



ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL & NURSERY

EARLY YEARS

Updated by	L. Sims
Updated when	March 2025
Ratified by	n/a
Ratified when	n/a
Signed by	L. Sims
Next Review Date	March 2026
Statutory Policy	Yes
On school website	Yes

COURAGE

RESPECT

HOPE

ENJOYMENT

COMMUNITY

Intent

“It is vital that we get to know and value all young children. All children learn more in the period from birth to five years old than any other time in their lives. If children are at risk of falling behind the majority, the best time to help them catch up and keep up is in the early years. Every child can make progress, if they are given the right support.”

“When we succeed in giving every child the best start in their early years, we can give them what they need tomorrow. We also set them up with every chance of success tomorrow” (Development Matters 2020)

St Paul’s Church of England Combined School and Nursery recognises that the period from birth to five is one of continuous and rapid physical and intellectual growth. In particular the years under five are firmly established in research evidence as the most critical period for development. By the time the children are of statutory school age the foundations have been set for mental and physical health and attitudes to life and learning. These early stages are very important. We are committed to providing an engaging, motivating and creative early years provision for our children.

‘There is a world outside the child but a universe within’ – Source unknown.

Through the implementation of this policy we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Objectives

The outcomes of the policy are to be seen in the day-to-day work and interactions of the Nursery and Reception Class. Its success is to be judged by what the children know, can do and understand; the ways in which the staff respond to children and work with them and in the quality of the learning environment provided. Therefore, at St Paul’s Church of England Combined School and Nursery our work results in children who: -

- Are happy!
- Have a growing sense of self-esteem and self worth.
- Demonstrate increasing independence and the ability to show initiative.
- Show confidence in making choices and in giving reasons for decisions and actions.
- Use space, materials and resources both indoors and out with greater confidence and control.
- Co-operate with other children leading to instances of collaborative play as well as working independently.
- Are confident to work with different adults and to express their ideas and preferences.
- Have an increasing span of involvement and perseverance.
- Are able to reason and apply knowledge in solving everyday problems.

- Observe, explore and discover for themselves. Talking about the wonders they see around them.
- Are successfully acquiring the knowledge, skills and attitudes, which lead towards, and go beyond the 'Early Learning Goals'.
- Are confident talkers with a growing language and vocabulary.

Principles

Our early years curriculum in both Nursery and Reception is planned and based around our school vision, values and Christian ethos. It is also based shaped by four overarching principles of the Early Years curriculum.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independently through positive relationships.
 - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/ or carers.
- We recognise the importance of all areas of learning and development. Children develop and learn at different rates. Our practice is informed by the EYFS framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities.



Roles and Responsibilities

The **governing board** will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Early years foundation stage \(EYFS\) statutory framework](#)' in line with statutory requirements.

The **headteacher** will be responsible for:

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.

- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The **EYFS lead** will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.

- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

The **key person** will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents.

All **teaching staff** will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
 - The DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein.
 - The DfE's current '[Early years foundation stage profile handbook](#)'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

Learning and Development

Curriculum Planning

Provision and practice within the early years will be centred around the requirements of the DfE's 'Early years foundation stage statutory framework'.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

Prime areas – defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

- Communication and language

- Physical development
- Personal, social, and emotional development

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

Beyond this, at St Paul's we believe children learn best through first hand experiences. We build on the learning that children bring with them to Nursery. Our planning is 4-fold. It is derived from the curriculum that we have planned for our children based on the knowledge and experiences that we want them to have and learn, on observations of children and interests that we see, on our 5 enrichments and on spontaneous experiences that are influenced by our skilled practitioners. We find as many opportunities as we can for learning in the daily routine and utilise all elements of the school and Nursery Day to aid learning. The children learn through a mixture of adult led learning and child-led learning and the importance of adults in this child led play is highly regarded for the development of language, learning and skills. Our aim when planning the curriculum and learning experiences for our children is to: -

