



# Record Keeping Procedure

Our aim is to encourage every child to reach their full potential, by creating a happy and secure environment in which they can develop their initiative, independence, social skills and knowledge. In doing so, we are helping to lay a sound foundation on which to build their future as they enter full time education, ready and eager to achieve. We wish to provide that vital link between home and school.

Learning Framework: **The Early Years Foundation Stage (EYFS)** is the national standard set for all Early Years providers and presents the framework for learning and care of children from birth to five.

Our Curriculum: Recent changes (Sept 2021) have meant that professional judgement is more trusted, and we now have options as to *how* these standards are worked towards. Whilst we reference the EYFS within our observations, the overarching themes that we focus on are explained as follows:

***Our curriculum is built around five essential elements of child development within Dr. Keith J White's book, 'The Growth of Love'. These themes nurture a child's inner world ~ so that they can grow to confidently navigate the bigger world around them.***



## Security –

Health & Safety is one of our main priorities for the children in our care. Security however, is more than just keeping safe; it is about how we feel inside, whom we choose to trust and learning to be confident to assess our own risks and embrace new challenges. We believe that

***Security is at the root of a child's developmental needs.***

## Boundaries –

Agreed boundaries and rules are vital for fair and peaceful groups, societies and games. These are best handed on to children by 'lived' boundaries, so we model and support good choices with Positive Language, Positive Handling and Quality Interactions.

Our routines and fun activities also provide opportunities to understand that

***Boundaries keep us safe and happy as we learn together.***

## Significance –

Every child needs to know that they matter unconditionally!

We welcome family input and carefully observe children; what their words, behaviour and body language is telling us and respond to this in our planning.

We celebrate little people and their personal achievements so that each child feels important and valued.

***Significance is helping a child to develop their sense of self.***

## Community –

Mill Grove is a wonderful place to learn about being part of something bigger than yourself. Pre-school staff nurture children as they make special friendships, learn to work as a team, care for their environment and appreciate others who are part of the Mill Grove family and community.

***Community provides a sense of belonging and fosters respect for others.***

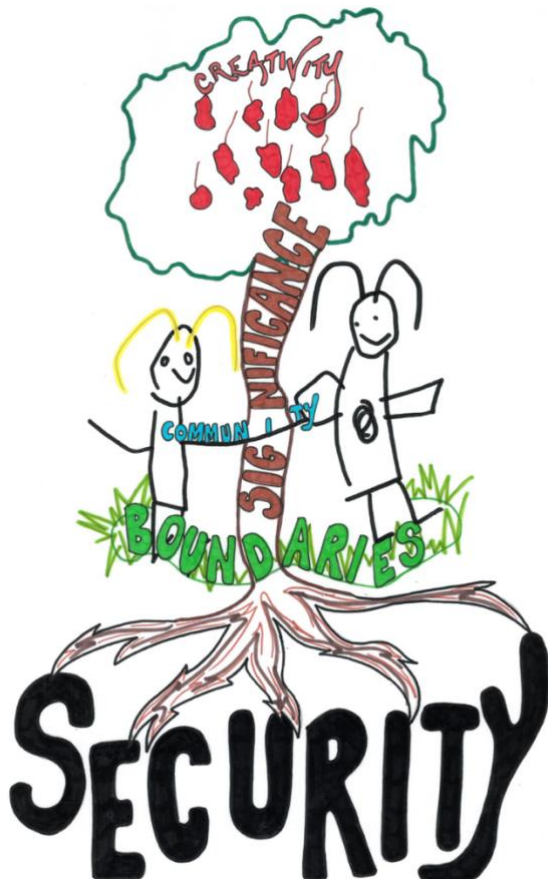
## Creativity –

Children need to be given time and space to express their ideas.

We limit our fixed planning and encourage individual liberty through variety and choice.

We know that by giving children freedom within safe boundaries, we enable them to start shaping their own identity.

***Creativity is at the heart of effective learning.***



Planning: We plan with nature in mind! We make sure that we celebrate every type of weather, and the learning opportunities that nature gives us. We like to include national events as part of our planning such as, 'The Big Garden Birdwatch' which is now a firm favourite every January. We also enjoy the chance to dress up and have fun, so 'World Book Day' is a whole week of literary fun for us! As the Preschool has its foundation in the Christian Faith, Harvest, Christmas and Easter are a big part of our yearly calendar. There are some Festivals and Celebrations that provide a rich window into the world and so these will always feature in our plans; Chinese New Year, Diwali, Festival of Holi to name a few. We celebrate the diversity of each family that joins us and make sure each child is represented with their special flags. We invite Parents to come in and share their culture with us and our flag display is a lovely, visual aid to show children which part of the world we are focusing on. Families are sent our termly planning chart each half term and always invited to contribute ideas.



'Family' App: We use an electronic record keeping system called 'Family' App. Among many other things, this app. provides the space to create your child's profile, which includes their 'Learning Journey'. This is where each child's weekly observations are logged and parents/carers are encouraged to respond each week, sharing ideas and helpful insights so that the Key Person can tailor learning and support in the best way.

#### Observations and Assessment:

**X6 week Baseline** ~ x6 weeks after your child has joined us, you will receive a short summary of your child's settling period and what they have been able to show us in each **Prime Area of learning**; Personal, Social and Emotional / Physical Development / Communication & Language.

**2yr check** ~ Where possible, we aim to complete this around 2.5yrs. This is a summary of your child's progress and development within the **three Prime Areas of Learning** as detailed above.

**Summative Assessment** ~ This is a termly summary, written about your child's progress and development within the three Prime Areas of Learning, and will include the Specific Areas (Maths, Literacy, Understanding the World, Expressive Arts & Design) where appropriate.

**Transition Report** ~ This is usually a paper document that key people fill in and it summarises your child's progress and development within all areas of learning. Parents/Carers are asked to contribute to the document with their own comments and to sign. Transition Documents are then usually hand-delivered or sent recorded delivery to each child's next setting e.g., Big School!

Support Needs: We categorise support needs under x3 broad headings; Behaviour, Speech and Language, and SEND. At all times, we include parents/carers in any discussion around support needs and due to our open and clear manner of communication within weekly observations, there should be no surprises for families if we ask to have a chat about your little one and whether some extra support is needed if they are struggling in a particular area.

By extra support, we mean including them in our fun activities like, **Social Group** (Building Social Skills, Language and Communication), **Chitter Chatters** (Speech-Sound Focus) or other 1-1 or small group activities that will support them. For these extra activities to be available we will first write a Support Plan, and with family support and permission, we will have specific goals in mind and review the plan regularly.

If the SENCO/Manager feels it would be helpful to get expert advice... parent/carer (written) permission will be sought and either the Key Person or the SENCO/Manager will remain in close communication with families, letting them know what professional will be visiting the setting and when. All visit notes will be shared with parents/carers. Whilst it is often not helpful to have parents/carers present during an observation visit (usually a child behaves differently around you!) ...our lovely SEN Support Team in Redbridge have also been known to meet with families afterwards if a personal chat is requested.

At all times, we work together with families to meet children's needs in the very best way we can. x