery class programme in accordance with the Committee's Policy for Educational Visits.

Parent/Guardian

Signature

.....

Section 10.3 Nursery Entry Profile

First name Surname Gender School ESL

DoB Date started nursery Date of assessment Record No:

Personal social and emotional development

Initial Profile End of Stage

Shows an interest in why things happen and how things work

Separate from main carer with support

Feels safe secure and demonstrates a sense of trust

Seeks out others to share experiences

Relates and makes attachments to other members of group

Begins to accept the needs of others

Shows willingness to tackle problems and enjoy self chosen tasks

Demonstrates sense of pride in own achievements

Makes connections between different parts of life experience

Communication, Language and Literacy

Use talk to connect ideas and explain events

Distinguish one sound from another

Join in with poems and stories

Hold books the right way up and turn pages

Recognise some familiar words

Form recognisable letters

Mathematical Development

Use some number names accurately in play

Enjoy joining in with number rhythms and songs

Counts up to four objects accurately

Match shapes by recognising similarities

Use language such as big and small

Knowledge and Understanding of the World

Show curiosity and interest by facial expression/movement/sound

Show curiosity/strong exploratory impulse/positive approach

Investigate construction materials

Show an interest in ICT

Show an interest in the world in which they live

Express feelings about a significant personal event

Physical development total

Move freely with pleasure and confidence

Negotiate an appropriate pathway when walking/running

Show awareness of own needs with regard to eating/hygiene

Engage in activities requiring hand/eye coordination

Dominant hand established

Creative development Total

Differentiate colours

Sing a few simple songs

Imaginative use of objects and imitating adults in play

Create movement in response to music

Describe past experience and action using a range of materials



Nursery Classes in Provided Primary Schools

Summative Report for Parents

Name of child..... **Age**.....

Date of entry to Nursery.....

Date of Report.....

Personal, Social and Emotional Development

Areas for Development are:

Communication, Language and Literacy

Areas for Development are:

- **Mathematics**

-

Areas for development are:

-

-

- **Knowledge and Understanding of the World**

Areas for Development are:

-

- **Physical Development**

Areas for Development are:

- **Creative Development**

Areas for Development are:

Section 10.5 EARLY LEARNING GOALS FOR THE END OF RECEPTION YEAR (QCA)

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	COMMUNICATION, LANGUAGE AND LITERACY	MATHEMATICS
<p>By the end of the foundation stage, most children will:</p> <p>32.- continue to be interested, excited and motivated to learn</p> <p>- be confident to try new activities, initiate ideas and speak in a familiar group;</p> <p>- maintain attention, concentration and sit quietly when appropriate;</p> <p>34.-respond to significant experiences, showing a range of feelings when appropriate;</p> <p>- have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others;</p> <p>- have a developing respect for their own cultures and beliefs and those of other people;</p> <p>36. - form good relationships with adults and peers;</p> <p>-work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values, and codes of behaviour for groups of people, including adults and children, to work together harmoniously;</p> <p>38. - understand what is right, what is wrong and why;</p> <p>- consider the consequences of their words and actions for themselves and others;</p> <p>40. - dress and undress independently and manage their own personal hygiene;</p> <p>select and use activities and resources independently;</p> <p>42. - understand that people have different needs, views, cultures and beliefs, which need to be treated with respect;</p> <p>- understand that they can expect others to treat their needs views, cultures and beliefs with respect.</p>	<p>By the end of the foundation stage, most children will be able to:</p> <p>48.- interact with others, negotiating plans and activities and taking turns in conversations;</p> <p>50.- enjoy listening to and using spoken and written language, and readily turn to it in their play and learning;</p> <p>- sustain attentive listening, responding to what they have heard by relevant comments, questions or actions;</p> <p>- listen with enjoyment and respond to stories, songs, and other music, rhymes and poems and make up their own stories, rhymes and poems;</p> <p>52.-extend their vocabulary, exploring the meanings and sounds of new words;</p> <p>54.-speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as 'please' and 'thank you';</p> <p>58.- use language to imagine and recreate roles and experiences;</p> <p>- use talk to organize, sequence and clarify thinking ideas, feelings and events.</p> <p>60.-hear and say initial and final sounds in words, short vowels sounds within words;</p> <p>link letters and sounds, naming and sounding all letters of the alphabet;</p> <p>- use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words;</p> <p>62.- explore and experiment with sounds, words and texts;</p> <p>- retell narratives in the correct sequence drawing on the language patterns of stories;</p> <p>- read a range of familiar and common words and simple sentences independently;</p> <p>- know that print carries meaning, and in English, is read from left to right and top to bottom;</p> <p>- show an understanding of elements of stories, such as main character, sequence of events, openings and how information can be found in non fiction texts, to answer questions about where, who why and how;</p> <p>64.- use their phonic knowledge to write a simple regular words and make phonetically plausible attempts at more complex words;</p> <p>- attempt writing for various purposes, using features of different forms such as lists, stories, instructions;</p> <p>- write their own names and labels and form sentences, sometimes using punctuation;</p> <p>66. - use a pencil effectively and hold it effectively to form recognizable letters, most of which are correctly formed.</p>	<p>By the end of Reception year, most children should be able to:</p> <p>74.- say and use number names in order in familiar contexts;</p> <p>- count reliably up to 10 every day objects;</p> <p>- recognize numerals 1-9;</p> <p>use developing mathematical ideas and methods to solve practical problems;</p> <p>76.- in practical activities and discussion begin to use the vocabulary involved in addition and subtraction;</p> <p>- use language such as more, less, to compare two numbers;</p> <p>- find one more or one less than a number from 1-10;</p> <p>- begin to relate addition to combining two groups of objects, and subtraction to taking away;</p> <p>80.- use language such as greater, smaller, heavier or lighters to compare quantities;</p> <p>- use everyday words to describe position;</p> <p>- talk about, recognize and recreate simple patterns;</p> <p>- use language such as circle, or bigger to describe the shape and size of solids and flat shapes;</p> <p>- use developing mathematical ideas and methods to solve practical problems.</p>

Section 10.5.1

<p>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</p>	<p>PHYSICAL DEVELOPMENT</p>	<p>CREATIVE DEVELOPMENT</p>
<p>By the end of Reception year, most children should be able to:</p> <p>86. -investigate objects and materials by using all of their senses as appropriate;</p> <p>- find out about, and identify some features of living things, objects and events they observe;</p> <p>88. - look closely at similarities, differences, patterns and change;</p> <p>- ask questions about why things happen and how things work;</p> <p>90. - build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary;</p> <p>- select tools and techniques they need to shape, assemble and join the materials they are using;</p> <p>92.- find out about and identify the uses of technology in their everyday lives and use computers and programmed toys to support their learning;</p> <p>94. - find out about past and present events in their own lives and in those of their families and other people they know;</p> <p>96.- observe, find out and identify features in the place they live and the natural world;</p> <p>- find out about their environment, and talk about those features they like and dislike;</p> <p>98. - begin to know about their own cultures and beliefs and those of other people.</p>	<p>By the end of Reception year, most children should be able to:</p> <p>104.- move with confidence, imagination and in safety;</p> <p>106. - move with control and co-ordination;</p> <p>- travel around, under, over and through balancing and climbing equipment;</p> <p>108.- show awareness of space, of themselves and others.</p> <p>110.- recognize the importance of keeping healthy and those things which contribute to this;</p> <p>- recognize the changes that happen to their bodies when they are active;</p> <p>112.- use a range of small and large equipment;</p> <p>114.- handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>By the end of Reception year, most children should be able to:</p> <p>120. - explore colour, texture, shape, form and space in two and three dimensions;</p> <p>122.- recognize and explore how sounds can be changed, sing simple songs from memory, recognize repeated sounds and sound patterns and match movements to music;</p> <p>124.- use their imagination in art and design, music, dance, imaginative and role play and stories;</p> <p>126.- respond in a variety of ways to what they see, hear, smell, touch and feel;</p> <p>- express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and instruments.</p>

Section 10.6

Design Brief

"Space has in itself, a calming and beneficent effect".

Susan Isaacs.

Design Brief

The environment in which children and adults learn has a profound effect on their mental and physical well being. Particularly in the foundation stage, with very young often vulnerable children, the school environment is the 'world in which they live'. For many, it provides the stability, predictability and stimulus they do not have at home.

Already in the 1800's the developmental psychologist Froebel stressed the importance of environmental design. He maintained that when care is applied to children's surroundings, behaviour can be guided and inspired.

Thus, our buildings should reflect educational principles based on a secure understanding of how young children and their teachers learn.

Continuity and progression is imperative between nursery and reception classes which should be adjacent with a shared play area. Where possible, facilities should be shared between reception and nursery classes.

"Children have a right to grow in places that are well maintained and pleasant and schools cannot be exempt from this responsibility".

Vea Vecchi.

Any alterations to the use of the designated rooms should be in consultation with the Early Years Adviser.

The nursery classes are specifically designed for a maximum of 30 children with regard to statutory requirement for play space.

The key elements of a 30 place nursery class are identified below:

Main Play Area

- Good visibility.
 - Open space with excellent lighting (daylight and artificial).
 - Quiet room, kitchen and toilets accessible from main room.
 - Soft pastel colours 2/3 carpet 1/3 vinyl.
 - Computer area should be in the main playroom near book corner/maths area..
 - All display boards to be at child height (preferably from floor to adult height).
 - Heating/light sockets to be organized in consultation with Adviser. (for all areas)
 - Wet area to contain 2 sinks (hot and cold water) - one at adult height with cupboards above for paint. One at child height.
-

Section 10.6

Design Brief

"Hygiene is fundamental in a school environment. The risk to be avoided however, is that of creating an environment that is super- cleanable, totally smooth dry and cold, and thus impoverished at a sensory level".

Ceppi and Zini.

Kitchen

- A small ICT area should be included within the main play area to accommodate 5 ICT Stations.
- Good visibility into main play room.
- Low level (child height) breakfast bar in wood.
- Low level sink (child size) with cupboard beneath - drawer unit under draining board.
- Adult height work surface - sinks with cupboards above room for cooker.
- Display boards from floor to adult height where ever possible.
- Space for fridge/cooker
- Hand dryers for children/adults sinks.
- Telephone point.

Quiet Room

- The quiet room should be restful.
- Good visibility into main play area.
- **Dimmer Switch - Lighting.**
- Power for T.V.
- Carpet area.
- Pastel colours.
- Display boards as required.
- Soft furnishings.

Small Group Room

- For withdrawal purposes or individual sessions - e.g. Education Psychologist/Speech Therapist.

Office

- Does not have to be off the main playroom.
- Good storage.
- Telephone point.
- Display/shelving.
- Dual use for Parents (if located at entrance).

