

## School Readiness Policy

"Children should start school healthy, happy, communicative, sociable, curious, active and ready equipped for the next phase of life and learning."

Supporting Families in the Foundation Years

Our Philosophy is based on a desire for all of our children to leave our nurseries with a passion for learning, the confidence and social skills to be able to make friends in the playground at school and that they feel have a strong sense of well-being and resilience.

At Nära Nurseries, we view the transition to school as a process rather than a single event. Right from their first day with us, Educators support each unique child's learning and development through a range of exciting and engaging activities to nurture the characteristics to enable them to become ready for school and successful, lifelong learners.

Our Educators work in close partnership with parents to support learning in the home environment. The combined effect of these high-quality experiences has a significant positive impact on children's development and their progress through nursery, school and into adult life.

We agree with and support UNICEF's description of 'School Readiness' which states that three elements together bolster children's likelihood of success:

- Children's readiness for school affects their learning and development
- Early Years settings and Schools' readiness for children ensures learning environments are child friendly and adapt to the diverse needs of young learners and their families
- Families' readiness for school promotes a positive and supportive approach to education, their children's learning and the transition from home to school

### **Preparing children for the next stage in their learning**

Most children who leave us will be joining school for the Reception Year, which is the final year of the Early Years Foundation Stage (EYFS). Children move on to the national curriculum in Year 1.

The EYFS in reception builds on what children have learned in nursery, through a combination of child-led play and adult-led activities. The goal is to help children develop skills and knowledge through play.

During our pre-school routines, our Educators plan experiences which help children to explore the concept of going to school and discuss their feelings and allay any anxieties about the transition to school. Experiences planned include:

- Role play - using school uniform, packed lunch boxes, PE kit and other items that would be relevant to the school day.
- Book corner - reading stories about going to school, sharing homemade transition books with photographs and information about receiving schools.

- Small world – buildings, houses, people, floor maps used by children to create scenarios and make up stories using small-world materials to help them.
- Small group times - using talking tubs containing a collection of relevant materials that are designed to stimulate talking and thinking.
- Visits – Children visit their receiving schools, and school teachers visit the nursery to observe and get to know the children and to have time to discuss each child individually with their Key Person.

In our pre-school rooms, our Educators work closely with parents and local schools to ensure a seamless transition which supports each unique child to have the highest possible level of well-being, strong communication skills, be sociable, curious, active and equipped for the next phase of life and learning.

### **Further information**

Oxfordshire County Council have developed a range of helpful resources for families and educators, to explore the meaning of ‘school readiness’

<https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/support-early-years-providers/what-school-readiness>