- Enrich their experiences - building on all that has gone before.
- Consider the whole child (social, physical, intellectual, moral and spiritual) in planning our provision.
- Extend their learning based on our observations and next steps.
- Support the growth of their self-esteem.
- Provide wide experiences which are rich contexts for learning and have real meaning for the child.
- Provide an interesting relevant environment in which they can be actively involved in their learning, i.e., exploring, talking and playing.
- Help them to identify their achievements and celebrate success.
- Foster intrinsic motivation encouraging planning and making choices and decisions.
- Consider the implications of all aspects of the Early Years provision.
- Harness the children's natural curiosity through creative and new experiences that create awe and wonder in our children.
- Develop positive attitudes to learning by praising learning attitudes when we see them e.g., concentration, perseverance, careful thinking.
- Reflect on which different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

Early Language, Reading And Maths

At St Paul's C of E Combined School and Nursery, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other. We value the importance of narrating the children's and our own play and of using stories to develop language. We use drawing/ scribble club as a tool for drawing more language from stories. We also use Neli Preschool as a tool to invigorate our children's language development.

For early phonics teaching, the school and Nursery follows the Anima Phonics scheme to ensure that we are effective in teaching children to be successful early readers. We begin with phase 1 with all children in Nursery and progress to phase 2 if we think they are ready. The Phase 2 curriculum then continues through into Reception, progressing on to Phase 3,4 and 5 as well. All phonic sessions provide the children with the element to revise, learn something new and apply this new learning.

Home reading materials ensure that the children are given reading books that reflect their phonic knowledge, so phonics is the only strategy used for decoding. The children start by taking home sound blending books and by term 2 they take home reading books that have been matched to their phonic ability. The school also places an importance on the development of early comprehension skills; in line with the Revised Framework to ensure that children are able, to comprehend what they read and listen to. This sits alongside the development of children's speaking, listening and language skills which are crucial for developing children's comprehension and vocabulary, with a specific focus on closing the vocabulary gap for children starting school with less experience of a language rich environment.

We develop the children's story telling skills using varying techniques and prompts to encourage the children to make up their own stories. Adults strive to promote a love of reading through daily story time and carefully chosen books within the learning environment. Teachers closely monitor children's progress in reading by reading with them and regular phonics assessments in order that interventions are implemented to address gaps in learning promptly. Advice is sought from the inclusion team where these do not prove successful. We also foster a story led curriculum using texts to enhance other learning and activities each week.

Maths is taught through a range of experiences including using opportunities in the daily routine, songs, finger plays, real life problems and scenarios in play and also through discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment. We recognise that Maths can take place in any environment and we promote the use of learning maths skills through play-based opportunities. As with phonics, children experiencing any difficulties are identified early and support measures are put into place. Teachers target specific questions at individuals in whole class teaching, extending the children's understanding, allowing key mathematical concepts to be revisited and developed across the year. We use the NCETM and white rose schemes to plan skills progression but we plan our own teaching and learning experiences using natural materials and some ideas from EY maths specialist Karen Wilding.

Play

We believe that it is vitally important for adults to support children's learning through play. We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. When playing, children behave in different ways. Sometimes, their play will be lively and interactive, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals, the desired outcomes for the end of the EYFS. We believe that purposeful interactions with adults will be crucial in scaffolding the children's learning through play and will help them to make positive steps in their own developmental journey.

The learning environment

St Paul's recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

We provide a safe and stimulating environment that fosters and values active learning, exploration and play where children can create, make links and develop critical thinking skills.

Early years Practitioners ensure that learning environments are well organised, suitable for group, individual and whole class learning with easily accessible resources utilised to encourage independence.

