

# Nursery Policy for Personal, Social and Emotional Development

## Principles

The United Nations Convention on the Rights of the Child (Article 29) insists that: "Education should develop each child's personality and talents to the full and encourage the children to respect their own and other cultures."

In Ballycastle Integrated Nursery Unit we recognise that children bring with them from home and their immediate environment a variety of experiences, social skills attitudes and values. We embrace the children's individuality and foster their unique qualities and personalities. The children are given opportunities to develop personal and social skills, values and attitudes and promote positive self-esteem and all aspects of personal, social and emotional development.

## Statement Of Intent

In Ballycastle Integrated Nursery Unit we promote positive self-esteem amongst the children by:

- Warmly welcome children by name and by focusing on children's interest/personality
- Consistently praising and encouraging children
- Valuing and respecting each child's individuality, ability, gender, religion, culture and background
- Celebrating birthdays
- Displaying photographs of children at play
- Displaying children's work regardless of their ability
- Rewarding with stickers and certificates/stars of The Day
- Ensure children experience success
- Using circle time as a platform for promotion of identity and self-esteem.
- Facilitating performance for an audience e.g. adult and children in the story room, Role Play scenarios, End of year celebration etc.

## Procedures

Procedures used to ensure that children experience a sense of security and trust

- ❖ Our Settling-In procedures are put in place in an attempt to ensure that a smooth transition from home to nursery takes place in order to establish a sense of security and trust in their new environment.
- ❖ A sense of belonging is established e.g. personal peg/symbol.
- ❖ Children receive one to one attention and care particularly if feeling insecure.
- ❖ Rules are applied and boundaries are established consistently.
- ❖ Children are prepared in advance for any changes that might occur.
- ❖ Staff display qualities in all their interactions with children e.g. warm, pleasant, friendly, caring, encouraging and understanding.
- ❖ A range of resources will be used to develop in children a sense of self worth, and promote positive relationships between children and children, and between children and adults.

Procedures used to help children express or identify difficult feeling and emotions.

- ❖ Activities and resources such as role play, small world, dough, water, clay, books, stories, puppets and rhymes etc. help children to act out and come to terms with feelings and emotions in a safe acceptable manner.
- ❖ Adults encourage children to identify and discuss feelings through circle time and in line with circumstances (e.g. "you must have felt sad when your goldfish died")
- ❖ Circle time is used to identify and discuss feelings in a group situation.
- ❖ A range of activities will be used to attempt to foster increasing self-confidence, self-control and self-discipline and to encourage in children a greater sensitivity towards the needs and feelings of others.

Experiences and activities to help children to relate effectively e.g. sharing, taking turns, co-operating and communicating.

- ❖ Role play - co-operation in roles
- ❖ Creative play - share equipment and materials and collaboratively make suggestions and comments
- ❖ Physical play - turn taking and negotiation
- ❖ Floor Puzzles - Co-operation
- ❖ Snack time - interacting and communicating

Experiences and activities to help children develop independence

- ❖ Encourage and support children to develop self-reliance and self-help skills e.g. putting on and fastening coat, hand washing, independence at toilet.
- ❖ Snack Routine - prepare table, choose food, access own break, pour drink when able, butter toast etc.
- ❖ Dinner routine - prepares tables, find own symbol/name card, make healthy choices of food, clear away plates and cutlery when asked by adult.
- ❖ Encourage children to change own clothes after toilet or water play accidents
- ❖ Identifying their own symbol for coat peg, clothes bag, snack and dinner and progressing to name cards after Christmas

Procedures to encourage children to treat living things with care and respect

- ❖ Story time and discussions
- ❖ Nature walks
- ❖ Interest tables- growing seeds/caring for caterpillars and tadpoles.
- ❖ Posters
- ❖ Nursery pets

Activities to promote personal hygiene

- ❖ Wash hands before snack and dinner time and after using the toilet.
- ❖ Discussion and songs about washing the body parts e.g. *This is the way we wash our face, brush our teeth etc...*
- ❖ Interactive displays to reinforce theme "All about me" e.g. toothbrush/toothpaste, soap, mirrors etc.
- ❖ Role play opportunities - home, hospital, dentist etc

Policy for PSE development reviewed April 2014

Ballycastle Integrated Nursery Unit

- ❖ Teeth Brushing Initiative- Brush Bus

In considering and fulfilling these objectives, the nursery staff will:

- ❖ Be aware that they themselves are role models for the children
- ❖ Value the lifestyle choice, culture and religion of each child
- ❖ Share an agreed opinion about the ethos of the nursery, and
- ❖ Encourage the parents, carers and other adults in contact with the nursery to respect and share the nursery ethos

### **Nursery Planning**

To achieve the aims of the nursery, a programme of activities based on free play and adult supported activities will be implemented. The programme design will ensure that there are opportunities for children to communicate with peers, nursery staff and other adults and visitors to the nursery. This planning will be regularly reviewed and evaluated to ensure the children's needs are being fully met.

### **Assessment**

Assessment will take the form of unobtrusive observations/photographs/record of children's conversations and comments that will record the children's knowledge and understanding, attitudes and skills regarding Personal, Social and Emotional Development. This will inform curriculum planning so that the needs of individual children are met.

### **Parents as Partners**

We see all parents as partners in their child's education and want to highlight to parents how crucial Personal, Social and Emotional skills are to the child's development. It is therefore the policy to:

- ❖ Encourage parents to prepare their children for nursery by ensuring that they are toilet trained and that they are aware of the toilet routine
- ❖ Encourage parents to help their children become more independent in the home by offering small responsibilities and roles for their child to manage.
- ❖ Offer support to parents regarding behaviour management techniques used in nursery so that there is consistency in approach.
- ❖ Ensure that all parents understand the need for rules and boundaries within the nursery and understand that all children are encouraged to follow these rules.