Parents Room

- Located near entrance.
- Increase in size if budget allows.
- Shelving/display boards.
- Good lighting - Carpet.
- Pastel colours.
- Sink.
- Comfortable furniture.

Section 10.6

"The school environment must allow itself to manipulation and transformation by adults and children alike".

Audrey Curtis.

"Taking stock of everything That is in the outdoor area enables staff to be conscious of and value the potential learning

Opportunities for the children.

Marjorie Ouvry

Design Brief

- | | |
|------------------------------|--|
| External Store | <ul style="list-style-type: none">• Good access to outside - large doors, ramps if necessary.• Good access and lighting shelving. |
| Internal Store | <ul style="list-style-type: none">• <i>Combined with external store if possible to maximize space - shelving and storage.</i> |
| Toilets | <ul style="list-style-type: none">• 4 toilets• Wash basins with appropriate taps.• Latch on doors for children to meet health and safety.• Ventilation for dryer. |
| Disabled/Staff Toilet | <ul style="list-style-type: none">• Access from main play area adjacent to children's toilet.• Facilities for washing machine tumble dryer.• Belfast sink at low level with hand rail on the wall and safety mat. |
| Entrance/Shared Space | <ul style="list-style-type: none">• Provision for hanging coats for 30 children - not blocking corridors/exit when full.• Design of coat hooks to be agreed with Adviser.• Display boards.• Carpet.• Comfortable chairs for parents. (If there is room). |
| Lobby/Prams | <ul style="list-style-type: none">• Sheltered area outside entrance. |
| External Play Area | <ul style="list-style-type: none">• The minimum requirement is for 9 square metre per pupil.• A safety surface area is essential.• Canopy/Shaded area.• Separate from KS1 and KS2. (But shared with reception class).• Garden area.• Design and layout to be agreed with adviser. |
-

Section 10.6
Design Brief (metres)

30 Place Nursery			
Room Title	No.	Room Area	Total Area
Main Play Area	1	80	80
Kitchen	1	15	15
Quiet Room	1	18	18
Small Group Room	1	9	9
Office	1	9	9
Parents Room	1	15	15
External Store	1	8	8
Internal Store	1	4	4
Toilets	1	8	8
Disabled /Staff Toilet	1	3	3
Reception/Shared Space	1	10	10
Lobby	1	10	10
TOTAL FLOOR AREA			189

Section 10.7 KEY FEATURES OF GOOD EQUIPMENT

Equipment	Children need equipment with enough complexity to hold their interest for an extended time. There must be balance between the following categories of equipment.
Potential Unit	Clearly defined with no play materials e.g. tables and chairs.
Simple Play Unit	Has only one obvious use, and no sub-parts or additional materials e.g. tricycle or swing.
Complex Play Unit	Has sub-parts on several materials that allow you to improvise e.g. blocks.
Super Play Unit	Has three or more play materials, for example a home corner with dolls, dishes, dramatic play costumes.

The emphasis must be on open-ended materials and equipment.

Staff must make full use of natural materials in the environment.

“Sturdy carts, small gardening tools, printing presses, looms and furniture which takes to pieces and reassembles pencils, scissors, paste, tools and workbenches”.

Maria Egeworth (1789)
Setting out the requirements for educating a young learner.

Section 10.8

Basic Starter Kit for a 30 Place Nursery Class From Community Playthings 2002				
Focus - Gross Motor Play			Catalogue	
No	Code	Description	Unit Price	Total Price
1	R 235	Special offer Two Roadstars and a Loadstar Roadstar 1 Tricycle R 2311 (age 2-4)		£ 355
3	R 301	Starter Scooter (for ages 2-5)	£ 105	£ 335
2	R 245	Tweeler (ages 4-6)	£ 135	£ 270
3	C 150	Child size Wheelbarrow	£ 88	£ 264
Focus - Furniture				
No	Code	Description	Unit Price	Total Price
1	F242	A Locking Wide Adjustable Shelf	£ 410	£ 410
2	F 661	Fixed Shelf Unit 3' x 24" F661	£ 180	£ 360
2	F 844	Mirror Cover	£ 47	£ 94
2	F 643	Fixed Shelf Unit 4' x 24" 9 Deep Role Clear 6 Shallow, Clear	£ 205	£ 430
2	F861	Chalk Board Cover	£ 37	£ 74
2	F 673	Corner Shelf Unit 24"	£ 96	£ 192
2	F681	Tote Storage Unit 2' x 24" (Clear, see through boxes) 4 Shallow, 4 Deep Clear	£ 165	£ 330
2	F 843	Mirror Cover	£ 37	£ 74
2	F 684	Tote Storage Unit 4' x 24" 9 Deep Role - Clear 6 Shallow - Clear	£ 270	£ 540

Section 10.8

2	F845	Mirror Covers	£ 59	£ 118
2	F 634	Shelf Unit with Doors 3' x 32" (with two adjustable shelves)	£ 315	£ 630
2	F 855	Clear Cover	£ 26	£ 32
2	F 674	Sweep Unit 24"	£ 145	£ 290
1	F 775	Library Rack	£ 120	£ 120
1	F 772	Low Display It All With Clear Panel	£ 180	£ 180
4	F 710	Roomscapes Wave Panel 24" to 32" Solid	£ 66	£ 264
1	F 743	Window Panel	£ 84	£ 84
4	F 700	Roomscapes Panel 63 cm Long and 61 cm High	£ 40	£ 160
4	F 821	Clear Cover	£ 19	£ 76
1	G 462	Half-School Set	£ 610	£ 610
1	B 410	'Nursery Set'	£ 250	£ 500
1	H 810	Multi Purpose Easel	£ 110	£ 110
1	H 510	Art Island	£ 330	£ 330
6	A 35	Tote Boxes Clear	£ 6	£ 36
1	A 630	Universal Sand and Water Centre Clear Pan	£ 600	£ 600
1	F 778	Browser Box 37 cm Wide x 94 cm Long x 31 cm High	£ 110	£ 110
1	F 747	Library Panel 11 cm Wide 94 x 82	£ 160	£ 160
2	A 87	91 cm Diameter Round Table 1 Top for 91 cm Round Table 1 Wooden Legs (46 cm) table	£ 105	£ 210

Section 10.8

1	A 84	122 cm Diameter Round Table 1 Top for 122 cm Round Table 1 Wooden Legs for 46 cm Table	£ 140	£ 140
1	A 80	Work Table Wooden Top Table height - 76 cm Wooden Legs 46 cm	£ 135	£ 135
1	A 83	Nursery Table Wooden Table Top 76 cm Wooden Legs 46 cm	£ 100	£ 100
15	J 710	25 cm Wood Crest Chairs	£ 50	£ 750
1	C 470	Stratford Kit	£1,035	£1,035
1	C 220	Square Wood Crest Table Set 46 cm Table Height	£ 185	£ 185
1	C 134	Playsize Set of Four	£ 290	£ 290

Total £11,003

Please advise on posts and fillers required.

Section 10.9 FURTHER BASIC EQUIPMENT REQUIRED

Kitchen	Cooker/microwave Small Fridge Kettle Children's crockery/cutlery for snack time and cooking activities. Telephone Tea towels Crockery/cutlery for staff use
Quiet Room	Floor cushions Curtains Portable T.V. Listening centre Display racks for books It is inappropriate to have tables and chairs or computers in the quiet room. The focus is on rest and listening/reading stories.
Office	Computer for staff Filing cabinets Telephone Table/chairs for staff
Parents Room	Fridge Microwave Curtains Comfortable chairs Curtains/blinds crockery/cutlery
Disabled/Staff Toilet	Washing/Dryer Changing/washing facilities

Section 10.10

**INTERNAL EVALUATION FRAMEWORK
FOR
NURSERY CLASSES IN PROVIDED PRIMARY SCHOOLS**

The intention is to provide staff, parents and children a guide to celebrate the good practice already in place as well as providing future targets for improvement.

The questions are arranged under headings which relate to the 10 dimensions of Quality used in the Effective Early Learning Project (E.E.L.) a national project under the directorship of Professor Christine Pascal. Nursery staff in Jersey took part in this innovative project.

The evaluation framework also relates to the Curriculum Guidance for the Foundation Stage QCA/DFEE 2000.

Primary heads and nursery staff are advised to use this framework to support, evaluate, and monitor the work in the nursery class in a variety of ways. For example to inform school development plans, staff appraisal, target setting and monitoring practice. In order to make it manageable, staff are advised to focus on one particular area of learning. The Foundation Stage Adviser will provide advice and support in the best use of the document.

“What a child can do with assistance today, she will be able to do herself tomorrow”.

Lev Vygotsky

“Recognize the teachable moment and intervene at the appropriate time”.

Margaret McMillan

10.10.1 PHYSICAL ENVIRONMENT - HEALTH & SAFETY

QUESTION	EVIDENCE	DATE
Resources 1. Are resources regularly checked and kept in good condition?		
2. Does all equipment in the setting comply with current safety standards?		
Appliances 1. Are gas and electrical appliances regularly checked?		
2. Are smoke alarms, fire extinguishers and fire blankets regularly checked and maintained in good working order?		
3. Are all adults and children aware of emergency procedures?		
4. Are there regular fire drills?		
Policies 1. Are all adults in the setting familiar with the Health and Safety policy?		
2. Is the Health & Safety policy regularly reviewed and updated?		

QUESTION	EVIDENCE	DATE
Resources 1. Are statutory requirements met whenever children are taken on trips/outings?		
Child Protection 1. Are all adults in the nursery aware of child protection procedures?		
2. Are systems in place to ensure the safety of the children, with regard to visitors?		

Indoor Environment

QUESTION	EVIDENCE	DATE
1. Are play areas well organized and accessible to all children?		
2. Is there adequate space for children to play and move between areas?		
3. Is care taken to adapt the environment to individual children's needs?		
4. Are all exits free from obstructions and clearly visible?		
5. Is there adequate heat/light and ventilation?		
6. Are areas to which children should not have access clearly marked?		
7. Are the displays at child height and inviting?		
8. Does the environment encourage independence in learning?		
9. Are all areas of learning attractively laid out and equipped?		
10. Are there defined boundaries to activities?		
11. Are the concepts of paths, movement, freedom to explore and privacy evident in the layout of the room?		

