



## **Starting Point Childcare Centre's Ethos Policy**

Starting Point Childcare Centre warmly welcomes children and their families from all faiths and none. We believe that that young children benefit greatly from a multicultural and multi-faith environment. Starting Point values the potential in every child and recognizes its individual uniqueness. We aim to foster an approach to co-operative behavior that respects the differences between individuals. Our goal is to facilitate the development of individual children in their emotional, moral and intellectual abilities.

Starting Point recognizes that's children grow in a range of diverse family structures, these include two parent and single parent families, same sex parents and extended families, whilst other children live with other relatives, foster carers or having been adopted. We also recognize that some children have special educational needs or disabilities, or may be living with a parent or carers that are affected by disability or special educational needs also.

The intention of Starting Point is to provide a basis for education and promoting a positive view for children towards education through play. Our focal point is to recognize that each individual child is unique and endeavor to encourage each individual to progress to their own potential, by supporting children in their move towards independence within a safe and secure environment where every child will be treated with respect, regardless of their race, religion, culture, ability, mother language, family background and gender.

Starting Point respects that each individual child when entering nursery/preschool will have had a range of different experiences and will already have learnt a great deal from their primary carers, enabling them to

have varying skills and interests. Taking this on board, we aim to develop their skills by offering new experiences within the educational environment. We understand that children learn in many different ways and practitioners play a crucial role in developing their learning, through a range of teaching and care strategies with a good knowledge of child development.

Children enhance their knowledge through play, talking, observing, questioning, experimenting, testing, repetition, reflection and responding to adults, as well as each other. Practitioners therefore will plan learning experiences around the interests of the children, taking into account the child's achievements and offer a range of experiences that will help them to develop and progress. We believe that well planned play is paramount in children's enjoyment of learning throughout the foundation stage.