

ASPIRE

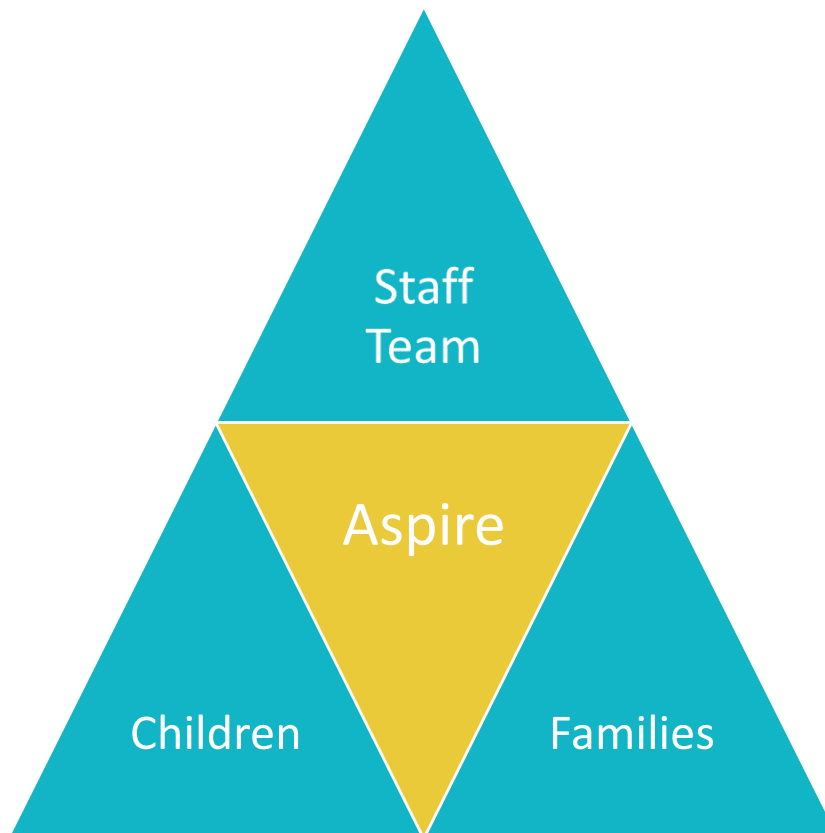
Stars Day Nurseries Limited
Early Years and Childcare
Provision

Olympia House,
172 Park Road,
Peterborough
PE1 2UF

01733 309878
Starsdaynurseries.co.uk



Providing Quality Childcare in the Community



Stars Day Nurseries Ltd.'s Aspire Approach is based on the values of our mission statement:

We believe in creating a culture and environment where every child in our care can explore, investigate and experience what life has to offer, through play-based experiences.

We recognise that children can reach their full potential when they are supported by experienced talented educators who harness the spirit and interests of the child, challenging and encouraging them on their learning journey.

We value and recognise that children learn best when their parents/carers contribute and have a voice in their child's development.



The five strands of Aspire support the foundations of the Early Years Foundation Stage Curriculum in the UK (DfE, 2017) and unite children, their families and our staff team, ensuring outstanding care and learning for every child and providing a framework for excellence across our settings.



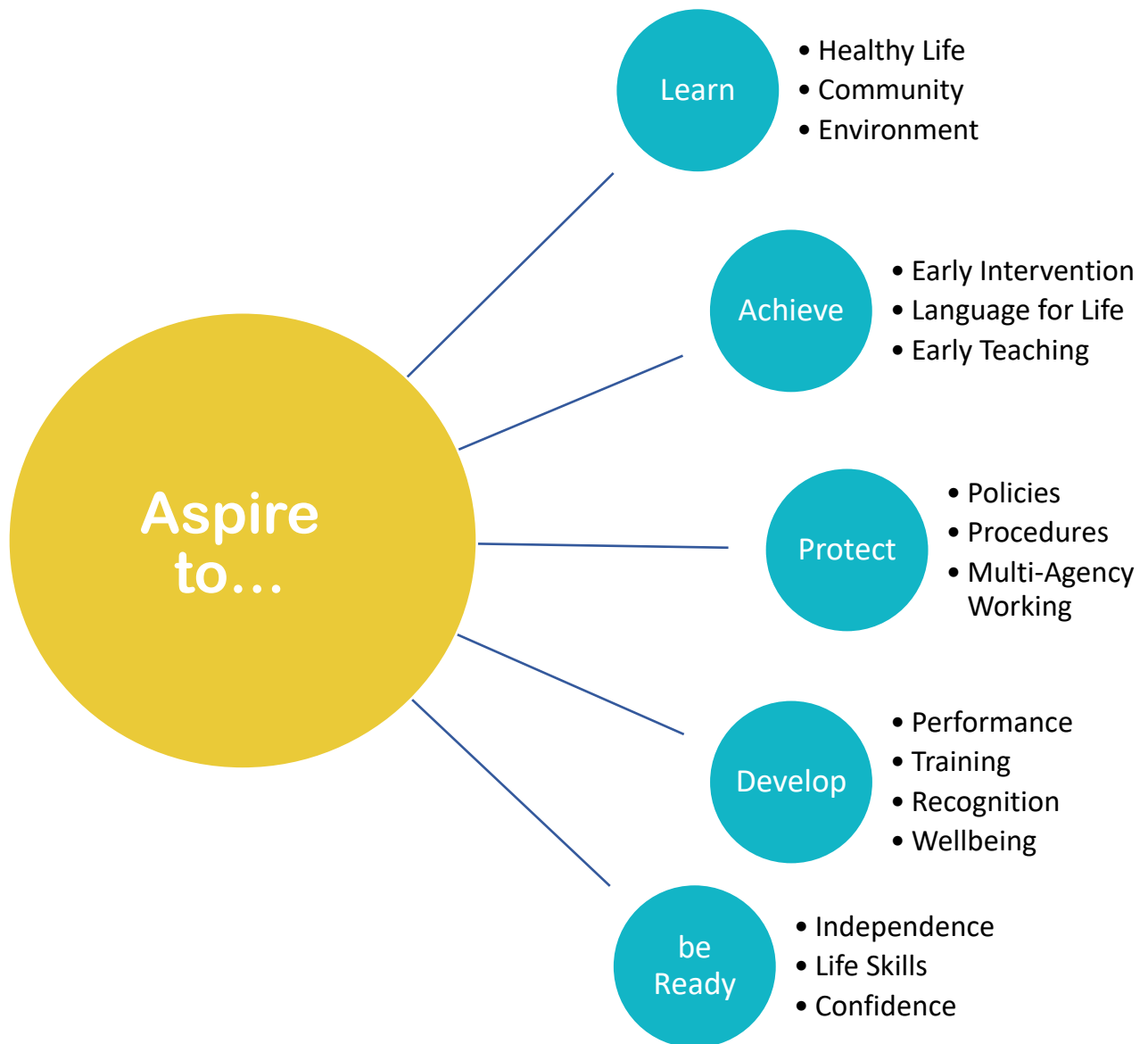
| | |
|----------|---|
| Learn | We aspire for our children to <u>learn</u> about themselves, their communities and the environment. |
| Achieve | We aspire for our children to <u>achieve</u> through Early Intervention and Inclusion, through learning Language for Life, and through early teaching experiences. |
| Protect | We aspire to <u>protect</u> our children through our policies, procedures and multi-agency work. |
| Develop | We aspire to <u>develop</u> our children through a commitment to our staff teams of monitoring performance, providing training and development opportunities, supporting wellbeing and in recognising quality practice and teaching. |
| be Ready | We aspire for our children to <u>be ready</u> for their next step in life, through supporting independence, learning valuable life skills and developing confidence in themselves and their abilities. |



