

DEEPPLAY.®



The Early Years Foundation Stage [EYFS] is the mandated curriculum for Early Years providers. EYFS brilliantly defines 'WHAT' is required of Early Years Practitioners. However, EYFS does not offer 'HOW' a practitioner should implement the curriculum to ensure each individual child reaches their full potential for school readiness and beyond.

DEEPPLAY is the Jadela Juniors holistic ethos of 'HOW' we develop our children and implement EYFS.

N.B. Each aspect is equally important to the next and the ordering is only relevant to spell out the 'aide memoir' acronym DEEPPLAY.

DIET - What you eat is what you are!

A healthy, nutritionally balanced diet appropriately feeds the mind, body and soul. Eating unhealthy by consuming high sugar, high fat, high salt content, low vitamins, low protein, low essential mineral foods adversely affect behaviour, attention span, learning, physical development, social interactions. The correct alternative is to drink plenty of fresh water, eat appropriate portion sizes, eat regularly, eat healthily, eat freshly prepared nutritional foods and your child will develop as you have never seen them before. Remember - You are what you eat!

EXERCISE – Get up. Get out. Get going.

Physical exercise drives the body to develop and grow. Every part of you benefits from regular strenuous exercise. Make play physical, inside and out, through activities involving dance, running, balancing, climbing, jumping, slithering, rolling, building, kicking, throwing and catching. When the children are getting hot and sweaty during their physical play you know they are gaining the benefit from the exercise they are enjoying.

EXPLORATION - For a young child, everything in the universe is new.

We, as adults, so easily forget that when you are young everything around you is new and unexplored. All the things life has taught you and you now take for granted are the very things your child is waiting to discover for the first time. Changing your perspective to recognise that your child will delight in the mundane, thrive on the ordinary, excite at the usual, and often want to repeat, repeat, repeat that experience is at the heart of their learning. Life is an adventure waiting to be discovered. The universe is full of wonders. Even today, at whatever age you are, there are more things undiscovered and unknown to you than you have ever learned in your entire lifetime. You just must remember how to look. For a child, their eyes are already wide open. We, as adults, just need to help direct them sometimes along another path of wonder and discovery. And you never know, your eyes maybe opened too!

PROCESS – Process NOT Product.

The product of any process is not relevant it is the journey from the beginning to the end that is important. Learning a process (how to do something) is where all the learning takes place. What the final outcome actually looks like is totally irrelevant – it does not have to look 'good', 'neat', 'symmetrical' and most especially NOT 'the same as all the others. We are all individuals and Children.

PLAY - If you have forgotten how to play, you have forgotten how to live.

Adults gradually lose their ability to play if they do not reengage life with the same wonder they had as a child when the world was new and fresh. Regaining that insight and excitement, as you share in your child's delight and amazement, will significantly enhance your ability to engage your child in their discoveries and development. Unhindered play is the heart and soul of all learning. Adding your agenda or perspective is a very natural and normal reaction or instinct. However, allowing your child to direct and drive their play, without you hindering that process by you taking the lead, will significantly enhance your child's self-esteem and learning experience. That does not mean you do should not interact or engage, it means you help to extend their learning with your knowledge and experience subtly whilst they direct you along their chosen learning journey path.

LAUGHTER - If it isn't fun, it isn't done.

When you are having fun your mind and body are at their most receptive. In this state of mind your child wants to engage, loves to learn, wants to be involved and most of all wants to do it again and again and again. Everything looks different when you are laughing. Being happy and full of fun opens up a world of opportunities to enjoy learning and to develop socially. Being sad and miserable closes every avenue for interaction and understanding. That is why you should never try to reason with a child having a tantrum – it doesn't work and only makes you more frustrated! Only when children are happy, enthused and contented can they begin to learn effectively - that is when they are their most receptive.

ALL WEATHERS - There is no such thing as bad weather, only inappropriate clothing.

Children need to experience the world in all its amazing wonders. Everything looks, feels and smells different as the seasons and weather situation changes. Hot, warm, cold, windy, foggy, wet, snowy, icy – in every type of weather there is something new and exciting to discover. It isn't the weather that is the problem, it is the way we are dressed for our body to remain comfortable whilst we are experiencing the weather that is the problem. So being correctly clothed allows us to be out in every weather situation and experience as much of our world as we can.

YES – we Care, we Share and we Prepare.

Finally, the reason Caring, Sharing and Preparing are at the centre of the diagram is because these three aspects are at the heart of our provision.

Caring, Sharing, Preparing

We care passionately about the childcare we provide to every child, and their parents, who join the Jadela Juniors 'family'. We never forget that each child in our care is your 'most treasured creation'.

- To achieve this, we will keep your child safe, happy, respected, secure, engaged, fed, exercised and entertained.

We share as much information and advice as we possibly can with our parents, to enable you to have a thorough understanding of your child's very precious time whilst away from you and in our care.

- To achieve this, we utilize daily diaries, emails, texts, phone calls, photographs, arrival and departure discussions, Development and Learning Journals, written Communication Logs, our website, posters, home visits and statutory two-year-old assessments.

We prepare your child to develop, grow, expand and learn in all areas of the Early Years Foundation Stage [EYFS] aiming towards school readiness and meeting all 17 of the EYFS learning goals.

- To achieve this, we use play as the backbone for all your child's development.
- We always provide a healthy, nutritionally well-balanced diet to fuel your child's growth and development.
- We always use positive reinforcement (that is immediate praise and recognition for doing something correctly, so your child fully understands what we mean by doing something well) to emphasize progress not dwell on the negative.
- We always maintain consistency (that is 'no' means 'no' not 'maybe', a 'rule' is a 'rule' not an 'option', when we say something will happen - it does, even if it is a little later rather than immediately) to ensure that life at Jadela Juniors is fair, understood and unambiguous.
- We always ensure everyone is equally included, equally respected and equally listened to.
- We always use good manners and promote sound British Values in all aspects of our care.
- We always ensure everyone equally respects each other and learns patience, tolerance, sharing and taking turns.
- We have never used smacking – ever! Not with our own children or grandchildren and most certainly not with our childminded children. And we insist that no adult uses smacking with their child anywhere on our premises.
- We always use thinking time and discussion to address inappropriate behaviors. That is, we intervene immediately, remove your child from the situation, sit your child down wherever that is, wait for one minute per your child's age in thinking time. Whilst your child remains quiet, calm and reflective about their actions, we focus our attention on the other party involved. Then, we discuss the situation with your child, reaffirm the correct and appropriate way to behave, we consider the other person's perspective and how the action would have felt for them. Finally, your child apologizes for their actions to the other person involved.

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Jadela Juniors Childminding

www.jadelajuniors.co.uk

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