



SHINING STARS

NURSERY



...where stars shine brighter.



... WHERE STARS SHINE BRIGHTER



Shining Stars Nursery is registered with Ofsted, and is a member of 'All Children First.'

We recognise that every child is unique and that they will bring with them a vast array of experiences; we believe that each child deserves the opportunity to reach their full potential and we provide a safe and stimulating environment that will enable them to do this.

We recognise that it is our duty and responsibility to protect children from any type of abuse. Staff will follow the setting's Safeguarding Policy should the need arise.



SUPPORTED ★ CHALLENGED ☆ STRETCHED

HELLO...



How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do



by the end of the reception year of their education. Although we are working towards these goals, our main aim is to ensure the children are emotionally ready to start Primary School.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

"CHILDREN ARE CONTENT AND SECURE AT THE SETTING AND ARE MAKING SOUND PROGRESS IN THEIR LEARNING AND DEVELOPMENT."

OFSTED 2011



Children's rights and entitlements

- ★ We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- ★ We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.



- ★ We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- ★ We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- ★ We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

A SAFE PLACE TO START
EXPLORING THE WORLD



Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think.

Our setting uses the practice guidance in The Reformed Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development.

In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity.

...SPECIALIST BABY ROOM

OUR SPECIAL BABY ROOM
IS FULLY EQUIPPED TO KEEP
YOUR LITTLE ONES SAFE
AND HAPPY



YOUR CHILD IS IN
THE SAFEST HANDS

Children's development and learning.

The provision for children's development and learning is guided by The Reformed Early Years Foundation Stage (DCSF 2012). Our provision reflects the four key themes and the principles that informs the Development Matters document that we follow.





OUR APPROACH...



Our setting aims to:

- ★ provide high quality care and education for children below statutory school age, and for older children who access our wrap around care clubs;
- ★ work in partnership with parents to help children to learn and develop;
- ★ add to the life and well-being of the local community; and
- ★ offer children and their parents a service that promotes equality and values diversity.

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- ★ valued and respected;
- ★ kept informed;
- ★ consulted;
- ★ involved; and
- ★ included at all levels.





A JOURNEY OF LEARNING



“ALL STAFF UNDERGO DETAILED CHECKS TO ENSURE THEY ARE, AND CONTINUE TO REMAIN, SUITABLE TO WORK WITH CHILDREN.”

OFSTED 2011

Assessment

We assess how young children are progressing by observing them frequently. We use observations, as well as photographs of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing developmental records. These form part of the children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

Learning Journey

The setting keeps a record of achievement the 'Learning Journey'. The Learning Journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

The key people will work with the parent/carers to keep this record. To do this both parties will collect information about the children's needs, activities, interests and achievements. This information will enable the key person to identify the child's stage of progress. Parent/carers and the key person will then decide on how to help the child to move on to the next stage.



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