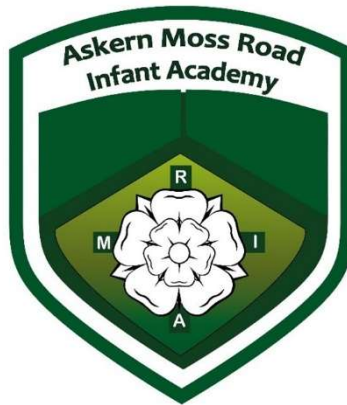


# Askern Moss Road Infant Academy



## Early Years Foundation Policy including Teaching & Learning

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
4.0	SLA	Updated: <ul style="list-style-type: none"><li>• Intent statement</li><li>• 2025 EYFS Framework</li><li>• ShREC Approach</li><li>• Drawing Club</li></ul>	March 2026	March2027

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## Intent

*'Every child is a unique, constantly learning, individual who can be resilient, capable, confident, and self-assured.'* Early Years Foundation Stage Framework 2025

At Askern Moss Road Infant Academy, we are fully committed to meeting our statutory duties under the Early Years Foundation Stage (EYFS) Statutory Framework (2025). We provide a safe, secure and inclusive environment where safeguarding and child protection are paramount. All staff understand their responsibilities in line with national safeguarding legislation and statutory guidance, ensuring that children's welfare is promoted at all times.

We recognise every child as a unique individual. In accordance with the Equality Act 2010, we actively promote equality of opportunity and foster an inclusive environment that values diversity, challenges discrimination and removes barriers to learning. We have high expectations for all children, including those with SEND and those with English as an additional language, ensuring early identification of need and timely intervention.

Our ambitious, coherently sequenced curriculum is designed to secure the knowledge, skills and vocabulary children need to achieve the Early Learning Goals and to be ready for the Key Stage 1 curriculum. It is rooted in the seven areas of learning and underpinned by the Characteristics of Effective Learning. We prioritise communication and language development, recognising its central importance to children's future attainment.

We ensure that children develop secure foundations in early reading through Read Write Inc (RWInc), a systematic synthetic phonics programme, alongside rich opportunities for speaking, listening and vocabulary development. Writing and mathematics are taught progressively and systematically, enabling children to become confident communicators, readers, writers and mathematicians.

Assessment is ongoing, accurate and used diagnostically to inform next steps. We complete the EYFS Profile in accordance with statutory requirements and provide clear information to parents and receiving teachers to support effective transition.

Personal development is integral to our provision. We promote positive behaviour, self-regulation and executive function, ensuring children understand boundaries, routines and expectations. We actively teach children how to keep themselves safe, including online safety, and promote good health, including oral health and physical development.

Partnership with parents is central to our approach. We share information regularly, involve families in children's learning and fulfil our statutory duty to provide written reports on progress. Through strong relationships and clear communication, we ensure continuity between home and school.

By the end of Reception, our children are resilient, independent and well-prepared for the next stage of their education. They leave Early Years with secure foundations, a strong sense of self, respect for others and a lifelong love of learning.

## Inclusion

At Askern Moss Road Infant Academy, inclusion is central to our ethos and practice. We are fully committed to meeting our duties under the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice. We ensure that all children, regardless of need, background or starting point, are provided with equitable opportunities to achieve their full potential.

We recognise that children develop and learn in different ways and at different rates. In line with the SEND Code of Practice (2015), we adopt a graduated approach to identifying and supporting children with Special Educational Needs and Disabilities (SEND) through the cycle of: *Assess – Plan – Do – Review*.

Early identification is a priority. Through high-quality observations, ongoing formative assessment and close partnership with parents, we identify children who may require additional support as early as possible. Where a child is identified as having SEND, we work closely with parents, the school's Special Educational Needs Co-ordinator (SENCo) and, where appropriate, external agencies to ensure tailored provision and targeted interventions are in place.

High-quality teaching is the first response to emerging needs. Adaptations are made to teaching, provision and the learning environment to ensure accessibility for all learners. Where necessary, specific, evidence-informed interventions are implemented to address identified gaps, with impact carefully monitored.

We ensure that children with SEND:

- Have access to a broad, balanced and ambitious curriculum
- Are fully included in all aspects of school life
- Have reasonable adjustments made in accordance with the Equality Act 2010
- Receive provision that is carefully matched to their individual needs

We also recognise and support children with English as an Additional Language (EAL), disadvantaged children and those experiencing vulnerability, ensuring barriers to learning are swiftly identified and addressed.

