



# Sandringham Daycare

Daycare Principles of learning	Purpose of this principle	What might this look like?	Examples (strategies, resources etc to enable this to happen)
<p><b>Babies and young children are likely to <u>settle</u> when they feel safe, secure and have a strong relationship with their key person.</b></p> <p>Settling policy</p>	<p>Settling in can be one of the most difficult aspects of working with babies and young children. They are primed to stay close to their main caregiver, usually the parent. Babies and young children can quickly become distressed if they cannot see their parent. Items from home can serve a very important role in helping babies and young children to remember home and hold onto their known world when moving into new territory. (Winnicott)</p>	<p>Children will have sufficient time to build a strong and caring relationship with their key person before separating from their parent/carer. A carefully planned settling period where the parent gradually leaves their child for more time will ease a comfortable transition into daycare and will be individual to each family. Parents are encouraged to stay until their child is beginning to form a relationship with their key person.</p>	<p>Before the settling begins, adults will take time to find out more about the child and their individual routines. 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 may bring in comfort objects which support a school home link. Children have their own peg/box to keep their belongings safe.</p>
<p><b>Babies and young children will have more potential to learn and develop when there is a strong relationship between their <u>parents/carers</u> and their key person.</b></p>	<p>Helping parents to support their child's development at home will benefit and support the child's learning and development. Babies and young children's strongest attachments are usually with their parents. They are more likely to form bonds with other adults who demonstrate good</p>	<p>From the initial meeting the key person will build a strong relationship with the parents/carers. This will demonstrate to parents that the key person is interested in the well being and development of their child and they will encourage parents to share information about their child.</p>	<p>Prior to starting Daycare meetings and parent-child settling sessions, will provide an opportunity for the child and parents to get to know the key person. Staff recognise the service that the daycare provides and respond to individual families needs. The key person will communicate daily with the parent / carer before and after the session. Communication during the day may also be necessary, especially during the settling period.</p>

<p>Settling policy</p>	<p>relationships with their parents/carers. Settling in also affects parents and carers with some experiencing feelings of guilt when leaving their children in daycare for the first time.</p>	<p>The daycare provision will value this information and use it to plan for the learning and development of the child.</p>	<p>Parents / Carers will be encouraged to share what their child has been doing at home which will form part of the child's Learning Book. The daycare provision will provide learning opportunities that can be continued at home and celebrated at daycare.</p>
<p><b>Children engage in their learning when they are given opportunities to <u>play</u> and <u>explore</u>.</b></p> <p>Curriculum policy</p> <p><i>'Play is the work of the child'</i> <i>Maria Montessori</i></p> <p><i>"Babies first experience the world activity through all their senses before they can think in the abstract and hold thoughts on the memory of those things in their heads as pictures, concepts or symbols"</i> <i>Donaldson, 1978</i></p>	<p>Play and exploration gives 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 provide a range of experiences for babies and young children which will encourage their interests, develop their language, promote their awareness of risk management and celebrate their cultural backgrounds. Play opportunities focussing the development of baby's sensory awareness allow them to make sense of the world around them.</p>	<p>The opportunities for play and exploration must be satisfying and successful for children to enjoy learning. The resources will provide endless opportunities for play and exploration. Staff will manage the resources to support the children in making their own choices wherever possible. This will enable the children to be involved in purposeful play and build on their interests. Key people will act as play partners for the children; following their lead and extending their learning, sharing discovery and language, and engaging in periods of sustained shared thinking.</p>	<p>The environment will be 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 and individual needs in the environment. E.g 3 year olds spending time with peers in the learning environment of maintained nursery.</p>
<p><b>Children and babies will be happy and emotionally secure when they are supported in managing their feelings and <u>behaviours</u>.</b></p> <p>Behaviour Policy</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 crying, impulsivity, the need for movement, struggles in regulating emotions, tantrums and biting.</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 &amp; language, emotional security or the adult response. The key person will seek to establish routines through discussion with the parents which meet the children's needs particularly during settling and transition time from home to nursery. The environment will meet the needs and remove potential</p>

