



The Role of the Early Years Educator

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Local Authority Designated Officer	01905 846221 (or via the FFD)
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Pinvin Community Preschool current Policies and Procedures: Safeguarding and Child Protection; Health and Hygiene; Safety and Suitability of Premises; Environment and Equipment; Suitable People; Information and Records (including GDPR); Self-regulation in the Early Years; Equality and Diversity; SEND in the Early Years; The Role of the Early Years Educator; Covid-19 Response.	

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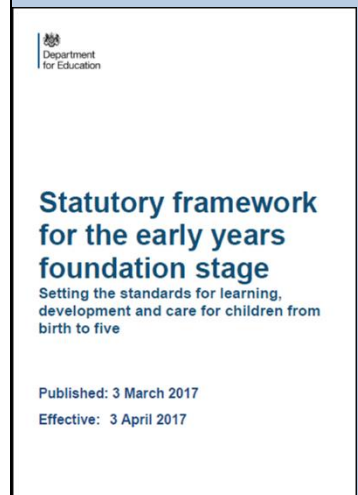
Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

This policy concerns the role of the educator in delivering the Early Years Foundation Stage (2017). In addition, all employees should read the related policies as detailed on the title page of this document.

Early Years Foundation Stage Statutory Framework (2017)

The Early years foundation stage statutory framework (EYFS) are the standards that school and childcare providers must meet for the learning, development and care of children from birth to 5.

<p>The Early Years Register</p> 	<p>The Early Years Foundation Stage (EYFS) was established under the Childcare Act 2006 and is a framework for learning, development and care for children from birth to five.</p> <p>The framework is mandatory for all Early Years providers in England. From 0 – 60 months.</p> <p>Promotes a consistent approach to care, learning and development.</p> <p>It is formed of 3 sections;</p> <ol style="list-style-type: none">1. The Safeguarding and Welfare Requirements2. The Learning and Development Requirements3. Assessment
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[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Ofsted is the regulator and inspectorate for all registered childcare providers. Pinvin Community Preschool is registered with Ofsted on the Early years register (**registration number: 205324**).

All registered childcare providers must follow any relevant legislation, including laws about health and safety, disability discrimination, food hygiene, fire and emergency evacuation.

Please note the EYFS is under revision and due to change in September 2021.

Part 1: Safeguarding and Welfare Requirements

The registered person (the committee) has overall responsibility for the provision of childcare and is legally responsible for ensuring compliance with the requirements of the Early Years Register and any conditions imposed by Ofsted. Registered persons do not have to work with children or be involved in the day-to-day organisation of the childcare, however must have an awareness of the content of the EYFS. Most importantly the committee must ensure the person managing the setting has the skills to do so.

The statutory framework states: Section 3.1 Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

The safeguarding and welfare requirements are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

Section 3.2 Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

The safety and welfare requirements cover 10 specific areas;

1. Child protection
2. Suitable People
3. Staff qualifications training and support
4. Key person
5. Staff: child ratios
6. Health
7. Special educational needs
8. Managing Behaviour
9. Information and records
10. Safety and suitability of premises, environment and equipment

It is good practice for settings to have their own written policies and procedures covering these subjects in depth. It is the committee's responsibility to approve these policies and procedures and review annually to ensure they are fit for purpose.

As a minimum, providers must have policies, procedures and records which cover;

- Safeguarding and Protecting children from harm or abuse **(please see section 3 for further details)**
- Responding to situations where a child goes missing or the parents/carers fail to collect a child
- Supporting children's medical needs to include procedures for administering medicines
- Encouraging children to achieve positive behaviours
- Resolving concerns or complaints
- Emergency evacuation
- Promoting equality and diversity to include meeting the needs of children with SEND.
- Ensuring premises and equipment are safe and secure through effective risk assessment

- Employee/volunteer records to include DBS and safer recruitment procedures
- Daily registers
- Children's records

Written policies and procedures should be available and clearly explained to all families on registration. All employees of the setting including volunteers should have access to these on induction. Employees should also be involved in the reviewing of policies to ensure they are kept informed and the policies and procedure remain fit for purpose.

At Pinvin Community Pre-school policies and procedures are available in the setting as a hard copy and electronically via the settings website www.pinvinpreschool.org.

Responsibilities to Ofsted

It is a breach of your requirements to fail to inform Ofsted of significant events such as:





- **Change of premises:** address, facilities, number of children registered for, registered providers contact information, change of hours or any closures.
- **Change of people:** Change of manager, change of name of charity or registration number, change of committee members, any significant event which is likely to affect the suitability of the early year's provider or practitioners.
- **Change of welfare requirements:** outbreak of infectious diseases, serious injuries, allegation against staff members, any serious event that will harm children.

If in doubt call them on: **0300 123 1231**

Or send a message to: <https://contact.ofsted.gov.uk/contact-form>

Part 2: Learning and Development Requirements

There are four overarching principles to the Early Years Foundation Stage (EYFS)

<p>A Unique Child Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p>	<p>Positive Relationships Children learn to be strong and independent through positive relationships.</p>
	
<p>Enabling Environments Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between educators and parents and carers</p>	<p>Characteristics of Effective Learning Children develop and learn in different ways</p>
	

Section 1.1 of the Statutory Framework states what providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school.

Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully

from the opportunities ahead of them. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress

Section 1.9 states in planning and guiding children’s activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. In early years the ways in which children learn are known as the ‘Characteristics of Effective Learning’ and once identified offer us a window into who the child is and who they may become in the future. The three main characteristics are;

- **playing and exploring** - children investigate, experience things, and ‘have a go’
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Characteristics of Effective Learning



As a three-year-old Summer presented predominantly as: **Playing and Exploring**

Sensory seeking
 Interested in cooking, baking, play doh
 Arts and Crafts
 Messy play – loving outdoors including mud!
 She was a performer, always dressing up and acting out scenarios with friends.
 She was a keen dancer and singer and a leader in her play.

Now aged 14 years old:

Summer is a keen actress and singer. She performs regularly as part of her drama group. She is a keen artist with big ambitions.

Understanding how children learn helps us to tailor learning activities and resources, instigating curiosity and extending children’s learning and experiences.

