



## ETEIP, Education and Teaching in Early Years from International Perspectives

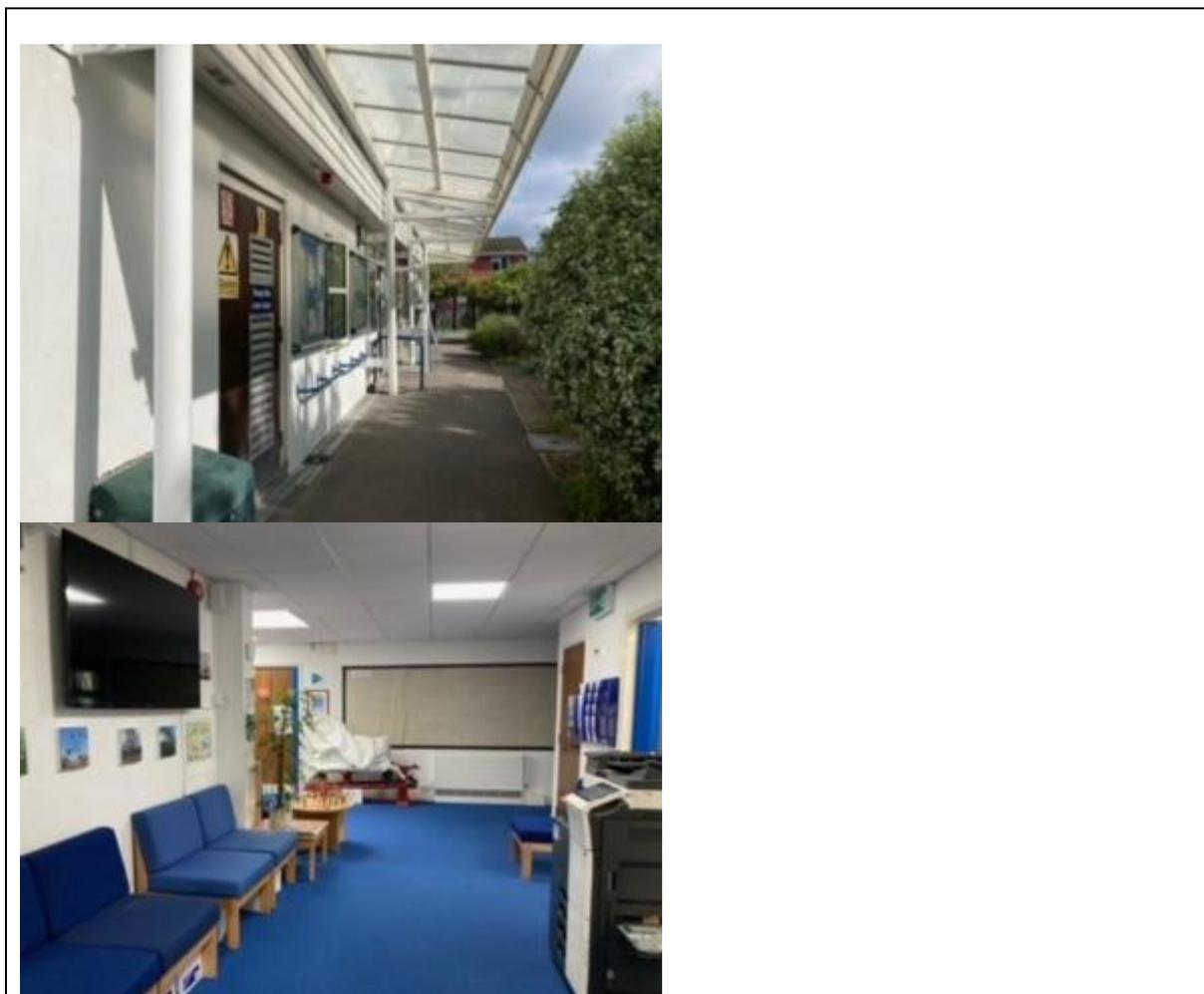
This first document is a description of how you describe your Preschool also connected to the projects intellectual outputs. Please fill in and add maps/photos to show different parts. The document is for the coordinator as a base for the development, focus discussion and case studies during the 26 month. This document you can choose to write in your language (Swedish, Norwegian, Spanish or English). This is a living document, during the project you can change/add etc. after each visit in the document, but when/if you change please mark the changed parts with color.