At all times children have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resources areas including -

- Permanent facilities for a wide range of activities.
- Areas for reading, maths, writing, music, art, imaginative play, cookery, loose part play, construction and quality talk but provision for reading, maths and writing can be found throughout all areas.
- A large safe outdoor play area with a wide range of equipment and resources to extend the children's experiences in the seven areas of learning
- An excellent selection of good quality books and teaching materials.
- Separate areas for small group teaching.
- Well organised resources which enable children to make choices, explore open ended play and take responsibility.
- A calm area where children can go to regulate emotions if needed.

Characteristics of Effective Learning

We uphold the view that learning is underpinned by the characteristics of effective learning. In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

The 3 characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance. It is our aim that children leave the EYFS with:

- a positive 'can do' attitude to learning
- a willingness to take risks and make mistakes
- high levels of engagement in a task where they can practise and build up concepts, ideas and skills
- perseverance
- a love of learning
- ideas of their own, that they can plan and follow through
- an ability to express fears to relieve anxious experiences in controlled and safe situations

We use the characteristics of effective learning dinosaurs through from Nursery to the end of KS1 to help the children to familiarise themselves with these learning behaviours and to help the children to relate to these learning behaviours and understand the importance of perseverance, thinking carefully, planning, concentrating and problem solving.

Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace. It will also value different faiths and religions as well as challenge gender stereotypes and discrimination of any kind.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child moving forward.

Parents are kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

When undertaking assessment activities, all staff members will have due regard to the school's Early Years Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' for that year.

Staff expectations

'No job is more important than working with children in the early years.' – Development Matters

To promote effective learning St Paul's Nursery expects staff to: -

- Build positive relationships with the children and parents, sharing key information back and forth about the children and also building relationships with the children based on mutual respect.
- Demonstrate values and attitudes that are in keeping with the ethos of the school.
- Involve themselves in adult and child-initiated activities, modelling positive attitudes towards play and learning skills appropriate to the age of the children.
- Take part in professional dialogue meetings about key children to analyse development and next steps.
- Monitor and evaluate the quality of their interactions and children's response.
- Use observations of children to inform curriculum planning and their key children's next steps.
- Use next steps to plan appropriate adult led activities.
- Work together to ensure consistently high expectations of learning and behaviour.
- Organise children for adult led activities in ways which are appropriate for the learning intentions.
- Provide opportunities for appropriate and engaging adult and child directed activities.
- Provide opportunities for a child to work on their own and with others for sustained periods of time.
- Provide opportunities for first hand experiences both indoors and out - practical activities, problem solving, discussion and purposeful play.
- Have access to and opportunities for continued professional development through the early years courses available.
- Link with other agencies involved with early years through the 'Early Years Partnership'. Establish links with health visitors, social services and educational psychologists to ensure continuity in learning and to support their transition into key stage 1.

Suitable people

The school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.
- Take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.
- Obtain an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks and vetting processes that have been completed – this must include the criminal records check reference number, the date a check was obtained and the details of the person who obtained it.

Staff: child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

For children aged three and over in registered early years provision, at any time where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status is working directly with children:

- There will be at least one member of staff for every 13 children.
- At least one other member of staff must hold an approved level 3 qualification.
- Children are usually within sight **and** hearing of staff, but always within sight **or** hearing. Whilst eating, children will be within sight and hearing of a member of staff.

Parental partnership

Parents and carers are the most influential role in their child's first years and at St Paul's we recognise the importance of creating strong relationships with our parents from the very beginning of their child's journey into the Nursery to the end of their journey as they enter Year 1.

Parents and Carers play the most important role in their child's successful transition into education. At St Paul's we believe this is their first experience of a valuable partnership that will continue throughout their child's school life. We aim to make a positive transition from home to school by: -

- A well planned and carefully supported introduction to the Nursery.
- Using their expertise in their child's development when making baseline assessments.
- Creating opportunities for parents to talk with staff about their child's achievements, needs and next steps.
- Giving children opportunities to familiarise themselves gradually with their new environment and the Nursery and Reception staff.
- Encouraging parents to help at any time in the Nursery and by exploiting our parents' talents, expertise, jobs, religions and ways of life to enrich the experiences we can give to our children.
- Encouraging learning links between Nursery and home through various communications.

