



Sandringham Pre-School

A great place to be two

<u>Pre-school Principles of learning</u>	<u>Purpose of this principle</u>	<u>What might this look like?</u>	<u>Examples (strategies, resources etc to enable this to happen)</u>
Children are likely to settle when they feel safe, secure and have a strong relationship with their key person.	Settling in can be one of the most difficult aspects of working with two year olds. The children are primed to stay close to their main care giver, usually their parent. Children can quickly become distressed if they cannot see their parent.	Sandringham Pre-school will advocate a “settling is without tears approach”. This means that a child will have sufficient time to build a strong and caring relationship with their key person before separating from their parent/carer.	Before the settling begins, adults will take time to find out more about the child. Home visits will help children to get to know their key person and incidental visits to the setting will be encouraged. The settling period will give time to help children continue to build the relationships and parents / carers will work with the key person to build this up.
Children will build a strong relationship with their key person if there is a close partnership with the parents/carers.	Settling in also affects parents/carers. This can be a difficult period. Most two year olds can be restless, active and likely to be clingy and parents take the brunt of these behaviours, such as temper tantrums. By helping parents to support their child’s development at home this will benefit and support the child’s learning and development	From the initial meeting the pre-school will build a strong relationship with the parents/carers. This will demonstrate that the key person knows their child and they will encourage parents to share information about their child. The preschool will value this information and use it to plan the learning and development of the child.	The home visit will provide an opportunity for the parents / carers to get to know the key person. The key person will communicate daily with the parent / carer before and after the session. Parents / Carers will be encouraged to share what their child has been doing at home which will form part of the child’s special book. The preschool will provide learning opportunities that can be continued at home and celebrated at the pre-school.
Children engage in their	Play and exploration gives	The opportunities for play	The environment will be

<p>learning when they are given opportunities to play and explore.</p>	<p>children opportunities to develop a range of skills. Play also supports children’s emotional well-being, as well as being a useful tool for learning. The potential of play can only be fulfilled when the right environment and resources are in place. Play and exploration will provide a range of experiences for the child which will encourage their interests, develop their language and celebrate their cultural backgrounds.</p>	<p>and exploration must be satisfying and successful for children to stay engaged in an activity. The resources will provide endless opportunities for play and exploration. Staff will manage the resources to support the children in making their own choices. This will enable the children to be involved in purposeful play and build on their interests.</p>	<p>planned to reflect the age and stage of development of the child; with the look and feel of the family home. The environment will give the children the space to explore both indoor and outdoor. By recognising schemas in the child’s play the environment will be planned and resources will be used to create play opportunities for example, posting, opening and closing and transporting. Staff will plan to incorporate the child’s interests in the environment.</p>
<p>Children will be happy and emotionally secure when they are supported in managing their feelings and behaviours.</p>	<p>The role of the key person is fundamental in supporting the management of the child’s feelings and behaviour. Children who have a strong relationship with their key person are more likely to be emotionally stable.</p>	<p>It is possible that children will display age related behaviours and therefore the key person will need to support the child in managing these feelings and behaviours. These feelings and behaviours include impulsivity, the need for movement, struggles in regulating emotions, tantrums and biting. An environment that remains stimulating and reflects the way two-year olds play will help to reduce possible conflicts.</p>	<p>The key person will know the child and this will help them to identify the needs of the child and determine if the behaviours displayed are a result of tiredness, hunger, communication & language, emotional security or the adult response. The key person will seek to establish routines which meet the children’s needs and at the same time allow for flexibility as children may become tired or hungry at different times. The environment needs to be planned to try and remove potential sources of frustration for example making sure things are ready to reduce the waiting time.</p>
<p>Children are more likely to succeed if they are able to listen, understand, and share their thoughts and</p>	<p>The ability of children to use and understand language is vital in making a difference in terms of how they relate to other children, manage</p>	<p>Children’s communication and language skills will develop rapidly during this year. The environment will be developed to</p>	<p>Time needs to be given for quality interactions. The key person will: Listen to and acknowledge children’s speech. Give children sufficient time to</p>

<p>feelings.</p>	<p>emotions and their impulsiveness.</p>	<p>support this.Children’s communication and language develops through having quality adult interactions, therefore a strong relationship is essential as the child will want to spend time playing alongside the adult. Quality interactions will include demonstrating, enjoying, explaining, instructing, managing, modelling, monitoring, prompting, providing feedback and supporting.</p>	<p>respond and process. Expand on what children are trying to say. Indirectly model correct grammar or pronunciation.</p>
<p>Children will have more opportunities to learn when their movement and coordination is allowed to flourish.</p>	<p>Being able to run,climb and balance is important to children's overall development including their health and well-being.Being effortlessly mobile and able to climb enables children to see new things that they can learn and talk about.</p>	<p>The environment will support children’s gross and fine motor skills. Movement is built into the daily routine. Most children will be happy to move around, however the key person will provide support for any child who is wary of new experiences. Developing fine motor movement will enable a child to be more successful in tasks such as feeding, dressing and self care skills.</p>	<p>The environment provides opportunities for balancing, climbing, throwing and catching, kicking, walking and running, pushing, pulling, steering and pedaling. It will also enable children to develop pincer grasp, strengthening of hands, finger isolation, hand arches, strengthening hand preference and hand-eye coordination.</p>

