GEMS TINEY HOME NURSERY

HOME FROM HOME CHILDCARE

Care Learning and Play Policy

Our approach

At Gems tiney Home Nursery, we provide nurturing care and meaningful learning through play, conversation and exploration. We build on each child's interests, strengths and experiences and help them feel safe, valued and confident. Our home-from-home approach encourages curiosity, independence and positive relationships.

Gemma leads the provision and is the children's key person, working with employed and volunteer assistants. We follow the current EYFS statutory framework for childminders and adapt our curriculum and care to children's individual needs.

Curriculum and development

Our curriculum supports all seven EYFS areas: communication and language; personal, social and emotional development; physical development; literacy; mathematics; understanding the world; and expressive arts and design. For our youngest children, the three prime areas provide an essential foundation.

We combine child-led play with thoughtful adult interaction and guided experiences. Books, songs, stories, cooking, creative activities, nature, role play and everyday routines provide opportunities to build language, explore ideas and practise new skills.

Adults support the characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically. Activities are adapted to children's development and understanding rather than expecting every child to complete the same task or produce the same result.

Care and emotional security

Warm, responsive relationships underpin learning. We work with families to understand children's sleep, feeding, toileting, sensory and communication needs, and provide consistent reassurance and care.

Children are helped to recognise feelings, develop friendships and manage everyday challenges with adult support. We encourage independence at a suitable pace and respect children's dignity and preferences during personal care. Sleep, meals, intimate care and behaviour are managed under the relevant setting policies.

The learning environment

Resources are safe, accessible and suited to children's ages, development and interests. Open-ended materials support imagination, investigation and problem-solving. Children have opportunities for active play, creativity, sensory exploration and calm rest.

Resources and stories reflect different families, backgrounds, cultures and abilities. We challenge stereotypes and help children develop respect for themselves and others. Equipment and spaces are checked regularly, with risks managed proportionately so children can explore and learn safely.

Outdoor learning and outings

Outdoor experiences support movement, wellbeing and understanding of the natural world. Where outdoor space is available, children have access to it; where it is not, outdoor activities are planned daily unless circumstances make this inappropriate, in line with EYFS requirements.

Outdoor play and outings are planned around safe supervision, the weather, children's needs and suitable clothing and footwear. If appropriate clothing or spares are unavailable, or conditions are unsafe for children or staff, we change, shorten, postpone or cancel plans and provide a suitable alternative, following our Adverse Weather Policy.

Observation and assessment

Adults learn about children through everyday interaction, observation and conversations with families. Assessment informs what we offer next and helps identify where extra support may be useful. We avoid excessive paperwork or recording that takes adults away from children.

Relevant updates and observations are shared through the tiney app and discussion. Photos are used only in accordance with permissions and safeguarding arrangements. Development is considered as a whole, without treating age bands as a checklist.

Between ages two and three, we complete the required written progress check in the prime areas and discuss strengths and any concerns with parents. Where a child attends another provider, we discuss who should complete the check and coordinate information appropriately. Concerns about development are raised sensitively and followed up promptly.

Inclusion and partnership

We work with parents to identify and make reasonable adjustments so children with special educational needs or disabilities can participate. We seek relevant professional support where needed and share information with consent where appropriate, subject to safeguarding duties.

Children's home languages, interests and family experiences are valued. Families are encouraged to share achievements, changes and ideas that help us provide continuity between home and the setting.

Screen use

We have regard to current government guidance on screen use in early years settings. If screens are used, there is a clear purpose, content is age-appropriate and an adult supports the experience. Screen use does not replace conversation, physical activity, hands-on play or relationships. Online safety, permissions and individual needs are considered.

Review and improvement

Gemma and assistants reflect on children's experiences and progress, discuss practice and identify training needs. Family feedback and tiney guidance inform improvements.

Reviewed annually or sooner if our provision, EYFS requirements or guidance change. Reference: current EYFS statutory framework for childminders, including learning and development, assessment and children's screen use.

Policy owner: Gemma Bayley
Reviewed: November 2026
Next review due: November 2027