10.10.2 (A) OUTDOOR ENVIRONMENT

	Not sure	Priority
1.		
• Is the access direct from the inside area?		
• Are the doors easy for the children to open?		
• Are the doors easy and safe in use (e.g. to fasten back or leave open)?		
• Is there storage space inside the classroom door, so children can take things as they go out?		
• Is the area big enough for the children to use?		
• It is used by anyone else?		
• it is safe? - fenced and gated		
• Is it secure (reasonably vandal and theft proof)?		
• Is it easy to supervise? If not, what are the problems?		
• Can we provide 'free flow' outdoor play for long periods of the day?		
• Do you regularly take things outside from indoors?		
2. Surfaces and areas. Do you have:		
• A covered area		
• A hard, weatherproof area?		
• Grass?		
• Bushes and trees?		
• Flower beds or pots?		
• A wall or fence?		
• Dividers and boundaries within the area?		
• Adequate, secure storage?		
• Places to sit and be quiet?		
• Paths, stepping stones, gravelled areas?		
• Steps or slopes		
• Fixed apparatus?		
• Anything else?		
3. Activities. Do we plan for these sorts of activities?		
• Imaginative play		
• Building and construction		
• Gymnastics, games, vigorous activities		
• Small apparatus such as balls, hoop, quoits, bean bags		
• Gardening and horticulture		
• Environmental and science work		
• Quiet activities		
4. Equipment		
• Do we have a good mixture of real and replica playthings?		
• Is our equipment in good condition?		
• Is our equipment sufficient for the children?		

Helping children to become independent in the garden	Yes	No	Not sure	Priority
• Is our outdoor area an exciting, flexible environment, frequently changing to meet the needs of the children, and giving opportunities in many areas of learning?				
• Are the children encouraged to change and adapt the outdoor areas, furniture, equipment etc?				
• Could we involve the children more in selecting and buying new equipment and apparatus?				
• Do we consider versatility when choosing new equipment, making sure that new things have many possible uses, that they can be used by more than one child at a time, that children of different ages and stages can use them?				
• Is the outdoor storage accessible to the children? Can they help to get things out and put them away? Do we use the sheds when they are empty?				
• Do we put everything out for them? Could we involve the children more in deciding what goes out and where?				
• Do we give opportunities for children to personalise their play by, for example by offering flexible resources with many uses, and mark making equipment?				
• Do we watch children playing in this area, to find out how we can enhance and extend the quality of their play?				
• Are the adults all aware of their role in helping children's independence and play?				

What are the strengths, weaknesses, opportunities and threats in our outdoor play provision?

Strengths (the good things)	Weaknesses (the problems, limitations and disadvantages)
Opportunities (possibilities for future improvements and adaptations)	Threats (things that might work against our plans!)

SOME QUESTIONS TO ASK

Does our outdoor area give opportunities for children to:	
	Improvement Needed
• Go out in any weather?	
• Draw, paint or construct on large scale?	
• Be quiet and reflective?	
• Move or carry big or heavy things safely?	
• Use their whole bodies in creative work?	
• Make a mess?	
• Make decisions?	
• Play with sand, water, clay etc on a large scale?	
• Play in role?	
• Use wheeled toys?	
• Make marks and write with chalk, paint and pens?	
• Watch and explore the weather?	
• Discover minibeasts, watch birds?	
• Look at flowers, leaves, fruit and vegetables?	
• Grow plants?	
• Look after pets?	
• Record what they see and do?	
• Climb, swing, ride jump, hop, crawl?	
• Throw, catch, roll, toss, aim, pass, kick with small equipment?	
• Play games?	
• Explore numbers and words?	
• Access and organize equipment?	
• Put things away?	
• Work alone and in groups?	
• Explore sound, colour, light?	
• Fetch things from inside?	
• Have shelter from wind, rain or sun?	
• Make structures and shelters?	
• Sit down to play or talk?	
• Work, lie down, sit or roll on the ground?	

10.10.3 B INTERACTIONS & RELATIONSHIPS

QUESTION	EVIDENCE	DATE
1. Are children welcomed with their name and a smile?		
2. Do children welcome and talk to other children and adults?		
3. Is the handover time relaxed and friendly?		
4. Is continuity of care between home and the setting supported by clear and open communication?		
5. Are the children encouraged to work together to show empathy and caring?		
6. If there are bilingual children, do they have opportunities to talk to adults and other children speaking the same languages?		
7. Is the community language of the children/parents/carers valued and supported?		
8. If needed, are there resources available such as information in different languages?		

QUESTION	EVIDENCE	DATE
9. Is there a sense of enjoyment, and of humour, evident in the work with the children?		
10. Are all the children encouraged to question and are their opinions and responses listened to and valued?		
11. Is the individuality of children respected?		
12. Are the children encouraged to express their feelings through a variety of activities?		
13. Are the childrens' ideas and interests from home used as a starting point for their development and learning?		
14. Are the children encouraged to value their own cultural identity?		
15. Are the children encouraged to respect individual differences including culture, gender and ability?		
16. Are expectations of behaviour consistent within the setting?		
17. Is there a clear and regularly reviewed bullying policy, and are adults, parents/carers and children aware of your bullying policy?		
18. Are parents/carers and children involved in the drawing up, and review, of rules and limits?		
19. Are children and adults aware of and involved in changes, which affect them?		

C. PARENTS AND CARERS

QUESTION	EVIDENCE	DATE
1. Are parents/carers made to feel welcome?		
2. Is the knowledge of the parents/carers. In relation to the child, listened to, respected and valued?		
3. Is the family's background and language respected and appreciated?		
4. Are the views of the parents/carers, in relation to the setting, listened to?		
5. Is time taken to talk with parents/carers about their child/children?		
6. Are regular reports given to parents/carers on the progress of their children (verbal and written)?		
7. Are parents/carers spoken to, wherever possible, before information about their child is pass on?		
8. Are parents/carers content that their childrens' individual needs are recognized and catered for?		
9. Are parents/carers of the opinion that if anyone makes a negative comment about their child based on their cultural/ethnic background, the matter is taken seriously and appropriate action taken?		
10. Do parents/carers feel that boys and girls are equally encouraged to participate in all activities?		
11. Are parents/carers of the opinion that the nursery class provides a range for opportunities that enable every child to develop their potential in all areas of development?		
12. Do parents/carers have the opportunity to join in, contribute, gain new information and learn new skills.		

D. ADULTS

QUESTION	EVIDENCE	DATE
1. Is there a well-planned induction and training process that supports all adults, students and volunteers?		
2. Is there a mentoring/support system available to the adults?		
3. Do the adults have appropriate qualifications, training and experience?		
4. Is there training for all staff in specific areas such as First Aid, Equality etc?		
5. Are adults given an annual individual, development/training plan, which is linked to the needs of nursery class.		
6. Are adults given the opportunity and encouragement t enable them to identify and implement professional development?		

QUESTION	EVIDENCE	DATE
Management Structures (Where appropriate within the setting)		
1. Are there well-defined staff management structures and processes in place?		
2. Are adults aware about their, and other individuals', roles within the school?		
3. Are there opportunities for adults to be actively involved in the policy and planning process?		
4. Are there regular opportunities for adults to discuss how they feel about their work?		
5. Are there clear and open channels of communication between members of the team?		
6. Do all the adults within the setting work together as a team?		

QUESTION	EVIDENCE	DATE
Staff Organization		
1. Are the needs of the children central to the organization of the setting?		
2. Is there sufficient time given to enable adults to plan effectively, activities for individual children and groups?		
3. Do adults have access routes to specialist skills or specialist knowledge?		
4. Are there opportunities for adults to share their tasks and gain new skills?		

QUESTION	EVIDENCE	DATE
Policies		
1. Do all adults contribute to the making and reviewing of policies?		
2. Are there opportunities to discuss issues, such as teaching and learning and the values of the nursery class?		
3. Do all adults have knowledge of the policies of the school?		
4. Is there a clear, precise and regularly evaluated equal opportunities policy, which is translated into practice?		
5. Where there are breaches of the equal opportunities policy are they taken seriously and appropriately addressed?		

E. LEARNING ENVIRONMENT

QUESTION	EVIDENCE	DATE
Resources		
1. Are a wide range of resources used to stimulate and engage the childrens' interests?		
2. Do the books, displays, equipment and activities reflect the religious, ethnic and linguistic backgrounds of all children in the setting, and the diversity of our multi-cultural world?		
3. Are the children able to freely choose the equipment and materials they want to use and to use them in ways they choose?		
4. Is there an attractive range of tools and materials for making things, accessible to the children?		
5. Is there a range of resources for children to engage in imaginative play and which is appropriate to a variety of cultural and ethnic backgrounds?		
6. Is a wide selection of books, listening centre writing and drawing materials available to the children.		
7. Are there materials and activities available for exploring maths, science and technology?		
8. What plans are being undertaken to develop the use/improvement and purchase of resources?		

QUESTION	EVIDENCE	DATE
Activities		
1. Is there a wide selection of activities so that the children can pursue their own interests?		
2. Is time and encouragement given to enable children to explore their particular interest in depth and over time?		
3. Are all the children equally encouraged to explore new activities?		
4. Are the children provided with the opportunity to do real life activities for real purposes, sometimes working alongside adults rather than watching staff?		
5. Do children regularly have opportunities to make trips and visits (daily walks, if possible).		
6. Is safe space provided for the children, both indoors and out, to jump, run and climb?		

QUESTION	EVIDENCE	DATE
Wider environments and the local community		
1. Is the local community and wider environment used as a valuable resource for the children?		
2. Does the nursery class have good contacts with health visitors, other agencies and settings?		
3. Does the nursery class ensure a wide range of visitors, from the local community?		
4. Do these visitors include individuals from the various cultural, religious, ethnic and linguistic groups that comprise our society?		
Snack-time and lunch-times		
1. Are snack-time and lunch-times a relaxed and enjoyable experience for both children and adults?		
Quiet spaces		
1. Are there places for the children to rest, to be quiet and to dream?		

F. PLANNING & ASSESSMENT

QUESTION	EVIDENCE	DATE
1. When planning childrens' experiences, are their views, interests and levels of development taken into account?		
2. Do adults plan for childrens' social and personal development?		
3. Are the children given regular opportunities to talk together about what they have discovered and what they know, and what they might do next?		
4. Are the views of parents/carers reflected in the planning process?		
5. Does the planning reflect the cultures/backgrounds of the children?		
6. Does the planning encourage anti-discriminatory attitudes and practice with regard to gender, culture and ability?		
7. Is the planning informed by an understanding of childrens' real lives today?		
8. Wherever possible does the child have the freedom to choose whether or not to be involved in the planned experience?		

QUESTION	EVIDENCE	DATE
9. Is there evidence of enjoyment in the experiences which have been planned?		
10. Are the children encouraged, to continue and extend their interests?		
11. Are the children provided with opportunities to develop their thinking and problem solving over time?		
12. Are the children's experiences regularly reviewed and recorded? Is there evidence of planning and assessment.		
13. Are childrens' previous learning experiences taken into account as an influence on future planning?		
14. When making assessments do staff take into account the variety of ways in which children show what they know and can do?		
15. Is individual childrens' involvement, in the different experiences offered, monitored?		
16. On the basis of this evidence are all children encouraged to participate in the variety of experiences available?		
17. Are the routines reviewed regularly to ensure the childrens' needs are met?		