Seven Areas of Learning

Section 1.3 There are seven areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, known as the Prime areas are;

		
<p>Personal, social and emotional development</p> <p>Consisting of;</p> <p><i>Making relationships</i></p> <p><i>Self-confidence and self-awareness</i></p> <p><i>Managing feelings and behaviour</i></p>	<p>Communication and language</p> <p>Consisting of;</p> <p><i>Listening and attention</i></p> <p><i>Understanding</i></p> <p><i>Speaking</i></p>	<p>Physical development</p> <p>Consisting of;</p> <p><i>Moving and handling</i></p> <p><i>Self-care</i></p>

The prime areas are important because they lay the foundations for children's success in all other areas of learning and of life, for example if a child cannot communicate or form relationships this may hinder their ability to learn more specific skills.

When working with two-year olds we would focus predominantly on the Prime areas.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific **areas** provide the range of experiences and opportunities for children to broaden their knowledge and skills.

The specific areas are;

			
Literacy	Maths	Understanding the World	Expressive Arts and Design
Consisting of; <i>Reading.</i> <i>Writing.</i>	Consisting of; <i>Numbers.</i> <i>Space, shape and measure.</i>	Consisting of; <i>People and Communities.</i> <i>The World.</i> <i>Technology.</i>	Consisting of; <i>Exploring and using media and materials.</i> <i>Being imaginative.</i>

Planning the Curriculum

There is sometimes confusion over the term 'curriculum' and 'pedagogy' but in simple terms the curriculum is what you want to teach the children. Pedagogy is how you plan to go about this.

Curriculums need to:

- Cover the 7 areas of learning and account for the Characteristics of effective learning
- Be ambitious and designed to give all children, the knowledge and cultural capital they need to succeed in life.
- Be coherently planned and sequenced, building on what children know and can do.

Cultural Capital is a term used to describe the key skills and experiences children need to prepare them for life in modern Britain. When children enter the setting, they will come with a huge array of differing experiences. It is our role as educators to identify these and fill in any missing pieces of the child's experience.

Example 1; A high proportion of children arrive to the setting by car. Their cultural capital may be to engage in physical exercise, exploring the local area, go on nature walks, or travel on a bus. These are all experiences that would enhance the child's learning and experiences of the world in which they live.

Example 2; Children from busy households may not experience family meal times. We can try to fill this missing piece by making meal times a special time at the setting. Use table cloths, real plates and cutlery. Use this occasion to communicate and be thankful for what we have. Teach table manners and support children in their fine motor skills when using cutlery. Meal times are an opportunity to come together and just be.

Curriculum Intent

The Quality of Education is now a key focus of early years practice, raising standards of teaching across the sector, to improve children's outcomes. The new inspection framework therefore specifies that settings have a clear **Curriculum Intent**, ensuring this is **Implemented** across the whole practice and are able to measure the **Impact** of this. Otherwise known as the three I's.

At Pinvin Community Preschool we wanted the whole team to be involved in the formulation of our Intent and so began by thinking larger than our curriculum and more about what makes us special, why do parents choose us over other settings, what do we do differently?

The contributions were amazing, all different and unique, highlighting what is important to us as individuals and as a team. From reading and digesting these thoughts we were able to identify some key themes and after some creative thought were able to put this into the following acronym;

F amily:	Family is about belonging, to be with people who understand you, and love you for who you are. A champion who has your best interests at heart. We welcome all children and families into our wider Pre-school family, making sure nobody gets left behind or forgotten.
A chieve:	Our curriculum is designed to be creative, inspiring, challenging, memorable and to provide all children with opportunities to achieve and broaden their horizon's.
M emories:	We hope to create experiences and happy memories for children and families to draw upon throughout their lifetime.
I magine:	Embracing imagination and creativity to expand learning, language and endless possibilities for discovery.
L ife-long learners:	We value and respect the uniqueness of each child and nurture these individuals putting the foundations in place to become life-long learners.
I nteraction:	Quality interactions are the foundation of what we do. Adults effectively tune into children, responding to their needs through reciprocal, sensitive, playful interactions.
E nvironment:	We offer a safe, relaxed and nurturing environment which supports both our children and their families by allowing them to fully express who they are in order to build strong, resilient, foundations for their lives ahead.
S elf-confidence:	We aim to provide a safe caring environment which builds every child's confidence and allows them to explore their curiosities and fascinations of the world around them.

Pedagogy

When planning our pedagogy, we wanted to ensure we captured the ethos of the setting. We wanted a pedagogy which was fluid and adaptable to the needs of the children. Coming together as a team we identified our values both individually and collectively and created a pedagogy which reflected what was most important to us;

A pedagogy that;

- Followed child's fascinations, supporting their natural desire to explore.
- Committed to improving children's mental health and well-being.
- Supported strong attachments.
- Promoted communication skills.
- Celebrates diversity and spreads the message that no-one is better than anyone else and everyone's feelings, views and beliefs are as important and valid as the next.
- Focused on the wonders of the natural world.
- Gave educators some direction but with flexibility to adapt.
- Was accessible to all children.
- Allowed natural teachable moments.
- Promoted physical exertion.
- Was not prescriptive.
- Built on children's cultural capital.
- Was relevant in the response to the Covid-19 pandemic.

Our pedagogy is therefore a blend of;

Hygge (pronounced hue-gah)

Hygge is the Danish approach to life that focuses on having a happier and more simple life, using elements of warmth, cosiness and nature to make the most of every day.

As a setting we will be completing a Hygge accreditation where we will explore the changes, we can make to our learning environments, outdoor provision and daily rhythm to bring in more calmness. A big part of our training will also look at supporting the wellbeing of the preschool team and the children. We will gain an

understanding of how we can promote more self-care and prioritise activities that help us to connect with nature.

As part of the Hygge approach we will follow the Wanderlust Child Nature curriculum which is a 52-week programme built around the daily rhythm and seasons. This supports educators and children to create deeper connections with nature.

Curiosity approach

The curiosity approach believes that too many bright colours can over stimulate children causing tiredness, anger, upset, miscommunication and stress. It values natural materials, neutral tones, white washed walls and wooden objects.

This approach recognises that stimulation is necessary for every child's mental and emotional development, however believes plastic toys is not the way to do this.