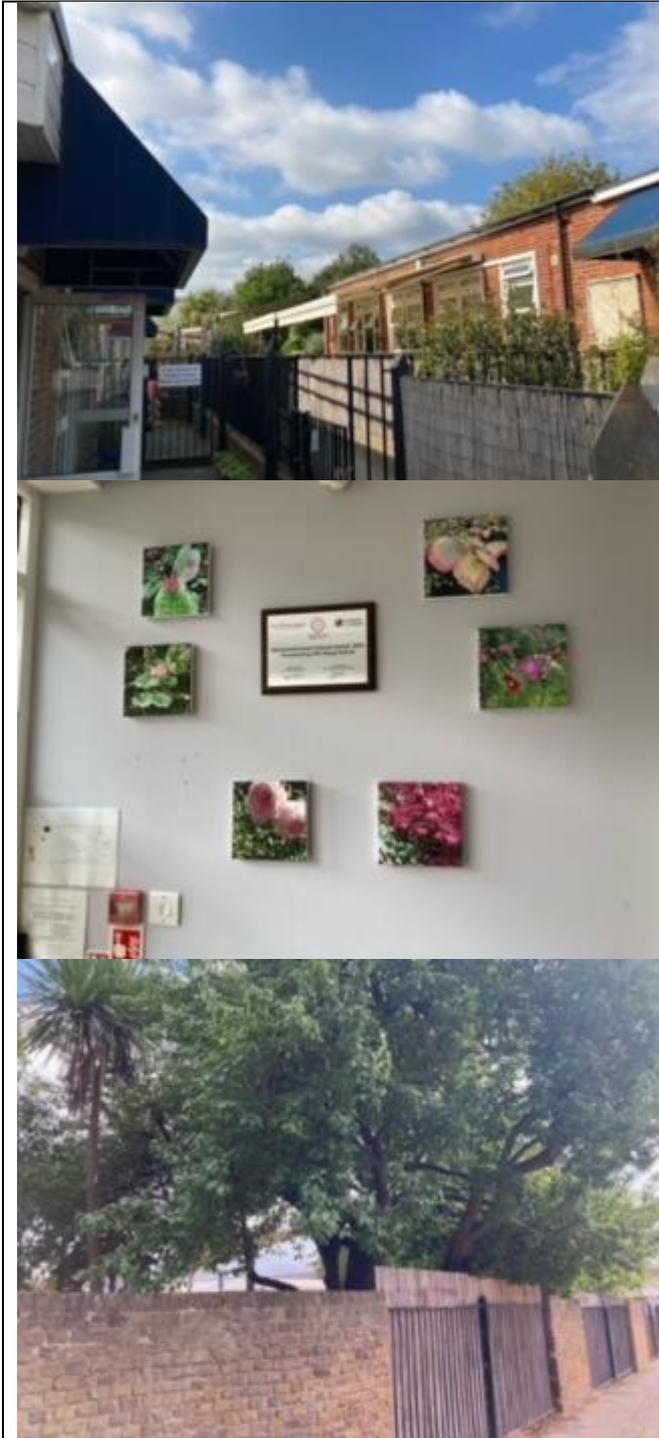
### Manual for Preschool

Name	Surbiton Children's Centre Nursery School
Address	Alpha Road Surbiton KT5 8RS
Phone	0208 390 2555
Mail to the Preschool	office@accn.rbksch.org
Website	<a href="https://surbitonchildrenscentrenursery.com/">https://surbitonchildrenscentrenursery.com/</a>
Social media	N/A
Contact persons	Esther White- Head Tess Dean EYFS lead teacher
Mail to Contact persons	<a href="mailto:ewhite21@sccn.rbksch.org">ewhite21@sccn.rbksch.org</a> <a href="mailto:eyfs@sccn.rbksch.org">eyfs@sccn.rbksch.org</a>



**Photo of the Preschool**







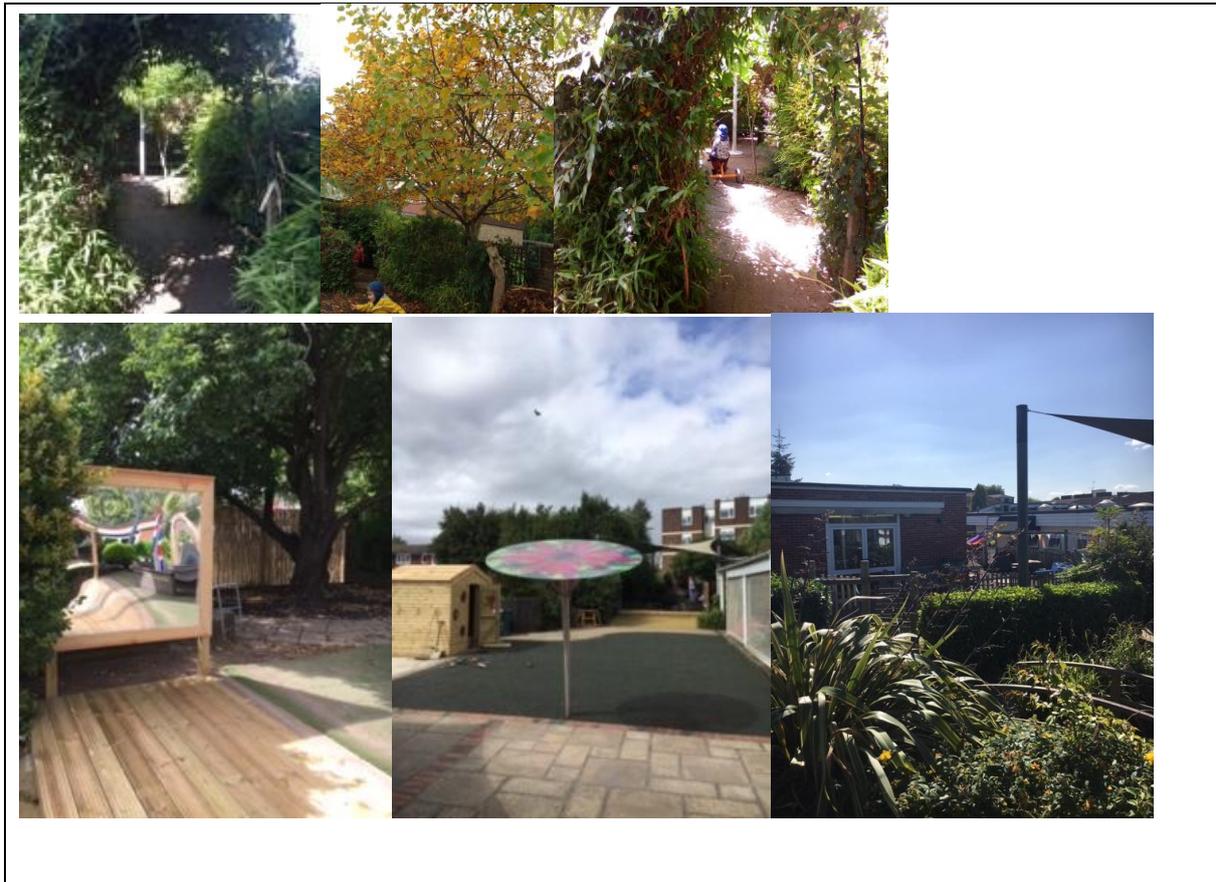
<p>Number of departments</p>	<p>4                  The Hive Full time (for children aged 3-4)                  The Nest Part time ( for children aged 3-4)                  The Green (for children aged 3-4 with ASD)                  The Pod ( for 2's)</p>
<p>Number of children each department, and ratio                  (example 1:10, 1:8)</p>	<p>The Hive - 45 children ratio is either 1:10 or 1:8                  The Nest -21 AM &amp; 21 PM ratio is 1:10                  The Green - 6 AM &amp; 5 PM ratio is 1:2                  The Pod - 8 AM &amp; 8 PM ratio is 1:4</p>



Age of children each department (same age or mixed age)	Children attend the Nursery from age 2, primary education starts for children the year of their 5th Birthday. So most children leave the Nursery aged 4+ Green class is for children aged 3-5 and often we take "year delay" children to help them have an additional year in the nursery and they will start Reception a year later. .
Further information that is needed	N/A

Number of staff	32
Number of staff each department	Hive & nest are together in one large room. total number of staff is: 17 The pod: 3 staff The Green 4 staff Admin team 3 staff Kitchen 1 site 1 Head/principal 1
Education level of staff	Degree level + for Teaching staff & some Early years practitioners (level 6+) Level 3 and level 2 qualifications for all other staff working with children. Level 2/3/4 for admin staff School business manager -degree level
Further information that is needed	N/A

Map/photo /photos over the outdoor area



Map/photo/ photos over indoor area





What is it in your setting that you would like to pinpoint (of extra interest) for others?

