



BOOMERANG KIDS

AIMS AND OBJECTIVES POLICY

Policy Statement

At Boomerang Kids we help children to explore and grow in a happy and healthy environment. The aim of the Boomerang Kids is to care and enhance the development of all children in our care.

Boomerang Kids believe in the development of all aspects of the child. In order to do this we aim to provide the best in quality, care and education in a secure, stimulating and happy environment. We seek through a broad and balanced curriculum to encourage and assist each child to develop emotionally, physically and intellectually to their full potential. We respond appropriately to each child's background and individual needs and welcome all children. It is central to our beliefs that we work in partnership with parents and carers from the outset and throughout the child's time at our nursery.

Our Vision is 'That every child and every employee fulfils their full potential by, being supported to be the best they can be'

Partnership with parents and carers is pivotal and is the key to success of the nursery. We recognise the needs of both working and non-working parents by operating a variety of session times. We aim to provide an environment where children, their families and their carers feel welcome and valued, enabling on going communication to ensure there is continuity between the home and nursery. Annual questionnaires are sent out to all parents to monitor parent satisfaction.

Recent comments included:

"We feel this pre-school is a friendly, safe, environment for children to thrive in"

"Thank you so much for giving my daughter the best start to her education she could have hoped for!"

"Please thank the staff for all the hard work and effort they put in to making the children feel happy and secure".

Our Aims:

- Boomerang Kids will make every effort to provide a happy environment and that children are safe at all times. Caring and experienced staff help children to learn through play and first hand experiences. We will seek to develop the individual identity and enhance the true character of each child. Staff support children to develop a sense of right and wrong and provide a stimulating learning environment, both indoors and outside.
- Children are listened to closely, their views and feelings considered and valued when evaluating our provision. The daily observations of what the children like or dislike about the setting are used to inform our future planning and the resources that we provide for them.

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- We recognise the importance for children to form secure attachments with the adults who care for them and therefore operate a Key Persons system which enables staff to tailor activities to the individual needs of the children in their care. Staff are sensitive and responsive to each child and by getting to know them and their families, we together are able to form an individual learning and care plan for each child.
- We aim to offer the best quality care by having the consistency of long serving staff that are reflective of the local diverse community. Personal professional development is actively encouraged and supported, our staff are all qualified or on training courses to become qualified shortly.
- To provide an environment full of learning opportunities, whilst supporting each child's individual need. If necessary we will support these needs by seeking advice from outside agencies such as Brighton & Hove Inclusion Support Services (BHISS).

We will monitor that we are achieving these aims by:

- Evaluations on observations by Key Persons and Managers.
- Regular meetings to evaluate and update progression and next steps.
- Also by verbal or written feedback from all children, parent/carers.
- Attendance register and interest from new parents/carers.
- In-house and outside quality assurance evaluations and action plans.
- OFSTED inspections and (SEF) Self Evaluation Form.
- Keeping up to date with both national and local guidance/legislation. **This is now done daily following COVID 19.**
- Continual staff development via training.

We follow the national Early Years Foundation Stage curriculum (EYFS), which is setting standards for learning, development and care for children from birth to five years. The EYFS is a curriculum which continues until the end of reception year of school.

Planning is based on individual children's interest, as observed by the Key Person, parent or another setting that the child attends throughout their week. The focus is on learning through play and building on the child's achievements to date. We aim to offer a balance of adult-led opportunities, and those that children plan or initiate themselves.

Breakfast & After School Club

The planning for our After School Club will follow the same 'learning through play' ethos of the group.

In summary, we aim to provide a friendly, clean, comfortable and safe environment which the children will find stimulating and challenging, where enjoyment and fun are linked with discovery and learning.





See our policy file for all the settings policies and procedures, in particular please see:

- Inclusion and Equality Policy
- Curriculum Policy
- SEND Policy
- Safeguarding Children Policy
- Key Person Policy

This Policy will be reviewed annually or before if necessary.

This Policy was adopted on	Signed on behalf of the Trustees	Role of Signatory	Date to be Reviewed