Plastic has little sensory value, however natural resources excite the senses bringing many different elements to play.

We use resources that have countless possibilities, they are open ended, creating awe and wonder and fall into the three categories;

1. Cosy, comfortable, secure.
2. Light, shadow, reflection, shine.
3. Authentic, crockery, treasures.

We also encourage children to use open ended resources such as boxes to create garages, castles etc. The craft area also offers a range of resources with subtle prompts instead of prescriptive projects/activities.


By considering our children and their needs on a daily basis we ensure the environment ignites curiosity without over stimulation.

Part 3: Assessment

Section 2.1 Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning

styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, educators should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Development Matters

	<p>Development Matters is a non-statutory curriculum guidance developed by Dr Julian Grenier. Developed to support early years provision and the delivery of the EYFS statutory framework its aim is to guide early years educators when assessing children against the 7 areas of learning. It is important to note that this is intended as a guide and should never replace professional judgement.</p> <p>Development Matters - non-statutory curriculum guidance for EYFS (publishing.service.gov.uk)</p>
<p>Please note this is the revised edition from September 2021.</p>	

Tapestry On-line Learning Journal

All pre-school children attending Pinvin Community Pre-school have a personal on-line Learning Journey called Tapestry, which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of the children's experiences during their time with us.

Our Aim

- ✓ To produce detailed developmental records for each child, allowing us to highlight their next steps and identify any gaps in development.
- ✓ To support staff in completing these records to a high standard.
- ✓ To share the children's learning journey with parents/carers on a regular basis and encouraging parents to play a part in this journey by sharing their child's successes with us.
- ✓ To have a smooth transition for the children moving onto new settings or to primary school, providing them with a detailed summary of the child's development.

Tapestry Security

We use Tapestry, a system, which is hosted in the UK on secure servers. These servers conform to very high environmental standards and are proactively managed 24 hours a day. Each Tapestry account has its own database and the code itself is developed using hack-resistant techniques. Filenames are encoded for uploaded, videos and images, making Tapestry a safe and secure on-line Learning Journey tool. The benefits to parents from Tapestry being on-line means they will have secure access (via a website which they login to using their email address and a password) to their child's Learning Journey and, in addition to viewing our contributions, we encourage parents to add to it by uploading photos and comments or commenting on observations made by us.

Pinvin Community Pre-school have their own secure Tapestry website, which once parents have provided the pre-school with an e-mail address, we will be able to set them up with an account. We will also give them detailed information on how to view/use their child's Learning Journey. If they do not have access to e-mail their child is still able to have an online Learning Journey which they can access through the use of pre-school computer equipment during specific dates throughout the year. It is also possible to provide print outs of the Learning Journeys; each child will receive a CD with their Learning Journey on at the end of their time with us.

Consent

In order for us to create a child's electronic Learning Journey we require a consent form from the parent/carer. This states additional consent for the use of group photos as detailed below:

As a parent, I will;

- Give permission for my child's image to appear in photographs or videos in other children's learning journals.
- Not publish any of my child's or other children's observations, photographs or videos on any social media site. (If this agreement is broken you will lose access to your child's on-line learning journal).
- Keep the login details within my trusted family.

- Speak to a member of staff if I experience any difficulties accessing my child's learning journey.

If a parent does not wish to have an electronic learning journal for their child, an alternative paper-based journal will be offered instead. Educators may also use paper records to complement the electronic learning journal.

Two-year olds

Our aim is to celebrate the unique characteristics and development of children who are two years old and under, and to show how exciting and dynamic this period of each child's life can be. Children go through incredible changes, when their brains grow more rapidly than they ever will again - at times a million connections are forming every second between their brain cells. We believe if children are supported through these changes by a close partnership between parents and educators who share the wonder and excitement of this unique age, this can have a life - long impact on children's learning, and on their enjoyment of life.

By two, children have become mobile explorers who have started to develop their independence. Their language skills have not developed enough for them to make their needs known and they do not yet have the social skills to manage turn-taking, sharing or waiting and their tempers can erupt quickly.

To help us meet these needs we have a designated two-year-old co-ordinator who provides consistency for the children and is the voice for these children. They work closely with the wider team to ensure these children's needs are met and understood.

All standard procedures are in place and followed as we would for older children, however, we do have additional procedures in place for our younger children;

- ✓ Children aged between 18 months to three-years are named Maples and on entering the pre-school have a separate play space, with homely comforts and suitable resources, allowing us to really nurture these younger children

and help their transition easier and a positive experience for everyone concerned.

- ✓ We engage in audits to help reflect and improve practice throughout the setting, in regard to the two-year olds we give consideration to the ITTERS documentation.

Section 2.3 of the Statutory Framework for the Early Years Foundation Stage (2017) states all children aged between 2 – 3 years must have a written progress check which summarises the child development in the three prime areas. This is used to identify the child's strengths and to also identify where the child's progress maybe less than expected.

The two-year check will:

- ✓ ensure that parents have a clear picture of their child's development.
- ✓ enable educators and parents to understand the child's needs and plan activities to meet them.
- ✓ note areas where a child is progressing well and identify any areas where progress is less than expected.
- ✓ describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

This report is shared with parents who are encouraged to share with other professionals such as their health visitor, ideally to coincide with the Healthy Child Programme two-year review. If a developmental delay is identified strategies must be put in place to support the child and these shared with parents to support learning at home.

Completion of the progress check

The two-year progress check will be completed by the child's key person. Assessments will be based on observational assessments carried out as part of everyday practice.

- ✓ Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- ✓ Take account of the views and contributions of parents, and the child if appropriate.
- ✓ Consider the views of other educators and, where relevant, other professionals working with the child.

Children attending more than one setting or changing settings;

- ✓ In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week.
- ✓ However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other educators working with the child at the other setting.
- ✓ If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

Preparing the progress check for a child with identified disabilities or special educational need;

- ✓ If the progress check is for a child with an identified disability, medical need or special educational need the setting will consider if the child is already being supported by other professionals. Then the setting will agree with parents how the views and contributions of those professionals can be sought.
- ✓ The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

Information sharing: The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals.