The four guiding principles of the Early Years Foundation Stage (DfE, 2017) underpin Aspire:

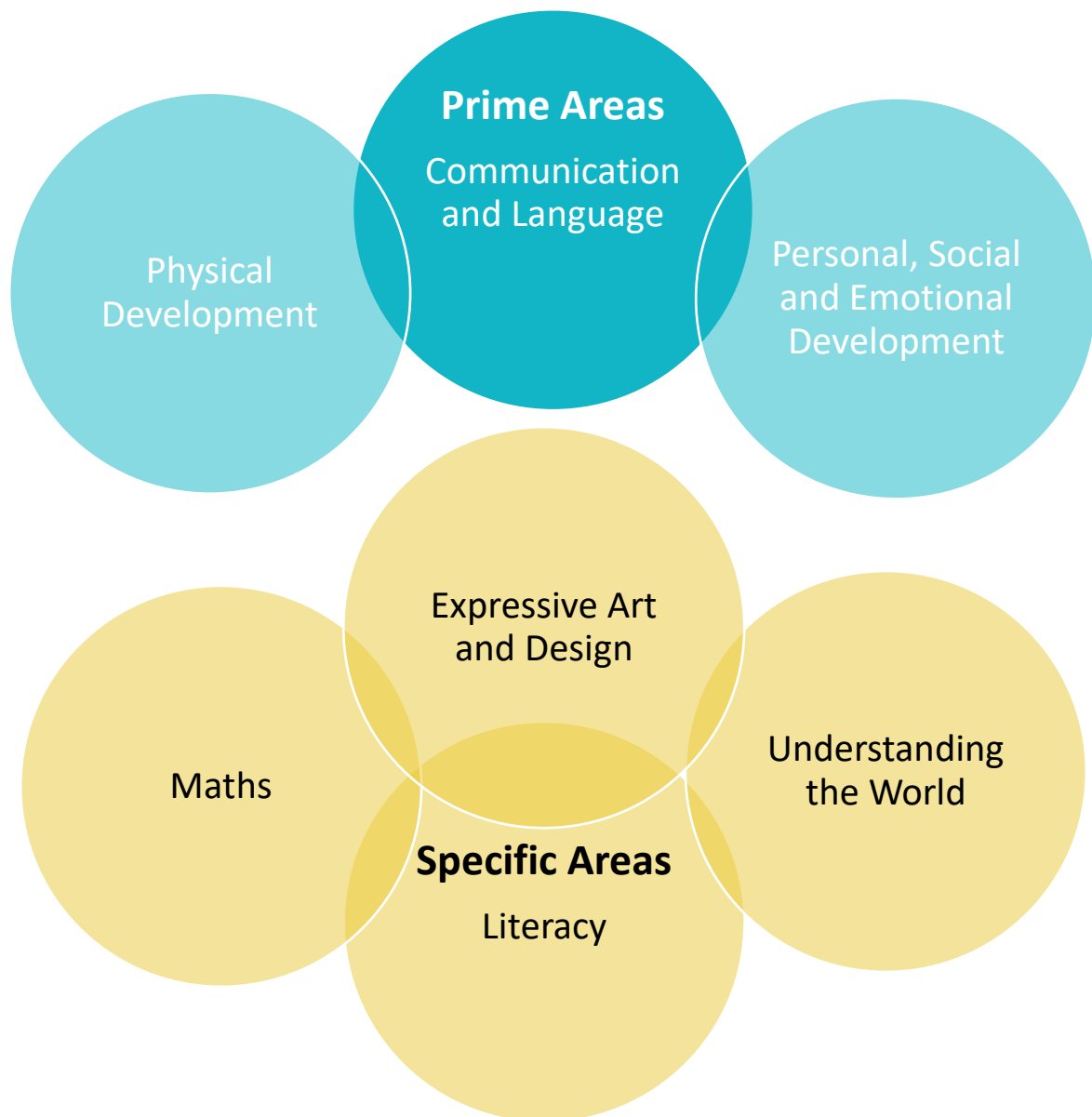
- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children learn to be strong and independent through **positive relationships**.
- Children develop and learn in **different ways** and at different rates.

Each of the 5 strands of Aspire are broken down into areas focusing on creating a sustainable curriculum:



Aspire is focused on ensuring the requirements of the Early Years Foundation Stage Statutory Guidance (DfE, 2017) are met across all our provision. With an emphasis on transparent policies and procedures; a commitment to supporting staff wellbeing; and a determination to deliver meaningful training and development opportunities to all staff, we endeavour to equip our staff teams with the skills and knowledge they need to provide outstanding care and learning to our children and families. Aspire embeds the understanding of child development in the Early Years Outcomes (DfE, 2013) guidance, meeting the needs of every individual child through quality interactions and extended learning opportunities.

Aspire supports the seven Early Years Foundation Stage Learning and Development Areas within Early Years Outcomes (DfE, 2013):



Each area of learning and development is implemented through purposeful play.

Aspire balances child initiated In the Moment Planning with adult initiated Teachable Moments, thus ensuring children are excited to learn and play with what they know and enjoy; and inspired to learn new ideas and concepts from experienced practitioners teaching new skills and knowledge.