G. LEARNING ENVIRONMENT

QUESTION	EVIDENCE	DATE
1. Are childrens' own interests and thinking used as a starting point for their development and learning.		
2. Are the children's discussions about their experiences valued and respected so that they feel able to contribute?		
3. Do children show involvement in their play/learning?		
4. Is there awareness and understanding displayed, within the nursery class of the childrens' abilities and those of their families in relation to their cultural, religious and linguistic backgrounds?		
5. Are the childrens' individual needs met with care and consideration?		
6. Do the children have time and opportunity to communicate with, and learn from one another?		
7. Are the children listened and responded to individually?		
8. Are the community languages of the children valued and supported?		
9. Is there sensitivity displayed by adults relating to when to join in, support/extend childrens' development and learning?		

QUESTION	EVIDENCE	DATE
10. Are learning, reflecting and problem solving modeled by adults in the setting or group?		
11. Are children encouraged to create their own stories, and are different cultural stories told?		
12. Are children's minds engaged in a way which offers challenges and encourages extension of their known world?		
13. Are children encouraged to persevere with an activity and to think through the solution by themselves?		
14. Are all the children encouraged to plan and make decisions about their learning?		
15. Do the children have time to play, think, dream, experiment, reflect and talk about their experiences?		

H. LEARNING & EXPERIENCES

QUESTION	EVIDENCE	DATE
Language & Literacy		
1. Do children hear plenty of stories, songs, nursery rhymes, and poems (spoken and written) from a wide range of cultures and languages?		
2. Do children have access to a person who values what they say and has regular conversations with them?		
3. Do children have opportunities to communicate with, each other and to adults in pairs, small groups and sometimes, larger groups? Are there quiet places for the children to talk?		
4. Do children have opportunities to communicate in their community language and are they encouraged to do so?		
5. Do children have opportunities to story-tell; role-play and small world play using puppets and other props?		
6. Do children have opportunities to develop an awareness of different sounds, rhymes and rhythms through songs, poems and rhymes?		
7. Do children have access to a literate environment with environmental print and are they encouraged to explore a range of literature?		

QUESTION	EVIDENCE	DATE
Language & Literacy continued		
8. Do children have access at all times to a range of book and library facilities, fiction, non-fiction, big books, printed material - with print in a range of script?		
9. Do children have access to a wide range of drawing and writing materials including different coloured papers and pens?		
10. Are the children encouraged to make books and try emergent writing for a wide range of purposes and for different audiences?		
11. Do children have opportunities to observe adults reading and writing for a real purpose in nursery class?		
12. Do children read and write their own name, and others, for a range of purposes?		
13. Do children have access to displays with words and labels, in a variety of languages, around the room and do the staff know what these words mean?		
14. Do children have opportunities to share their singing and dramatic play with others?		
15. Do children experience regular events and trips to encourage language use and extension from a variety of cultures and		

languages?		
16. Do children have opportunities to use technology to write and record?		

QUESTION	EVIDENCE	DATE
Mathematical understanding		
1. Are the children encouraged to find maths in everyday situations for example; door numbers; bus and telephone numbers; times of favourite TV programmes; bedtimes; shapes in the environment; role-play etc?		
2. Do children have opportunities to sort, count, order, classify, compare, add and subtract, measure, estimate, make patterns, and solve problems in a variety of practical situations, using a wide range of measures and resources from different cultural backgrounds?		
3. Do children have access to sand, water, construction kits, measuring equipment, natural materials, cooking and food activities, games involving numbers, work with computers and activities which encourage logical thinking and problem solving?		
4. Are there numbers around the room with number lines and tracks (including numbers more than 10)?		
5. Are there opportunities to sing and chant number rhymes?		
6. Is mathematics made a feature of on visits, trails, and special events?		
7. Are stories used as a starting point for mathematics?		
8. Are opportunities created "out of doors" to experience mathematical ideas?		
9. Do children have opportunities to talk about numbers, shape and size?		

QUESTION	EVIDENCE	DATE
Mathematical understanding continued		
10. Are computer games involving mathematical ideas available?		
11. Are there books with mathematical themes?		
12. Do children have opportunities to record numbers, initially using marks and tallying, and to learn about various ways of counting?		

QUESTION	EVIDENCE	DATE
Knowledge & Understanding of the World		
1. Do children have opportunities to talk about the time and place - past, present and future?		
2. Do children have opportunities to talk about their own families, homes, the local and the wider environment, using their own experience in an atmosphere of mutual respect and value.		
3. Do the children celebrate festivals, go on walks and regular visits, and have visitors and guests?		
4. Are the children developing an understanding of the natural and man-made environment from first hand experiences and natural materials, both in and out of doors?		
5. Do children have opportunities to ask questions, problem solve, observe, predict, estimate, test and record through drawing, talking and early writing?		
6. Do the children engage in play discovery, exploration, and investigation?		
7. Do the children participate in discussions about cause and effect, have opportunities to care for and value living things, construct, take things apart, observe changes, for example, in cooking and the natural world around them?		
8. Are there opportunities to learn about their bodies and growing things, experiment with magnets, magnifiers, construction kits, tape recorders, cameras?		
9. Do they have access to resources such as technical Lego, electricity kits, computers, telescopes, an incubator?		

QUESTION	EVIDENCE	DATE
Creative development		
1. Do the children have opportunities to express themselves imaginatively by painting, drawing, modelling with dough, clay and other 3D materials, and by using dressing up clothes and props?		
2. Do the children have opportunities to make choices and experiment with a wide range of media, following their own ideas with sensitive adult support?		
3. Are a wide range of cultural resources used to stimulate creativity?		
4. Do the children make and respond to music; create and tell stories and create scenarios?		
5. Are there a wide variety of materials for drawing; pens, crayons, chalks, charcoal, pastels and oils in a range of colours?		

QUESTION	EVIDENCE	DATE
Creative development		
1. Do the children have opportunities to express themselves imaginatively by painting, drawing modelling with dough, clay and other 3D materials and by using dressing up cloths and props?		
2. Do the children have opportunities to make choices and experiment with a wide range of media, flowing their own ideas with sensitive adult support?		
3. Are w wide range of cultural resources used to stimulate creativity?		
4. Do the children make and respond to music; create and tell stories and create scenarios?		
5. Are there a wide variety of materials for drawing; pens crayons, chalks, charcoal, pastels and oils in a range of colours?		
6. Are the children able to mix their own paints and have access to resources such as collage materials, fixers, glues, sellotape, clips?		
7. Do children have opportunities to use different sized brushes for painting, sponges, rollers, scrapers, materials for printing, paper of various weights and colours, oil, powder, temperas water colours inks, dyes?		

QUESTION	EVIDENCE	DATE
Creative development continued		
8. Are the children taught to use tools and materials correctly?		
9. Do the children have opportunities to role-play, make music dance and express feelings and ideas in response to music?		
10. Do the children work together on creative projects?		
11. Are the children encouraged to develop their own ideas and not to work to an adult's idea or template?		
12. Do children have opportunities to work alongside artists and other talented people?		

QUESTION	EVIDENCE	DATE
Physical Development		
1. Are the children given opportunities to develop an awareness of their own bodies and their personal space, with an understanding of how their body works and what keeps it healthy?		
2. Are there daily opportunities for the children to climb, run, crawl, jump, balance, build strength, push and pull?		
3. Are the children encouraged to develop fine manipulative skills in a variety of ways?		
4. Do the children have regular opportunities to eat healthy food and rest?		
5. Do the children have access to outside space on a daily basis?		
6. Is there a safe area for play?		
7. Are there opportunities for the children to participate in group activities or games?		
8. Are there opportunities for the children to participate in trips and special events such as swimming or visits to a gym?		
9. Are there opportunities for children with physical disabilities?		

Area of Learning

Actions	Cost	Time	Importance

10.11 USEFUL NOTES/RESOURCES/REFERENCES

10.11.1 Notes from Ros Bayley - Observation Skills.

Observations can be either anecdotal/incidental or Focused. Observations are essential! if we are to match our teaching to children's learning.

The Process Is Very Important

Remember the four D's

- Describing
- Documenting
- Discussing
- Deciding

Example of anecdotal/incidental observation on address label (colour code if you want - in areas of learning).

JB 24.09.02

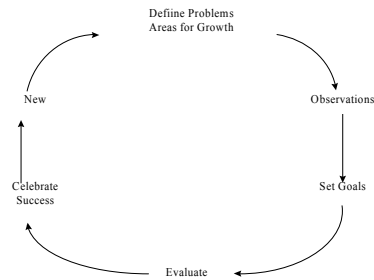
Jamie picked up a dice and said 'All these dots make 21).

Write anecdotal observations on address labels - then transfer them on to child's observation file which is divided into six areas of learning or make a profile with examples of work and colour code the address label eg pink for P.S.E. etc.,

Don't write what you already knew, it should be SIGNIFICANT moments of Eureka!

Remember to be aware of your own lead learning style/trait (VAK). Remember that young children may not respond to a predominantly auditory or visual input - let them use movement for learning! **Engage their emotions.**

Cycle of observation



Make a file of 'Focused observations' on different aspects eg areas of learning etc.

Some ideas for Focused observations.

Book area/science corner etc.
Sand/water tray
Carpet time
Outside at break time
Assembly
Lunch times
P E
Toilets
Story time
Tidy up time
Social groupings
Adult interactions
Child involvement (particular activities)
Individual children
ICT area

The possibility is endless!! About 5/10 mins for a Focused observation is enough!!

You will need to plan this or it will not happen!!

Focus (Reason for observation) _____

Date _____ Child/children or area involved

Time _____ Who carried out observation?

Description - What I noticed, heard and became aware of (Be factual, specific and as brief as possible)

What does this observation tell me?

Areas of learning involved (tick)

PSE

Literacy

Numeracy

Physical

Creative

Knowledge &
Understanding

Action arising from the observation

Remember: Describe
Document
Discuss
Decide

Section 10.11.2 Leadership in Nursery Classes

Managing a successful nursery team **Notes from a meeting of Nursery class teachers on 17 March 2003**

A good team leader is:

- enthusiastic
- fun loving
- friendly
- sensitive
- professional
- healthy
- mature
- realistic
- a good listener
- a motivator
- trusting and trusted
- pro-active
- knowledgeable
- respectful
- a team player
- dedicated
- flexible
- energetic
- open minded
- creative
- imaginative
- a risk taker
- a good listener
- a good communicator
- thoughtful
- fair

S/he also

- loves children and has their best interests at heart
- has high self esteem and a sense of humour!