Our learning environments are designed to be inclusive, accessible and free from stereotyping or discrimination. Resources reflect diversity and promote positive representations of different cultures, identities and abilities. We actively promote respect, tolerance and understanding, preparing children for life in modern Britain.

Progress of all children, including identified groups, is rigorously monitored. Regular pupil progress meetings ensure that no child falls behind and that appropriate intervention is implemented promptly. Where necessary, we work in partnership with health professionals, educational psychologists and other specialists to ensure children and families receive coordinated support.

Through our inclusive practice, we ensure that every child feels valued, respected and capable — enabling them to thrive socially, emotionally and academically.

## All about the Early Years Foundation Stage (EYFS) Framework 2025

Our Early Years provision is delivered in full accordance with the statutory requirements of the Early Years Foundation Stage Statutory Framework. We adhere to both the **Learning and Development Requirements** and the **Safeguarding and Welfare Requirements**, ensuring that every child receives high-quality early education in a safe and supportive environment.

The EYFS Framework sets the standards that schools and early years providers must meet to ensure that children:

- Learn and develop well
- Are kept healthy and safe
- Have the knowledge and skills they need to start school

We recognise the four overarching principles that underpin the EYFS and ensure they are embedded consistently in practice:

### The Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured. We recognise children's individual starting points and ensure that provision is responsive to their strengths, needs and interests. Assessment informs personalised next steps to secure strong progress for all.

### **Positive Relationships**

Children learn to be strong and independent through warm, respectful and consistent relationships. Our practitioners act as positive role models and build secure attachments through the key person system. We work in partnership with parents and carers, recognising them as children's first and most enduring educators.

### **Enabling Environments**

Our environments are carefully planned, well-resourced and organised to support independence, curiosity and sustained engagement. High-quality adult interactions, purposeful continuous provision and well-sequenced learning opportunities ensure children can practise, consolidate and deepen their understanding over time.

### **Learning and Development**

We implement a broad, balanced and ambitious curriculum that covers the seven areas of learning:

#### **Prime Areas:**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

#### **Specific Areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We understand that the Prime Areas are particularly crucial in the earliest years, as they lay the foundations for success in the Specific Areas. Teaching is carefully sequenced to ensure that knowledge and skills build progressively towards the Early Learning Goals.

We ensure that:

- Teaching is planned, purposeful and responsive
- Assessment is accurate and ongoing
- Children experience a balance of adult-led and child-initiated learning
- Disadvantaged pupils and those with SEND receive timely and effective support

Our curriculum is designed to secure the essential knowledge, vocabulary and cultural capital children need for future learning. By the end of the reception year (F2), children are well-prepared for the demands of the Key Stage 1 curriculum and the next stage of their education.

## **The Prime Areas**

### **Communication and Language**

Communication and language development is at the heart of our EYFS curriculum. We provide a language-rich environment that is poetry-rich, rhyme-rich, music-rich and story-rich to ensure children develop strong communication, speaking, understanding and listening skills. We recognise that high-quality interactions and meaningful back-and-forth conversations are fundamental to children's language and cognitive development.

Practitioners skilfully support language development by commenting on children's play, modelling new vocabulary and repeating children's language back to them while adding new words and concepts. The quality of language modelling is prioritised over quantity of interaction.

Children with English as an additional language or additional communication needs access the **English as an Additional Language Intensive Programme (EALIP)**. This research-based intervention supports children new to English through daily 20-minute one-to-one sessions using structured workbooks. The programme develops narrative skills, vocabulary acquisition and listening comprehension over time.

Weekly curriculum planning identifies and teaches deep word knowledge linked to core texts, experiences and themes. New vocabulary is explicitly taught, revisited and reinforced through daily interactions across all areas of learning. Key vocabulary is displayed throughout the setting to support independence and reinforce learning.

Children participate in regular small-group talk sessions through daily 'talk time'. These sessions provide structured opportunities for back-and-forth dialogue and allow adults to scaffold communication effectively. Children are grouped with mixed language abilities to promote peer learning. Practitioners use Blank's Levels of Questioning to ensure questions are appropriately challenging and support deeper thinking and comprehension.