The five areas of Aspire expand on the guidance in:

- Early Years Outcomes (DfE, 2013),
- Letters and Sounds: Principles and Practice of High-Quality Practice (DfES, 2007),
- The Early Years Foundation Stage Statutory Guidance (DfE, 2017),
- Development Matters (Early Education, 2012).
- Musical Development Matters in the Early Years (Early Education, 2018)
- The Local Safeguarding Children's Board (LSCB)

Management Teams embed the Aspire Approach throughout their provision. Stimulating indoor and outdoor environments and skilled practitioners ensure children make rapid progress while having fun in play-based experience.

Practitioners are trained in successful implementation of Aspire to ensure each of our settings are consistent in their approach. We fully support practitioner's desire to learn and develop their knowledge and offer tailored training and support to each individual staff member based on their current identified needs together with setting, or company-wide training goals.

Our community focus enables Aspire to fulfil its commitment to supporting children and families and developing trusting relationships within the community. Parents and carers are key to the success of Aspire. The Approach ensures partnership working is a focus for families and for Early Years Professionals, delivering swift and effective support for every child's needs.

The Aspire Approach supports Stars Day Nurseries Ltd vision, quality childcare in the community, with a clear focus on children, families and our staff teams.

Welcome to Aspire.



Characteristics of Learning

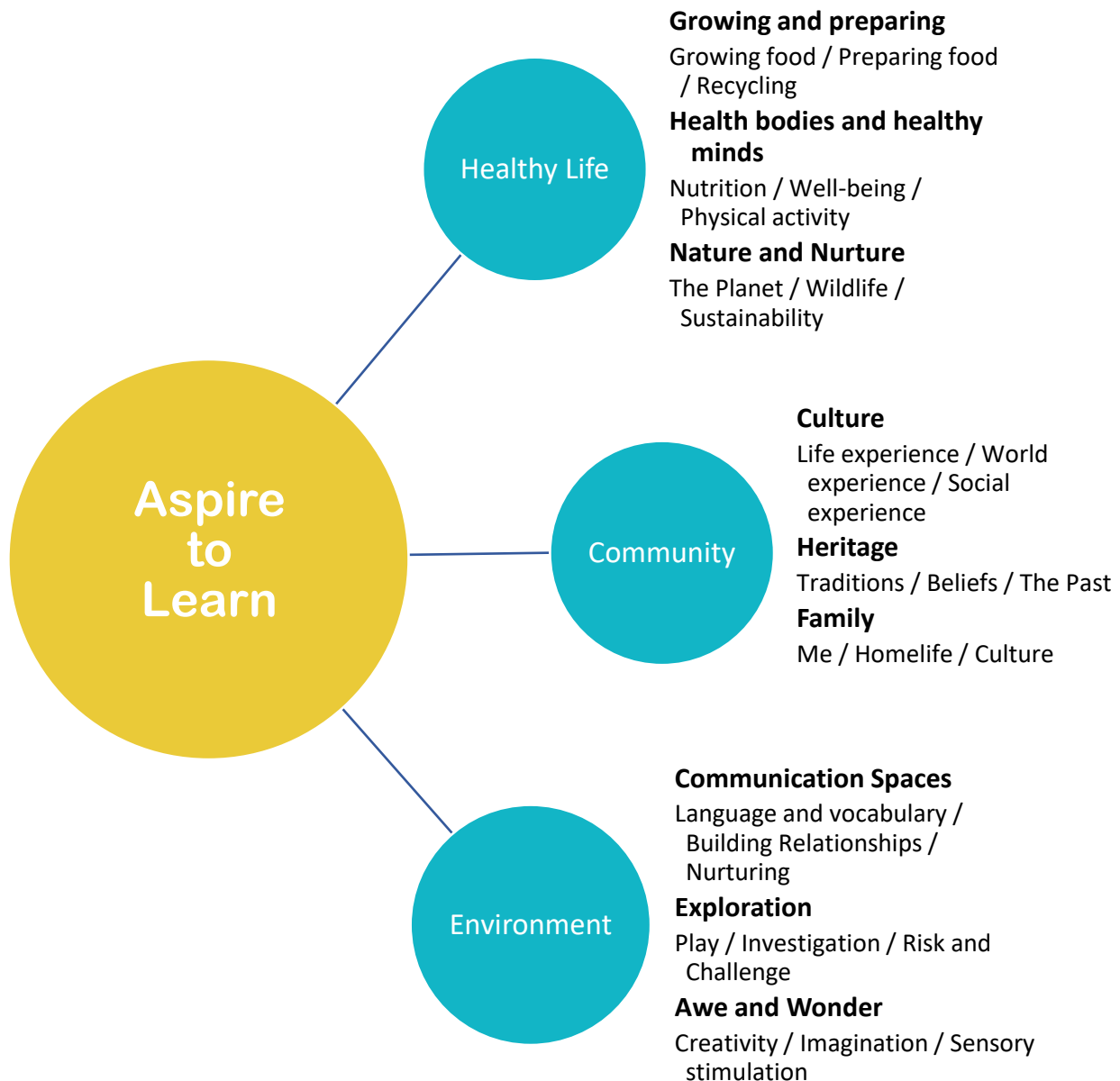
Children naturally play and explore the environment they are in. Practitioners provide challenging and awe-inspiring environments that stimulate children's imaginations and foster learning.

Understanding how children learn is incredibly important. The EYFS states:

"In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice"

Stars Day Nurseries Ltd practitioners follow children's interests and ideas, and use "In the Moment Planning" to extend children's learning. By reflecting on the way children learn practitioners guide their own interactions and teaching to support children individually and enable their learning and progress.





Aspire to Learn:

Children learn skills and knowledge to enable them to develop healthy eating, to understand their own bodies and appreciate the natural world around them.

Children are given opportunities to develop their life experiences, learn about the past and their own family's heritage.

Children are inspired to explore and engage with the environment, through positive interactions and through exciting and inspiring invitations to play.