A good team leader may also have to be:

- tough
- broad shouldered
- determined
- a bridge builder
- a confidante
- a messenger
- an impartial evaluator
- prepared to compromise

Successful teams need:

- a clear and high example
- clear roles and responsibilities
- praise and acknowledgement
- visits and exchanges to see good practice
- training to extend and update their skills
- meetings to discuss concerns, issues and organisation
- to be trusted
- sensitive appraisal of their performance by people whose opinion they value

Managing meetings.

Successful meetings:

- have a clear agenda (with contributions from everyone)
- start and finish on time
- have food and drink (it's usually a hungry time of day!)
- have a 'no-blame' culture
- celebrate successes as well as identifying problems or challenges
- have agreed codes of behaviour (punctuality, turn taking, listening etc)
- have a note taker who records decisions, not discussions, and the note taking responsibility circulates among the members of the group
- are managed by the group so they don't get bogged down in fruitless discussions, arguments or lengthy anecdote (this may mean having a chairperson)
- are managed by the group so everyone has a chance to contribute

On the following two pages is a suggested schedule for an annual informal appraisal discussion between the team leader and each member of the team.

Some tips for these meetings:

- You don't need to use all the questions, but make sure you ask the same questions of all the team!
- Make sure you ask questions that give team members a chance to celebrate their successes as well as identifying needs.
- Give a copy to each of the participants in advance of the meeting, so they can prepare for the discussion. It also forms the agenda for the meeting.
- Think about each individual before the meeting and make a few notes of your own on what you want to say under each section.
- Always finish on a positive note!
- Keep to the agreed time.
- Make some notes of the things they say and give them a copy of anything you are keeping. Tell them who will have access to the information.

Meeting between	and
Date	
Time	
The Children	
Which children or families do you feel you have been successful in helping to succeed? What did you do?	
Are there any children who you have found particularly difficult or worrying? What have you done about this?	
During this year, which things have you done in the nursery that you have been particularly pleased with or proud of?	
Have you been on any visits or training that has been particularly useful?	
Which area of the curriculum do you like best? How have you contributed to this area?	
Have you got any skills or interests which you don't think we are using, or things you would like to try?	
Is there any area of the curriculum or aspect of your job that you would like to know more about, or have more training in?	
Are you enjoying your job? Is there anything you want to change? Is there anything you don't like doing?	

Do you enjoy the age group you are working with?

Is there anything particular you would like to do next year?

Finally, what is the best thing that has happened to you during this year?

Please use this sheet to make your own notes in preparation for the meeting.



Practitioner



Knowledge and Understanding of the World

Encouraging

Problem-solving

Among the aims for the Foundation stage is the expectation that the curriculum will provide 'opportunities for all children to solve problems', both during their spontaneous play and as a result of adults' planned provision. Problem-solving is an approach not an activity and it may involve a rethink of the way in which adults work with children.

'Through play, in a secure, learning environment with effective adult support, children can:

- communicate with others as they investigate or solve problems'. (*Early Learning Goals* page 12)

'The parallel growth of confidence and trust enables children to take risks in their learning, to try to solve problems and to view practitioners as helpful teachers'. (*Curriculum Guidance* page 21)

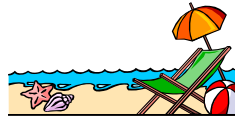
There is an implicit suggestion in the above statements that finding the solution to a problem is not always the main outcome. The process of trying to find a solution and having the opportunity to share this process with interested adults and peers is more important. These statements underpin the role that practitioners play in developing children's learning. The nature of adult intervention is an essential factor in whether children have the chance to solve a problem or whether it is done for them!

The *Curriculum Guidance for the Foundation Stage* suggests that the adult's use of conversation is crucial in challenging thinking and that carefully framed questions (page 23) such as 'How can we...?' will promote children's ideas and suggestions. The practitioner's role is vital in ensuring that other key elements are in place in order to foster purposeful problem-solving including:

- a shared understanding of the problem-solving approach by the practitioners;

- effective use of space and resources;
- sufficient time for children to explore situations and materials;
- opportunities to communicate with peers and adults;
- a culture of valuing process over product;
- the use of support strategies.

Consider the following situations with these elements in mind.



Setting A

In a reception class, three children were involved in building a castle in the sand during worktime. As the activity progressed, the sand began to become quite dry and towers were beginning to crumble-problem! One of the children suggested adding some water, which should have solved the problem, but an over-generous amount of liquid resulted in sand that became more like mud and took on the properties of water. The nursery nurse was summoned to the scene. The children were quick to tell her that they had added too much water and that they were going to dig channels instead of building the castle. The direction of play changed

completely. At the close of the session, the children were expected to clear away and tidy up after themselves. The three in the sand looked nonplussed at this stage and so the adults engaged all the children in the class in solving the problem of drying out the sand before the following day. The children were reminded that the change in the sand had occurred as a result of water being added. It was agreed that the water had to be 'removed' from the sand. One child suggested that it could just be left and it would dry ('like our paintings') but other thought that would take too long. After some discussion, the solution that gained unanimous agreement was that the sand tray should be wheeled outside and left in the sunshine because 'the sun's hot and makes things dry up quicker'.

In this play situation, there was an opportunity for the children to recognize and solve a problem of their own, that is the consistency of the sand not being appropriate for building castles (neither before nor after adding the water). The staff's belief in the value of problem-solving ensured that they recognized the opportunity to set the children another problem which was relevant and real.

The potential for learning may not have occurred had the nature of the classroom climate been different.

Firstly, the children had access to materials in the classroom and felt confident in changing the existing state of the sand to meet their needs. Although the children's action did not have the desired result (damp sand that compacts), when the practitioners arrived on the scene she encouraged them to think about the amount of water added - ideas and terminology specific to capacity were addressed in the process. Some thought was also given to a more appropriate strategy for adding the right amount of water that could be used next time! There was no sense of blame for the incident - rather

a shared understanding that 'a bit at a time' might be more appropriate, so confirming the need for them to act responsibly.

Secondly, they were able to explore how very wet sand behaves like water (flowing, pouring) and to make comparisons between the damp and wet sand.

Thirdly, they were part of the discussion in which the children were encouraged to use the existing knowledge of evaporation and the part played by heat in this process. They were reminded of their previous experience of watching puddles shrink after the rain had stopped. They were expected to relate this experience to a new context in order to reach a solution. Although the staff acknowledged children's responses, asked questions and reminded the children of related experiences, the suggested solutions came from the children. In this incident, the practitioners exploited the opportunities for fostering learning in the areas of Mathematical Development, Knowledge and Understanding of the World; and Personal, Social and Emotional Development.

As the *Curriculum Guidance* reminds us, 'Allowing children to think about and practice ways of solving problems helps them to gain confidence in themselves as problem-solvers, to develop the problem-solving habit and to feel capable of responding to self-chosen challenges.' (page 29)

Setting B

Contrast the previous situation with this one that occurred in a nursery class.

As the children arrived for the session, they were encouraged to plan where they wanted to play. One child chose to go to the tactile area. She helped herself to a board, found the appropriate container, opened it and took out all the dough. At this stage, she was by herself in the area. One of the practitioners, who had joined Laura in the area, smilingly commented on the amount of dough she had and asked her what she would do if anyone else chose to play there. Laura looked thoughtful and said, 'I've got all the dough'.

'Yes, you have', agreed the practitioner. At this point a second adult arrived in the area.

'Laura', she said, 'you can't have all that (dough)' and proceeded to set out five boards (one per empty chair), remove the dough from Laura's board and break it



into six equal sized portions.

'There you are, Laura - you must share with your friends', she said as she left the area.

Laura looked at the first practitioner and said: 'But none of my friends are here yet.'

'Another opportunity lost', murmured the practitioner to herself.

It may be worth considering the 'lost opportunity' for Laura's learning. Having recognized that there was no-one with whom she needed to share the dough, the first practitioner was giving Laura a chance to practice her social skills by asking her a hypothetical question that could have led to a discussion on sharing; the number of people who could come to sit at the table; how many boards would be needed; and what Laura would need to do to enable other to play with the dough.

As in the first incident, here was an opportunity to encourage Laura's thinking about mathematics and to develop social skills through posing a hypothetical problem. So why wasn't this achieved? Consideration of the situations may provide the answer.

A shared understanding

In the first setting, the practitioners shared an approach towards developing independent thinking which was not immediately apparent in the nursery situation. This common approach is achieved as a result of analysis of practice and by supporting each other in developing the skills needed to identify opportunities, ask meaningful questions, and stand back while children try things for themselves.

Effective use of space and resources

In both the situations described, the children had been given choice about the selection and use of materials. This is an important feature of young children's learning. Children need to have access to resources which can be

used in an open-ended way and which encourage decision making. For example, children enjoy adding soapflakes to water and an element of decision making can be introduced by providing different sized bowls and a variety of whisks. 'Will the balloon-shaped whisk work in the small bowl? If not, why not? What sort of whisk would work better?'

Research suggests (Fisher 1995) that children who are actively involved in creating their own environment have the opportunity to take real life problems such as space, noise, 'traffic' into account and appear to use the areas more purposefully in their play. This is quite easily achieved in the outside area where often large apparatus and toys are taken outside. Children could be invited to suggest suitable locations for the slide, tunnel, roadways. This could form part of the adults' planning for children to engage in first-hand experiences that encourage problem-solving - a requirement of the Early Learning Goals for Knowledge and Understanding of the World (*Curriculum Guidance* page 84). Other open-ended resources could include lengths of guttering, wooden ramps, squeeze bottles, buckets and household painting brushes.

Time

If only we had more time is a common cry! Children need it, too. How far was Laura (setting B) given time to respond to the challenge set by the first practitioner? Children need time to think about what they are doing, to find what works through trial and error (very time-consuming but can be immensely valuable), to talk about their experiences with peers and adults. Children develop their sense of time through consistent routines and the time when they are engaged in self-initiated activity and will encounter problems should be the longest part of the session. Trial and error is sometimes considered to be time-wasting but if children are given time to reflect on the experience then this will develop their learning. For example, when using a programmable toy children need time to find how far it will travel in response to the commands before they can begin to understand cause and effect. Only then will they be able to interpret a situation and determine whether it needs a higher number to enable it to reach its goal. They may appreciate clues to help them in the process of trial and error. Prompts such as 'Number 4 made it reach the chair: if you want it to reach



the table will you need a bigger or smaller number?'

