

Windsor Nursery School

Our identity and ethos - Who are we and what do we believe?

Windsor is a really special place for young children to learn because:

- We all **like children** and feel privileged to work with children!
- Children **learn through play** - we are passionate about affording children opportunity to play! Children here **experience the excitement and challenge of learning**.
- We are positive thinkers and **relish adventure, possibility, learning** and **'learning about learning'**.
- Our community has a wonderfully rich range of cultures, languages and experiences. **Windsor belongs to its community and is a celebration of it!**
- We have an embedded **secure ethos** of **appreciating each individual child**. We believe **each child is a competent learner**. We know each child needs us to believe in them, needs other children, caring adults with high expectations, time, space, generous resourcing and a sense of freedom to play. We give them these.
- We see **parents and carers** as the children's most enduring educators. We give them our respect, and seek to learn from them and with them while sharing our knowledge also. Together staff, parents and carers and children share an on-going conversation about each child's learning.
- Together we work to capture and note important moments in their child's early learning in a **Learning Journey** book unique to each child, and one which they own. Each child is supported to look back regularly at their Learning Journey at home and at nursery and see evidence of themselves as capable learners, as unique, valuable individuals and important members of their learning community. These Learning Journeys belong to the child for ever.
- **We celebrate every child!**

We walk the path of learning together, with heart and head.

- We have a highly **motivated, highly trained and experienced team who work together** as a dynamic team. Our team of leaders, educators and practitioners are very sensitive to and notice the little things young children show and tell us, have a hunger to know the children as unique individuals and a fascination to deepen their understanding about how each child learns. We use our constant learning to help children have great learning experiences and great outcomes.
- Our **ethos is inclusive- every child and adult is important to us**. Our actions and provision grows around our value for, and our knowledge of, each child. We work quickly to see, and together with parents to learn about and further understand **children's special educational needs and disabilities (SEND)**. **We think and act positively** to enjoy the unique personality of every individual and work rapidly and creatively to find ways to respond to and meet SEND with care and warmth. We are proactive in seeking to work with the right specialists; we know how to work together and do so well.
- Our **team work together, research together and train together**. Team members also engage in **research and training** beyond the school with others and study alone. The sum of our work is an immensely **rich learning environment** in Windsor and so much more than we could each offer individually.
- Our team have an understanding of **children's social and emotional development** and the importance of **secure attachments**. Every child has a key person who: takes that extra trouble to get to know and understand them; builds a two way relationship with their parents/carers to work in partnership in support of their child; holds the child in mind every day; is an advocate for them; holds ambition for them and ensures our provision is truly responsive to their individual learning needs. **The key person-child-parent/carer relationships are very strong!** Each key person has a leader and team colleagues to support them.
- Every team member has robust knowledge of children's **language development** and is skilled in noticing, listening to and interpreting what children are communicating. We understand the need to give the children reasons to talk, skills and the vocabulary to do so, and always prioritise the need to respond with care to build children's confidence as competent thinkers, contributors and communicators. **Windsor is a communication rich environment!**

- We see the **range of languages and cultures** that children and parents hold as an asset, and together are inventive in ways we can communicate and learn about life in different cultures and countries. We see and believe in the flexibility of children and the learning outcomes of children who are nurtured in their home language as well as learning English. We seek opportunities to improve our practice and are actively engaged in the process of achieving the **Schools of Sanctuary** kite mark.
- We **appreciate both boys and girls as strong capable learners**. Our generous learning environment and curriculum has and continues to be shaped and enhanced by the motivations and needs shown by boys and by girls, and we feel richer for this.
- **We embrace challenge together**. We work to **develop courage to learn**; to embrace the fear uncertainty may present. **We see challenge as opportunity and risk competency as an essential skill for life**.
- We are **passionate in our commitment of providing a generous environment** of challenge; possibility; resourcing; interested, knowledgeable and skilled adults; space; time; opportunity for practice and the freedom to take learning into uncharted territory. We are getting better at this every day!
- We have a **wonderful big garden** and forest adventure area which is resourced and supported to offer great possibilities for **learning in the outdoors**. We work to provide rich possibilities to feed children's inner motivations to adventure, journey, look out, imagine, tell stories, feel empathy with wildlife, find and make collections, make rituals and feel at home in the outdoors.
- We give children the time, freedom, support and supervision to **experience the natural world** through all the seasons and conditions. We equip all children with warm waterproof and mud proof clothing for all weathers. Children are invited to and supported to learn about judging risk and how to keep themselves safe from harm. We know children need to **move to learn** and we feed their opportunity to **learn to move**.....to learn!
- We really care about, and work in many different ways to **keep children safe from harm**. We actively work to share with parents/carers ways we can work in partnership together to keep children safe. We have clear processes and are well organised for the health and safety of all school users and the safeguarding of children. We work closely with partner agencies to ensure the right level of safeguarding support at the right time. We keep our knowledge and skills current through attending training and are always open to new learning and guidance.
- We are so fortunate to have a **vast range of knowledge, experience and skills on site** within the team. We also **work in partnership with other teams, professionals and specialists** beyond the centre. We are learning all the time through working together and the timely response and support we can give is greatly strengthened through these partnerships.
- We embrace that in life we know **change is a certainty**; we actively work to grow every individual's resilience through change. Children and adults at Windsor help each other to bounce back when things feel tricky and to face challenges.
- We are persistent in building and developing **relationships with local schools**, with whom we share practice and most essentially to enable **strong transitions** and continued momentum for children moving on.
- We actively seek links with Early Years providers locally and nationally, with whom we can work to improve and **develop the most effective practice**. We are an 'Early Childhood Outdoors' pioneer setting, and work together with the group of Wolverhampton maintained nursery schools.
- We set ourselves ambitious targets and we want to, and **work to improve all the time**. We actively search out and invite unique people, each with specialist skills and experience, from near and far, to come and work as **improvement partners**. They work to get to know Windsor and question and challenge us, helping us to see and think in different ways about what could be better and how.
- We have a highly motivated **team of governors**, who are a culturally diverse group of men and women who each know this community well, are all strong thinkers with different viewpoints and are all highly motivated volunteers. They ask leaders difficult questions, steer the school to keep improving and ensure the best use of our funding, all to make sure we the children get the best chances for learning and strong outcomes.
- **Because of all these points, all children make strong or exceptionally strong progress during their time at Windsor.**

Windsor is a place of irresistible learning and belonging. We welcome you!