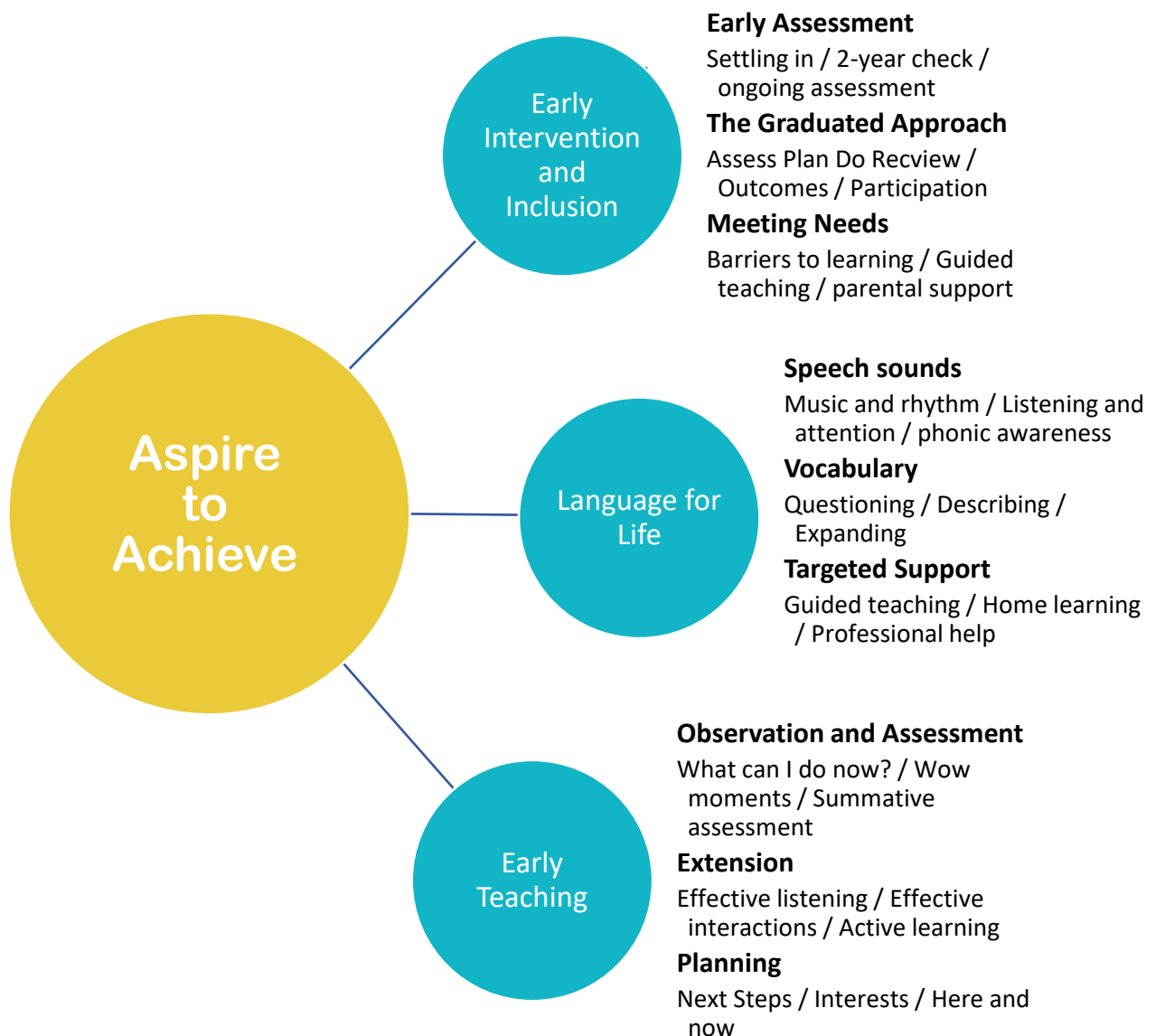
Aspire to Learn:



| Community | | |
|---|--|---|
| Culture | Heritage | Family |
| Life experience Children remember and talk about significant events in their own experience. | Traditions Practitioners strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. | Me Children know some of the things that make them unique; and can talk about some similarities and differences in relation to friends or family. |
| World experience Practitioners invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures. | Beliefs Practitioners help children to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. | Homelife Practitioners encourage children to talk about their own home and community life, and to find out about other children's experiences. |
| Social experience Practitioners provide opportunities for children to share experiences and knowledge from different parts of their lives with each other. | The past Children talk about past and present events in their own lives and in the lives of family members. | Culture Children enjoy joining in with family customs and routines. |

| Healthy Life | | |
|--|---|---|
| Growing and Preparing | Healthy bodies / healthy minds | Nature and Nurture |
| Growing food Children develop an understanding of growth, decay and changes over time by engaging in growing experiences. | Nutrition Children eat a healthy range of foods and develop an understanding of the effect's food has on their bodies. | The Planet Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. |
| Preparing food Children talk about what they like to eat, while staff reinforce messages about healthier choices, supporting children to prepare snacks and meals. | Well-being Children are confident to speak to others about their own needs, wants, interests and opinions. They describe themselves in positive terms and talk about their abilities. | Wildlife Children talk about things they have observed such as plants, animals, natural and found objects. They show care for living things and explore new environments. |
| Recycling Children show care and concern for living things and the environment and understand the importance of caring for the planet. | Physical activity Practitioners promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. | Sustainability Practitioners encourage children to express opinions on natural and built environments providing opportunities for them to hear different points of view on the environment. |

| Environment | | |
|---|--|--|
| Communication spaces | Exploration | Awe and wonder |
| Language and Vocabulary Practitioners model key vocabulary and its use in a range of contexts, providing opportunities for talking for a wide range of purposes, and opportunities for children to participate in meaningful speaking and listening activities. | Play Practitioners support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest. | Creativity Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |
| Building Relationships Children show sensitivity to others' needs and feelings and form positive relationships with adults and other children. | Investigation Practitioners suggest and ask questions, extending children's ideas of what is possible. Children explore the environment; problem solve and develop ideas. | Imagination Practitioners expand children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. |
| Nurturing Practitioners encourage children to share their feelings and talk about why they respond to experiences in particular ways. | Risk and challenge Children show understanding of the need for safety when tackling new challenges; and consider and manage some risks. | Sensory stimulation Practitioners provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space. |



Aspire to achieve:

Children's learning and development is supported through effective settling in processes, early identification of need and effective targeted support for both the child and the family.

Children are given opportunities to develop their communication and language, they are supported to develop both a love for language and the skills to communicate effectively in both English and their home language.

Children are taught in the moment, by practitioners focused on both developing their interests and unique ways of learning, and on supporting the achievement of purposeful next steps.