Communication

Children often describe their actions as they play and do not always appreciate adult intervention. However, using adults or peers as a sounding board is a useful way of thinking through the solution to a problem as they are doing it. Young children are not always articulate enough to explain what they are trying to do and part of the adult role is to model use of language, although communication also includes use of gesture and facial expression. Although questioning ('What will happen if...', 'Can you find a way to...?') is an important strategy in promoting problem-solving behaviour, it can be over-used and adults should use comments to prompt ('Have you thought of...?') and remind children of previous experience (as in setting A). Sometimes adults can challenge children by making a simple comment. For example, in a large circle time with a reception class, the children were looking at toys from the past. 'I don't think I can make this work', said the practitioner holding up a clockwork toy. Immediately, half a dozen voices chorused 'I can' and for the next few minutes children were busy finding out how to wind it up and the effect of turning the key a different number of times.

Process as well as product

Recognizing that how they do something as well as having an end product is crucial in developing children's self concept of themselves as thinkers, fostering feelings of satisfaction and pleasure at being able to think out solutions' (Burden and Williams, 1998). Therefore, practitioners need to

value children's attempts to solve problems even if the outcome is less than perfect or achieved differently from the way envisaged at the outset. In setting B, Laura may not have shared the dough in even amounts but her attempts at doing so should have been praised.

Strategies

Although the *Curriculum Guidance for the Foundation Stage* emphasises children solving problems, they will need support in doing so. Fisher (1995), Ashman and Conway (1993) offer useful advice about supporting problem-solvers. Some of the strategies are evident in the first illustration (setting A).

- Help children identify what the problem actually is and that sometimes 'working backwards' is useful - for example asking 'What do you want to happen?'
- Help children consider the factors - 'What do we already know that will help?'
- Remind children of a previous, similar experience and what worked then.
- Simplify (if possible) by breaking the problem into steps.
- Help them to plan - it is believed that planning develops thought patterns which develop sequential thinking which is often a key to finding a solution. Those practitioners who adopt the High/Scope approach of 'plan-do-review' often find that children become confident in trying to solve problems.
- What implications does this have for us as practitioners? Problem-solving is a cognitive process in which children are engaged every day - the adult's role is to ensure that curriculum planning makes this explicit through the elements described above. It is also important to model problem-solving through the adoption of the strategies outlined since this will help to develop children's understanding of the approach. By thinking aloud about what our problem is, why we're trying something and showing a positive attitude if it doesn't work, we show children that problems can be solved. The key to developing this understanding is that the approach is shared by all adults working with the children.

Karen Hartley, senior lecturer in primary science at Edge Hill College of Higher Education, Ormskirk, Lancashire.

Encouraging problem-solving

Methods of Learning

- *Use play methods*
 - *Encourage children to learn with others*
 - *Make learning a focus*
 - *Help children to make connections*
-

Useful questions

- *What can you tell me about....?*
 - *Can you show me what you mean....?*
 - *Why do you think....?*
 - *What do you think....?*
 - *Will happen....?*
 - *What would happen if....?*
 - *What are you going to do next....?*
 - *What else could you do....?*
 - *Can you tell me what you did....?*
 - *Is there another way you can....?*
-

Section 10.11.5

USEFUL RESOURCES/REFERENCES

- 1. Linda Lawrence**
Lawrence Educational Publications
17 Redruth Road
Walsall
West Midland WS5 3EJ
01-922-6443-833
www.educationalpublications.com

For all the resources used by Ros Bayley except the very large puppets. (Very reasonable prices!!).

- 2. A Place to Learn-**(Very Important for setting up the environment and good ideas for resounding)
LEARN
Forster Park School
Boundfield Road
Catford
LONDON SE6 1PQ
Tel: 020 8695 9806
Fax: 020-8698 0900
eys.adviser@lewisham.gov.uk

- 3. High/Scope UK**
Copperfield House
192 Maple Road
London SE20 8HT

Tel: 020 8676 0220
Fax: 020 8659 9938

Supporting Children in Resolving Conflicts (Video £25) and other resources.

- 4. Foundation for Independence - Must!** (up-to-date thinking, inspirational!)
By Sally Featherstone and Ros Bayley
£17.95
Plus 'Little Books' etc.

From: Featherstone Education Ltd
P O Box 6350
Lutterworth
LE17 6ZA

Tel: 0185 888 1212
Fax: 0185 888 1360

5. The Foundations of Learning

Literacy in the Early Years
Video £30

From: Centre for Language in Primary Education.

This is excellent for showing good practice and illustrates the ethos of the Curriculum Guidance for the Foundation Stage 'e.g. role of Parents creating challenging learning opportunities etc'.

6. Community Playthings

Robertsbridge
East Sussex
England TN32 5DR

For high quality equipment plus ask for their video on 'Block Play' and book on 'Spaces'.

7. Mantra Lingua

Dual Language Publications and resources of excellent quality. Beautiful posters and games/toys.
5, Alexandra Grove
London N12 8NU UK

Tel: 020 8445 5123
Fax: 020 8446 7745

**SOME PRACTICAL SUGGESTIONS TO DEVELOP
YOUNG CHILDREN'S
UNDERSTANDING OF THEMSELVES AND OTHERS**

FROM:

**SUPPORTING IDENTITY, DIVERSITY AND LANGUAGE
IN THE EARLY YEARS
(by Iram Siraj-Blatchford and Priscilla Clarke)**

and

**YOUNG CHILDREN'S PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
(By Marion Dowling)**

HELPING CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Practicing Pronunciation

Children learning English as an additional language need many opportunities to listen to and practice English before they are familiar with the pronunciation, sounds, stress and rhythms of the new language. They need a variety of activities that provide practice of the new sounds and plenty of encouragement to become proficient. Depending on their age when they begin to learn the new language, children may continue to speak with an accent. However, introducing sounds and rhymes in fun ways will give children practice in the new language. Strategies for teaching and support include:

- providing opportunities for children to hear language sounds and patterns modelled by native speakers;
- using speech rhymes, clapping activities, songs and chants to develop fluency and rhythm;
- encouraging children to fill in repetitive choruses in stories and rhymes;
- using tongue twisters and funny rhymes.

Use of Contextualized Language

In the early years, most of the learning focuses on the 'here and now'. Staff can build on this by focusing on topics and activities that build on common experiences and that can provide shared background knowledge for children. Staff need to extend learning opportunities by planning activities that provide opportunities for the children to identify meaning through the context. Use of 'hands on' activities, support from visual materials and other activities which focus on personal concrete experiences support learners to develop important concepts and learn key language items in English. As their knowledge of English improves they gradually construct more meaning from the words themselves but the construction is often incomplete.

Use of concrete referents

Another important scaffold to support young learners in the early years is the use of concrete referents, such as non-verbal cues, gestures and visual aids to support the language learning. The content of language directed at learners should enable the learners to identify the meaning through the immediate context (Dulay, Burt and Krashen 1982). Visual, contextual and linguistic cues are important as they make it possible for learners to enter interactions. Linguistic cues include calls to attract and hold attention, repetition and cues to identify objects.

Another important aspect is the use of familiar topics to assist learners. If learners are able to enter into interactions using language and experiences that are familiar this gives them confidence.

Use of Decontextualized Language

Young learners gain confidence with their use of English and become less reliant on concrete referents. As they develop confidence in the use of English, it is important to expose them to more 'decontextualized language', that is, the language of 'there and then', which is often the language of stories, of recounting events that happened at some other time and of reference texts that will be used in learning. Children need opportunities in interaction to indicate their interests, opinions and preferences and to learn to negotiate solutions to problems, interpersonal situations and conflict.

With fluency in the second or additional language children's comprehension increases and they are able to use more complex constructions. Staff have a major role in supporting both the learners' acquisition of comprehension and their production of English. Staff need to build on the learners' attempts at conversation, use the context to provide the learner with clues to the conversation, model and expand the correct form and avoid using idiomatic language. During conversations, adults can help the learners by prompting them and filling in gaps in the conversations.

Early childhood educators and parents often regard language as the central vehicle through which children learn and make sense of their cultural environment. Language is also deeply rooted in culture and therefore a vital component of how we feel about ourselves. Children need a good image of themselves, and valuing and extending their linguistic competencies and awareness is vital to this process. Self-esteem and identity are based largely on competent acquisition of language and having the languages we do possess recognized as valuable and acceptable. Staff can help children to feel good about themselves through valuing and extending their languages.

Use of Predictable Routines and Behavioural Expectations

In the early months of the year in the nursery and school, staff need to work persistently to establish predictable routines and behavioural expectations for the learners. These include greeting the children on arrival, and making use of routine language each day to assist children to choose from a range of activities, for example, invitations to play - 'What would you like to do today?' 'Come and sit down here.' Staff can model language patterns in routine classroom language for example, 'Today is...', 'Yesterday was...'. Other routine language can be used to assist children with changes in activities and group times, such as: 'Come and sit on the mat'; 'Are you all watching?'; 'Stand up'; 'Sit down'. Staff can use a variety of language games for dispersal to activities.

Use of Positive Feedback

The children's level of confidence will affect the degree to which they are willing to take risks in the use of English. A child who is confident to try new vocabulary or to take part in conversations will appear to be more competent with language than a child who is shy or worries about making mistakes. These children may remain silent for some time in a new language environment. Children need to be given positive, encouraging feedback in any attempts they make to communicate in English. This includes their non-verbal responses. Feedback can include generous use of praise such as 'good shot,' 'well done', 'great'.

Developing Listening Skills

Listening is an integral part of any early years programme and for young English as an additional language learners, learning to listen is critical. In order to interact children need to listen to what is being said, to interpret the speaker's meaning, to formulate an answer and respond (Jalongo 1996:21).

The tasks that young children have to deal with while learning English as an additional language are many and children also have to develop complex understandings in order to use the new language. They have to learn:

- to recognize new non-verbal language, gestures and facial expressions;
- to distinguish sounds;
- to understand new vocabulary;
- to identify individual words from what initially sounds like a continuous string of sounds;
- to recognize a new script or alphabet;
- to recognize differences in stress, rhythm and intonation;
- to differentiate the structure of the new language (including word order, use of definite and indefinite articles, etc.);
- to adopt new ways of behaving and new values;
- to understand jokes, metaphors and idiomatic language.

(adapted from ESL Essentials, Directorate of School Education 1992:17)

Because of the complex nature of learning an additional language, young learners may take some time to tune in and listen actively to the sounds of English. Staff must assist children to develop listening skills. The following strategies can be used by staff to model good listening skills and encourage children to listen actively:

- model good listening habits by getting down to the child's eye level;
- concentrate on what the child is saying - knowing when to listen and when to talk;
- create a positive listening environment where background sounds or music is eliminated so that children can focus on listening;
- ensure that all children can be heard - this may mean explaining to others that everyone needs to have a turn. Check that the learner has understood what you said;
- plan listening activities and games based on the children's level of development, interests and experiences and supported with real objects and pictures, for example, music, singing games, audio tapes and sound and picture recognition;
- use strategies to increase active listening, such as restating ('Who can tell me what we need to do before we do a painting?'), summarizing ('What did we do when we went on the excursion?'), reflecting ('If you could...') and self assessment ('Tell us...');
- read and tell a wide variety of stories and involve the children as much as possible in patterned responses. Support stories with props and visual materials;
- encourage the children to dramatize the story or illustrate the story with puppets;
- picture lotto;
- snap and other card games;
- sequential cards;
- children's board games like snakes and ladders;
- counting games;
- activities such as cutting and pasting in which the staff work on a one-to-one basis with children;
- puzzles and jigsaws.