		<p>The adults will remain calm and be sensitive to different forms of communication of young children. Adults will maintain an environment that is stimulating and reflects the way babies and young children play to help to reduce possible conflicts.</p>	<p>sources of frustration for example making sure things are prepared to reduce the waiting time.</p>
<p><b>Children are more likely to thrive in their learning and development if all their <u>communication</u> needs are met.</b></p>	<p>Children's ability to use and interpret different forms of communication is vital in making a difference in terms of how they relate to other children and manage emotions.</p>	<p>Children's communication and language skills will develop rapidly during their time in daycare. The environment will be developed to 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 showing interest, demonstrating, enjoying, explaining, instructing, managing, modelling, monitoring, prompting, providing feedback and supporting.</p>	<p>Time is given for quality interactions. Opportunities for social communication during mealtimes. The key person will:  Listen to and acknowledge children's speech/communication.  Give children sufficient time to respond and process.  Expand on what children are trying to say/communicate.  Indirectly model correct grammar or pronunciation whenever appropriate.  Communication is always reciprocal.</p>
<p><b>Children will have more opportunities to learn when their <u>movement and coordination</u> is allowed to flourish.</b></p>	<p>For young children who can walk, being able to run,climb and balance is important to their overall development including their health and well-being. Being effortlessly mobile enables babies and young children to see new things that they can learn and talk about. For babies, opportunities for lifting, reaching, standing, bouncing, coasting, shuffling, crawling and climbing are precursors to walking. Risk is part of learning and children need to learn how to manage themselves and their own</p>	<p>The daycare environment will support children's and babies sensory, gross and fine motor skills. Movement is built into the daily routine for all. Most children will be happy to move around, however the key person will provide support for any child who is transitioning through developmental stages or wary of new experiences. Fine motor movement will enable a child to be more successful in tasks such as feeding, dressing and self care. The environment will be kept free</p>	<p>The environment provides opportunities for tummy time,crawling, 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>

	risk in a well planned environment.	from dangerous risks but age appropriate risks are encouraged and supported by adults.	
<p><b>Children will have more opportunities to <u>learn from each other</u> if children are in mixed age, 'family groups'.</b></p> <p><i>Vygotsky suggests social environments where corporation and collaboration can take place will scaffold learning of children, learning with and from their peers and adults around them.</i></p>	<p>Babies are often fascinated by the presence of other children and from around 15 months, they may play alongside others for short periods of time. (Marion Dowling).</p> <p><b>Young children's interactions with their peers give them new perspectives and ideas and the opportunity to experience friendship, sympathy, gratitude, admiration, sharing and turn taking.</b></p>	<p>Daycare will replicate the family home as closely as possible in regards to environment and routines. Key workers will maintain a calm atmosphere and encourage children to play together and communicate with each other.</p>	<p>Older children's support of the younger children in caring and routine such as helping with coats and aprons, serving meals and sharing stories will give them a sense of responsibility and younger children a model to observe and learn from. Daily social activities will be planned for including stories, singing and games.</p>
<p><b>Children are open to new experiences and learning opportunities when they have their <u>physiological</u> needs met and their well being is nurtured.</b></p> <p><i>"Babies and infants cannot become competent learners until they feel secure, loved and cared for"</i> Marion Dowling</p>	<p>Babies and young children need a safe, secure learning environment which includes suitable sleeping arrangements, access to outdoor and fresh air, a warm and comfortable indoor environment, access to toilets or regular nappy changes, opportunities to sleep, and a range of quality healthy food and drinks.</p>	<p>Children will be provided with balanced meals and drinks at mealtimes. Healthy snacks of fruit and water will be available to children throughout the day. Babies will be fed at times appropriate to their individual routines.</p> <p>Daily opportunities for play outdoors will be planned for to allow children to experience all weathers and learning experiences different to those available indoors.</p>	<p>Daycare will initially match home routines for babies. Clear day care routines will be followed daily, which will serve to support children's feelings of wellbeing and safety. Key people will support children in dressing appropriately for various weathers outdoors.</p>