Our provision for children with SEND and our approach to the seasons and outdoor learning through forest school.



## **How do you look at your country's educational system in relation to education and your preschool? Structure of the educational system.**

### Curriculum content and structure

We follow the EYFS statutory guidance which was reformed for September 2021. There is also 2 different non-statutory guidance for Early years practitioners to use to help with planning the curriculum, resources and understanding assessment. Children aged 0-5 years all will be taught using the guidance. Please see links below for more information:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

<https://www.birthingto5matters.org.uk/wp-content/uploads/2021/04/Birthingto5Matters-download.pdf>

Legislation, including welfare requirements (welfare requirements can includes Child protection, Suitable people, Staff qualifications, training, support and skills, Key person and health. Safety and suitability of premises, environment and equipment and Special educational needs).

The main guidance is Keeping children safe in education, this updated annually.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014057/KCSIE\\_2021\\_September.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf)

In schools all staff are required to have level 1 safeguarding training annually. All schools will have a senior member of staff who is responsible for safeguarding they are called DSL (designated safeguarding leads) for good practice it is expected you will have at least 1 deputy DSL.

The other welfare documents are EYFS statutory guidance and working together to safeguard children

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942454/Working\\_together\\_to\\_safeguard\\_children\\_inter\\_agency\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942455/Working\\_together\\_to\\_safeguard\\_children\\_Statutory\\_framework\\_legislation\\_relevant\\_to\\_safeguarding\\_and\\_promoting\\_the\\_welfare\\_of\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942455/Working_together_to_safeguard_children_Statutory_framework_legislation_relevant_to_safeguarding_and_promoting_the_welfare_of_children.pdf)

#### Qualifications/Competence (for working with the curriculum)

All teachers must have a QTS (Qualified Teacher status at degree level) to teach in England. EYTS (Early years teacher status) is accepted in some settings but not all primary schools. All other settings can employ practitioners with level 3 childcare qualifications. These are normally a 2 year training with practical placements in settings and one day a week at college. Further information about the statutory requirements for qualifications are explained in the EYFS 2021

#### Roles and responsibilities

In the Nursery the roles are as follows:  
Headteacher- non teaching and has strategic oversight of the school  
SENCO- special education lead and will be based in class and have time for completing paperwork to support children with additional needs.  
EYFS lead- Teaching and art of the leadership team, has oversight of assessment and teaching and learning for children.  
Class teacher - teaches full time and is led by EYFS lead  
EYP (Early years practitioner) supports teaching across the school and works as a key person for children.  
LSA- supports children with SEND or needs under the direction of the teacher/EYFS lead and SENCO.  
Send EYP- works within Green class or Mainstream supporting children with specialist curriculum.  
SBM- (School business manager) HR, Finance and admin role within the school.  
Admin team- Work on reception, support SBM and input all data regarding admissions and registers.  
Site Manager- health and safety and general care taking role.

#### Inclusive practice

The school has a specialist resource for children with Autism. All of the same techniques are embedded into the mainstream practice to ensure we have an inclusive approach. This



also includes our work with children learning English, children with more complex lives such as young carers, children known to social services, families on lower incomes, families in need and children in care or fostered. Our approach is bespoke to each situation and so we use attachment aware principles as well as strong pedagogy to support each child.

Children's perspective (what children's perspective do you have when you organize, plan and executing an activity)

Everything we do at Surbiton takes into account the child's voice and their perspective. We call this child led learning and we very much follow the interests of the children through their play, questioning and motivators. We use a method called "In the moment planning" to help us provide a well resourced environment to ensure the children have control and autonomy of their play whilst weaving through the curriculum intent. We have a seasonal approach to learning and use the seasons to help us plan and teach. We invest in children's natural curiosity by enhancing the environment or posing challenges to help the children develop their core skills further. We use core stories to support this learning, again linked to the seasons and our small group work. The team have recently completed attachment aware training which we use to ensure children feel safe and supported. We use tools suggested by speech therapists and occupational therapists to support sensory needs, and speech and language needs. The staff are able to use makaton and visuals (or PECs) to support children in mainstream and in Green class.

At Surbiton Children's Centre Nursery our teams take pride in the thorough planning undertaken to meet the needs of all the children. Thorough planning ensures that we are able to offer high quality, relevant learning experiences. We use the Early Years guidance (EYFS) with 7 curriculum areas and characteristics of effective learning being a strong emphasis to guide our provision for the varying needs and interests of our diverse community. We focus primarily on the 3 prime areas for our 2 year old children and within our Specialist Resource provision. The additional 4 specific areas of learning are planned and supported as the offer within the environment for all children and we use the children's interests to help teach those skills through their play.

**"The staff have ensured that all areas of learning are interwoven, meeting the varied needs and interests of all children" Ofsted report Jan 2020**

We follow the interests of the children and tailor our environment to match those interests as well as introducing new ideas and key skills to ensure that the



education we provide is well rounded. Our planning is based on long, medium and short-term objectives:

- long-term plans detail the learning opportunities available through our continuous provision;
- medium-term plans describe the enhancement of our continuous provision to meet learning needs and follow our children's interests;

Short-term plans detail the daily provision, adapting it to meet the children's interests and needs. We use the "In the moment planning" format to ensure that the children's interests, needs and next steps for learning are catered for. This means we document after the event to show next steps for learning and teachable moments. Rather than trying to plan in advance.

At Surbiton Children's Centre Nursery we use the seasons, the weather and our CORE stories to teach the children. We ensure that every child makes progress using the EYFS guidance to track their start points and match the curriculum to ensure they have the very best outcomes. We focus on a child led learning with the adults using teachable moments and skilled questioning to enhance the children's own understanding. Our CORE stories reflect the seasons and the times of year. We use "Owl babies" as our first half term core story to help settle the children and have discussions around saying goodbye and feelings.