Parents as Partners

We believe that parents are a child's first and best educator and therefore strive to work alongside parents during their child's early years. Through forming positive relationships with parents, we are able to reap the many benefits to the child at this crucial time of development. We believe;

- ✓ Parents know their children best.
- ✓ It helps the child to feel safe and secure while in the setting if they see that their parents feel comfortable there.
- ✓ Working with parents helps to create a shared level of expectation.
- ✓ Information sharing with parents about levels of development, any concerns and any new likes or dislikes supports the child holistically.
- ✓ Partnership working keeps us in the picture of the child's reality outside of the setting, helping us to support them better.
- ✓ Parents can feel secure to seek advice, help and support should they need.
- ✓ Close partnership working allows a smoother transition through the setting and onwards to school.
- ✓ When we work in partnership with parents this can improve practice and outcomes for the children, ensuring every child has their full individual needs met.

The Role of the Keyperson

Section 3.27 of the Statutory Framework for the Early Years Foundation Stage, (2017) states each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

At Pinvin Community Pre-school on registration a key person is allocated to the family to support them through their pre-school journey. Parents will be given a Key person information sheet to explain the role (appendice 2) and where possible a home visit or telephone call arranged. In addition, when children start the family are asked to complete an 'All about me' sheet, which gives the key person key information about the child and their life outside of the setting.

By understanding the child better, we can start to build positive relationships which are;

- ✓ warm and loving, fostering a sense of belonging
- ✓ sensitive and responsive to the child's needs, feelings and interests
- ✓ supportive of the child's own efforts and independence
- ✓ consistent in setting clear boundaries

Positive relationships will support us as a setting to achieve our mission statement;

We aim to provide a safe, caring environment which builds every child's confidence and allows them to explore their curiosities and fascinations of the world around them.

We value and respect the uniqueness of each child and nurture these individuals by providing enriching opportunities for them to learn and discover.

By meeting the individual's needs and interests we are putting the foundations in place for them to become life-long learners and to blossom into creative, independent, confident children with high self-esteem and a sense of belonging and self-belief.

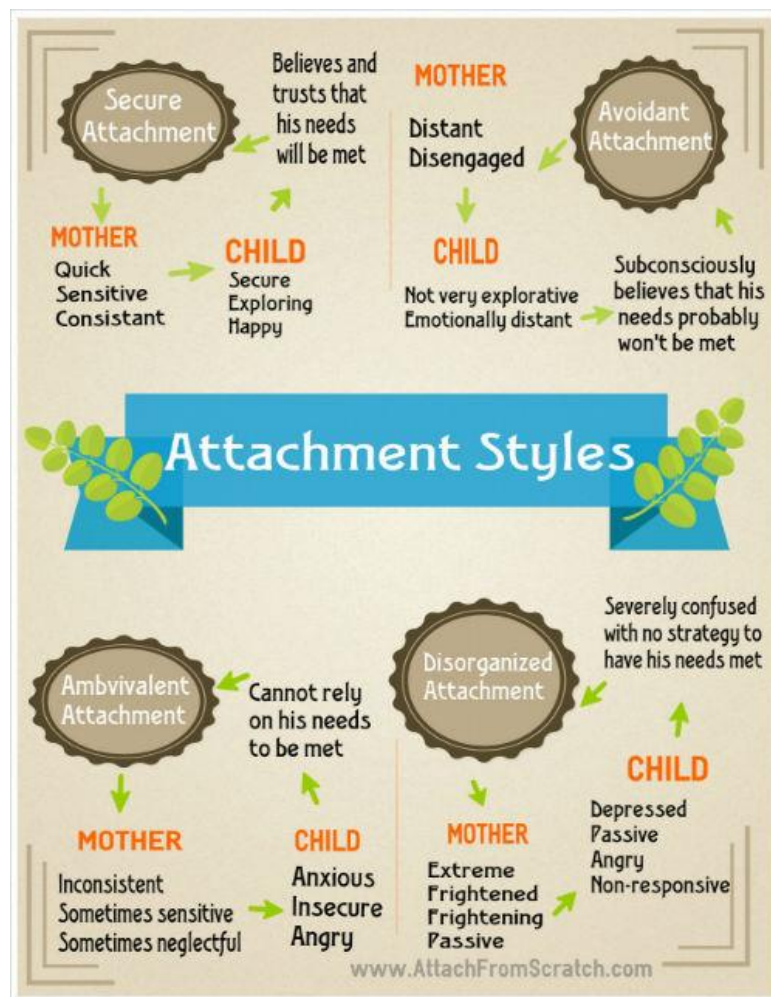
Attachment

Attachment is the bond between a child and their main or secondary caregivers. The process of attachment starts at birth, as babies need to form an attachment with their primary caregiver to survive and achieve healthy development both physically and emotionally. This relationship needs to be reciprocal for healthy emotional development.

A reciprocal relationship is based on communication. The baby sends out signals about their needs, using facial and vocal expressions, and waits for a response. The parent reads and responds to the baby's signal's, which serves as a return signal for the baby to read. Reciprocity is a process of mutual adaptation between a caregiver and the baby. As the caregiver and baby come to know each other, they both learn to read the other's signals. Each caregiver and baby are unique individuals, each with their own way of interacting with their world. They must both learn how to "tune in" to one another. Reciprocity develops as the caregiver and baby each learn to maintain satisfying exchanges for both parties.

Attachment patterns

Psychologist Mary Ainsworth suggests 4 attachment styles all of which affect children's development.



[Attachment Theory. What every parent should know about it. \(attachfromscratch.com\)](http://www.attachfromscratch.com)

1. Secure Attachment.

- These children are able to separate from the parent (but they are very upset) and they are happy when parent comes back. They seek comfort (when scared) from the parent.
- Parents of securely attached children react quickly to their children's needs and are generally more responsive to their children than the parents of insecurely attached children.
- Studies have shown that securely attached children are more empathetic during later stages of childhood.
- These children are also described as less disruptive, less aggressive, and more mature than children with ambivalent or avoidant attachment styles.

2. Ambivalent Attachment.

- These children are very suspicious of strangers.
- They are very stressed when separated from a parent and do not feel safe even after reunited with a parent.
- Sometimes, child rejects parent by aggression towards him.
- Later in their childhood these kids might be described as clingy and over-dependent.

