

LEARNING AND DEVELOPMENT POLICY

For the Pen Green and Kingswood Integrated Centre (comprising Pen Green Nursery School, Early Years Setting, Research & Training Base, Integrated Services and Corby Children Centres)

Reviewed: June 2025

Our Parents Involvement in Children's Learning Approach (PICL)

At Pen Green/Kingswood we have a long tradition of working in partnership with parents and carers. Parents and carers involve themselves in the Centre in many ways. For some it is engaging in daily dialogue when they drop their child off in the setting, for others it is actively participating in decision making regarding the running of the Centre or becoming a volunteer in the Centre.

Parents and carers tell us that they value time with workers to offer information about their child during home visiting, settling in and parents/carers events. We believe it is important that parents and carers can pass on information, and they are truly listened to by the staff.

Planning sheets are displayed on the wall for parents and carers to read, discuss and put forward ideas. Parents and carers tell us that they also appreciate hearing important information from the staff about their child. In the 0-3 provision and nursery we aim to keep parents and carers informed of their child's learning and development through the Pen Green Loop – including: daily chats, displays, their child's achievement folder, Possible Lines of Direction (PLODs) Tapestry, their contribution to 'Snapshot in time' - summative assessments, the 2-year-old check and parents and carers open evenings and events.

Parents and carers are welcome to look through their child's achievement folder at any time and we encourage parents and carers to take the file home and add their contributions. We positively encourage parent and carers to get involved through discussion during home visits, electronic communication, adding to planning and contributing their ideas to their child's individual plans (Possible Lines of Direction - PLODs). We work collaboratively with all parents and carers to find their most preferred method of exchanging information and Family Workers will support any parents for example to access technology.

We are always willing to talk to parents and carers and listen to any concerns or worries. We encourage parents and carers to share any worries with us in order for us to work together to resolve them.

We aim to keep all parents and carers informed about their child's progress and always encourage parents and carers to share their knowledge of their child's needs and interests with us. We will always discuss with parents and carers if we have any concerns about their child and agree the most appropriate method of support.

Copies of policies and procedures are available on our website and in the setting for parents and carers to look through at any time. We have clear Admissions Policies for each area of the organisation which are available on request. We also have a written complaints procedure. Any complaints that are made are recorded on complaints form and retained. Responses and actions are recorded.

Parents and carers wanting to be involved in the Centre are encouraged to share their ideas with Family Workers, group leaders and parent governors.

Our Pedagogical Approach

Reviewed: June 2025

At Pen Green and Kingswood our aim is to provide a safe, secure environment that is rich and stimulating and encourages children to develop autonomy and feel challenged. The atmosphere created places emphasis on fun, enjoyment and the celebration of each child's achievements.

We believe it is important to observe and engage in children's play and have frequent conversations with parents and carers throughout their child's time in the setting to find out about their current interests. This information then forms the basis of our planning and helps us to ensure that we are providing a range of appropriate and responsive play and learning opportunities, as well as teachable moments.

All staff use the statutory Early Years Foundation Stage (2024) alongside other frameworks and assessment tools to plan appropriate learning and development experiences based on children's individual interests, needs and stages of development. We think carefully about how children engage with other people and their environment to support each and every child to be an effective and motivated learner. Staff will observe how children use the resources and the spaces to plan further learning and development opportunities for children in the setting. Staff will negotiate with parents and carers the most appropriate time for them to

transition to a more appropriate play and learning space. For example, from 0-3 provision to Nursery.

When observing the children and planning for these experiences we use a range of frameworks and assessment tools to assist us. These are:

- Early Years Foundation Stage (DfE, 2024)
- Well-being Scales (Laevers, 1997, 2005)
- Involvement Scales (Laevers 1997, 2005)
- Schema Theory (Athey, 2013; Arnold, 2010)
- Adult Pedagogic Strategies (Whalley & Arnold, 1997, Lawrence, Gallagher & the Pen Green Team, 2015)
- Peer-Peer Observations
- Tapestry

The workers in the setting tell parents and carers about these frameworks during home-visits and/or the period when they are settling their child in, as well as through planned sessions/meetings that we offer to parents called 'Key Concept Sessions'. Workers also include an information sheet about the frameworks in each child's 'Celebration of Achievement' file and on Tapestry

We also use national guidance to inform our thinking in relation to supporting teaching and learning, alongside the EYFS (2024) and the Pen Green Curriculum.

The way we have designed our spaces and the way we think about the environment for the children on a daily basis is a significant part of our Pedagogical approach. We like to promote continuous provision; this approach is in line with our ethos and values. This approach allows children to independently access interesting and stimulating resources and encourages children to explore and engage in self-directed learning, supported by adults who closely observe their play and learning.

We have a range of resources available to the children - sand, water and malleable materials e.g. playdough, books, puppets, puzzles, musical instruments, small world equipment e.g. dolls house, and secure outside play areas.

We think carefully about how we set up the resources and how we can promote all aspects of each child's learning.

At Pen Green we also have opportunities for children to access other facilities on site - the beach, the soft room, the snoezelen, the water therapy room, the discovery area and the garden areas.