Young children have a natural desire to learn, explore and be curious about the world. Their play often mimics their real life experiences and through their play is the opportunity to practice new skills and develop their interests. It means that the environment will be carefully planned out and designed to ensure the core provision meets the needs of all children with teachable moments happening alongside the enhanced offer "in the moment".

Every child is regularly observed and assessed. We follow a cycle that will focus on 6 children per week per class to ensure very rigorous and in depth observations over a whole term. From these observations and assessments the staff set individual targets to ensure each child reaches their full potential.

Various methods are used to record observations: written notes, assessments, photos and samples of work. We integrate observations from parents, other



professionals and children's own comments into our records. We use Tapestry to share our observations with parents/carers as well as receiving updates from parents/carers to share their achievements and wow moments from home.

Each term the children will be learning through their interest following the seasons and special times in their community and personal special occasions.

At Surbiton Children's Centre Nursery School we are committed to outdoor learning. We follow the approach from countries such as Denmark and Sweden, where young children learn about the environment, the seasons, the weather, manage risk and enjoy a new challenge, investigating, exploring and having fun! We take small groups out to our local park "Fishponds Park" every week. Parent volunteers help and the children have opportunities to explore what ever the park can offer from one season to the next!

Our Fishpond experience is closely modelled on the Forest School approach of outdoor education in which children visit a forest or woodlands, learning personal, social and some technical skills. It can be an inspirational process that offers children and adults regular opportunities to achieve and develop confidence through hands-on learning in a woodland environment. We aim to create experiences where all 7 areas of learning can be explored in this unique way.

We use the park and the environment as a means to build independence and self-esteem in young children. Children will learn about trees, plants, the weather, and the seasons; and experience first-hand the smell and touch of the different natural resources we find at the park in our play and exploration. Personal and social skills are also developed, through teamwork and problem solving. The woodland environment is also used to learn about more abstract concepts such as mathematics, communication, and storytelling. The children will have experiences of listening to the sounds in the environment and talking about what they see or hear.

Children's influence (what possibilities has the child to decide, set the agenda, make choices etc).

Children are at the heart of our planning and so they have autonomy in every free play situation.



They can choose what they play with and how to approach any task. The adults skillfully scaffold this learning and build on the child's prior knowledge by asking questions, pondering together, modelling ideas and being playful.

#### Monitoring, documentation, observation and assessment

Observation is key to monitoring and making assessments of children's learning. This year we are using OPAL (Observation of, Play and learning) <https://beya.org.uk/professional-development/opal/about-opal/>

This ensures that we spend time learning about each child and looking at the milestones expected for the age.

The new EYFS suggests that less time is spent on paperwork and more time with children getting to know them. And that complicated tracking systems are replaced with "learning conversations" showing a sound understanding of where children are according to the expectations for their age and ensuring they have the support they need if they are not meeting those milestones or "check points"

The reforms have allowed a professional discussion to happen and at Surbiton we feel strongly that this is very encouraging and good practice. We have daily briefing sessions after school to ensure that the children are discussed and planning with them be adjusted to recognise the needs of the children.

#### Collaboration with parents

Regular meetings with parents are key to ensuring a good partnership. We do these meetings every term (3 times a year) and also will have more regular meetings with parents to support those with more needs.

We also use Tapestry to share our observations with parents. Essentially, Tapestry allows the team to easily collate and record information electronically about each child's learning and development, so that it can be shared with their families. This technology massively improves efficiencies and can be accessed via the nursery computers and iPads. The result is that it helps to reduce the inordinate amount of paperwork and time spent collecting observations and making assessments, enabling the practitioners at Surbiton Children's Centre Nursery to be much more hands on with the children, spending lots more time engaging in quality play and activities together! It gives us both glimpses of moments at home and at school, we can write comments about the moments we've seen and the moments we've shared. It also lets us both upload photographs, and hopefully, this will prompt your child to tell us both more about all the things that happen in their daily life. Our aim is for you to be able to find out more about the learning and activities that your child



is interested in at nursery, but also to be able to share experiences and learning from home and value them at school.

<https://tapestry.info/>

Describe your curriculum in a few short points and describe how the preschool solve this.

We use a seasonal approach to learning and link this to the EYFS  
The children learn through each season by making discoveries linked to the environment, the weather, festivals and other key events which happen throughout the year and are meaningful to our community.

## Curriculum and steering documents

Describe the steering documents you have (from municipality or from your preschool).

N/A see above with links to new guidance from EYFS reforms. Councils have no say over curriculum content. Each school will design what is appropriate to their community using the EYFS as guidance only.

How do you implement curriculum

Through teaching and planning for the children and their individual needs. This will be more clear once the children have started and we know more about them and their interests and we then use our seasonal approach, forest school and the EYFS to teach children the key skills and knowledge for the year ahead. We support them to develop across all areas to be confident, happy and to take risks to help them achieve for the rest of their lives!

Describe how you at your preschool organise and discuss teaching and activities, environment and material.

This is done through daily reflection meetings and regular PPA time which all staff have to help them plan and review and assess the children. Organise the environment and all the resources needed.  
Monthly training and meetings are also held and staff are encouraged to update training throughout the school year.



Describe opportunities at your setting and the impact of this from organisation and practical perspective.

These are daily as we have an afterschool briefing for staff to attend. Also INSET training (95 times per year) to give staff CPD opportunities as well as other times when children can be discussed in detail. The teams all have key person responsibilities and will get to know their key group really well over the year.

## **Ethos and Values-**

**Describe ethos and values in your teaching (What, How and Why?)**

The school is the only maintained nursery school in Kingston upon Thames. The school opened in 1971 and is located in the centre of a large local housing estate. The school accommodation is well maintained, facilities and resources are of a high standard, and there is an extensive outdoor learning environment.

The Nursery has undergone several renovations and upgrades and most recently the outdoor area has been updated and improved. Every head teacher during the past 25 years has had a passion for outdoor learning, special educational needs and supporting families in need. This very important ethos is recognised by every family who has attended the school over its 50 years. Staff and Governors themselves once parents of children at Surbiton, have supported the school throughout many of the changes it has seen from its start in 1971.