3. Avoidant Attachment.

- These children avoid parents. It is especially noticeable when parent was absent for some time.
- Children with an avoidant attachment show no preference between a parent and a complete stranger.

4. Disorganized-insecure attachment.

- Children with a style show a lack of clear attachment behaviour.
- Their actions and responses to parents are often a mix of behaviour's, including avoidance or resistance.
- These children are described as displaying dazed behaviour, sometimes seeming either confused or apprehensive in the presence of a parent.

The importance of attachment

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing going into adulthood. By forming close attachments with parents and other carers children can learn to be strong and independent, developing a sense of well-being and emotional security.

Any events which disrupt attachment, such as the abrupt separation of the toddler from familiar adults or any significant lack of sensitivity shown by those carers, or inability to be consistently responsive in their interactions, will have short-term and perhaps long-term detrimental impacts on the child's cognitive and emotional functions.

Working with babies

At Pinvin we recognise the importance of reciprocal relationships between children and key persons but even more so with the youngest children, where we practice;

Mirroring - Imitating the baby's facial expressions, vocal sounds, and body movements helps the baby become aware of him or herself, and feel responded to and acknowledged. This also helps the baby to learn to imitate the key person's responses and expressions.

Engaging in dialogue – By imitating and talking with the baby, the key person allows their mutual exchanges to become a synchronized play of signals. This helps the baby to develop reciprocal skills. By continually being exposed to this varied visual and verbal input, the baby learns to direct his or her attention to the outside world. When key persons immediately respond to the baby's signals, they help the baby learn how to respond to others and to develop trust in the world. The way that the key person sequences and times their responses and actions help the baby understand human communication and to express emotions healthily.

Babies love wide - open eyes, animated eyebrows and mouth movements, smiles and laughter. These movements encourage the baby's attention by changing the rate of facial and vocal expressions.

Home visits and Personal Safety

In conjunction with the Settling in Policy we offer parents/carers the opportunity to have a home visit. This will be an opportunity for the child's key person and a senior member of the team to visit the child in their own environment where they feel most confident and secure. It is really important that the key person develops a rapport with both the child and parent/carer to ensure effective two-way communication.

Our Aim

Within the first four to six weeks of starting Pre-School we visit the child and family in their home to discuss how the child has settled and explain our parent in partnership working ethic. This allows us some quality time to engage in open dialogue and work together to plan for the child and their needs and answer any questions the parents may have. Should a parent decline a home visit we would invite them into the setting as an alternative.

Procedure

- ✓ We will arrange a time that is mutually convenient for both the family and staff.
- ✓ A home visit will always be attended by two members of staff.
- ✓ The staff will make their own way to and from the families' home and this will take place during normal working hours.
- ✓ At the start of the visit, it would be explained to the parent the purpose of the home visit.
- ✓ One member of staff uses the home visit as a means of talking to the family, gaining information about the child and answering any questions the family may have. The other member of staff will occupy the child through play and positive interactions.
- ✓ The staff will stay together during the home visit and would not expect to be left alone with the child and/or parent/carer during the visit.
- ✓ We would not expect a home visit to last longer than 45 minutes maximum.
- ✓ Staff will be conscious of the fact that they are guests in the families' home and will treat all families with a high level of respect and regard during the visit.

During the home visit we will;

- ✓ Introduce the Early Years Foundation Stage and how we use this.
- ✓ If appropriate look at the child's baseline with the parent and agree developmental stages together.
- ✓ Give parents/carers the opportunity to ask questions and/or express any concerns.

On return to the setting information from the home visit will be documented and placed on the child's file.

Covid-19 Response

Due to the current pandemic and social distancing restrictions, we will not at this time complete home visits.

To ensure all families have contact with their child's key person we will offer a half termly weekly telephone consultation. These will be pre-bookable and allows the key person to discuss the child's progress and answer any questions that the parents may have. In addition, as per our Child Protection and Safeguarding policy we will also offer a two weekly telephone call for the purposes of a general chat and catch up. This is for all our parents whether their child is attending or at home by parental choice.

With the parents' consent we have increased our presence on social media platforms so they can access easily what the children have been up to each day. It also makes it easier for parents to contact us by having a variety of platforms to do this.

Settling in Policy

Settling into an Early Years setting is a time of crucial importance to a child's later happiness in the setting. All children are individuals and while some children will adjust fairly easily to the new environment and new routines, others will take longer to feel comfortable and secure. As parents and as early year educators, we can take steps to ensure that the transition into the Early Years setting goes as smoothly as possible.

At Pinvin Community Pre-school we want children to feel safe, stimulated and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our pre-school. We aim to make our pre-school a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Our Procedures

- ✓ Before a child starts to attend our pre-school, we invite the parents and child to come and visit the setting to get a 'feel' for what we do and to meet the team. The parent/carer are encouraged to attend as many of these sessions as they wish and to use this opportunity to ask any questions.
- ✓ Stay and play sessions operate every week and are open to families in the local area. This is an ideal opportunity to meet with other parents and the staff of the setting and starts the settling in process with the parent/carer. If the stay and play session is not at a suitable time, we are flexible to provide other opportunities throughout the week.
- ✓ If the family decide to join the pre-school family, the parent/carer will be given a registration pack to complete with links to our website which details our Ofsted report, the settings policies and procedures and other information about the setting.
- ✓ We believe that every child is unique and therefore the settling in process is primarily led by the parent who knows their child best. Prior to a child starting we discuss with the parent the settling in process they feel would be best for this child, we are flexible in our approach to this and try to meet the parent's wishes, guiding them sensitively through the process.
- ✓ We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for that person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- ✓ When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

- ✓ We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. In these circumstances we will work with the parents to adapt their individual settling in process accordingly.
- ✓ We do not believe that leaving a child to cry will help them to settle any quicker and we believe child's distress will prevent them from learning and gaining the best from our setting. In extreme cases of separation anxiety, we would seek external advice through our SEND team who specialise in identification and strategies to support children with anxiety.
- ✓ Within the first four to six weeks of starting we visit the child and family in the home to discuss how the child has settled and explain our parent in partnership working ethic.
- ✓ Once a child starts with us, we then issue the parents a further information pack which gives more information about the setting, we choose to do this after the child has started so the parent/carers are not overwhelmed with information. As part of this we ask the parent to complete an 'All about me' document which is given back to the key person and kept on the child's file. We also request some photographs of the child in their home with special family members, the key person will then use these to create a personal scrapbook. These are proven to help the children settle as they have the opportunity to talk about their life outside of pre-school.

