

CURRICULUM, EDUCATION AND PLANNING POLICY

- Manager/Deputy and Staff can implement The Early Years Foundation Stage 0-5years
- We have effective staff training including SEND, Safeguarding, Behaviour Management, Speech and Language etc.
- Parents/carers are involved with their child's learning and development.
- There are opportunities for planned activities and child-initiated activities both indoors and outdoors.
- Our nursery is an inclusive practice
- Staff use observations/evaluations, next steps to inform the planning
- Staff use a speech and language checklist for children with additional needs.
- Child profiles entitled "My Learning Journey" files are kept by each keyworker these include observations that are carried out on the child every six weeks, plus ongoing post it note observations and next steps to move the child on.
- We also keep assessments on each child using the Early Years Development Tool and Keyworker group and whole class tracking is kept and children's progress throughout the nursery is monitored, support in certain learning areas is given if applicable to ensure progress is made.
- The staff value children's own ideas and opinions.
- Staff interact and support the children
- We have good quality resources
- All staff model positive role models and language
- The staff will work with different groups of children and differentiate activities according to their needs.
- We actively promote independent learning.

Key worker

Children's care, learning and play are supported well by their key worker who monitors their progress regularly through observation and assessment. This information is used to help provide for individual needs, enabling children to be confident, competent effective learners from the base of loving and secure relationships both with their parents and key worker. The child's key worker will support parents with their child's development at home and will engage more specialist support if appropriate. The child's learning and development is constantly monitored. Key workers will ensure that records of development and progress are up to date and shared with parent/carers when they asked to see them and other professionals if necessary. Two open days will be carried out each year when key workers are available for individual time with parents/carers to go through the child's Learning Journey Profile. Parents can view children's profiles at any time.

A curriculum plan for children aged 0-5 years – Early Years Foundation Stage

Every child deserves the best possible start in life and we support them to fulfil their potential. A child's experiences in the Early Years has a major impact on their future life. A secure, safe and happy childhood is important and it provides a foundation for the children to make the most of their abilities and talents as they grow up. When parents choose to use Early Years services, they want to know that provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides

assurance. A parent's guide to the E.Y.F.S. is in the nursery's welcome pack and the Manager/Deputy explains about it to the parents on induction.

Overarching Principles of the EYFS are:

- ✚ **A UNIQUE CHILD** – reaches out to relate to people and things through the characteristics of effective learning which moves through all the areas of learning by playing and exploring, active learning and creating and thinking critically
- ✚ **POSITIVE RELATIONSHIPS** – children learn to be strong and independent
- ✚ **ENABLING ENVIRONMENTS** – allow children to learn and develop, their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers
- ✚ **LEARNING AND DEVELOPMENT** – children learn and develop in different ways and different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There are seven areas of learning in the Early Years Foundation Stage – **Prime and Specific**

PRIME AREAS

Personal, Social and Emotional Development – involves helping children to develop a positive sense of themselves, and others: to form positive relationships and develop respect for others: to develop social skills and learn how to manage their feelings: to understand appropriate behaviour in groups: and to have confidence in their own abilities.

Physical Development – involves providing opportunities for young children to be active and interactive: to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, to make healthy choices in relation to food.

Communication and Language Development – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

SPECIFIC AREAS

Literacy – involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials including books, poems to ignite their interest

Mathematics – involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; to describe shapes, spaces and measures.

Understanding the World – involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design – involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design technology.

None of these areas of learning and development can be delivered in isolation from the others. Specific areas both strengthen and help children in their development of the Prime areas, providing a rounded approach to child development. All the areas are delivered through planned and purposeful activities, with a balance of adult focused and child initiated.

The nursery provides the following resources to name but a few to cover the areas for learning and development.

- A home corner – (rotated to become a different learning area i.e. baby clinic, school, shop etc.)
- Role play area
- Dressing up clothes
- A messy area for painting, collage, messy play, gloop etc
- A cooking area with appropriate materials and equipment
- A Literacy area
- A construction area (large and small)
- A book corner
- A water-play area
- A sand-play area (wet and dry sand)
- A small world area
- A nature area to grow and observe
- An interest area to explore objects
- Clay and other manipulative materials
- Small and large outdoor apparatus with safety surfaces
- Wheeled trucks, tricycles, bicycles, scooters
- A safe surface area
- Computers and other I.T. Equipment
- CD Player
- Sensory area

Remember that all key areas encourage independence so that children can take some responsibility for themselves. Activities and resources are stored at the child's level. The presentation of activities and the way they are set up are essential. Tidying up should also be an important part of each activity, ensuring that children are not rushed and that they know where to place items after use, everything is clearly labelled.

All activities will take into consideration gender, culture and disability.