Maintained Nursery schools are part of the governments pledge to deliver high quality to the most deprived areas for children who need the very best start in life.

<https://www.gov.uk/government/publications/maintained-nursery-schools-contribution-to-early-years-provision>



There is a diverse community and this is something the Nursery is very proud of. The school has a rich history and was originally part of a primary school for local families. When the school closed in the late 1960's the Nursery was built and set up for local families to ensure high quality early years education for young children. In the 48 years there have been many changes including the name of the school from Surbiton Hill Nursery School to Children's Centre Nursery when the sure start centres were built. The children's Centre agenda was under the name of Sure Start and had documentation around Every child Matters

<https://www.gov.uk/government/publications/every-child-matters>

The latest research shows that family and a family centred approach is essential for good outcomes for children. As a school we have been interested in the following research to understand why the Early years are so important. First 1000 days commissioned by the House of Commons Health and Social Care Committee.

**The first 1000 days of life, from conception to age 2, is a critical phase during which the foundations of a child's development are laid. If a child's body and brain develop well then their life chances are improved. Exposure to stresses or adversity during this period can result in a child's development falling behind their peers. Left unaddressed, experiences, such as abuse or conflict between parents, can stay with children throughout their lives, can cause harm to them and to others, and might be passed on to the next generation. Individuals with four or more adverse childhood experiences (ACEs) are at a much greater risk of poor health outcomes compared to individuals with no ACEs. They are also thirty times more likely to attempt suicide. Intervening more actively in the first 1000 days of a child's life can improve children's health, development and life chances and make society fairer and more prosperous. Enhancing the ability of services to support and empower parents and families to take care of themselves and their children is vital, but not sufficient. Social stresses—poverty, poor housing and unstable employment—act against the ability of parents and families to create a safe, healthy and nurturing environment for their children. Improvements in service provision will only provide a 'sticking plaster' if the circumstances in which some of this country's poorest children grow up do not improve. We call on the Government to consider the needs of the most vulnerable families in all its policies across all departments.**

Our local area is very diverse and we are known as one of the poorer areas within the council. This is called a super output area and means that families living locally



are living on the lowest income. Within primary schools they would receive Free School meals. This indicator shows that families are below the poverty line.

within our cohort there are parents of children in the current cohort who themselves attended the nursery as young children. Who have fond memories of their time there and who feel the values and ethos are still as relevant today as they were then.

Many of the families choose to attend the nursery because of its excellent reputation within the borough and it is held in very high regard amongst the community and the local authority.

Our core values are about ensuring that all children have access to high quality learning through play and that they will make progress and thrive.

**“Every Child, Every Chance, Every day”** - this is our school motto

**Every child will make progress and become curious and purposeful learners.**

**Every child will enjoy a rich and stimulating environment, where all children and families feel included, secure and valued.**

**We recognise that play is the most powerful medium for learning in the early years and to provide rich and stimulating first hand experiences.**

**Every child will be celebrated and our curriculum will build on what children already know and can do.**

**Every child will be encouraged to develop a positive attitude and disposition to learn.**

**We aim to establish trusting relationships to enable effective partnerships between staff, parents and carers to develop the child’s full potential.**

Other professionals that are involved in our Nursery often remark that the Nursery is such an inclusive place, one that nurtures the child. The staff were asked to contribute to a poll about key words to describe our Nursery and this was the outcome:





We have also gained an “attachment aware schools award” in 2020 through our Local authority and all staff have been trained in emotion coaching techniques as well as having a good understanding of brain development and attachment theory.

<https://www.afcvirtuelschool.org.uk/page/?title=Attachment+Aware+Schools+Awards+2020%2F21&pid=103>

This award has helped us develop our curriculum and approaches to ensure children feel safe and we use a relational approach to behaviour and responding to children.

Although our childcare is generally for professional families who can pay for additional care, we also offer some places for free for families in need. This is to support our families who are attempting to return to work, study or who need some support with managing their children. Again this is very much part of our ethos to be a support to families.

We run workshops for parents and also offer classes such as a baby group and a drop-in stay and play for families wishing to learn Makaton

**Describe ethos and values in your own practice** (Give examples of this: in routines, planning, photos, policies, meeting legislative requirements, set up of the environment and space, supporting children’s needs and activities).

Our pedagogy and ethos:

Here follows a comprehensive guide to the range of pedagogic concepts and strategies used at Surbiton Children’s Centre Nursery that underpin our everyday practice. Methods used within the setting across the age ranges and in all parts of the school. These have been refined and developed by staff over many years and have been adapted through training and by adopting both older principles as well as the most up to date research and findings. At all times the staff have a reflective attitude and continue to learn themselves and this enables them to create a rich and varied curriculum and a stimulating environment. One that inspires, allows children to explore, be curious and be challenged. Our approaches ensure that every child can reach their full potential, have authentic experiences, be outside and be happy. This in turn allows us to support the whole family; advising, creating positive relationships and empowering them to understand their child’s learning



journey. We aim to enthuse children to have a love of lifelong learning. Every child, every chance, every day!

### Learning through play-a child centred approach

At Surbiton we have always valued a child centred approach to all we offer in our classrooms. We have developed a practise where the child is at the heart of what we do and yet the adults continue to scaffold their interests through skilled questioning and teaching, rather than having an adult led agenda for children to follow. The classrooms are laid out with easy to access and easy to reach resources to encourage self-selection. There are core resources and skills that will be explored through the environment by the children such as manipulative skills through dough, sand, water, construction, cooking, sensory play and mark making. We believe that books should not be limited to one area of the classroom and provide baskets of books in different parts of the room for children to use and make links to their thinking and play. We have a huge outdoor area which has some resources to add and enhance but ultimately as we follow a forest school approach we prefer for the children to explore the natural resources that are already there. (sticks, stones, mud, trees, bugs, weather) The child centred approach also means that there are less interruptions to the high quality play happening for the child. The adult goes to the child and the interactions are therefore at the child's level rather than children being pulled away from their own explorations and play to do something that may not either interest them or make any sense. The learning and teaching should be seamless and skilfully fed into their play by the adult. The adult can then extend the learning and further their curiosity through this approach. Each child is unique and their interests will differ which is why we have moved away from a specific topic approach. We use the seasons and the common interests to plan and create the next steps for learning for each child and are looking at the



expectations within the EYFS to make assessments and observations of the children's development.

