

Putting the child at the centre of the 30 hours offer November 2018



**achieving
for children**



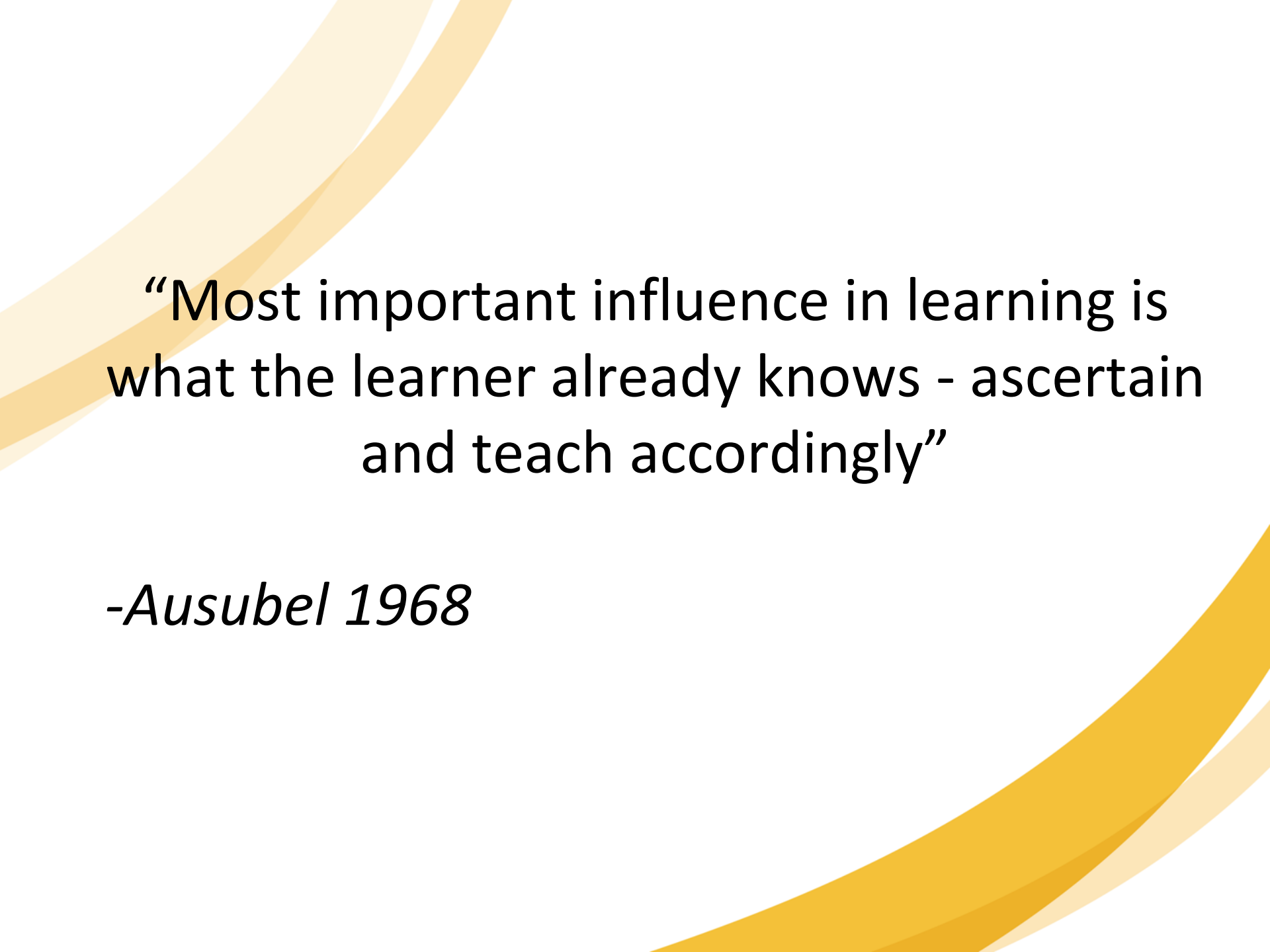
What did you learn?

Information sharing - knowing each child

- What information is important to share and know about the child?
- How do you get this information?
- What are you going to do with the information? How will it change things?
- What else could you use?

The image shows two examples of 'Early Years Information Sharing Templates'. The left template is for a child named Ryan, born 02/04/2014. It includes a grid for sharing information across various categories (e.g., Health, Education, Family) and a section for 'Things I like', 'Things I do not like', 'When I am happy', 'Things that help me when I am distressed', 'Things that make me feel safe', 'I can go on', 'I can help with', 'My special needs/unique needs', 'My cultural and religion', 'My brother Bobby at Leighton School (Year 5)', 'Aboriginal', and 'Other'. The right template is for a provider named Sandra Cullen, a preschool provider. It includes a section for 'Hours the child attends', 'Key person info', 'Specialism: Montessori', 'How/when will outdoor provision be accessed?', 'Method and system of observation and assessment', 'Meals/snacks', 'Other', and 'When/how often are assessments carried out?'. Both templates include a small photo of the child or provider.

Information sharing tool can be found on the AfC info website: <https://www.afcinfo.org.uk/pages/community-information/information-and-advice/information-for-childcare-professionals-working-in-kingston-and-richmond/resources/30-hours-of-funded-childcare-for-working-parents-of-3-and-4-year-olds>



“Most important influence in learning is
what the learner already knows - ascertain
and teach accordingly”

-Ausubel 1968

Basic Principles: Discussion

Can you identify the basic principles of effective practice for Nursery provision, thinking about:

- a unique child
- positive relationships
- enabling environment
- learning and development

What are your top 10?