Games such as these provide opportunities for children to put things into sequence, to sort and classify, to label, describe and match objects, to ask and answer questions and to take turns. They can be played in English, in languages other than English or bilingually. They provide all children with opportunities to learn something of another language.

When selecting games for children it is very important to choose games with pictures reflecting the diversity in the community. At the same time stereotypes should be avoided.

Illustrations can provide a means of introducing children to possibilities that may be under-realized in their local environment. For example, illustrations may be selected that depict women and men, girls and boys in a variety of roles. For example, girls fixing a bicycle, women as engineers, men working with young children. Illustrations should also reflect ability and disability, ethnicity and religious differences. But, as always, it is very important that these images do not further add to stereotypes.

Materials

Children need to have access to a wide range of materials to stimulate and support their play. These materials should be well organized and readily accessible. Materials for sociodramatic play should reflect mixed gender roles, cultural diversity and encourage all children to interact with others. The range of materials should include recycled material as well as commercial toys and games. Some children may need to be assisted to use materials.

The outdoors can provide stimuli for dramatic play such as low tables, cushions, outdoor markets with baskets and mats, a place for preparing, cooking and eating food outdoors. Make signs 'girls at work', signs for road constructions, etc. Provide implements and containers for sand play outdoors - sieves, strainers, wok, pans, cooking trays, muffin tins and piping. Make sure your sandpit is accessible for children with a disability. Provide a piece of mat or a box for children to sit on if they do not like to sit on the sand.

These are just a few suggestions, discuss them with staff in your nursery, share ideas with colleagues in other areas. Visit local markets and shops to get ideas of what you might include in your environment. See Chapter 7 on resources to help practitioners plan the curriculum.

Ensuring the curriculum supports diversity

In the early years, the children's learning is facilitated by a range of play materials that support their individual needs including culture, language, gender and ability. In considering the resources needed, the activities initiated in the centre provide a starting point for deciding what can be achieved. This includes the environment indoors and the variety of experiences outdoors.

Staff in the early years need to ask themselves how their service is perceived by people from diverse backgrounds. Does the curriculum reflect the social class, education, gender, culture and language of the community it serves. All areas of the nursery and school should support the diversity of the children and families who attend and should encourage all children to develop positive feelings towards others. The following list provides some ideas for resources that can be provided in all areas of the indoor and outdoor environment.

Home Corner

Provide a range of dolls reflecting diversity; include food packages, tins, boxes and packets that have labels in other languages; wall hangings, rugs, lengths of material for dressing up, trousers, caps, bag, baby slings and carriers, chopsticks, bowls, etc. Change this area frequently to raise the children's curiosity and level of play. Home corners can become Indian restaurants, cafes, dental surgery, travel agency, newsagents or a hospital.

Consider encouraging children to set up their own houses (cubbies) outdoors. Provide a cloth, outdoor blocks, pieces

of matting, lengths of wood. Encourage children to construct a shelter themselves.

Puzzles and Manipulative Equipment

Ensure that this equipment reflects realistic images of diversity - able/disabled, religious, cultural, markets, shopping centres, occupations, activities, hobbies and leisure time. Staff should use these resources themselves before the children use them to anticipate and reflect on the types of questions children might raise. These questions can then be discussed amongst staff to ensure a consistent response to children.

Music and Singing

Staff should provide a variety of music activities that provide opportunities for children to listen to music and to join in. These should include:

- a listening post (tape recorder and headphones) with a selection of tapes - stories in languages other than English and in English, rhymes and poems, classical music, nursery songs, dance music, music from different cultures, percussion;
- use of singing to accompany activities;
- regular group times - sometimes with all the children to provide security for some children, plan smaller groups to encourage children to talk, plan group times for percussion, dancing and movement to music.

Encourage bilingual staff and parents to share songs and rhymes from their cultures. Put them together into your own nursery songbook. Add favourite songs and rhymes in English and give a copy of the book to each family to enjoy at home.

Books, Book Corner, Children's and Parents' Library

Books are an important part of the nursery and school and can be crucial in reinforcing both negative and positive feelings and attitudes. In selecting books for children it is important to consider the illustrations, story line, language, cultural issues, gender, class and ability stereotypes. The following publications are helpful in developing criteria for the selection of books:

Celestin, N (1986) A guide to Anti-Racist Child Care Practice. London: Voluntary Organizations Liaison Council for Under-fives.

Neugebauer, B. (1992) Alike and Different: Exploring our Humanity with Young Children. Washington DC: NAEYC.

Siraj-Blatchford, I. (1994a) The Early Years: Laying the Foundations for Racial Equality.

Stoke-on-Trent; Trentham Books.

See also Chapter 7

Have Books on Display all the Time

A book corner is essential for providing opportunities for children to read for themselves or read to others. If staff find time to sit in this corner and share books on a one-to-one or small group basis this provides wonderful exposure to a range of books. The book corner or shelf should include a range of books.

Set up a Bilingual Library for Children and Parents

A bilingual library offers children and parents the opportunity to share the same books, audio tapes and compact discs that children have used at nursery or school. Parents are often willing to assist in distributing the books and keeping the loan system up to date. If your nursery or school does not have much money to purchase books for this library, think of making simple books which children can illustrate, make collections of favourite songs, ask parents to write out the words of songs in languages other than English.

Other everyday areas like the block area, can provide space for the display of posters, illustrations, photographs of people, buildings, transport.

Storytime

In listening to a story, children need to have the opportunity to hear a range of stories in their first or home languages. The stories provided should be supported by clear illustrations and the text should be simple and unambiguous. If possible, children should have the opportunity to have had prior exposure to the vocabulary and some of the structures used in the story.

Selecting Books and Other Reading Materials

Provide a range of different types of books and other reading materials from which children may choose: factual, picture storybooks, bilingual books, books about families from different cultures, fantasy, poetry, rhymes and nonsense, books with audio tapes, big books, homemade books. Ensure that the storybooks chosen have clear illustrations which provide the children with very good cues to the story line and the sequence of events (see also the Resources section at the end of the book).

Keep the Session Short

Some children new to English may find it difficult to sit for long periods of time listening to stories in English. Choose books that can be told or read in a short space of time. If the book is long, consider telling it and shortening it at appropriate places, or consider reading it in two parts, recapping the first part when reading the second part.

Help children to see themselves in relation to others

- Use images (photographs/pictures/postcards) which show children in their own homes, other children and their families in the local environment and from other parts of the world. Use these images to interest children in other people and places and to develop balanced views.
- Display and discuss examples of similarities in the stages of growing up, in the daily aspects of life (washing, dressing, eating, celebrating) are common emotions we experience; common problems experienced in all countries (people who are homeless and poor); differences in homes, physical appearances and dress and different customs.
- Use routines to help children identify how they are alike and how they are different, e.g. when grouping children or dismissing them from a group use physical characteristics as well as items of clothing - 'all those with red socks, black, curly hair, two thumbs'.

Provide role play settings to reflect different lifestyles

- Use your home corner to depict different types of homes (tent, caravan). Help children to appreciate the special circumstances of living in these homes (cooking, washing, collecting water) in order for them to use their play to develop understandings.
- Provide examples of men and women doing different jobs. Invite adults into the nursery whose roles help to counter stereotypes, e.g. a father with a baby, a woman bus driver, a man who assists with a cookery activity.
- Use stories, jigsaw puzzles and photographic displays to show adults in different roles.

Confront exclusion

- Using photographs of the adults and children in the nursery, make stick puppets. Introduce these to the children; ask each child to select his own stick puppet and then choose other puppets whom he wants to play with that morning. This activity may identify the children who are excluded - discuss what it feels like to be left out; make brief but clear reference to any issues which involve ethnicity or disability.
- Leave the puppets in the book area for children to play with; observe any activity with the puppets or change in the children's play partners. Repeat the activity after two weeks.

ENCOURAGING POSITIVE ATTITUDES

Short-term Action

- If you hear sexist, racist or other remarks against other people because of their ethnicity, class or disability you should not ignore them or you will be condoning the behaviour and therefore complying with the remarks.
- As a 'significant other' in the children's lives, they are likely to learn from your valued position. Explain clearly why the remarks made were wrong and hurtful or offensive, and ask the abused children and the abusers how they felt so that the children can begin to think actively about the incident.
- Do not attack the children who have made the offending remarks in a personal manner or imply that the children are wrong, only that what was said is wrong.
- Explain in appropriate terms to the abusers why the comment was wrong, and give all the children the correct information.
- Support and physically comfort the abused children, making sure that they know that you support their identity and that of their group and spend some time working with them on their activity.
- At some point during the same day, work with the children who made the offending remarks to ensure that they know that you continue to value them as people.

Long-term action

- Target the parents of children who make offensive discriminatory comments to ensure that they understand your policy for equality, and that you will not accept abuse against any child. Point out how this damages their child.
- Develop topics and read stories which raise issues of similarities and differences in language, gender and ethnicity and encourage the children to talk about their understandings and feelings.
- Create the kind of ethos that promotes and values diverse images and contributions to society.
- Involve parents and children (depending on the age of the children) in decision-making processes, particularly during the development of a policy on equality.
- Talk through your equality policy with all parents as and when children enter the setting, along with the other information parents need.
- Develop appropriate teaching and learning strategies for children who are acquiring English so that they do not get bored, frustrated and driven to poor behaviour patterns.

(Adapted from Siraj-Blatchford 1994)

Working towards effective practice

The identity (or ethos) of the early childhood setting is very important (Suschitzky and Chapman 1998). We identify six stages of equity oriented practice, stage one being the least desirable and least developed practice in the area. These are based on our own and other colleagues' experiences within and observations of a very wide range of early years settings. The six stages are not meant to be prescriptive or definitive, but they are intended to stimulate discussion and thought among early years staff and parents. Different kinds of beliefs and practices are identified that promote or hinder the implementation of equity practices that allow children, parents and staff to feel either valued or devalued.