*“As adults, we want to introduce children to concepts, ideas and experiences that they have never had before. We want to give them the thrill of finding a dinosaur egg on the carpet or realising that fairies have moved into the outdoor area. But, these are prompts and enhancements for learning within play. They should not dominate the provision.*

*When it comes to ‘topic’ or ‘theme’ I like to keep it to adult input and enhancements. A good adult can really engage children with any subject. The children's interest comes from the skill of the adult. Once the children have left the adult then their interest in the ‘topic’ can often wane, not to mention their lack of experience which will inhibit their ability to play and explore.”*  
*Alistair Bryce Clegg*

### Home visits

Home visits are a very important part of our transition and settling process and are an opportunity for families and staff to form the first partnership prior to their child starting Nursery. It is also a chance for the child to make an initial attachment with new people whilst in a safe environment surrounded by their own things. We will always endeavour to see every child either in their own home or somewhere else if not appropriate to go to the family home, before they start Nursery. Home visits enable staff to ask questions and get to know the family in a more comfortable and private setting.

### Intensive interaction

Intensive interaction is a technique used mainly within our resource provision for children with social communication difficulties and ASD. Intensive Interaction teaches and develops interaction and communication by doing and taking part in interaction and communication. It helps to develop eye contact and early communication skills between the child and adult. The



approach focuses on teaching the Fundamentals of Communication – the communication concepts and performances that precede speech development, though it may include many people who have some speech and language development. Learning how to enjoy being with another person, developing the ability to attend to that person. Improving concentration and attention span, learning to do sequences of activity with the other person, taking turns in exchanges of behaviour, sharing personal space, using and understanding eye contacts, using and understanding facial expressions, using and understanding physical contacts, using and understanding non-verbal communication, using vocalisations with meaning (for some, speech development), learning to regulate and control arousal levels.

### Mindfulness and Yoga

At Surbiton we have designed a simple weekly programme following the positions and breathing exercises promoted by yoga practice for children and basic mindfulness techniques of sitting quietly and learning to keep our bodies still and calm. Staff use props and stories to introduce the basic positions for children to try and become more flexible and to increase core strength linked proprioceptive needs in young children. The positions are developed weekly to improve strength and increase in complexity and difficulty as the children become more adept. Mindfulness techniques are based on those promoted by Headspace and relax kids as well as guidance from CAHMS and the NHS as being excellent for encouraging calm and more ability to regulate emotions. There is an emerging body of research that indicates that mindfulness can help our children improve their abilities to pay attention, to calm down when they are upset, and to make better decisions. In short, it helps with emotional regulation and cognitive focus. We use the following resources: sitting still like a frog (book by E. Snel), candle for focus for mindful seeing, Music for mindful hearing and props for yoga.



## TEACCH

The TEACCH approach tries to respond to the needs of autistic children using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches, such as attention autism. Priorities are: focusing on the person, their skills, interests and needs, understanding the 'culture of autism' and identifying differences based on individualised assessments, using visual structures to organise the environment and tasks when teaching skills, being flexible and teaching flexibility.

**\_Teaching** – sharing autism knowledge and increasing the skill level of professionals and practitioners.

**Expanding** – increasing own knowledge to provide high-quality services to people on the autism spectrum and their families.

**Appreciating** – appreciating the strengths and uniqueness of autistic culture.

**Collaborating and Cooperating** with colleagues, other professionals, people on the autism spectrum and their families.

**Holistic** – adopting a holistic approach, looking at the person, their family and community.

We use these techniques both within Green class and the mainstream classes for children with SCI and ASD.

## . Makaton

Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order. With Makaton, children and adults can communicate straight away using signs and symbols. Many people then drop the signs or symbols naturally at their own pace, as they develop speech. At Surbiton we use Makaton for all children and use it



alongside all group times and singing and story time activities. We believe all children benefit from learning to sign and it is also of benefit for children who are learning English. All our school performances include signing and we teach the children signs related to their learning, new vocabulary linked to stories and songs, names of peers and the adults as well as helping to get any immediate needs met or ask for help.

#### PECS (Picture exchange system) and Visuals

At Surbiton we know how important communication is and how frustrating and frightening it can be for children when their communication is in need of support. We use visuals and timetables in all our classrooms and especially for transitions and changes. PECS are generally used within Green class and occasionally when recommended for children with an EHCP or SALT referral. They are a picture exchange to aid communication and are particularly useful for getting needs met and making choices. The primary goal of PECS is to teach functional communication. Research has shown that some learners using PECS also develop speech. Others may transition to a speech generating device. PECS consists of six phases and begins by teaching an individual to give a single picture of a desired item or action to a “communicative partner” who immediately honours the exchange as a request. The system goes on to teach discrimination of pictures and how to put them together in sentences. We use them for our snack time daily as well as during free flow play time.

#### Occupational Therapy

As a part of our Green class offer we have regular input from a trained Occupational therapist. With their support and guidance we have created a sensory circuit and sensory rich environment to help develop the children’s physical needs and link that to the EYFS PD requirement. This will include movement such as swinging, climbing, balance, core strength exercises, weighted items, chewelry and other chewy items for mouthing. We use soft



play resources and a trampoline daily and the outside area to encourage different movement and exploratory development. Within our mainstream classes we offer a similar approach to individual children's sensory diet needs. We follow advice from our OT and guidance from AFC our local offer and OT services for Kingston. Our weekly yoga sessions enhance this offer.

#### . Dance and movement

At Surbiton we recognise the importance of movement and music and use dance as one of the ways to engage children in an activity to promote coordination, musicality and creativity. We start our sessions with a daily exercise time to upbeat popular music, with simple choreography which the children follow. We also include dance within our daily provision where the children can select music and dance freely using props, scarves and other items. We also learn different dances from around the world linked to festivals, cultures and special occasions within our community. These include Indian dancing, dragon dancing, maypole dancing, to name just a few. We know that dance is a fantastic medium for children and is particularly beneficial for children who find communication difficult as the freedom of movement and expression is not dependant on speaking.

