



BUXTON NURSERY

Differentiation – How we meet the needs of each child Pre-school Room

1. The first part of the process of joining Buxton Nursery involves getting to know the child and the family.

Preparing to come to Buxton Nursery

- Firstly parents visit the nursery and are shown around by one of the room supervisors. They have the opportunity to ask questions, talk to staff, the manager and the office staff
- If they would like a space parents can complete a registration form and the all about me sheet
- When we confirm that we have a space available we request a booking fee and then arrange the settling in sessions. These sessions are 9.15-11.15 or 1.15-3.15 for approximately 6 weeks.
- We may need to write an Emergency Care Plan for children with specific needs

During the first session

- Parents and child will meet the key person. They will be at the door to greet the child, invite parents into the room and to chat
- The child's coat peg will be ready
- The parent will stay during this first session, playing alongside their child and supplying the key person with more information about routines, favourite activities etc.
- The key person will play, talk and get to know the child, keen to understand and meet the child's needs and to get to know their interests
- We ask about comforters, favourite songs or toys, techniques to help them settle
- We will discuss Tapestry – our online learning journey and ask them to sign up

During the second session

- The parent can leave their child on this session
- The same familiar key person will be there to greet and reassure them
- We will telephone parents to reassure them that their child is okay or even put a photograph and observation on Tapestry for them to see
- We give lots of feedback when the parent picks them up

2. We help the child to settle in and build a relationship with the parents

The next few sessions

- The Key person regularly chat about changes in routine
- We try to build a relationship where parents will feel able to talk freely to us about their concerns
- We get to know the child, providing support so the child feels secure and develops a trusting relationship
- We encourage the child to become involved in small group activities as they are ready. We follow their interests while offering them new experiences too
- We start to make observations of the child and build up their Learning Journey on Tapestry
- We put work, mark making up on the wall
- We encourage the child to access resources in the room so he/she can choose what to play with. All the boxes are clearly labelled with photos and are accessible
- We write a baseline assessment during the first couple of weeks and lock this on Tapestry so we can start to track progress

3. We start to identify the child's needs and interests. This information is used to help us plan the activities each day.

- We talk to parents each day and make sure we tell them of the special moments
- We share observations on Tapestry. These will often be accompanied with a picture or video
- Our observations lead to next steps which will be written on an Individual Activity Plan
- Sometimes we may need to discuss aspects of child development with the parents – weaning, toilet training etc. We share strategies to ensure consistency
- We love to celebrate birthdays by baking a cake, eating it and singing Happy Birthday. We will make birthdays cards or get well soon cards for members of their family
- We encourage parents to share their knowledge of their child with talking to us, putting their own stories from home on Tapestry and 'I'm over the moon sheets'.

4. We provide a flexible daily routine

- Our aim is to meet each child's needs and interests. Therefore our routine is very flexible.
- Lunch is made on site by the Buxton Infant School dinner ladies. This is at the same time each day. Babies are fed according to their own routine
- Children have healthy snacks in the morning and afternoon and fruit is available if children indicate they are hungry
- Nappies/visits to the toilet – these happen as needed. We give encouragement and praise and are very patient!
- We go outside each session – for walks or a play in the playground or to explore the grassy garden. This can be in whole groups or in small groups throughout the session
- We sing and read stories each day
- We have caterpillar and butterfly groups in the snug
- We have SEND plans for individual children who need support

5. We provide differentiated activities

- We plan activities that cover the 3 prime areas and 4 specific areas and characteristics of effective learning. These will be accessible at different levels that will stimulate and interest each child
- These activities are in addition to our continuous provision that are available each day
- Our observations of children help us to adapt activities during the week to meet their needs and interests. We adapt our level of support depending on individual children's needs.