



Job Title : Nursery Practitioner = Early Years Practitioner = Nursery Nurse

Qualifications: DfE recognised Level 3 Qualification (or higher)

<https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications>

Responsible to: Helen O'Hagan & Judith Stewart

“At Sandcastles we believe that young children develop and learn best through play and first-hand experiences with the companionship of other children and the support of enthusiastic inspiring adults.

At Sandcastles we offer children space, freedom with responsibility, autonomy with comradeship, companionable adults who have understanding of how children develop and learn. We are honoured to share in your child's new discoveries, sympathise with setbacks and upsets, and prepare the nursery inside and out for each child's interests and needs.

Play is an integrating mechanism in children's learning, bringing together social, emotional, sensory, linguistic and physical development. Play is children's work. Play is our work.”

ROLE SUMMARY

- *To deliver high quality early years care and education following the Early Years Foundation Stage and current best practice guidance.*
- *To work in partnership with parents, carers and Sandcastles colleagues to deliver the Every Child Matters agenda.*

KEY DUTIES/RESPONSIBILITIES

The post holder must be capable of working on his/her own initiative, sometimes to deadlines, whilst maintaining a high level of confidentiality and discretion at all times.

1. Interact, engage and play with children, inspiring and extending their thinking. Offer constructive and sensitive feedback to help children recognise what they have achieved and think about what they might do next.
2. Have high expectations of all children and demonstrate commitment to ensuring that they achieve their full potential.
3. Establish and sustain a safe, welcoming, nurturing and stimulating environment where children feel confident, secure and inspired.

4. Use observation and other strategies to monitor and document children's activity, development and progress systematically and carefully, and use this information to plan your teaching of children.
5. Plan and provide safe, appropriate adult initiated experiences and opportunities indoors, outdoors and in out-of-setting contexts, which enable children to develop and learn. *Working with young children much of your 'planning' is your response to children's interest 'in the moment'.*
6. Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion.
7. Maintain a safe, hygienic, well ordered learning environment for children. Prepare snacks and meals safely with attention to allergies, food safety and children's preferences.
8. Monitor and actively support the development of children's language and communication skills through both daily conversations and planned screening and support strategies.
9. Promote positive behaviour, self-control and independence using effective and respectful behaviour management strategies to develop children's skills.
10. Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting.
11. Safeguard children by recognising when a child is in danger or at risk of harm and know how to act to protect them.

This list of duties is not intended to be exhaustive, but indicates the main areas of work and may be subject to change after consultation with the post holder to meet the changing needs of the service.

KEY RELATIONSHIPS

- Establish fair, respectful, trusting and supportive relationships with children, their families and your colleagues communicating sensitively and effectively.
- Support our culture of listening to children, paying attention to what they say and valuing and respecting their views.
- Role model the positive values, attitudes and behaviour which the setting expects from the children.
- Collaborate with our team supporting colleagues throughout the working day.

Standard detail / content common to all Sandcastles Job Descriptions

Job Activities

1. To promote the organisation's Safeguarding and Equal Opportunities policies.
3. In discharging the duties of the post to have due regard for the provisions of Health & Safety at Work legislation, General Data Protection legislation etc, as detailed in our Health & Safety and GDPR policies.
4. To undertake such additional duties as required which are commensurate with the grade and responsibilities of the post.

Sandcastles Key Person role in detail

The main aim of our key person system is to create a "family" atmosphere. When assigning key people we take into account existing staff-family relationships, the sessions that the child attends, the hours the team member works and the compatibility between the child, parent/carer and the team member.

What does the Key Person role mean:

For the baby or young child

The key person makes sure that, within the day-to-day demands of the setting, each child for whom they have special responsibility feels individual, cherished and thought about by someone in particular while they are away from home.

For the parents and close carers at home

The personal relationship key people build with their individual key children empowers children to explore and encourages parents to feel greater 'peace of mind' knowing that their child is in the care of a trusted familiar adult. Though this system families and key people form a partnership holding the child at the centre.

For the key person

The key person role is intense, involving hard work and a big professional and emotional commitment. You are likely to have a powerful impact on the child's well-being, their mental health, and their opportunities to think and learn. The trust you build with parents may lead them to seek your professional advice and reassurance.

The key person approach does not mean that attachments with parents will be undermined. In fact, this works the other way round: attachments at home and in the early years setting can support each other.

The key person approach does not mean that the key person should be with their key children all the time. Once confident in our environment children benefit from, interactions with other adults and children in the setting.

The key person approach does not mean that children are not allowed to make close relationships with other adults. Children choose who they want to attach to and these choices should be respected.