



Curriculum, Learning and the Early Years Foundation Stage (EYFS)

The nursery has developed its own curriculum encompassing the Early Years foundation stage (EYFS) and the 7 areas of learning alongside skills we feel the children need to develop whilst working within the development matters frameworks.

Curriculum Intent - what do we want the children to learn?

We wish for our children to believe in themselves and their abilities and capabilities, to be successful communicators, to feel they belong and to celebrate their individuality. Our curriculum supports children to develop knowledge, skills and understanding to enable them to reach their full potential. To do this we encourage children to challenge themselves and assess risk, build their confidence and self-esteem, learn to problem solve, develop language and communication skills, build relationships, and develop a sense of self and self-regulation, to be successful, inquisitive, resilient, curious, independent learners and influence their wider thinking across all areas of the curriculum. It is our intention that children experience the seven areas of learning from the Early year's foundation stage through a balance of different teaching styles and play based learning. This is through children's interests, topics, and the continuous provision we provide. Learning supports communication and language development, personal social and emotional development, and physical development as well as literacy, mathematics, understanding of the world and expressive arts and design. We believe that all children are intrinsically capable of amazing things, and we develop this by having high expectations for all children.

Implement - we meet the needs of the children by:

- Acknowledging the four guiding principles of the Early Years foundation stage - every child is a unique child, to develop positive relationships, to provide an enabling environment and the importance of learning and development.
- Ensuring our curriculum includes the seven areas of the Early Years Foundation stage.
 - Communication and Language
 - Physical development
 - Personal social and emotional development
 - Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
- Taking note of children's individual 'cultural capital' when they begin at the nursery and build on and extend the learning experiences they have.
- Valuing parental contributions and building two-way relationships with parents.
- Using differing teaching ideas and strategies to aid children's learning.
- Planning a wide range of practical and first-hand opportunities to motivate and support children to learn through play, which can be adapted and amended to address the ever growing and changing interests of our children.
- Recognising communication and language are vital in all areas of a child's development and providing a language rich environment with conversation, singing, and sharing stories throughout the nursery day.
- Providing a safe and secure environment ensuring all children feel valued and emotionally secure.
- Using the indoor and outdoor environments to their full potential
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress by a continuous cycle of observation, assessment and planning and support and act as and when needed.

- Working with outside agencies as needed to ensure all children can meet their full potential and access any additional support needed.
- Developing our staff team and invest in their continued professional development to match the needs of the staff team and the changing needs of the children.

The impact of our curriculum

The impact of our curriculum can be measured by how effectively it helps our children develop into well rounded individuals who make good progress and carry with them the knowledge, skills and attitudes learnt whilst at the nursery.

From their differing starting points, all children will make good progress emotionally, creatively, socially, and physically with our broad and balanced curriculum ensuring that all children have the potential to achieve. We ensure the needs of each individual child can be met with high quality learning and targeted interventions as needed.

The impact of our curriculum is also measured by ongoing assessment, working successfully in partnership with parents ensuring each child is moving forward with their development in their own way, fostering a firm belief that each child is unique, and they have the potential to become successful learners, effective communicators, confident individuals and become responsible citizens and effective contributors to society.

Observation, assessment, and learning journeys.

Assessment plays an important part in helping parents, carers, and practitioners to recognise children's progress, understand their needs, and to plan activities and support. In their interactions with your child the nursery practitioners will respond to their own daily observations about your child's progress and observations and share these with you both verbally and via the Family app. Assessment will not entail prolonged breaks from interaction with children, nor require excessive paperwork, practitioners will 'remark on the remarkable' for formal observations and carry out quick assessments. Our practitioners will assess your child is at the expected level of development, by drawing on the knowledge we have of your child and our own expert professional judgement. We are not required to prove this through large collections of physical evidence and each child will have differing amounts of observations in their learning journey. Parents and/or carers will be kept up to date with their child's progress and development.

Planning, Interests and Achievements

We ask parents to complete Interests and Achievements forms for their child and return to nursery at least three times a year. This helps us plan our sessions around your child's interests and address any concerns you may have with your child's development. This alongside broad topics helps us with the planning and activities we develop for each room.

Additional Support

We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs, and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, and we do not attempt to categorise children. We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities.

At Little Monkeys Charlbury we plan our teaching and learning so that each child can aspire to achieve their full potential. The purpose of this policy is to help to ensure that we recognise and support the needs of those

children in our nursery who have been identified as 'more able' and/or 'talented' and extend their learning to challenge them further.

We believe all children have a right to a broad and well-balanced early learning environment.

Development check and school transition report

In line with the requirements of the EYFS each child who attends Little Monkeys between their second and third birthday will have a development check completed online and this will show on your child's journey section on Family. This will highlight the child's strengths and any concerns and will fit in with the health visitors check at two years old. We value conversations around this and will ensure that we provide time for you to speak with your key person about any concerns you may have or comments you may like to make.

Each child that leaves us to attend school will have a nursery transition school report completed and sent to the child's new setting. This enables open communication and ensures a smoother transition for the child, giving the new setting a brief knowledge of the child.

Little Wild Things

Our preschool children attend Little wild things every Wednesday during term time. Little wild things are a small community interest company running regular woodland sessions at a lovely patch of local woodland. The children are transported by minibus and/or nursery car. During the session the children are encouraged to explore and play through activities specially designed to ignite your child's interest in the natural world. There is an additional cost for Little wild things and the cost is added to your nursery invoice. By enrolling your child for a Wednesday preschool session you are agreeing that they will attend Little wild things. Children in receipt of EYPP funding can use their funding to cover the cost of this activity. Further information will be given to parents nearer the time.