Transition to and from another Early years setting

Sometimes a child will join our Pre-school, having previously attended a different setting. In order to support this transition process as seamlessly as possible we request permission from the parent/carer for us to contact the previous setting for any information that they are able to give us which will help the child's settling in process with us. Information requested could be developmental records, any safeguarding issues, the child's favourite play, or any information they deem important to share to best support the child.

If a child leaves our setting and we hold a safeguarding file for this child we would try to discover where the child has moved onto and forward the file to the new setting.

Babysitting

We understand that sometimes parents are looking for reliable babysitters, who are known to their child and DBS checked and may wish to ask their child's key-person or other pre-school employees to babysit. We have therefore put together these guidelines for families and pre-school employees to follow;

- The Pre-school will not be responsible for any private babysitting arrangements or agreements made between staff and parents/carers.
- Out of hours babysitting arrangements must not interfere with a staff member's employment at the Pre-school.
- Confidentiality by staff regarding other staff and children at the Pre-school must be adhered to and respected at all times.
- The Pre-school will not be held responsible for any health and safety or other issues that may arise from these private arrangements.
- No member of staff will take a child away from the setting unless they are a named person on the child's records. If an employee babysits for a child in our care, we require a babysitting agreement to be signed by both the parent and employee (find document in Suitable People Policy).

Covid-19 Response

Due to the current pandemic and social distancing restrictions, we have had to make amendments to our settling in procedure;

- Stay and play sessions are cancelled so we can protect the preschool bubble.
- Prospective parents are only allowed to visit the setting after preschool hours and if they do so they must wear PPE and follow our Covid-19 risk assessment.
- For new starters the parent can come to the initial session if wearing PPE and they have signed the Covid-19 risk assessment. They would come after the session has begun to avoid close contact with other children and leave as soon as the child has settled.
- We reserve the right to temporarily withdraw a place whilst working through the pandemic if the child does not settle. This is to protect staff and the emotional development of the child. We would continue to work with the parent to find

ways to support the settling process, which may mean familiarising ourselves with the child remotely, in outdoor space or through offering a staggered start.

Staffing and Child Ratios

At Pinvin Community Pre-school we pride ourselves on how well we know the children in our care and how we plan for their individual needs. Having high numbers of staff, we can plan stimulating, educational experiences which excite and fascinate the children. We are able to form strong bonds with children and their families by ensuring we have a good staffing level each session, meeting and exceeding government guidelines.

Our Aim

To ensure that all children in our care are offered high quality early years care and education with their safety and welfare being kept of paramount importance.

Our Procedures

- ✓ We only include those over the age of 17 in our ratios and only if the manager deems them competent and responsible.
- ✓ Staffing arrangements are thought about very carefully and we consider the needs of the children on a daily basis.
- ✓ Children are **always** in sight and hearing of the staff.
- ✓ Children aged 3 – 5 years are cared for to a ratio of 1:6. There is always a minimum of 3 staff on at any one time and the session is always led by a level 3 qualified member of staff.
- ✓ Children aged 2-3 are cared for at a ratio of 1:4
- ✓ Children aged 18 – 24 months are cared for at a ratio of 1:3.
- ✓ At least half of the other staff in any session are level 2 or level 3 qualified.
- ✓ Children with identified special needs are supported accordingly.
- ✓ We actively encourage all staff to further their qualifications and this is rewarded through the payroll structure.

It is the responsibility of the preschool manager and deputy manager to ensure staffing levels always meet our standards and adjusted accordingly.

Narrowing the Gap: Pupil Premium

The aim of the Early Years Child Premium is to close the gap between children from disadvantaged backgrounds and their peers by providing additional funding to Early years settings, therefore providing the opportunity to raise the quality of provision we offer.

Our Aim

All children aged three and four (not two-year olds), who meet the eligibility criteria will benefit from the funding. The Early Years Child Premium provides an extra 53 pence per hour on top of the Free Entitlement for three and four-year-old children whose parents are in receipt of certain benefits or who have been in care or adopted from care. This means an extra £302 a year for each child taking up the full 570 hours funded entitlement to early education. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

Our Procedures

We establish who is eligible for child premium through our registration process. Every year all parents will be asked to complete a Parental Declaration form which is a legal requirement for us to claim funding for children in our care. We use the details on this form to claim for pupil premium through the nursery education funding portal.

As we are aware family circumstances can change throughout the duration of the child's time with us, so through close relationships with families and signposting within the setting we can direct families to this information should they become eligible.

As part of our welcome pack, we send out the following information to all parents to enable them to allow us to apply for the extra funding to help benefit their child within our setting.

EARLY YEARS CHILD PREMIUM FUNDING How to support your child

From April 2015, all childcare providers will be able to claim extra funding through the Early Years Child Premium to support children's development, learning and care. We are writing to you to explain what the Early Years Child Premium is, who is eligible for this funding and, importantly, to ask you to please fill out the enclosed form so that we as a provider can claim the extra funding.

The Early Years Child Premium provides an extra 53 pence per hour for childcare providers, for three and four-year-old children whose parents are in receipt of certain benefits or children who have been in care or adopted from care. This means an extra £300 a year for each child taking up the full 15 hours per week entitlement to early education. This additional money could make a significant difference to us.

We can use the extra funding in any way we choose to improve the quality of the early year's education that we provide for your child. This could include for example additional training for our staff on early language, investing in partnership working with our colleagues in the area to further our expertise or supporting our staff in working on specialised areas such as speech and language.

High quality early education can influence how well a child does at both primary and secondary school so we do want to make the most of this additional funding. You may be aware if you have older children that a child premium has been available for school age children and it has proved to have given a real boost to the children receiving the funding. We want to do the same for our early years children entitled to this funding.

Therefore, we ask that if you are claiming one of the listed benefits, you also fill in the Early Years Child Premium section of the Parent Declaration Form. This will allow us to claim the additional Early Years Child Premium.

