



AIMS, VALUES AND PRINCIPLES

(Fundamental British Values in the Early Years)

I aim to provide a varied learning environment and resources which enable children within my setting to feel safe in a safe and secure environment, stimulated and to help them to thrive. My setting aims to help children to be healthy, safe, enjoy themselves and to achieve their goals whilst making a positive contribution within the EYFS frame work.

I aim to help the children to keep themselves safe by use of established excellent safety routines and my Health and Safety policy. This policy covers safeguarding children, as does my Child Protection policy. All children in my care, including toddlers, learn how to behave safely in the garden. My close support protects the children while they master skills and develop awareness of their own abilities. I aim to help the children enjoy a healthy lifestyle, and help them to benefit from a well arranged environment that enables them to spend a lot of time outside. By providing a clean and welcoming environment, I aim to enable them to learn the importance of good personal hygiene routines, to minimise the risk of cross infection. By doing all of this, I aim to keep the children safe and healthy.

At my setting, examples of good practice are identified and used as a model for others. I actively collect input/feedback from the parents/carers of the children attending my setting and find it a valuable tool for improvement. I believe a strong childminder – parent/carer partnership, based on information sharing, is a great support for children within my setting.

I am to provide a caring, relaxed, well arranged, equality of opportunity environment which enables individual children to learn and develop and where their ideas and input are valued, encouraged and appreciated. This, I believe, lays down a secure foundation for future learning at nursery and school.

I am sensitive to children's individual development and I provide activities that are tailored to meet and support their individual needs and capabilities, including any special educational needs or disabilities. These follow the Early Years Foundation Stage (EYFS) and philosophy of learning through play, together with age appropriate boundaries, house rules and daily routines which flow with each child's needs.

I actively promote British Values/shared values at my setting.

These are:

Democracy – making decisions together (valuing each other's views etc)

Rule of law: understanding that rules matter (and why) (distinguishing right from wrong etc)

Individual liberty :freedom for all (encouraging children to develop a positive sense of themselves etc)

Mutual respect and tolerance: treat others as you want to be treated (creating an inclusive environment etc)

I am aware that I am to have a due regard to the need to prevent people from being drawn into terrorism (THE PREVENT DUTY). I will follow the current guidance provided and I am currently awaiting documentation as to how this should be undertaken, within the EYFS framework. Once received, I will follow this guidance also.

“The Department for Education has [published](#) advice for schools and providers on the Prevent Duty which came into effect on 1st July, 2015. Schools and childcare providers are already responsible for keeping children safe, including from the risks of extremism and radicalisation, and for promoting the welfare of children in their care. The Prevent duty will reinforce these existing duties by spreading understanding of the risks and current good practice across the country. This [advice](#) is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this”