The curriculum is enriched through stories, songs, visitors and real-life experiences to extend children's knowledge, curiosity and language use.

## **Physical Development**

Physical development is carefully planned to support children's overall health, wellbeing and brain development. We understand that strong gross motor development provides the foundation for fine motor control and early writing skills.

Children have daily opportunities to develop strength, coordination and movement skills through indoor and outdoor provision. Nursery and Reception children have open access to outdoor learning environments, with planned movement sessions to develop balance, coordination and core strength.

Promoting good oral health is an important part of our curriculum. In Nursery we deliver the **Dental Buddy** programme from the Oral Health Foundation, teaching children about:

- Effective tooth brushing routines
- The importance of a balanced diet
- The impact of sugary foods and drinks
- What to expect during dental visits

We work closely with parents, the school nurse and external health professionals to reinforce learning. Oral health resources and books are available in all classrooms to support independent exploration.

## **Personal, Social and Emotional Development (PSED) Executive Function and Self-Regulation**

Our curriculum places strong emphasis on children's emotional wellbeing, self-regulation and relationship building. Adults model positive interactions and create a nurturing, supportive environment where children feel safe, valued and respected.

We follow the **JIGSAW PSHE and RE programme**, which supports children in developing knowledge and skills aligned to the Early Years Statutory Framework.

Children are explicitly taught strategies to manage emotions, build resilience and develop positive behaviour. High expectations, clear boundaries and consistent routines help children understand behaviour expectations. We support the development of executive function and self-regulation skills, including:

- Holding information in mind
- Sustaining attention
- Regulating behaviour and emotions
- Planning and problem solving

Practitioners scaffold learning by:

- Naming and validating emotions
- Modelling problem-solving strategies
- Breaking tasks into manageable steps
- Supporting children to reflect on their learning and behaviour

## Literacy

Literacy development is built upon strong foundations in oral language, vocabulary and storytelling. Children develop narrative and comprehension skills through:

- Storytelling
- Poetry and rhymes
- Drama-based learning such as helicopter stories
- Role play and small-world play

We use **The Drawing Club** and **Pathways to Writing** to support children's progression from early mark making to confident independent writing. Writing is viewed as a developmental process that integrates physical, cognitive and language development. Writing development includes:

### Physical Skills

- Developing gross and fine motor strength
- Activities such as threading, climbing, cutting and manipulating play materials

### Mark Making

- Early exploration of marks, shapes and patterns
- Understanding that marks carry meaning

### Language and Phonics

- Linking spoken language to written representation
- Developing phonics knowledge and letter formation

### Purposeful Writing Opportunities

Children write for real purposes through play-based experiences such as making lists, labelling work and creating maps. Multi-sensory learning opportunities help make writing accessible and engaging.

### Pre-Phonics and Systematic Synthetic Phonics

Our phonics curriculum is taught through a structured and systematic approach using the **Read Write Inc (RWI)** programme. We prioritise developing strong phonological awareness through:

- Listening and attention activities
- Auditory discrimination games
- Visual memory and pattern recognition
- Sound awareness activities

Nursery children access weekly small-group teaching focusing on early phonological awareness. Learning is reinforced through continuous provision activities such as puzzles, matching games and sound recognition tasks. Practitioners embed Fred Talk and oral blending into everyday routines. Reception children receive daily phonics teaching and are carefully grouped according to assessment data to ensure appropriate challenge and progress. Children only read and write using sounds they have been taught to ensure confidence and independence. We strongly encourage reading and book sharing at home and support families through parent workshops, free resources and incentives. Children receive weekly picture books for all children, RWI blending books once children begin oral blending, phonics reading books matched to individual ability and unlimited access to a wide variety of books in our library.

### Handwriting

Handwriting development follows a clear developmental pathway: nursery children focus on gross and fine motor development, mark making and pattern practice and developing correct pencil grip through adult modelling and support. Reception children progress to pattern tracing, letter formation practice and structured daily handwriting sessions. Practitioners model correct formation using clear verbal instructions such as "start at the top and go down". Sessions are initially short and focused to support concentration and confidence.

## Mathematical Development

Mathematics is embedded across daily routines, play and planned learning experiences. In Nursery, children explore: number and counting, shape and space, measure and patterns. Reception planning is guided by **White Rose Education** alongside Development Matters document.

