Quality Provision Policy

Grass Roots Nursery Group

1. Purpose

This policy outlines how Grass Roots Nursery Group ensures consistently high-quality provision across all settings. It sets out the principles, expectations, and processes that underpin our environments, interactions, routines, and professional practice, ensuring children experience safe, nurturing, and enriching early years education.

2. Statutory Responsibilities (EYFS)

Our approach reflects the statutory requirements of the Early Years Foundation Stage (EYFS), including:

- Safeguarding and Welfare Requirements
- Learning and Development Requirements
- Promoting children's health, safety, and wellbeing
- Ensuring high-quality environments and interactions
- Meeting individual needs and ensuring inclusion

High-quality provision is essential for children's development, wellbeing, and readiness for future learning.

3. Our Approach

Practitioners at Grass Roots Nursery Group are expected to:

- build warm, respectful, and responsive relationships with children
- create and maintain enabling environments indoors and outdoors
- use high-quality interactions to extend children's learning and thinking
- follow consistent routines that support children's wellbeing and independence
- uphold safety, hygiene, and safeguarding standards at all times
- reflect on their practice and seek support or guidance when needed
- contribute to a positive, collaborative team culture
- ensure all children are included and able to participate fully
- model curiosity, kindness, and emotional regulation

Leaders support staff to meet these expectations through coaching, supervision, and ongoing professional development.

4. Key Principles of Quality Provision

Warm, Responsive Relationships

Children thrive when they feel safe, valued, and understood. Practitioners build secure attachments, respond sensitively, and support children's emotional wellbeing.

Enabling Environments

Our indoor and outdoor spaces are thoughtfully organised, accessible, and rich in opportunities for exploration, independence, and deep-level learning.

Consistent, Predictable Routines

Routines provide security and help children understand their day. We balance predictability with flexibility to meet individual needs.

High-Quality Interactions

Practitioners use modelling, conversation, sustained shared thinking, and rich language to extend children's learning and thinking.

Inclusive Practice

We ensure all children can participate fully, with reasonable adjustments made to meet individual needs, including SEND, cultural needs, and dietary requirements.

Reflective, Skilled Practitioners

Staff engage in ongoing professional development, reflective practice, and coaching to maintain high standards.

5. Enabling Environments

High-quality environments at Grass Roots are:

- well-organised, with clearly defined areas
- accessible, allowing children to choose and return resources independently
- rich in open-ended materials that promote creativity and problem-solving
- calm and purposeful, supporting focus and engagement
- inclusive, reflecting diverse cultures, families, and experiences
- safe and well-maintained, with regular checks and risk assessments

Outdoor provision is valued equally to indoor learning and is available daily.

6. Interactions and Teaching Practice

Practitioners:

- build warm, trusting relationships
- observe children closely to understand their interests and needs
- join play sensitively to extend thinking
- model language, vocabulary, and communication
- support turn-taking, cooperation, and emotional regulation
- encourage independence and resilience

- celebrate effort, curiosity, and persistence

Interactions are intentional, respectful, and rooted in knowledge of child development.

7. Routines and Daily Experiences

Routines are designed to:

- promote security and predictability
- support self-care and independence
- provide opportunities for learning within everyday moments
- ensure smooth transitions between activities and spaces
- meet children's physical and emotional needs

Meal times, nappy changing, sleep routines, and transitions are treated as relational, learning-rich moments.

8. Inclusion and Individual Needs

We ensure:

- reasonable adjustments for children with SEND
- adaptations for allergies, medical needs, and dietary requirements
- culturally responsive resources and experiences
- equal access to all areas of provision
- sensitive support for children who may need additional reassurance or regulation

Every child is supported to participate fully and confidently.

9. Leadership and Monitoring of Quality

Leaders ensure high-quality provision through:

- regular room walks and environment audits
- coaching, modelling, and mentoring
- supervision and reflective discussions
- monitoring of interactions, routines, and wellbeing
- reviewing planning, observations, and assessments
- gathering feedback from children, staff, and families

Quality is monitored continuously, not only during formal reviews.

10. Continuous Improvement

We are committed to ongoing improvement through:

- reflective practice
- professional development

- team discussions and peer observations
- responding to children's changing needs
- learning from research and sector best practice
- reviewing policies, environments, and routines regularly

Quality provision evolves as our children, families, and communities evolve.

11. Links to Other Policies

This policy should be read alongside:

- Learning and Development Policy
- Special Educational Needs and Disabilities (SEND)
- Child Protection and Safeguarding
- Health and Safety Policy and Procedures
- Promoting Positive Behaviour
- Food Play Policy
- Key Person System
- Equality and Inclusion Policy

These policies work together to ensure children experience safe, nurturing, and high-quality provision.

12. Review Cycle

This policy will be reviewed annually, or sooner if required due to changes in legislation, EYFS guidance, or best practice.