#### SALT-Speech and language therapy

As a part of our offer within Green class we have weekly access to a Speech and language therapist. Their role is to support and provide some therapy for the children within the SRP. The role of the therapist is also to upskill staff to deliver the package of support for each child. This may include colourful semantics for the children receiving an Outreach supported place within mainstream, and developing PECs for families to use at home. They will also



support parents and meet with them regularly to inform progress and suggest strategies to help with their individual needs.

### Forest Schools

At Surbiton we have always followed the approach for Forest schools and now have a qualified member of staff who leads on this area within the school. It is based on a Scandinavian approach where learning happens outside in a natural environment such as a woodland or forest. Essentially it is an outdoor education delivery model in which students visit natural spaces to learn personal, social and technical skills. It has been defined as "an inspirational process that offers children opportunities to achieve and develop confidence through hands-on learning in a woodland environment". We take small groups of children off site to our local park (Fishponds) for 5 weekly visits. They have opportunities to climb trees, use sticks and mud to create outdoor art, experience the seasons, weather and challenge themselves physically as well as have opportunities to develop confidence and self-esteem. Within the nursery playground we also adopt the approach by regularly having a camp fire for the children to enjoy and learn about, and by cooking outside, making dens and using the mud kitchen to explore wildlife and other sensory experiences.

### Outdoor Learning

We have a free flow approach to our learning through play and that means the children can access the outside area throughout their 3 hours session. They have a wide range of free choice and self-selected activities within the garden as well as the space to run, dance, ride and scoot. We have different levels, and different surfaces to help with sensory needs and OT needs. A large outdoor sandpit, water play, den making, mud kitchen, gardening, climbing areas, little shelters, role play and natural resources. We are



currently planning to redesign and enhance the garden further and make improvements to parts of the garden that need updating.

We believe that most young children prefer to be outside and many of our children do not always have access to an outside space especially if they live in apartments or flats. Also with the concern nationally around obesity and the need for children to be physical and move for 3 hours per day, we believe our offer compliments this need and ensures children have plenty of opportunity to develop physically as well as emotionally.

13. Attachment and interactions- behaviour policy and practice linked to a trauma informed approach using training from ACES and attachment aware award (2020)

14. Positive behaviour management – policy written with the information from above.

Other approaches that we continue to embed within the classroom:

1. Planning in the moment

<https://www.youtube.com/channel/UCzGINaSOGokaBsdEnQDimEA>

2. Continuous provision

<https://abcdoes.com/abc-does-a-blog/2016/05/21/planning-for-continuous-provision/>



### 3. Helicopter stories

<https://www.makebelievearts.co.uk/helicopterstorieslettingimaginationfly>

### 4. The curiosity approach

<https://www.thecuriosityapproach.com/>

### 5. Stay and Play session

### 6. Highscope approach for 2's

<https://highscope.or>

### 7. Looseparts play

<https://famly.co/blog/management/loose-parts-play/>

### Attachment aware

<https://www.mentallyhealthyschools.org.uk/resources/attachment-aware-schools/>

The Nursery environment is planned as an open and spacious environment to ensure that there is a flow for children. The classroom and outside area has areas provided as zones where specific skills may be taught/learnt. These are role-play, construction area. for malleable resources such as sand, water and mud or dough for sensory learning we have set places for these to be accessed. The classroom is uncluttered and we try to ensure lots of natural resources such as wood, metal and plant life so that children have authentic experiences. We ensure that children with a variety of needs can access the environment. We have included additional spaces for children who may feel dysregulated. this includes our sensory room, and a smaller space which our 2 year olds use as their base. We carry out sensory circuits as a part of the daily time table to support children.

Within the UK system we have legislation and guidance (recently updated in 2021) to ensure the environment is safe for children. This means that we check daily to ensure that the classrooms and outside space meet the needs and pose no danger to the children in our care



The resource base for children with Autism uses approaches such as attention autism which helps to build children's attention and focus. <https://www.ginadavies.co.uk/parents-services/professional-shop/>

The environment needs to be clear with not too much sensory input. This means that the classroom is quite blank with less stimulus so that children can focus and not become overwhelmed. The resources used are more functional so that the children can develop their play skills and their communication and social skills

How do you plan and organise your teaching and activities in relation to children's perspectives?

We use Planning in the moment to ensure we use the children's interests and make the environment and resources work well for each child. Daily meetings help teachers and practitioners to plan in response to children.

<https://www.earlyyearsstaffroom.com/in-the-moment-planning/>  
<https://www.amazon.co.uk/Planning-Moment-Young-Children-Practitioners/dp/113808039X>

We also have skills progression across all areas for our room and garden design thinking about which skills the children need to learn over their year ( or two years) with us.

Spontaneous or planned activities or teaching situations, methods and free- flow play?

We follow the children's interests which leads the play and exploration each day. We adapt the environment to add enhancements and challenge the children in their learning and play. The children can choose whether they play inside or outside for the majority of the session and we organise the staffing so there are adults in all areas to support and supervise the children. There is a group time which happens each day with a Key Person and their key children - this can be up to 10 children. This will be a core story, a poem, relaxation time, or a STEM activity. We run additional targeted support for children with identified needs to develop their attention and focus as well as their communication and language development,

How do you plan and work with children's ideas and interest? How do you involve the children?

We observe the children in their play and then an adult will decide if the play can be challenged and expanded and act accordingly. We use OFSTED's definition of teaching to think about ways to do this; 'communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative



for what they are doing, facilitating and setting challenges' (OFSTED, Teaching and play in the early years – a balancing act? July 2015) The children are at the core of their learning - the environment allows them to choose their resources each day

How do you structure your teaching in the class, half group or smaller groups and why?

We always have smaller group opportunities as we know that the children are far more focussed, involved and engaged in comparison to whole group activities. The children spend time in the Key Groups each day. This is really beneficial as the adult and children build a close relationship and the adult is aware of each child's individual needs. To celebrate our community, we have a whole school singing session on a Friday. During some transition times, the children will be gathered as a whole group, but this is for a very short period. The number in the group will be between 10-13 children and less for children aged 2-3. This aids concentration and also ensures the child's voice can be heard.

Where and why do you teach, how do you use the environment and material (indoor and outdoor)?

