



The Early Years Foundation Curriculum 2014.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment.
- is given generous care and attention, because of our ratio of qualified staff to children.
- has the chance to join in with other children and adults to play, work and learn together.
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- has a key person who makes sure each child makes progress to their best of their potential.
- is in a setting that sees parent/carer as partners in helping each child to learn and develop.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). Our setting reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage. (A copy of these documents is available for viewing at the parent/carer request)

A Unique Child ~ Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships ~ Children learn to be strong and independent through positive relationships.

Enabling Environments ~ Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development ~ Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development which compromise;-

Prime Areas

- Personal, social and emotional development.
- Physical development.
- Communication and language.

Specific Areas

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Prime areas

Communication, language

Listening and attention, Understanding, Speaking.

In both small & large groups, children are encouraged to extend their vocabulary & fluency by talking & listening, & by hearing & responding to stories, song & rhymes.

Personal, social & emotional development

Making relationships, Self confidence, Managing feelings and behavior.

Within a nurturing environment, children are individually supported in developing confidence, autonomy & self-respect. They are encouraged to work & concentrate independently & also take part in the life of the group, sharing & co-operating with other children & adults. Through activities, conversation & practical example, they learn acceptable ways to express their own feelings & to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves & also for the group, its members & its property.

Physical development

Moving and Handling, Health and Self Care

A range of equipment & opportunities, both indoors & out of doors, allows children to develop confidence & enjoyment in the use & development of their own body skills. A very high level of adult supervision enables children safely to create & meet physical challenges, developing increasing skill & control in moving, climbing & balancing. At the same time, children are supported in the development of the fine motor skills required to use tools, including pens & pencils & to handle small objects with increasing control & precision.

Specific areas

Literacy

Reading, Writing

Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing & when they are ready, to use drawn & written symbols for themselves. Children are given ample opportunity for writing in all areas of provision. A well-stocked book corner gives every child the opportunity & encouragement to become familiar with books, able to handle them & aware of their uses, both for reference & as a source of stories & pictures.

Mathematics

Numbers, Shape, Space and Measure

By means of adult supported practical and play experience, children become familiar with the sorting, matching, ordering, sequencing & counting activities, which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn & use the vocabulary of mathematics, identifying objects by shape, position, size, volume & number. Songs, games & picture books help children become aware of number sequences & when they are ready, to use simple mathematical operations such as adding.

Understanding of the world

People and Communities, the World, Technology

A safe & stimulating environment allows children to explore & experiment with a range of natural & manufactured materials. They learn to observe the features of objects & substances, recognising differences, patterns & similarities & to share & record their findings. Children are assisted in exploring & understanding their environment, both within the group & also in the wider community. They learn to respect other people & to be respected for themselves. A range of safe & well maintained equipment enables children to extend their technological understanding, using simple tools & techniques as appropriate to achieve their intentions & to solve problems.

Expressive arts and design

Exploring and using media and materials, Being Imaginative

Children are encouraged to use a wide range of resources in order to express their own ideas & feelings & to construct their individual response to experience in two to three dimensions. Art equipment, including paint, glue, crayons & pencils as well as natural & discarded resources, provides for open-ended exploration of colour, shape, texture & the development of skills in painting, drawing & collage. Children join in with & respond to music & stories & there are many opportunities for imaginative role play, both individually & as part of a group.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development.

In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters the Early Years Foundation Stage guidance as:

Playing and exploring - engagement;

Active learning - motivation

Creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how children are learning and developing by observing them frequently. We use information that we gain from observations and photographs, to document their progress and where this may be leading them (next steps). We believe that parent/carers know their child/children best and we ask them to contribute by sharing information about what their children like to do at home and how they are supporting development, **we also encourage parents/carers to take the Family Books home and fill as well.**

We make regular assessment summaries of children's achievement based on our on-going development records. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child/children's development in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. The key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals **i.e. health visitor is able to come to preschool and do their two year old review at the same time as our progress check this enables us to working together if any issues should occur.** (do these some okay)

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child

to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

Family Books

The setting keeps a record of achievement for each child, this record helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress.

Sessions

We organise our sessions so that the children can choose from a range of indoor and outdoor activities and in doing so build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led, small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others and independently. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snack time

The setting makes snack time a social time at which adults and children sit together. Our weekly menu provides the children with a range of healthy and nutritious foods.