



Able to form relationships

- * Adults spend time supporting interactions between children
- * *Children are encouraged to notice similarities between themselves and know that being different is okay
- * *Emotion coaching is used to support children expressing their likes, and dislikes, as well as their feelings .

- *Children are at the heart of our practice
- *We have Key Worker systems in place
- *We offer bespoke settling in sessions
- *Children who need additional support are centred on

Curious

- *Adults model curiosity."I wonder..." conversations
- *Fascination traps are used to enhance provision and capture imagination
- *Adults have authentic conversations with children
- *Adults play alongside children to encourage discovery through role-playing

Story rich

- *We practice the 5 a day rule
- *We create an environment where children can access books, (and somebody to share them with)
- *Topic work centres around quality story books, modern classics and fairy tales
- *Children are taught to handle books with care and to cherish what's inside.
- *Information books are used to follow children's fascinations.

Confident at mark making

- *We provide a rich environment where mark making activities are available to the children at all times, both inside and out
- *We support early writing through large scale play and planned opportunities.
- *The teacher in the setting models writing on a regular basis.
- *Children's mark making efforts are valued, celebrated and displayed.

- *Good listening is modelled by the adults in the setting
- *"I wonder..." conversations encourage children to listen and develop their own ideas
- *Regular story sessions where children are asked questions about the text encourage children's processing skills.
- *Adults in the setting work alongside children practicing sustained shared thinking to problem solve and extend learning.

Good listeners

Becoming independent

- *The setting is well laid out ensuring that all children have access to resources that interest them and that they can access themselves.
- * Children are encourage to care for their environment, being respectful of resources and books and are taught how to handle books and put away the things they have played with.
- * Children self register and look after their own belongings by putting them on their own peg.
- * We support children in changing clothes and shoes or getting ready for outdoor learning but expect them to be having a go for themselves as well.
- * Our staff provide support and encouragement for children and families whose children are finding the transition from nappies to toilet difficult. Most children, but not all will be toilet trained by the time they leave Little Owls
- * Snack times are used to foster independence with children selecting their own snack and pouring their own drinks.

Confident communicators

- Communication is our key aim.
- * Children are supported to talk through meaningful exchanges with their peers and the staff in the setting.
- * Authentic conversations filled with questions and wonder are used to capture children's interest, increase their vocabulary and stimulate their curiosity.
- * Children who are identified as needing additional support in this area are centred upon by all staff in the setting ensuring that they have lots of opportunities whilst they are in nursery to increase their word knowledge.
- * Snack times and lunch times are used to support those children who need more talk by placing adults next to them to encourage conversation