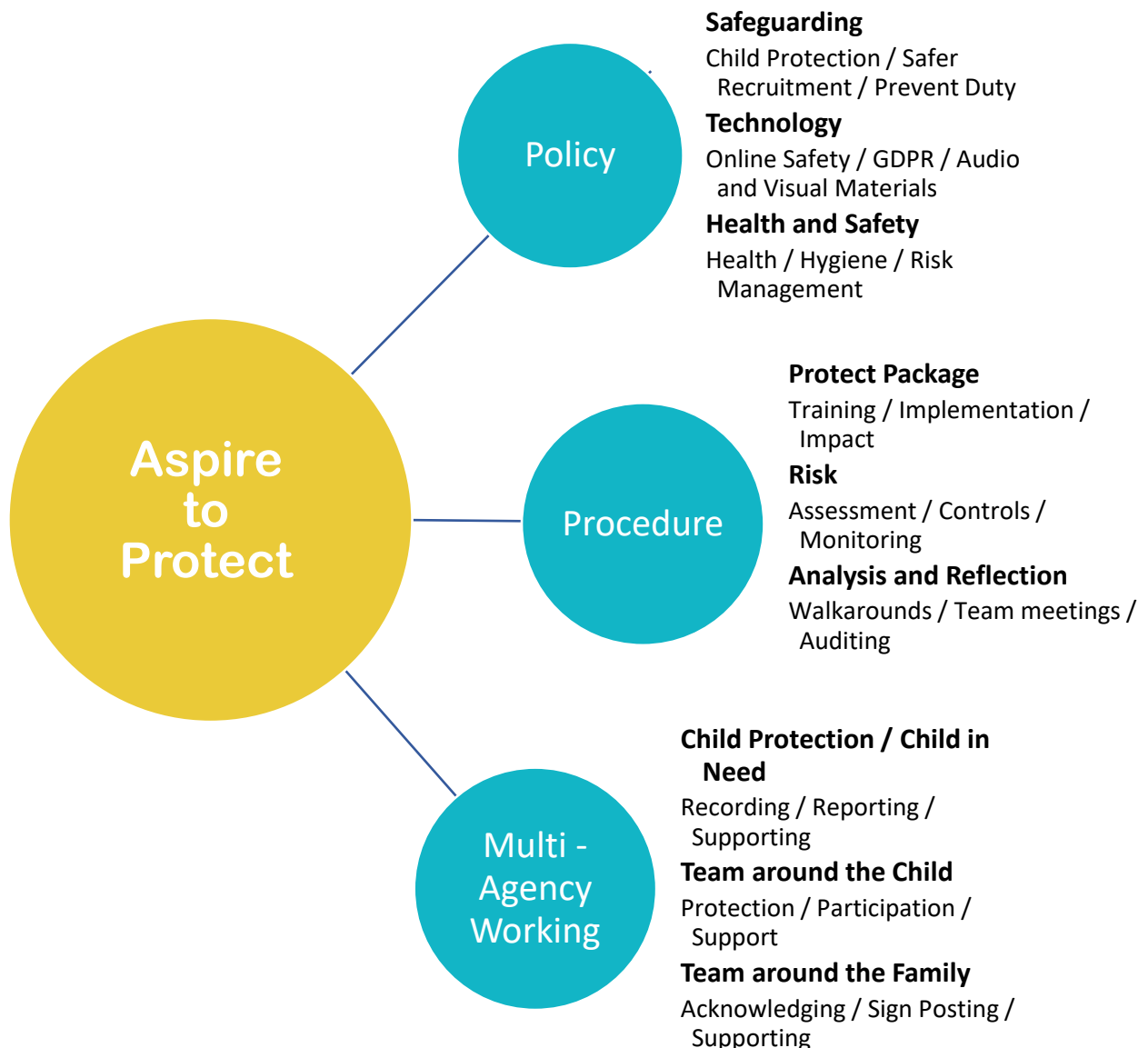
Aspire to achieve:



| Early Teaching | | |
|---|---|--|
| Observation and Assessment | Extension | Planning |
| What can I do now? Practitioners observe children closely to understand their level of achievement, interests and learning styles. | Effective listening Practitioners carefully listen to support and extend children's learning. They prompt children's thinking and discussion through involvement in their play. | Next Steps Practitioners consider children's individual stage of development and enable them to meet their next steps quickly and effectively. |
| Wow moments Children's achievements are celebrated and shared with families; children are supported to feel good about their own success. | Effective Interactions Practitioners ensure interactions are tailored to the child's individual developmental level and allow time for children to think, process and respond. | Interests Practitioners consider each child's individual needs and current interests and use this information to plan challenging and enjoyable experiences. |
| Summative assessment Practitioners routinely assess children's current stage of development during supervisory meetings to ensure records of learning are accurate. | Active Learning In guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. | Here and now Practitioners follow children's lead in play, teaching in the moment, and expanding on learning on the go. |

| Language for Life | | |
|---|--|---|
| Speech Sounds | Vocabulary | Targeted Support |
| Music and rhythm Children learn to distinguish differences in sounds, word patterns and rhythms. Songs and rhymes are used from birth in all aspects of provision. | Questioning Children question why things happen and give explanations, asking who, what, when, and how? | Guided teaching Practitioners deliver targeted support for children with identified speech and language needs and for those children learning English |
| Listening and attention Children are given opportunities both to speak and to listen. The needs of children learning English as an additional language are met, so that they can participate fully. | Describing Practitioners extend vocabulary, exploring the meaning and sounds of new words, and using descriptive words to label objects and actions. | Home learning Families are fully supported in delivering teaching strategies at home that enable young children to develop early language skills. |
| Phonic awareness Practitioners draw upon the guidance of Letters and Sounds Phase 1 to develop children's phonic awareness. | Expanding Practitioners help children expand on what they say, introducing and reinforcing the use of more complex sentences. | Professional help Practitioners work closely with Speech and Language professionals to support children's communication and language needs. |

| Early Intervention and Inclusion | | |
|---|---|---|
| Early Assessment | Graduated Approach | Meeting needs |
| Settling in Children and families are fully supported during the settling in process and children's starting points are ascertained through consultation with families. | Assess Plan Do Review Children with additional learning needs or a disability receive a tailored teaching service in partnership with the family. | Barriers to learning Barriers to learning are identified swiftly and addressed quickly to ensure provision meets the needs of every individual child. |
| 2-year check The check supports the Healthy Child Programme to assess children's development and learning and provide targeted support if needed. | Outcomes Practitioners understand children's and families' lived experience and focus on outcomes that are achievable for the individual child. | Guided teaching Practitioners guide the development of children's capabilities ensuring they benefit fully from opportunities ahead of them. |
| Ongoing assessment Practitioners routinely assess children's learning and development and provide written or verbal assessments for schools and families. | Participation Children are inspired to participate in their own learning and development. The child's voice is evident across the provision. | Parental support Practitioners offer support and guidance to parents, attending review meetings and signposting parents to services as required. |



Aspire to Protect:

Protection policies are embedded across provision to ensure children, families and our staff team are protected and secure in our settings.