Which three-and four-year-olds will be eligible for the EYPP?

3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria:

their family gets 1 of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit
- they are currently being looked after by a local authority in England or Wales
- they have left care in England or Wales through:
 - ✓ an adoption
 - ✓ a special guardianship order
 - ✓ a child arrangement order

Children must receive free early education in order to attract EYPP funding.

As an Early Years setting, we have the freedom to choose how we spend the money to best support disadvantaged children in our care. Our pre-school will endeavour to find the best possible way to spend the money through identifying the needs of the child and discussing with parents how the money may be best spent. We will be tactful when approaching families and suggest our thoughts but listen to the families and child's voice.

Although the below list is not exhaustive these are ways in which we have used Child premium money in the past. We will continue to look at other ways to benefit the child and family through close partnership working.

- ✓ Additional staffing to support the child during the session, offering nurturing and 1:1 activities.
- ✓ Supporting the families financially through providing additional hours for their child/ren.
- ✓ Attendance of nestle and nurture sessions outside of normal preschool hours. These quieter session enables higher ratios to support the child.
- ✓ Transport to and from the setting.
- ✓ Purchasing additional resources such as storybooks focused on the need of the child i.e., all about adoption.
- ✓ Purchasing resources specifically for the child, i.e. clothing, or resources for home.
- ✓ Support to families in regard to toileting and potty training, again through additional resources and support.
- ✓ Buying in specialist services to support families and children (this includes the cost of staffing such events), such as, healthy cooking, parenting classes and information awareness sessions.

Measuring the impact of the EYPP

We are continually reviewing the data we collect on children's attainment and refreshing our strategies to support children who are falling behind or in danger of doing so. The practical ideas that are implemented on a daily basis are only a few of the strategies used and their success can be monitored through the data. However, there are other ways that we measure and monitor the impact we have on families.

These are:

- ✓ Key person observations.
- ✓ Informal conversations at the start or end of a day.
- ✓ Parent feedback on child's learning journal (Tapestry).
- ✓ Parent questionnaires.
- ✓ Formal consultations.
- ✓ Conversations with professionals we work alongside to support families.
- ✓ Feedback from feeder primary schools.
- ✓ Every Child a Talker (ECAT) data.

Transition to School

Pinvin Community Pre-school recognise that moving from pre-school to reception class is a big step for both children and their families and although this can be a period of excitement, there may also be anxieties as they venture into the unknown. We recognise that children can become vulnerable at transition times and this can negatively impact their emotional well-being and their abilities to cope with change.

Our Aim

Pinvin Community Pre-School has a commitment to linking with the local community to support the children's understanding of their local area and develop a sense of belonging. By providing opportunities throughout the year to meet and visit local people/places the children develop a strong sense of self, a curiosity for their environment and confidence when faced with different social situations. We believe these skills will then support future transitions including the move to a school setting.

School ready

Pinvin Community Pre-school classify school readiness as:

- having strong social skills
- being able to cope emotionally with being separated from their parents
- being relatively independent in their own personal care
- and having a curiosity about the world and a desire to learn.

We believe if children have these skills, once settled into school children will have the basic skills to build upon and become life-long learners.

The transition process

We are delighted to have excellent links with Pinvin First school and where possible we utilise their facilities, and join shared events so the children become familiar with the environment and teaching staff.

We continue to grow our relationship with other feeder schools to provide opportunities for transitional activities.

Some of the ideas we use to prepare children for the transition to school are;

- Read books on going to school.
- Introduce school uniform into the role play area.
- Share photos of the new schools.
- Invite teachers from feeder schools to come and visit the children for play dates.
- Participate in weekly story times with reception class (Pinvin first school only).
- Complete extensive transition meetings to include; class teacher, settings SENCO, safeguarding team.
- Produce an end of term report based on the child's daily experience named 'A day in the life of ... at Pinvin Community Preschool. This offers a window into not only developmental levels but what motivates the child to learn and identify where they may need a helping hand to ensure a smooth transition to school.
- Signpost parents to external support i.e. The BBC Bitesize lessons.

Covid-19 Response

In Summer 2020 the transition to school looked very different due to the enforced closures of schools and early years settings from March 2020. Planning ahead, in the event of further closures or restrictions to our normal procedures, we will do the following;

- Complete and extensive handover with feeder schools and parents through telephone consultation or zoom meeting.
- Arrange virtual activities and events with schools to familiarise families and children with key staff and routines. This may include story times, tours of the school or question and answer sessions.
- We will continue to offer support to our families through our on-line platforms, and 6 weekly key person consultations.
- We will work creatively with schools to provide the very best transition in such challenging times.
- We will reassure parents that children are resilient and the most important role they play is to nurture their emotional development through play and positive interactions.

Protecting Child Development through Covid-19

As we face the uncertainty of the Covid-19 pandemic we are yet to realise the true effects on our youngest children and their development. Families are struggling, each with their own challenges during this time and we must do all we can to support them in order to protect their child's development.

Communication and Language

In England, 1 in 4 children starting primary school are behind with their level of literacy development (language, communication and literacy skills), rising to more than 1 in 3 (42%) in some areas (*Department for Education, 2019*). The picture is similar in Wales, Scotland and Northern Ireland too.

National campaigns such as Tiny Happy People and Hungry Little Minds are being used to connect and educate parents on the importance of interactions with children through dialogue, story and rhyme. It is these language and communication skills that unlock literacy, improving outcomes for children.



[Hungry Little Minds – Simple fun, activities for kids aged 0 – 5 \(campaign.gov.uk\)](https://www.campaign.gov.uk)

[Activities for babies, toddlers and children - BBC Tiny Happy People](#)

[Nursery Rhymes and Songs - A to Z - BBC Teach](#)

These nationwide campaigns are more important than ever as parents juggle family life and work and as a setting we will continue to promote the importance of communication skills both in the setting and through our online channels of communication.

<https://www.facebook.com/groups/229653980822982/>

<https://www.youtube.com/channel/UCTcOBMjDwt7ad2o10pdAO4A/featured>

Children absent from the setting

For children absent from the setting we do have additional safeguarding measures in place found in our Child Protection and Safeguarding policies and procedures. However, in terms of child development we continue to support families through regular contact and updating on-line content so families can still connect with the setting.