At Kingswood children can access the water room, the sensory room and the garden. Opportunities can also be planned to access facilities at Pen Green.

In addition to these facilities insured staff can take children in their car, enabling us to take the children on local trips and outings. We plan trips to the outside environment and use local places of interest such as the woods, local parks, shops, theatre. (For further information see off-site trips policy).

Assessment

Reviewed: June 2025

We regularly plan opportunities to support children's learning and development. As part of our planning cycle, we document children's experiences and make informed professional judgements about their learning and development.

To support us with 'making children's learning visible', we carry out regular observations of the children. In the Nest, Couthie, Kingswood Community Nursery, Pen Green Nursery and Creche we document children's learning and keep a "Celebration of Achievement" file and use a secure online Early Years documentation tool (Tapestry). Each term we complete a 'snapshot in time' – summative assessment for each child. This allows us to identify the progress the children are making during their time with us.

2-year-old Progress Check

All children aged between 24 – 36 months that attend Nest, Couthie, Kingswood, Nursery or creche provision will have their progress reviewed and a written summary using the Progress Check at age two will be shared with their parents/carers and a completed hard copy given to them. (See template at the end of the policy document).

For children with significant emerging concerns or identified special educational needs and or disability (SEND) an action plan to support the child's learning and development should also be written alongside parents. We will identify strategies we will adopt to address any issues or concerns.

The child's Family Worker (Key Person) will:

- Complete the two-year old Progress Check in addition to the health visitors learning and development review.

- Complete the two-year old Progress Check as an integrated process in their everyday practice at the Centre.
- Work in collaboration with the parents and carers to agree the timing of the two-year old Progress Check to, where possible, tie in with the Healthy Child Programme Learning and Development Review at age two (completed by the Health Visitor). We would want the two-year Progress Check and the health visitor review to inform one another, helping to identify strengths as well as any delays in learning and development where particular support might be needed.
- We will work closely with parents and carers to gain their insight into their child's learning and development.
- Complete the two-year old Progress Check using their own knowledge and professional judgements to inform discussions with parents, carers or anyone else who the parents feel can offer a useful contribution.
- The information gained will assist the Family Worker and parents and carers in planning strategies and experiences to support the child's learning and development in the setting and at home.
- Ensure the parents and carers are involved in the process and that they have a clear picture of their child's development, strengths and where they are progressing well, needs and or emerging concerns.
- Reflect the child's voice in completing the assessment.
- Complete a short-written summary of the child's development in the prime areas in the Early Years Foundation Stage (EYFS) 2024. It must highlight areas where the child is progressing well, areas where additional support might be needed, a focus on any areas of concern, particularly developmental delay. It should also reflect the current interests and curiosities of the child.
- Refer to the Health Visiting Hub if any concerns have been highlighted in the Progress Check.

The form can be accessed via the link:

[Children's 0-19 Services | NHFT](#)

Process for submitting the two-year old Progress Check to the Health Visiting Hub

Option 1 - Submit the 2-year integrated review tab

The most direct and quickest route to access the form is via the link in the pathway and this will take you directly to the required page where you can select the: **Submit the 2-year integrated review tab** <https://www.nhft.nhs.uk/0-19#venue-professionals-tab>.

Option 2 - NHFT submit 2-year integrated review

Alternatively via Google type: **NHFT submit 2-year integrated review**, select NHFT page.

When completed attach the document and submit.

Progress Check at Age Two	
  	
Child's name: Date of birth: Age in months at time of completion: Setting name: Date started in the setting: Family Worker (Key person): Date progress check completed and agreed by parents/carers: Weekly attendance pattern: Vulnerable grouping identified: Yes/No Please specify: Additional need(s) already identified: Yes/No Please specify:	
Characteristics of effective teaching and learning - / learn by:	
Current fascinations and emerging interests:	
Communication and Language: Current strengths: (What I am mastering or have mastered?) I am learning to... (Where are my skills emerging or what I am currently practising?)	
Personal, Social and Emotional Development: Current strengths: (What I am mastering or have mastered?) I am learning to... (Where are my skills emerging or what I am currently practising?)	
Physical Development: Current strengths: (What I am mastering or have mastered?) I am learning to... (Where are my skills emerging or what I am currently practising?)	
Parents and carers comments about their child's learning and development at home:	
Activities and strategies to support learning and development In the setting: At home: Is referral to the Health Visiting Hub required? Yes/No Date Progress check submitted online: Children's 0-19 Services NHFT Do you require feedback from this referral? Yes/No Contact details: Is further assessment or support from other agencies needed? Yes/No If yes, please specify next steps in assessment and or/agencies to refer to	
I give permission for information from this review of my child's learning and development to be shared with other professionals and for other professionals to contact the setting regarding my child's development. This includes permission for additional assessments to be made if specified above. Parent(s) signature(s): _____ Date: _____	
On behalf of the setting - Print name: Role: Report reviewed and approved by Assistant Head for 0-3s or Nursery: Signature: Hard copy signed and given to parents/carers: Yes/No	
Parent/Carer signature: _____	