Protection procedures are robust and embedded across provision to ensure consistency of approach; timely action for concerns; and ownership of actions.

Multi-Agency working supports Stars Day Nurseries Ltd ethos of working in partnership with families, the community and other Early Years Professionals to ensure children are protected from harm and support is in place for families in need.

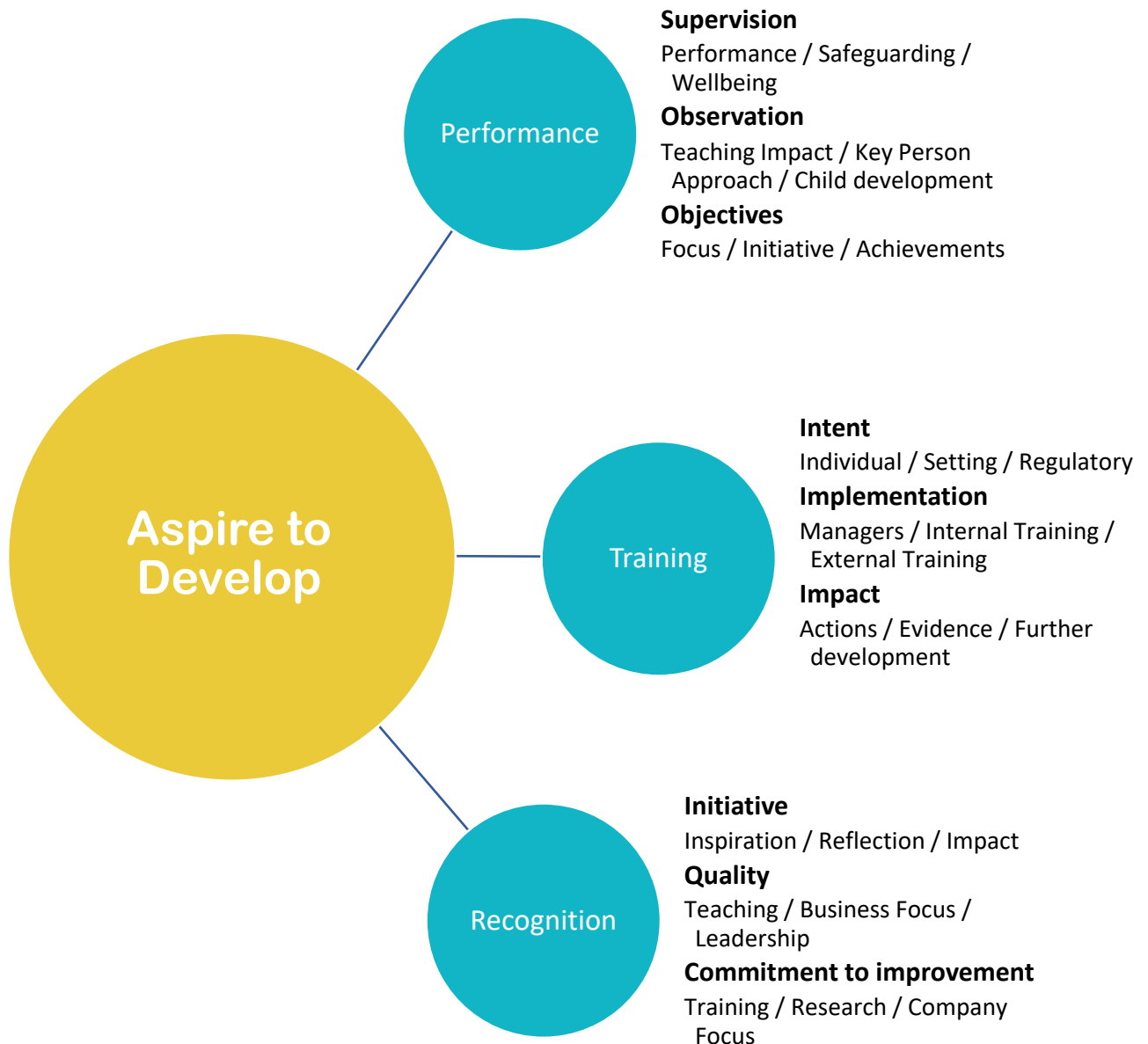
Aspire to Protect:



| Policy | | |
|--|--|---|
| Safeguarding | Technology | Health and Safety |
| Child Protection Practitioners are alert to any issues of concern in the child's life at home, or elsewhere. This includes the signs of neglect, abuse, FGM and inappropriate behaviour by other members of staff. | Online safety Practitioners support children and families to understand the importance of staying safe online. The use of online technology is strictly monitored in settings. | Health Practitioners are knowledgeable about young children's health and development and ensure good practice is shared effectively with families. |
| Safer recruitment Providers ensure that people looking after children are suitable to fulfil the requirements of their roles and ensure identity and vetting checks have been completed. | GDPR Practitioners understand the requirements of the General Data Protection Regulation and implement its principles effectively. | Hygiene Practitioners model effective hygiene practices to children and share information with families. Managers ensure environments are hygienic healthy spaces. |
| Prevent Duty Practitioners have full training in the Prevent Duty Guidance and identify and respond at the earliest opportunity to signs of radicalisation. | Audio and Visual Materials Practitioners ensure children's images are protected and social media policies are robustly implemented within the settings. | Risk management Managers ensure effective controls are in place with regards to children's medication, clothing, sun safety and intimate care. Information is shared effectively with families. |

| Procedure | | |
|---|--|--|
| Protect Package | Risk | Analysis and Reflection |
| Training The Protect Package ensures all practitioners and Designated Leads receive training and development on policy, procedure and new guidance quickly and effectively. | Assessment Managers ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and demonstrate how they are managing risks on a daily basis. | Walkarounds Managers undertake daily walkarounds to ensure quality of provision, quality of teaching and quality of safeguarding. Reflections are shared quickly and effectively with staff. |
| Implementation Policies and procedures to safeguard children are robust and in line with the guidance and procedures of the LSCB. | Controls Risk assessments identify aspects of the environment to be checked regularly and detail how risks will be removed or minimised. | Team meetings Managers facilitate effective team meetings that empower staff teams, develop team working and embrace new Early Years initiatives. |
| Impact Designated Leads measure the impact of safeguarding training and signpost practitioners needing further guidance quickly and effectively. | Monitoring Risk assessments should identify when and by whom those aspects will be checked. Managers ensure all risks are assessed. | Auditing Senior Managers audit provision regularly, offering advice and guidance and ensuring actions are completed quickly and effectively. |