Stage 1

Discriminatory practice - where diversity according to gender, class, ability or cultural and racial background is seen as a disadvantage and a problem, and no effort has been made to explore positive strategies for change. There is a separatist, or overtly racist, sexist and/or classist environment. We may observe some of the following:

- Staff believe that all children are 'the same' and that sameness of treatment is sufficient regardless of a child's gender, social class, special needs or ethnicity.
- Staff believe that no extra resources are required to meet needs based on differences.
- Parents are blamed for children not 'fitting in' to the way the setting functions and that if parents are dissatisfied with the service they should take their children elsewhere.
- Inflexible curriculum and assessment procedures which do not reflect a recognition for the need for positive minority ethnic or gender role models, multilingualism in society or sufficient observations that detect special needs.
- Staff avoid providing parents who might have difficulty with English with information in any language other than English.
- Staff have little or no understanding of issues of inequality, such as poverty, gender, racial or disability stereotyping.
- There are no policy statements of intent or policy documents relating to equal opportunities. British culture, child rearing patterns, etc., are universalized.
- Staff believe English is the only medium which is appropriate for use in the early childhood setting.

Stage 2

Inadequate practice - where children's special needs are recognized according to disability but generally a deficit model exists. If children who perform poorly also happen to be from minority ethnic groups this is seen as contributory. Gendered reasons may be given for poor achievement. Alternatively the parents are blamed for being inadequate at parenting. We may observe some of the following:

- There is a general acceptance that staff are doing their best without actually undertaking staff development for equality issues except for special needs.
- It is recognized that extra resources should be provided for children with English as an additional language, but it is felt that this is a special need which should be met by an English as an Additional Language (EAL) teacher or assistant, and that 'these' children will find it difficult to learn until they have acquired a basic grasp of English.
- Staff withdraw children with EAL for 'special English groups', implying that learning EAL is different from other learning.
- Staff encourage children to play with a range of resources but no special effort is being made to encourage girls to construct or boys to play in the home corner.
- Staff do not know how to, or do not want to, challenge discriminatory remarks because they feel the children pick these up from home, and they do not feel they can raise these issues with parents.
- Staff may direct parents to provide interpreters.

Stage 3

Well meaning but poorly informed practice - where staff are keen to meet individual children's needs and are receptive to valuing diversity. We may observe some of the following:

- Token measures at valuing diversity can be observed, for example, multilingual posters, black dolls and puzzles and books with positive black and gender role models may be found but are rarely the focus of attention.
- There is an equal opportunities policy statement but this does not permeate other documents related to parent guides, curriculum or assessment.
- Staff respond positively to all parents and children and appreciate diversity as richness but are not well informed about their cultures or about anti-racist, sexist or classist practice.
- Staff provide a thematic approach 'Geek week', 'Chinese New Year' without recognizing that diversity should be reflected across the curriculum.
- Bilingual staff are employed as extra 'aides' or 'assistants'.
- Staff development consists of occasional individual attendance at equal opportunities and special needs conferences and workshops but these are not disseminated to all staff.

Stage 4

Practice that values diversity generally where some attempts are made to provide an anti-discriminatory curriculum and environment. We may observe some of the following:

- There is a centre policy on equal opportunities which includes promoting gender, race and other equality issues.
- Parents are respected and staff assume that minority ethnic parents have a lot to offer.
- Staff are inhibited through worries about parents raising objections to anti-racist or anti-sexist practice.
- Staff are aware of inequality issues related to their profession and the under-representation of male and black educators.
- Resources are applied which promote anti-discriminatory work and special activities to promote racial harmony and gender and race equality are practiced. All children are observed carefully to detect any special learning needs.
- Children's home languages are valued and attempts are made to encourage parents to support bilingualism at home.

Stage 5

Practice that values diversity and challenges discrimination, where equal opportunities is firmly on the agenda. We may observe some of the following:

- The centre staff have made a conscious effort to learn about inequality through staff development and someone is allocated with responsibility for promoting good practice in the area.
- There is a policy statement on equal opportunities and a document which applies the statement of intent to everyday practice, curriculum evaluation and assessment and to the positive encouragement of anti discriminatory activities.
- Staff observe the children's learning and interactions with equality in mind and develop short and long-term plans to promote self-image, self-esteem, language and cultural awareness.
- Festivals are celebrated and the centre ethos uses a range of multicultural, multifaith and multilingual resources.
- Staff are keen to challenge stereotypes and confident to raise issues with parents and support them through their learning if they hold negative stereotypes.
- Bilingual staff are employed as mainstream staff.
- Staff do not tolerate racial, gender or disability harassment and have agreed procedures for dealing with any such incidents.
- Staff value the community they work in and encourage parents to be involved in decision making.

Stage 6

Challenging inequality and promoting equity, where staff actively try to change the structures and power relations which inhibit equal opportunities. We may observe some of the following:

- The centre staff have made a conscious effort to learn about inequality through staff development and someone is allocated with responsibility for promoting good practice in the area.
- Staff value the community they work in and encourage parents to be involved in decision making. Bi/multi-lingualism is actively supported.
- The management take full responsibility for promoting equal opportunities and try positively to promote their service to all sections of the community.
- Management actively seek to recruit more male and minority ethnic staff.
- The equal opportunities policy is monitored and evaluated regularly and staff are confident in their anti-discriminatory practice.
- Equality issues are reflected across curriculum, resources, assessment and record keeping and the general ethos of the centre.
- Staff are non-judgmental and do not universalize English-speaking as best, they value a range of family forms, cultures and child-rearing practices.
- Parents and children are supported against discrimination in the local community.
- Staff know how to use the UK Sex Discrimination Act, Race Relations Act, the Warnock Report, Code of Practice, the Children Act and the United Nations Convention on the Rights of Children to achieve equality assurance.
- Staff take a proactive approach to racism outside their own centre.
- Centre staff share their knowledge and expertise with others.

(Adapted from Siraj-Blatchford 1996)

A positive self concept is necessary for healthy development and learning and includes feelings about gender, race, ability, culture and language. Positive self-esteem depends on whether children feel that others accept them and see them as competent and worthwhile. Young children develop attitudes about themselves and others from a very early age and need to be exposed to positive images of diversity in the early years setting. Children need to feel secure and to learn to trust the staff that care for them in order to learn effectively.

Further reading

Lloyd, B. and Duveen, G. (1992) *Gender Identities and Education: The Impact of Starting School*. London: Harvester Wheatsheaf.
Siraj-Blatchford, I. (1994) *The Early Years: Laying the Foundations for Racial Equality*. Stoke-on-Trent: Trentham Books.
Wardle, F. (1999) *Tomorrow's Children: Meeting the Needs of Multiracial and Multi-ethnic Children at Home, in Early Childhood Programmes and at School*. Denver, CO: Centre for the Study of Bicultural Children.
Yelland, N. (ed.) (1998) *Gender in Early Childhood*. London: Routledge.

National Association for Language Development in the Curriculum (NALDIC)

c/o South Herts LCSC
Holywell School Site
Tolpits Lane
Watford WD1 8NT
01923 248584

Excellent range of publications, including *Guidelines for Baseline Assessment*.

Useful Organizations in Australia

Free Kindergarten Association Multicultural Resource Centre

1st Floor 9-11 Stewart Street
Richmond
Victoria 3121
Australia
61 (3) 9 428 4471
Fax: 61 (3) 9 429 9252

Catalogue of resources is available, it is easy to order and there are specialist materials and publications dealing with issues of diversity and working with children 0-6 years of age.

Playworks (Support for children and families with disabilities)

4 Duke Street
Prahran
Victoria 3181
Australia
61 (3) 9 521 330

Suppliers of Resources Supporting Diversity

Acorn Percussion

Unit 34
Abbey Business Centre
Ingate Place
London SW8 3NS
0171 720 2243
Wide range of musical instruments

AMS Educational

Woodside Trading Estate
Low Lane
Leeds LS18 5NY
0113 258 0309
Distributes multicultural resources, including many produced by ILEA

Bangladesh Resource and Multicultural Book Centre

1st Floor 23-25 Hessel Street
London E1 2LD
0171 488 4243
Bengali books, dual language books, pictures, postcards, toys, musical instruments

Child's Play

112 Tooting High Street
London SW17 0RR
0181 672 6470
Educational toys, books and games

Community Insight

Pembroke Centre
Cheney Manor
Swindon SN2 2PQ
01793 512612
References for child development and equality, children's books

Ebony Eyes

10 Searson House
Newington Butts
London SE17 3AY
1071 735 2887
Black dolls, puppets, African arts and crafts

Equality Learning Centre

356 Holloway Road
London N7 6PA
0171 700 8127
Range of resources

Galt Educational

Brookefield Road
Cheadle
Cheshire SK8 2PN
0161 627 0795
Extensive range of educational resources

Guanghwa

7-9 Newport Place
London WC2 7RJ
0171 437 3737
Chinese books and artefacts, music

Joliba

47 Colston Street
Bristol BS1 5AX
0117 9253912
Toys, puppets, dolls, textiles, musical instruments from West Africa

Knock on Wood

Granary Wharf
Leeds LS1 4BR
0113 242 9146

Music, musical instruments

Mantra

5 Alexandra Grove
London N12 8NU
0181 445 5123

Fiction and non-fiction, dual language books

Minority Group Support Service

Southfields South Street
Coventry CV1 5EJ
01203 226 888

Multicultural Bookshop

6-8 Hallfield Road
Bradford
West Yorkshire BD1 3RQ
01274 731 908
Wide selection of fiction and non-fiction

Neal Street East

5 Neal Street
Covent Garden
London WC2
0171 240 0135
Crafts and fabrics from around the world

NES Arnold

Ludlow Hill Road
West Bridgeford
Nottingham NG2 6HD
01159 452201
Wide range of educational equipment and multicultural resources

New Beacon Books

76 Strand Green Road
London N4 4EN
0171 272 4889
Specializing in Africa and the Caribbean

Soma Books

38 Kennington Lane
London SE11 4LS
0171 735 2101

Sterns

293 Euston Road
London NW1
0171 387 5550
CDs and cassettes of music from around the world

Tamarind Ltd

P O Box 296
Camberley
Surrey GU1 1QW
01276 683 979
Books, puzzles promoting diversity

Trentham Books Ltd

Westview House
734 London Road
Oakhill
Stoke-on-Trent ST4 5NP
01782 745 567
Fax: 01782 745 553

Resources for music

A wonderful resource for music, singing and rhythms are the CDs and cassettes of Ella Jenkins - a black American folk singer who has specialized in music for young children. These are produced by Folkways Records and can be purchased from good music outlets in the UK.

In Australia, these CDs and cassettes are available from the FKA Multicultural Resource Centre Melbourne and the Book Garden in Sydney and Brisbane. An essential resource for every early years setting.

Useful journals and publications**The Bilingual Family Newsletter****Multilingual Matters Ltd**

Frankfurt Lodge
Clevedon Hall
Clevedon BS21 7SJ
01275 876 519
Fax: 01275 343 096