Teaching follows a progressive model:

1. Concrete experiences
2. Pictorial representation
3. Abstract reasoning

Children engage in regular feedback sessions to identify misconceptions and ensure rapid progress. Provision is carefully designed so that mathematical learning is available across all areas of the environment.

### **Understanding the World**

Understanding the world supports children to develop knowledge of their community, culture, environment and technology. Children develop early scientific skills through exploration of materials, objects and natural environments.

Sustainability is embedded, including teaching children about:

- Water conservation
- Environmental responsibility
- Gardening and plant growth

Children learn about history, geography and cultural diversity through books, discussions, visits and visual resources such as maps, timelines and photographs.

We promote respect for diversity and difference. Religious education follows the **Doncaster SACRE programme**, which is taught through the jigsaw RE scheme, supporting understanding of religious and cultural celebrations.

### **Expressive Arts and Design**

Creativity is promoted through both child-led and adult-guided experiences. Children explore:

- Art and design
- Music and dance
- Role play and storytelling

Children work with:

- Natural materials
- Recycled resources
- Open-ended creative materials

Each term children learn about famous artists, their techniques and cultural influence. Observational art is encouraged to help children develop attention to detail.

Music and rhyme play a significant role in daily learning, supporting language development and creativity.

### **Impact of Our Curriculum**

The impact of our curriculum is demonstrated through:

- Confident, articulate children who can communicate effectively
- Children who demonstrate positive behaviour and strong emotional regulation
- Progress in early reading, writing and mathematics
- Children showing curiosity about the world around them
- Children are confident to transfer key learning to their child led learning opportunities
- Strong foundations for future learning in Key Stage 1

Assessment is ongoing and used to inform planning, intervention and next steps in learning.

## **The Characteristics of Effective Learning**

### **Play and Characteristics of Effective Learning**

We provide a carefully balanced learning environment that includes high-quality adult interaction, direct teaching and purposeful play. Children experience a range of play opportunities including free play,

group play and parallel play. We recognise that play is central to children's learning and development and provides a developmentally appropriate way for children to express ideas, develop understanding and build confidence.

Our provision and interactions are designed to promote exploration, curiosity and independent thinking. Children are given sustained opportunities to investigate, interpret, experiment and ask questions about the world around them. Practitioners skilfully support learning through high-quality interactions, modelling language and extending children's thinking during play.

Our curriculum is underpinned by the **Characteristics of Effective Learning**, which support children to become confident, independent and resilient learners:

### **Playing and Exploring**

Children are encouraged to investigate, experience new challenges and 'have a go'. Practitioners provide open-ended resources and stimulating learning opportunities that promote curiosity and discovery.

### **Active Learning**

Children are supported to concentrate, persevere and develop resilience when facing challenges. Adults support children to maintain engagement and develop a sense of achievement and motivation.

### **Creating and Thinking Critically**

Children are supported to develop and share their own ideas, make connections between experiences and develop strategies for solving problems. Practitioners encourage independent thinking through questioning, modelling and discussion.

Through this approach, children develop the confidence, skills and attitudes needed to become independent, motivated and successful learners.

## **Structure in our Early Years**

The Nursery (F1) has 26 places available for children aged three and above. Nursery places are offered on a morning only basis:

- 15-hour morning session only (8.45am – 11.45am)

Reception (F2) has a Pupil Admission Number (PAN of 40). Pupils are split over two classes, with some learning alongside Year 1 pupils.

## **Our EYFS Curriculum**

All EYFS practitioners adhere to The Statutory Framework for the Early Years Foundation Stage which sets the standards to ensure that all children are given the optimum opportunity to progress and develop, in a safe and healthy environment.

Our EYFS Curriculum is designed to reflect the interests and needs of our children and to immerse our children in a language rich environment. We prioritise high quality interactions punctuated with adult focused activities where appropriate. Our children guide and drive their own learning through carefully resourced continuous provision with enhancements to aid the development of skills and knowledge.

Each topic planned is individually tailored to our cohort, with the aim of ensuring that all children leaving Reception are ready to start the KS1 curriculum. Topics do not last a specific amount of time but are developed based on the children's learning at the time. All topics are carefully resourced and where possible are introduced with a high quality, diverse story book or age appropriate non – fiction text that reflects the interests and experiences of our children.