Basic Principles: Discussion

- Gathering information about the child - Discussion
- Meeting individual children's needs
- Partnership working
- Sharing information within the different parts of the school
- Sharing information with other settings
- Active learning
- Settling in: feeling safe, secure and valued
- Being flexible
- PSED
- Assessing the flow of the day for the children
- Staffing considerations
- Mealtimes and variation of snacks
- Independence
- Periods of rest
- Understanding behaviour as a means of communication

Activity

Nursery Routine 1

8.45-9.10	Children arrive
9.10-9.25	Circle time
9.25-10.30	Free flow play
10.30-10.40	Tidy up
10.40-10.50	Carpet time
10.50-11.10	Snack
11.10-11.35	Story time
11.35-11.45	Home time (for universal 15 hours)
11.45-12.30	Lunch for 30 hours children
12.30-12.50	Play outside while afternoon nursery children arrive
12.50-1.10	Circle time
1.10-2.15	Free flow play
2.15-2.25	Tidy up
2.25-2.35	Carpet time
2.35-2.55	Snack
2.55-3.20	Story time
3.20-3.30	Home time

Nursery routine 2

8.30-11.15	Children arrive into 30 hour room – free flow
11.15-11.30	Carpet time
11.30-12.30	Lunch for 30 hour children
12.30-3.15	Join afternoon nursery children – free flow
3.15-3.30	Carpet time

Activity

1. Compare routines of two contrasting nursery classes

1. Identify effective practice and any potential 'pinch points':

- Understanding emotional needs
- Providing consistent behaviour support
- Overstimulation
- Sitting too long
- Multiple transitions
- Repetition

Planning Routines

Discuss what you think effective practice is and what are the prime and specific areas of learning? What are the learning opportunities that can be supported?

*Think about what is best for **these** children at **this** time of the year?*

- Snack
- Lunch time
- Physicality
- Rest or 'down' time
- Daily routines (e.g. hand washing, putting coats on etc.)

Gap task



Observe your children, what are their interests and repetitive play behaviours? Bring back your observations.

Bring a copy of your planning format to the second session on 10 December.



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Purpose

Plan appropriately for the needs of the 30 hour children within a standard two session school day

Key messages:

- Active learning
- Principles of planning
- The role of the adult in following children's interests
- Planning for continuous provision

Active Learning

Let's make Harry Potter glasses!



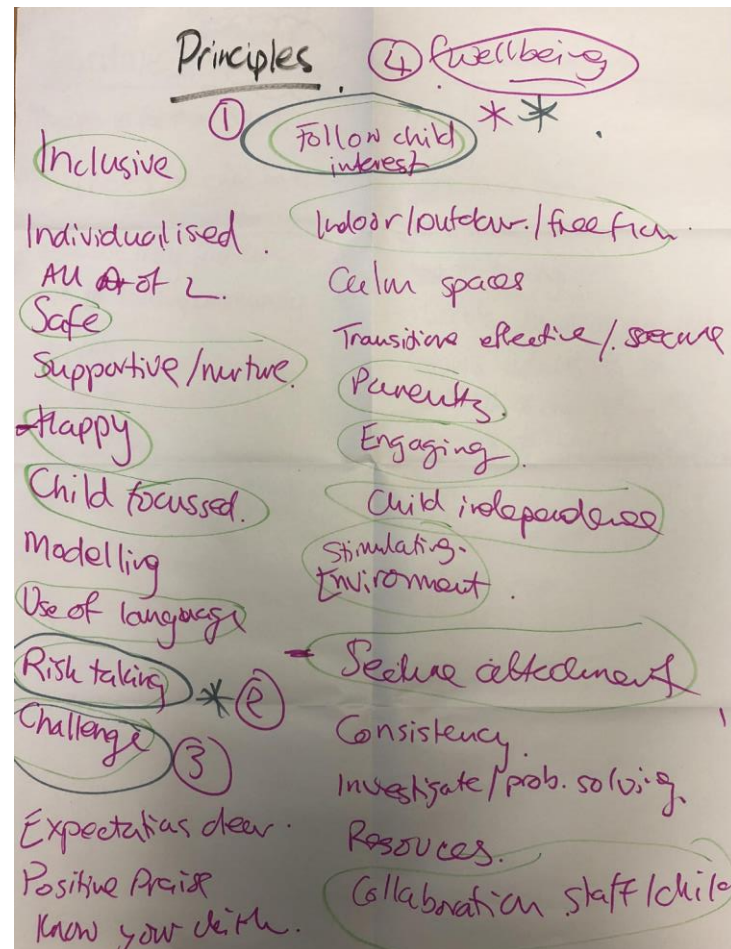
Active Learning

Now make your own glasses!



Active Learning

Compare the two activities against our 5 principles of effective practice.



Active Learning

- What are the characteristics of active learning?
- What is the role of the adult?

Unpacking 'following the child's interests'

- What are you observing?
 - skills
 - concepts
 - ideas
 - interests
 - fascinations
- What is it telling you?
- What are the child's next steps *in learning*?
- How are you planning for this?

Continuous provision

Define continuous provision.

What are *facts* and *fiction*?



Alistair Bryce-Clegg

*Continuous provision is not the resources that are continually out.
It is far more rich and complex than that.*

*If you just put random resources out you are relying on a great
deal of luck when it comes to children's engagement and
attainment.*

Children often do not naturally challenge themselves in a play space, unless they find the play interesting and engaging. They will often return to 'familiar' play where they can rehearse familiar low-level skills that make them feel secure and confident.









Your next steps

What have you already changed?

What have you taken from today?