



## Pre-School Policy

This policy represents the agreed principles for pre-school. All Nursery staff, representing Jack in the Box Nursery have agreed this policy.

At Jack in the Box, we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Data Protection policy for the information collected by Jack in the Box, the professionals this information may be shared with and the retention periods this data is held for. Please read alongside our Early Years Foundation Stage policy (EYFS).

### Our Aims:

- To provide the best care we possibly can in a safe, secure, and stimulating environment.
- To offer inclusive opportunities for every child.
- To encourage independence, develop self-esteem, a sense of achievement, self-confidence, and well-being.
- To foster in children a caring and respectful attitude towards peer's, adults, and resources.
- To encourage response to significant experiences, showing a range of feelings and self-regulation.
- To develop awareness of the needs of others.
- To provide a regular two-way flow of information with parents/carers and between providers. All staff are aware of the need to maintain privacy and confidentiality.

### Introduction

Children joining our Nursery have already learnt a great deal. At Jack in the Box, we offer our children the following principles:

- Building on what our children already know and can do.
- Ensure that no child is excluded or disadvantaged.
- Offer a structure for learning that has a range of starting points, content that matches the

needs of young children, and activities that provide opportunities for learning both indoors and outdoors.

- Provide a rich and stimulating environment and tailored curriculum that is ambitious, fully

meets the intentions, breadth, and ambitions of the EYFS and is created to give children the knowledge they need to be ready for their next stage in education, including school.

- Provide activities that are led from their individual interests, dispositions to learning (Characteristics of effective learning) and next steps in learning to monitor their progress.

### Aims of Jack in the Box

**The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing all seven areas of learning and development and are crucial for later success, including academic achievement, good health, and well-being. These are:**

- Personal, social, and emotional development.
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

**Each area of learning and development is implemented at Jack in the Box through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building on what children already know and can do and developing their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by high-quality interactions/teaching from adults who have expert knowledge of child development. There is a balance between activities led by children, and activities led or guided by adults this gives children the time and space needed to practise and refine their emerging skills through play. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive relationships and interactions. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for school.**

### **Teaching and learning style**

**The more general features that relate to good practice are:**

- good partnerships between staff and parents/carers help children feel secure at nursery and develop a sense of well-being and achievement.
- staff have expert knowledge of how children develop and learn, and this is reflected in their teaching/ interactions.
- a range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play using talk or other means of communication.
- a carefully planned sequenced curriculum helps children towards achieving the Early Learning Goals at the end of the Foundation Stage.
- the provision for children to take part in activities that builds on and extend their interests, and develops their intellectual, physical, social, and emotional abilities.
- encourage children to communicate in a range of forms about their learning, and to develop independence and personal organisation.
- support learning, with appropriate and accessible space, facilities, and equipment, both indoors and outdoors.
- identify through teacher Judgments and observations, children's progress, and future learning needs, which are regularly shared with parents.
- have clear aims of work and regularly monitor and evaluate and improve it.
- identify our work training needs for all staff working at the nursery.
- Induction training provided for all new staff which includes evacuation procedures, child protection and health and safety issues.
- If a child has a rest time they will be checked frequently.

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- every child is allocated a key person to support your child within the setting.

### **Play at Jack in the Box**

Through enjoyable and purposeful play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to regulate themselves, and begin to understand the need for boundaries and values. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

### **Inclusion and Equity at Jack in the Box**

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning (see inclusion and equity policy)

At Jack in the Box, we set realistic ambitious and challenging expectations to meet the needs of our children, so that children achieve the Early Learning Goals at the end of the Foundation Stage. We help them do this by planning to meet the needs of the range of ages and stages of children who attend of both boys and girls, of children with special educational needs and disabilities of children who are more able, of children with additional needs, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience, and

interests, and develop their self-esteem and confidence.

- using a variety of teaching strategies that are based on children's learning needs.
- providing a wide range of opportunities to motivate and support children, and to help them

to learn effectively through a broad, balanced, and ambitious curriculum that builds as the children learn.

- offering a safe and supportive learning environment, in which the contribution of all children are valued.
- Provide resources that reflect diversity, and that avoid discrimination and stereotyping.
- We value all children's home language and are keen to find out and use languages spoken at home.

- planning challenging activities for children whose ability and understanding are in advance

of their language and communication skills.

- monitoring children's progress and providing additional support as necessary to ensure children "catch up" and "keep up."

### **Assessment/ Professional Judgment**

Assessment plays an important part in helping parents, carers, and practitioners to recognise children's progress, understand their needs, and to plan activities and support ongoing

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assessment (also known as formative assessment). It is an integral part of the learning and development process but should not be onerous nor take staff away from quality interactions with children. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and helps shape learning experiences for each child reflecting those observations. Through their interactions with children, practitioners respond to their own day-to-day observations about children's progress, and these are shared with parents/carers.

At Jack in the Box learning journals are used as an assessment tool and enables practitioners to record their observations and your child's time throughout nursery summarising their progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in The Statutory Framework for the Early Years Foundation Stage. We make regular assessments and professional judgments of children's learning, and we use this information to ensure that future planning reflects next steps and identified needs. Assessment in the nursery takes the form of observation, teacher Judgments, end of term summaries, and involves all members of staff.

### **Progress check at age two**

When a child is aged between two and three, your child's Key person reviews their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas (Personal Social and Emotional Development, Communication and Language, Physical development). This progress check identifies where the child is progressing well, and any areas where the child's progress is less than expected and some additional support might be needed. If there are emerging concerns, or an identified special educational need or disability, practitioners develop a targeted plan alongside parents/carers to support your child's future learning and development which will include advice from the settings Special Educational Needs co-ordinator (SENco) as well as involving other professionals as appropriate. (Please see two-year-old policy) (Special Educational need and Disability policy)

### **Transition toolkit/ transitions to your child's next setting**

The transition toolkit is shared with your child's next setting usually schools. Additional transition meetings are held with your child's new school to highlight your child's development, progress, where they are progressing well and where they may need some additional support and how their next setting can support your child in their future learning. All teachers from your child's new school are invited into our setting to observe your child within our environment and familiarise themselves alongside your child.

### **Termly assessment sheets**

These reports are written by your child's key person highlighting the learning which has taken place each term across all seven areas of learning. Within this report it will identify which areas your child may be working above their age-related expectation, working at age their related expectations and where they may be working towards their age-related expectations and the next steps for learning over the forthcoming term.

### **Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world both past and present. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning alongside purposeful adult interactions to scaffold.

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**This policy was adopted by the managers and staff in September 2025**

**Signed on behalf of Jack in the Box Manager.....**

**Staff Signatures:**