Our ambitious Early Years curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage framework. Our staff are highly skilled and confident with assessing necessary starting points based on

quality baselining interactions. Staff know their children well and quickly recognise those who will need early intervention due to entering our setting with low starting points. They monitor who is and is not on track regularly, put in timely catch-up sessions and tailor future planning to provide more opportunities for skill development and progress.

As many of our activities as possible are play-based, however there is also a need for some direct teacher-led activities to ensure all children gain essential knowledge and skills. When appropriate, activities are expertly modelled, and priority is given to providing sufficient sustained periods of play with support and resources to allow children to repeat and practise their taught skill development.

We use Development Matters as a rich resource to support our knowledge of child development and as a supporting document for our curriculum. We feel that this document reflects our early years vision of embedding quality interactions in a variety of playful situations. It supports our staff to create organic learning opportunities as opposed to being constrained by formal expectations.

The curriculum is our top-level plan of everything that we want our children to learn. We believe that the child's experience must always be central to the thinking of every EYFS practitioner in our setting. Our curriculum is carefully sequenced to enable children to build on their learning over time. Some children will experience curriculum content at a greater depth. Other children will experience carefully planned and regular extra targeted intervention so they don't fall behind the majority.

We also carefully select high quality core texts which encompass all the topics and themes we feel are essential to the children's learning and development. These texts are carefully sequenced with the KS1 staff to ensure progression. In addition to this, the children have a focus poem/rhyme which they learn to support them in building their early literacy skills by hearing how words can be moved and stretched to rhyme.

## **Continuous Provision**

We use the term Continuous Provision to describe the provision areas available to children. Our continuous provision is used throughout the EYFS as a core vehicle for implementing the curriculum. We believe that the effective use of high-quality continuous provision alongside well-planned enhanced provision and directed activities, is a highly effective approach to teaching. We believe in progression for all abilities through our provision in clearly defined areas.

## **Our EYFS Pedagogy**

Our pedagogy has a clear balance of planned adult led whole group teaching, adult led small group teaching, adult led modelling for independent learning, child led adult supported learning and child led independent learning.

Everything starts with the child, their immediate environment and what information we gather from the parents. We provide a safe, ordered and nurturing environment that encourages independence and self-directed learning. We promote a calm, homely and neutral environment to prevent over stimulation and where all resources, including natural and open-ended resources are accessible at all times. Practitioners provide the right materials for children to explore at the right point in their development with sensitive adult interactions to fire the children's imaginations. Children have clear rules, routines and boundaries. All practitioners model calm, respectful behaviour with communication and language enrichment at the core of everything we do. We encourage independent thinkers who explore the environment with joy and curiosity.

## **Parents as Partners**

We recognise that it is important for parents and carers and the adults in our early years setting to have a strong and respectful partnership. This sets the scene for children to thrive in early years. This involves listening to our parents and carers, giving them clear information about their child's progress.

We understand that the help that parents give their children at home has a very significant impact on the child's learning.

We support this through:

- Talking to parents/carers during home visits prior to the child starting school
- Giving the children an opportunity to spend time with their teacher during visits/stay and play sessions before starting in our school.
- Inviting all parents to an induction meeting before the child starts in our school. This involves information on how we aim to work with their child, particularly in relation to how we support children's learning and development in the prime and specific areas.
- Parents are regularly encouraged to look at the school Facebook page, where photographs are uploaded to show the children engaged in their learning.
- In Nursery, parents/carers are sent a letter home in the Autumn and Spring terms, inviting them to have a telephone conversation to discuss how their child is progressing in all seven areas of development and to discuss what their next steps will be. In the Summer term, parents will be invited to a face-to-face meeting to discuss their child's progress across the year and transition into reception. We use this opportunity to provide the parents/carers with the opportunity to celebrate their child's learning with us which is then used to inform further planning and provision. We also support the parent/carers in ways in which they can support their child's development at home with a strong emphasis on language enrichment and reading stories.
- We ensure that a quiet and confidential area is available for meeting with parents/carers and also to support them if they need to discuss any issues regarding their child.
- In Reception the parents are invited to parent's evenings in the Autumn and Spring terms, where they can talk in detail to their child's teacher about their achievements and progress and how they can support this at home.
- Parents/carers are invited to a range of celebration sessions regularly to celebrate their children's learning.
- A Curriculum Newsletter is sent home every half term which captures all aspects of learning in the seven areas of development with suggestions on how parents/carers can further support their children at home.