The children have access to the outdoor environment from as soon as they arrive at school. We know this is where most of our children love to be and feel happier and more regulated so we have adapted our routine to make this available. Many of our families live in flats, so we are aware that the children need the space to move and run in our outside area. We have small calm spaces throughout the environment to allow for the children to have spaces to go to if they need a quiet time. Teachers spend as much time outside as they do inside as we go to the children to get involved and extend their play, rather than it being an adult's agenda.

What methods do you use in your teaching and why do you choose these?

We believe teaching to be about facilitation and rather like a pestle and mortar. A partnership rather than imparting information from one to another. Following a child's lead involves a child's participation in activities based on his or her interests, supporting the child's actions and interactions with materials and people in the activities, and supporting the child's choices when he or she wants to change the focus of interest. The adults within the school all recognise how relationships and attachment theory are at the centre of teaching. Our pedagogical toolkit shows how we teach. Other methods are based on Asking open ended questions



Commentary and providing the language behind the play.

Observe

Wait

Listen

### **OWL to Let Your Child Lead**

Letting your child lead begins with OWL:

**O**bserve

**W**ait

**L**isten



The first letters of these three important words can help you remember them.

OWLing is an important strategy that you can use with your child throughout an interaction. When you OWL, you open up all sorts of opportunities for communication. You may even discover that your child is communicating more than you realized.

***Observe, Wait and Listen:**  
Taking the time to OWL is  
a wise way to start.*

What material do you use and why do you choose those?

**We use natural objects such as wood, metal, or plant life.**







The whole environment is designed so that children can access items independently in their play. We also have found that having fewer items available creates more meaningful play and encourages creativity and imaginative play. Our outdoor environment is well planned with areas to help develop physical skills such as tree climbing, balance and coordination. There is challenge and some element of risk so that children learn to use equipment safely and also develop confidence and self awareness. In the outside environment and off site at our local park we rely on whatever is there for the children to explore. This might include the type of weather or how the season affects the environment. We use every opportunity to teach about new concepts and further enhance skills.

What challenges do you have in your specific teaching?



Other

### **Knowledge and understanding in international perspectives**

**Describe your aspects and after each visit add to these questions below.**

Describe your pedagogical approach and how you implement the curriculum (In relation to the pedagogical approach and how you implement the curriculum (In relation to the pedagogical approaches that you use, the ethos and values of your setting and the ways of working, for example, if you use a forest school approach. How do you implement the curriculum while maintaining your values? For example risk-taking, forest school approach).

Key aspects in the environment and curriculum (your preschool)

Describe what you believe is good practice at your preschool?

What things are the same/different from your preschool?

Describe how your preschool works with international and cultural aspects?



## **Case study impact report on Education and Teaching in Early Years from international perspectives**

### **Development/changes**

After the mobility visit (also at your preschool) describe your development and reflections (teaching, children's perspectives, ethos and values in teaching, different environment in teaching, different materials potential in teaching, reflections etc).

### **As a visitor, Reflection after visit**

#### **Sweden**

What

The outdoor access into the forest at both schools was incredible. Being able to spend half the day in the outdoor environment and exploring at the child's pace

- Organisation of outdoor clothing for the children
- More frequent off site trips - the best intervention!
- Technology - light box, projector, lighting
- Lunch times - a quieter environment, children helping to set up for lunch

Why

How



### Reflections

Less pressure - children stay in pre-school until they are 6, with no 'Early Learning Goal' end of key stage expectations. Children embed their early learning before they move onto the next stage in their schooling

Safeguarding - practitioners are left on their own with a group of children at the beginning or end of a session

Woodwork space - children access this regularly, building upon their skills using tools

Creative studio - single room used to explore different creative aspects free use of resources, including glue guns!

Exploring the rights of the children - UN Conventions of the Rights of the Child - developing their sense of self, understanding of own needs and rights

No ofsted or inspection for schools- teachers are able to teach without the pressure of external agencies

Priority areas – gender and equality – would like to know how to do this in our setting as we have a diverse community

Nature and Technology

500 books – a great way to develop a love of reading

Develop a way to share books at home – Core stories – share these with the families at home

### Other

### Norway

What



- Organisation of outdoor clothing for the children/better access
- Improved meal times- encourage independence
- Slow down and keep the day simple
- Further improve the time spent in key groups- relationship with key person
- Age groups – so beneficial to have a range of age groups together and not starting school until 6
- Democracy from such a young age – should be encouraged more
- Children are a part of the whole process – it is not planned for them
- Child led
- Building relationships is the most valued task for teachers – as it should be, but this is not the case in reception classes and a lot of nursery classes across the UK

Why

How



## Reflections

Nurturing environment, close relationships and slower pace.

Half a day outside including exploring off site and visits into the community every week.

Fewer resources available and more use of the space for children to explore.

Communication and language is key to their early learning.

Exploring the rights of the children - anti-bullying convention 2021

Forest School – spend the whole day outside exploring, taking the children's lead

## Other

## Spain

### What

Although the ratios in Spain are very different to the previous countries and even the UK both schools worked hard to ensure they could meet the needs of the child. The environment was carefully thought out and planned activities are completed by all the children.

Different studios

Learning through materials experiences

Technology - torches with the dolls house, projectors, cameras in continuous provision

Group projects - building on the children's interests and involving the whole group in finding out and exploring together - involve families

Engagement with families



Creativity and exploring artists

Use of technology

Group projects

Why

How

Reflections

Ratios have a huge impact on the day to day routine and provision

Focus on working together with families - include families as educational agents

Workshop style environment makes ratios more manageable

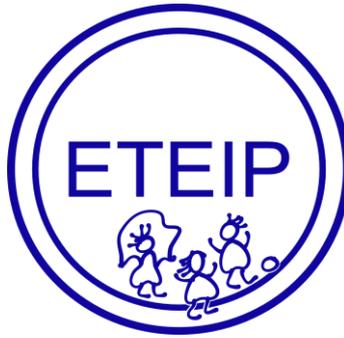
Qualified workforce

Developing citizenship values, working as a team, respecting each other

Exploration of natural world is becoming more embedded in the curriculum

How could we develop 'learning through materials' into our setting?

Other



**As a host, Reflection after visit- UK**

What

Why

How

Reflections

Other

Real immersion into each setting- lived experience

Reflective and thought provoking experience

Opportunity to see similarities and difference

Time to implement