| Multi-Agency Working | | |
|---|---|---|
| Child Protection / Child in Need | Team around the child | Team around the family |
| Recording Practitioners are alert to the signs of abuse and record concerns quickly and effectively adhering to recording guidelines. | Protection Practitioners are alert to concerns and effectively support children's understanding of keeping safe from harm. | Acknowledging Practitioners acknowledge families daily struggle providing time for families to talk and share concerns. |
| Reporting Practitioners report concerns quickly and adhere to reporting guidelines set down by the LSCB. | Participation Practitioners empower children to participate in their own lives and the child's voice is evident across the provision. | Sign Posting Practitioners offer sign posting services to families helping them get the support they need to progress and thrive. |
| Supporting Practitioners support children and families effectively, participate in meetings and provide written reports to the LSCB. | Support Practitioners offer children support and guidance by careful listening and acknowledgment of feelings and emotions. | Supporting Practitioners work in partnership with other agencies to provide a supportive joined-up approach for families in need. |



Aspire to Develop:

Performance management is embedded across provision to ensure staff teams receive the support and guidance they need to excel in their roles.

The Training Package supports every staff member to achieve their career goals, fulfil their job roles and meet statutory regulations.

Stars Day Nurseries Ltd recognise achievement and initiative, celebrate accomplishments and appreciate the commitment our staff teams have to both the Company and to our children and families.

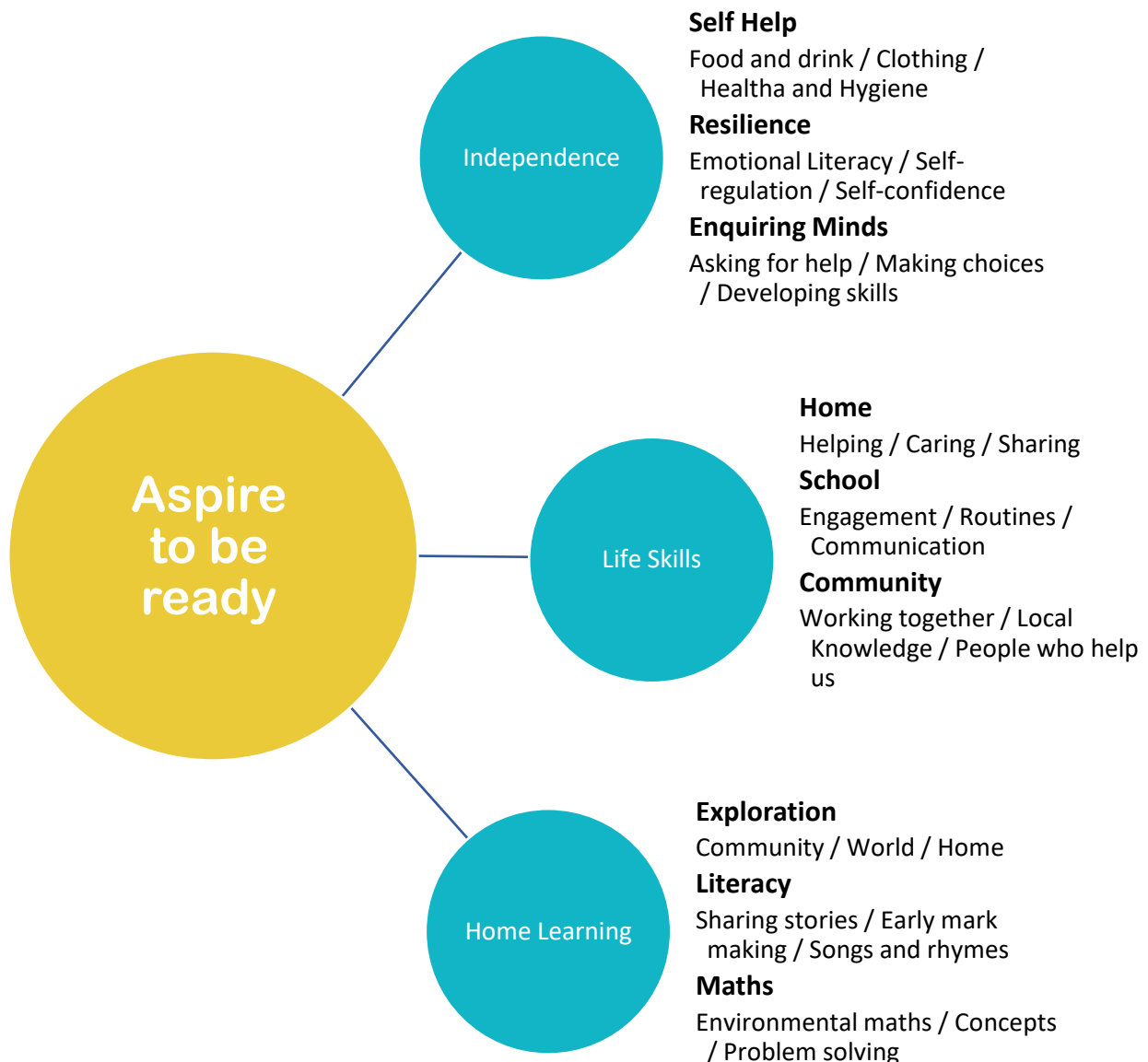
Aspire to Develop:



| Performance | | |
|--|---|--|
| Supervision | Observation | Objectives |
| Performance Supervision provides opportunities for staff to discuss issues, identify solutions and receive coaching to improve their personal effectiveness. | Teaching Impact Qualified and skilled staff teams provide quality teaching and learning experiences that strongly increases the potential of delivering the best possible outcomes for children. | Focus Practitioner's objectives focus on developmental needs required to fulfil job roles or to progress careers. Objectives are regularly reviewed and fully supported by Managers. |
| Safeguarding Staff may identify child protection and whistle blowing concerns during supervision and are offered effective guidance and support by Managers. | Key Person Approach The key person ensures every child's learning and care is tailored to meet their individual needs. The key person engages and supports families in guiding their child's development at home. | Initiative Practitioners use their initiative to both develop their own practice and to implement effective learning and care programmes for the children in their care. |
| Wellbeing Staff are supported effectively with mental health concerns and staff wellbeing has a clear focus. Wellbeing initiatives are focused on work/life balance, supportive practices and effective signposting. | Child development Practitioners are routinely monitored to ensure teaching practices are focused on meeting the individual learning and development needs of every child. | Achievements Recognition programmes ensure all practitioners feel valued and are able to celebrate their own achievements and good practice. |

