

## A Unique Child

### 1.1 Child development

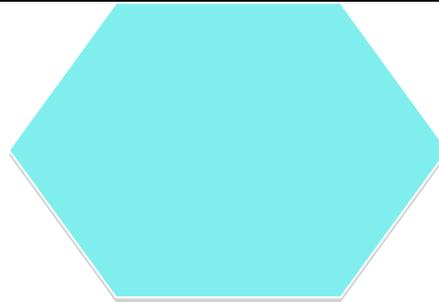
The range of provision at The Barna-Bus allows every child to be considered an individual with their own needs, wants and interests. Children are given sufficient time, support and stimulation to develop and learn at their own rate.

### 1.2 Inclusive Practice

At The Barna-Bus we praise and celebrate every child's efforts and achievements, display pieces of their work, photographs and digital images, together with documenting through observations and photographs of children's development and learning in their *'Learning Journey' Files*.

Children have opportunities to experience different cultures including resources & role play e.g. Diwali, Chinese New Year, Christmas etc. resources.

We strive to make the setting a welcoming environment that encourages positive relationships with parents and families through an open door policy that allows for discussion around children's progress and welfare on a day-to-day basis.



## A Unique Child

### 1.3 Keeping safe

At The Barna-Bus we have clear and consistent boundaries, and expectations for behaviour with our 'Barna-Bus Golden Rules', which are modelled by the adults throughout sessions and reinforced in discussions at Key Group times, stories and other situations that arise.

Every child is facilitated in their learning in what they can do, allowing them to calculate reasons for making choices, they are praised for their efforts and supported and nurtured in things they have difficulty with or cannot do themselves.

### 1.4 Health and Well-being

We recognise the opportunities for promoting health and well-being at The Barna-Bus, such as promoting healthy eating and exercise, planting and growing foods to harvest ourselves, quiet spaces for reflection and rest and large spaces for gross motor skills and energetic activity. We plan the provision to freely allow children to explore, and investigate through play in a safe and secure environment. Every child is given time and opportunity to communicate their feelings through talk and expression together with strong Key Person attachment. We encourage the development in



## Positive Relationships

### 2.1 Respecting Each Other

Great emphasis is placed upon each child's personal, social and emotional development as we encourage the children to share, take turns and develop positive relationships with adults and children, through talk, listening, observing in role play situations and positive adult role modelling. We aim to promote children's empathy by encouraging and developing emotional awareness.

### 2.2 Parents as partners

Parent/carers are welcome to spend time with their children at play on a day-to-day basis & are encouraged to contribute to their child's *'Learning Journey'*, through home experiences with photos & work. Parents are encouraged to join in with end of term events, trips to the local area, cookery etc. We are available daily to give support to parents with their child's learning, development and welfare as well as more formal occasions, i.e. parent consultations and parent information events. We have a number of books & literature, (some in additional languages to English), on varied subjects to support children's learning and development, these books are available for short-term loan.



## Positive Relationships

### 2.3 Supporting learning

We support learning by observing, listening & talking with the children about what they know, need or wish to find out about & build on these observations by providing linked activities & experiences that are relevant at the child's level, but are challenging to their thinking & application of skills with the intention to deepen their understanding.

### 2.4 Key Person

Every child will have their Key group and a specific 'Key Person' adult that they will become familiar with & who get to know each child really well to form a strong attachment. However, every child will still play with & be facilitated by the other adults in the setting who will have a role in every child's learning & development journey, along with their parents & families.



## Enabling Environments

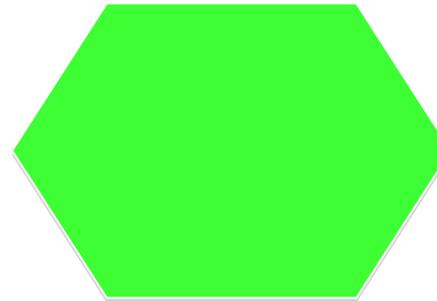
### 3.1 Observation, assessment and planning

We recognise the importance of observing children in their play, indoors & outdoors, to respond to needs, develop skills & inform future planning.

We periodically make written and photographic observations during the children's play, gathering information on children's interests, needs and assessment profiles. On this foundation, planning is flexible and interests feed into experiences and activities for the next session /week.

### 3.2 Supporting every child

The environment provides provision that builds upon the foundations of the children's interests & abilities. The activities & experiences are active, stimulating & challenging. To discover starting points for learning we gather children's interests, knowledge &



## Enabling Environments

### 3.3 The Learning Environment

Every child has access to experiences, challenges & opportunities for learning & development in safe & secure space, both indoors and outdoors, all year round.

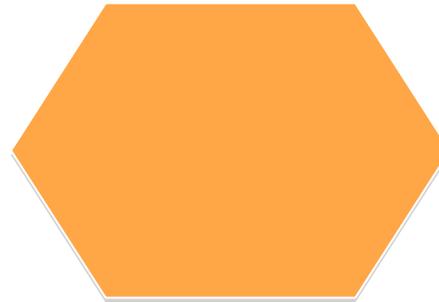
We support each child to become confident to contribute to creating spaces & areas in the learning environment, e.g we discuss what we would like our role play area to be, plan it and create it together.

### 3.4 The Wider Context

The Barna-Bus has a settling in policy & procedures and we encourage Parent/carers to attend 'taster' sessions with their children to visit & experience a session in action, as well as exchanging



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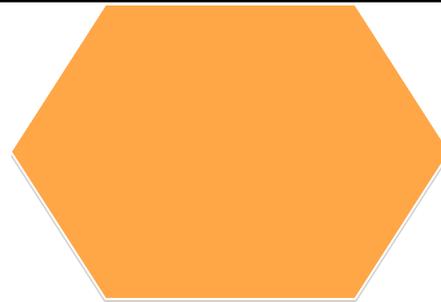
## Learning and Development

### 4.1 Play and Exploration

A wide and varied amount of resources are available at the Barna-Bus that are open-ended and flexible in their use. We value play and exploration to encourage active learning. By extending interests for investigation and exploration the practitioners facilitate play and support children if they are having difficulty in joining in. However, we are careful to observe when and when not to intervene with the flow of their play.

### 4.2 Active Learning

Each child at The Barna-Bus is encouraged to participate in planning, executing and



## Learning and Development

### 4.3 Creative and Critical Thinking

We provide every child with the opportunity to use a variety of inspiring resources to explore their own thinking & ideas, such as open-ended objects, like buckets, crates, water, large paint brushes, clipboards, paper, etc. Alongside this, adults model creativity and questioning by sustained shared thinking with children, drawing on prior learning and encouraging further exploration of ideas.

The documentation of each child's learning with photos & observations allows us to have the time with every child & their parents to reflect & think critically about their learning and their progression to extend their understanding and skills.



# Our Early Years Foundation Stage Provision, Experiences and Routines.