Tapestry: We have created a new public page where parents can add images and text to share their lockdown adventures. This allows children to celebrate their achievements but more importantly see their friends and connect virtually.

YouTube: Story times and activities are published weekly so children and families retain the connection with preschool and key persons.

WhatsApp: We use this platform to share ideas within the team to improve the overall child's experience. Please note this is a closed group.

Facebook: We use Facebook to forward relevant information to parents from external sources. This may be words of affirmation and encouragement or ideas for activities and play.

Home-link: Weekly Home-links are sent out to all parents via email to ensure we remain connected and to inform them of important information and how to contact us.

Website: The website is kept regularly updated with key information to support families.

Children in the setting

We continue to care for children in the setting as directed by the government. It is business as normal with additional restrictions as per our policy; Covid-19 Response Update. We aim to create a calm space through our pedagogical approach where children are nurtured and their holistic and emotional development is protected.



Two-year old Progress Check

When a child is aged between two and three, educators must review their progress, and provide parents and/or carers with a short-written summary of their child in the prime areas of development, these areas are;

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. At Pinvin Community Pre-school we commit to involving you the parent/carer in this process and so will be requesting your input into this review to ensure we have the truest picture of your child.

Health visitor

Your health visitor will also complete a health and development review at 2-2½ years. It is useful for the reviews to be shared with your health visitor and ourselves. This is to support the new integrated approach through developing communication links between health, early years and parent/carers to provide an overall picture of the child's development.



The Process

1. When your child is 2 years and 4 months and we have a good knowledge of your child, your key person will contact you to book an appointment where you can discuss your child's progress.
2. Children can often present differently in the setting to what they do at home so we will ask you to complete and return a parent questionnaire which will help us to understand the 'whole child'.
3. The key person will meet with you for an informal chat about your child's progress, identifying strengths, and discussing how they have settled into pre-school life. If your child has already had a progress check by your health visitor this is a good opportunity to share this report.
4. The key person will then take all the information gathered and put into a Two-year-old Progress Report, we will ask you to read and sign if you agree the report is accurate. A copy will be then kept on file and a copy given to the parent.
5. We request that you place your copy of your report in the Red book issued by your health visitor.





Parental view

What are your child's strengths?

What does your child need help with?

How can we help you support your child?

What are your child's current interests and fascinations?

Do you wish to share any other information about your child?

Your Child's Key Person

DEFINITION

- ✓ A key person has special responsibility for a set number of children.
- ✓ A key person will ensure that your child's needs are recognised and met at each session.

MAIN DUTIES

- ✓ To help your child settle into the setting smoothly, helping them to integrate into the group.
- ✓ To be a point of contact so we are able to discuss and support both the child and family.
- ✓ To provide emotional needs to your child and to ensure the child's race, culture, religion, language and family values are being met.
- ✓ To observe, keep records and monitor the child's progress and talking and encouraging parents to participate in their child's development.
- ✓ To feed-back information that might be important to parents or any worries the key worker has come across.
- ✓ To work in conjunction with the parents in a statutory and professional manner.

IT IS IMPORTANT TO NOTE THAT A KEY PERSON DOES NOT;

- ✓ Shadow the children throughout the session.
- ✓ Only work with the key children they have been given.
- ✓ Prevent other adults from developing a relationship with the key children they have been given.

Sometimes it may be that your child's Key Person has changed, this may be due to a change in staff or your child's days, or that we have identified that your child needs support in a specific area that another person may be more equipped to help and support.

Your child's key person is:

Emily

We are delighted to be your child's key person and we look forward to getting to know you and your family.

We thought it would be nice if you knew a little bit about us!






Please come and say hello and feel free to ask us anything at all, we are here to help.



My name is Emily and I am level 3 qualified and enjoy sport and spending time with my friends and family.

I am the 2-year-old coordinator and have completed Ecat training. I have started my foundation degree and am looking forward to expanding my knowledge. I also work closely with Tracey our speech and language coordinator.

Development Milestones – Don't Rush me

<h2>I Am New</h2> <p>I'm a bundle of potential and need.</p> <p>I'm a consumer of information: I watch, listen, touch, taste, and smell.</p> <p>I'm a busy brain driven to learn.</p> <p>I'm a scientist and problem solver.</p> <p>I'm hope and joy personified.</p> <p>(Nurture Me)</p>		<h2>I am 3</h2> <p>I am not built to sit still, keep my hands to myself, take turns, be patient, stand in line, or keep quiet.</p> <p>I need motion, I need novelty, I need adventure, and I need to engage the world with my whole body.</p> <p>Let Me Play (Trust me, I'm learning)</p>	
<h2>I am 2</h2> <p>It's not easy. I'm realizing the world no longer revolves around me like it did when I was younger.</p> <p>Still, life's not so terrible. It's just a bit complex and overwhelming at times.</p> <p>I'm trying to understand the world and my curiosity and drive sometimes look like <i>trouble</i>. I'm a force to be reckoned with, a busy brain on the go.</p> <p>(Don't underestimate me)</p>		<h2>I am 4</h2> <p>I'm a smooth talking, agile, and observant seeker of adventure.</p> <p>I'm kind of a know-it-all... as in I <i>want</i> to know it all.</p> <p>I have more questions in me than you have answers.</p> <p>I'm perceptive enough to sense this can frustrate you, but please don't discount my inquisitiveness.</p> <p>(Challenge me)</p>	
<h2>I am 1</h2> <p>I'm a curious, observant, energetic, determined, focused, and sometimes stubborn scientist.</p> <p>I'm a natural-born learning-all-the-time explorer of stuff...an insatiable consumer of sensory experiences.</p> <p>I'm a highly evolved and very capable future adult, eager to engage the world.</p> <p>(I'm <u>not</u> a little baby)</p>		<h2>I am 5</h2> <p>I'm a risk taker and mess maker.</p> <p>I'm a confident doer of exciting things. I'm not built for desk sitting. My busy brain craves action and novelty.</p> <p>I'm not as grownup as some people think—I still need to play, move, and explore.</p> <p>(Don't Rush My Childhood)</p>	