## Key Person Systems

In Nursery, we understand that every child has a need for attachment and warm, responsive care. It is important to us that the child knows there is a special person in the team of adults who knows them very well. All EYFS practitioners are assigned their key children with the responsibility of helping them to settle into the environment and to form positive and caring relationships with their allocated key children and their parents/carers. The key person will help the child to progress through the seven areas of development through careful interactions and steering them to achieve their next steps in progression. Every half term, every child has a carefully designed skilled progression document for all the seven areas of development where practitioners will highlight their key child's on-going progress to inform them of their next steps. The class teacher will monitor and review every child's progress and the key person is aware to alert class teachers if any concerns arise.

In Reception, the teacher is the key person, supported by other members of staff. It is ultimately the teacher's responsibility to maintain the paperwork and to take ownership of the class and the progress of every child.

## Teaching, Learning and Assessment

We start the year by observing children in their play and communicating with parents/carers to make assessments in all areas of development linked to the skills and outcomes from Development Matters.

Every child has a skills progression document for all seven areas of development where outcomes achieved are highlighted every half term to monitor and assess progress. This then informs our next

steps for the child. We consider how to extend the child's learning the following term and which interventions are required. Appropriate activities are then planned, ensuring that there are opportunities to support the characteristics of effective learning. We then look at the core skills linked to each of the seven areas of development and with shared thinking we decide as a team what we would like the children to learn.

In Nursery, we concentrate initially on the prime areas to ensure that children have strong foundations in their learning. We focus on the child's communication and language development, offering extra support and targeted intervention where needed. Practitioners use the ShREC Approach (endorsed by the Education Endowment Foundation EEF) to encourage high-quality interactions. We work with parents/carers to support their child in having good oral health and we give them our full support with toilet training and hand washing to foster independence in relation to self-care skills.

During independent play, both indoors and outdoors, children are supported by high quality interactions from adults in order to extend their learning. This may be through facilitating a process, modelling the correct use of language or using open ended questioning. The practitioners also use floor books as a tool for the children's self-reflection and to capture their dialogue with photographs and annotated captions to capture the children's on going and previous learning. In Nursery every child has their own individual display board where their wow moments and achievements are celebrated. This includes mark making, paintings, collages and photographs.

Every half term, every child has a carefully designed skilled progression document for all the seven areas of development where practitioners will highlight their key child's on-going progress to inform them of their next steps. Individual reports are written for all children that will be leaving Nursery and Reception at the end of each academic year. Parents/carers are invited to discuss the report. At the end of the Reception year, the EYFSP is completed, clearly stating if the child has met the ELG or is not yet meeting the ELG. This, along with the report, is used to provide transition information for the next teacher.

## Transition to Nursery and Reception

At Moss Road, we recognise that a successful transition means the children settle quickly into school, learning and developing from day one. Practitioners welcome a class of children and these children are settled, confident and ready to learn.

We understand that transition will be successful if:

1. Practitioners know each child, including their interests and needs
2. The school is able to meet these interests and needs
3. Practitioners have formed a relationship with each family
4. Children know the practitioners
5. Children are familiar and happy with their new school environment, its routines and expectations.
6. Children have met and made friends with some of the other children who will be in their class.

**Play sessions and transition meetings in school:** EYFS staff organise for children from our Nursery to visit Reception and play for an hour at a time during the final summer term. We also have regular sessions to help the children to become more familiar with their new teachers yet feel comfortable in their current environment. For children from outside the school, we invite them (with a parent) to come and join in with a free-flow session in Reception. This allows the children a chance to explore their new class and to meet some of the staff and children that will be coming to school with them. EYFS staff meet to discuss each child in detail and discuss their individual needs. Extra arrangements are also made for our SEND children.

**Home visits:** At the end of each term staff carry out home visits and make final preparations to the class environment. This visit is crucial as the starting point for building a relationship with the families, a time to exchange information and a further opportunity to gain a better understanding of the children. Staff work with previous settings where possible to gain information about the child. We also work together with parents, previous settings and staff for our SEND children ensuring a smooth transition into our setting.

**Preparing the environment:** Staff prepare the environment to ensure that every child will have a wide choice of activities that are familiar to them and also that routines and expectations are established from day one. For example, coat pegs, self-registration, resource storage and labels must all be ready so that routines are established from the first day.