As their child's journey progresses continued communication is open and consistent during the journey through Nursery and reception. This is done by –

- Regular Parents evenings where children's progress is discussed.
- Open mornings/ stay and plays to engage parents in their child's learning and how they can support this at home.
- Weekly home learning that links to the learning taking place in school
- Updates on Class Dojo about progress, achievements and learning that is happening in school.
- Information about the texts, maths, maths, phonics and writing focuses happening within the setting so that parents can support this at home.
- Parent talks about phonics, reading and language development.

Transition

Transition is an important process across the EYFS years and beyond and we have put in place actions and timeframes to support the transition of children and parents into the next phase of their journey.

Transition into St Paul's Nursery

- Parents of children set to start Nursery in one of the three intakes per year will be invited to a parent meeting before the term that the children begin.
- The children will also have a stay and play with their parents on their first day at Nursery. The parents can stay for this session, talk to the staff and settle their child, helping them with their connections with key workers.
- During the first few week's parents will be able to stay and settle their children as needed and support will be given to any children struggling with transition to find a better way for that child to settle.
- Quality time will be spent with each child individually for staff to get to know them and also to make them feel secure and safe and to aid building bonds.
- Children are given a pack before coming into Nursery including a book with pictures in of their new setting and teachers.

Transition from nursery to reception class

- Children who attend St Paul's Nursery begin their transition from the beginning of the summer term. There will be planned sessions where nursery and reception teachers will swap places so that the reception teacher can begin getting to know the children in their nursery environment.
- Children will already be familiar with the hall, playgrounds and woodland area from their time in Nursery.

- Lunch time sessions will be planned in for children to eat in the hall to ease anxiety around this.
- Nursery will attend some assemblies throughout the year.
- All children beginning in the reception class will have 3 transition mornings in their new setting.
- Parents will be invited to a parent talk to discuss the reception class and how to prepare for the transition.
- Home visits will take place within the first 3 weeks of the children joining the class in September.
- Parents will be invited to a second talk to find out more about the reception class within the first 3 weeks of their child starting.
- Transition packs and story booklets will be provided for the children in the summer to prepare them for the transition in September.
- Transition meetings will be held regarding the children between the reception teachers of the prospective schools and the Nursery teacher.
- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the reception staff.

During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- Children will stay in school until lunchtime; after two weeks, Reception children will attend for the full school day.
- As far as possible, Reception classes will follow the same routine as nursery for the first whole term.
- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the summer term, prior to entry into Year 1, reception children will:

- Begin to join the main school on the playground during break and lunchtime, supported by a member of Reception staff.
- Have sessions in the Year 1 classroom with their Year 1 teacher and TA.
- Begin to attend more whole-school activities.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- Our continuous provision approach in KS1 is tailored to support transition so that the curriculum meets the needs of the children rather than the children being 'ready' for the KS1 formal curriculum. This approach is taken all year round, however may begin to get a little more formal as the year progresses but still with lots of opportunity to be engaged in continuous provision.
- Children will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.

Monitoring and evaluation

St Paul's Church of England Combined School and Nursery uses ongoing observations to identify strengths and improvement in children's: -

- Response to the curriculum.
- Standard of achievement.
- Progress through the early years outcomes.
- Attitudes to their learning and play monitored using the Characteristics of Effective Learning statements.

This is done through –

- Staff observations
- Staff meetings
- Moderations held 3 times per year between by reception and Nursery class teachers.

The following areas are evaluated regularly to ensure standards are maintained and further improvements are made.

- The quality of teaching and learning.
- The efficiency and effectiveness with which the available resources are managed.
- The leadership and management of the provision.

St Paul's Nursery is a designated Nursery and adheres to the Policies and Procedures outlined in the main school Policies and Procedures. St Paul's Nursery does have some Policies unique to the Nursery.