| Training | | |
|--|---|---|
| Intent | Implementation | Impact |
| Individual Every practitioner is supported to meet their individual training needs and development, to fulfil their job role or to progress in their career with further training or qualifications. | Managers Practitioners receive coaching from their Managers to address development needs. Managers deliver team-based training to meet the needs of the setting and the business. | Actions Managers ensure training and development actions are completed in a timely manner, and fully support staff in acquiring new knowledge and skills. |
| Setting Every setting is supported to meet training needs and implement new initiatives and guidance. | Internal Training The Training Manager delivers setting-based training and Management training to meet regulatory requirements and the needs of the business | Evidence Managers monitor the impact training and development opportunities have and ensure impact is visible in practice. |
| Regulatory All practitioners receive focused training on regulatory requirements such as Safeguarding, First Aid and Food Hygiene. | External Training External trainers deliver regulatory training to meet the requirements of the EYFS Statutory Guidance and additional training to meet business needs. | Further development Practitioners are supported to develop using Performance Plans, which enable them to fully meet the needs of their job role. |

| Recognition | | |
|---|---|--|
| Initiative | Quality | Commitment to improvement |
| Inspiration Practitioners provide inspirational learning and development experiences for children and families. | Teaching Staff extend play and learning with insightful interactions, delivering quality teaching and care. | Training Staff are rewarded for their commitment to improvement and the development of skills. |
| Reflection Practitioners reflect on provision and practice, identify own challenges and implement improvements quickly. | Business focus Staff teams have a clear business focus and are led by highly effective business minded Management Teams focused on sustainability. | Research Staff are committed to Early Years research and embed new initiatives to improve provision. |
| Impact Managers monitor the impact staff have on provision and recognise staff who use their initiative to improve practice successfully. | Leadership Management Teams role model quality practice and actively promote the business to deliver sustainability and longevity of care and learning. | Company Focus Staff are clearly focused on the future of Stars Day Nurseries and actively support Company initiatives. |



Aspire to be ready:

Children are encouraged to be independent, confident individuals; practitioners support children to learn self-help skills, to become resilient confident individuals and to have a voice and skills to ask for help and make their own choices.

Children are taught the Life Skills they will need to thrive as independent individuals throughout their lives within the home, at school and in the community.

Families are supported in providing home learning experiences for their children to enable them to develop their exploration skills and support the development of early Maths and Literacy.

Aspire to be ready:



| Independence | | |
|--|--|---|
| Self Help | Resilience | Enquiring Minds |
| Food and drink Children access food and drink independently, they learn to recognise when they need to eat, and drink and they develop simple food preparation skills. | Emotional Literacy Children name their feelings and emotions and are supported in recognising these emotions and the effects they have on their bodies. | Asking for help Children feel empowered to ask for help and understand who can offer them support and guidance, they build positive relationships with peers and staff members. |
| Clothing Children dress independently and manipulate clothing fastenings. They understand how to choose clothing appropriate to the climate | Self-regulation Practitioners support children to understand their feelings and learn strategies to help them cope with big feelings. | Making choices Children make their own choices and find their own ways of achieving their goals. They learn to respect other opinions and value other people's choices. |
| Health and hygiene Children learn safe hygiene practices and recognise the signs their bodies make when they are tired, hungry, thirsty or unwell. | Self-confidence Practitioners acknowledge children's individual characteristics, abilities and successes and support them to develop confidence in themselves and their abilities. | Developing skills Children develop the skills needed to achieve in life, they are encouraged to follow their own interests, to explore and challenge and to manage their own risks independently. |

| Life Skills | | |
|---|---|--|
| Home | School | Community |
| Helping Children help each other and their families with home-based tasks, learning the day to day skills they need for life. | Engagement Children independently engage in activities of their choosing, listening and concentrating for extended periods of time. | Working together Children play alongside peers and work together on extended pieces of work. They value each other's opinions and creations and share praise for successes. |
| Caring Children care for each other, for younger children and older people, they learn how caring and kindness benefits the whole of society. | Routines Children understand and anticipate daily routines; they learn the setting rules and have a say in setting these rules with their peers. | Local Knowledge Children demonstrate good knowledge of the community. They learn about the environment and the resources available to them and their families . |
| Sharing Children share experiences and resources with each other, they learn the rules of turn taking and to respect each other. | Communication Children understand basic words in English and use these in context, they learn the words that will help them function in a school environment. | People who help us Children visit the local area and are familiar with the people in the community that can help them, and share experiences that develop understanding of local services. |

| Home Learning | | |
|--|--|--|
| Exploration | Literacy | Maths |
| Community Families support their local communities and access services that help their children develop an awareness of their communities. | Sharing stories Families share stories with their children, instilling a lifelong love of books and reading in their children. | Environmental Maths Families support their children's early maths learning and recognise maths learning within the home and outdoor environment. |
| World Families support children's knowledge of the world around them; they explore the environment together. | Early mark making Families support children's early mark making using a variety of media and textures. | Concepts Families help children learn simple number, shape, space and measure concepts in the home and outdoor environment. |
| Home Families share chores and home tasks with their children, teaching them valuable life skills and independence. | Songs and rhymes Families share songs and rhymes, and help children make up their own songs. | Problem solving Families help children investigate, make predictions and solve problems independently. |

References:

DfE (2013) *Early Years Outcomes A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years*, DFE-00167-2013, Available online at:

https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf

DfE (2017) *Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five*, DFE-00169-2017, Available online at:

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

DfES (2007) *Letters and Sounds: Principles and Practice of High-Quality Phonics*, Primary National Strategy. Available online at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

Early Education (2012), *Development Matters in the Early Years Foundation Stage (EYFS)*, Early Education The British Association for Early Childhood Education, London, Available online at: <https://www.early-education.org.uk/development-matters>

Early Education (2018), *Musical Development Matters in the Early Years by Nicola Burke*, Early Education The British Association for Early Childhood Education, London, Available online at: <https://www.early-education.org.uk/sites/default/files/Musical%20Development%20Matters%20ONLINE.pdf>