**Key Experiences**

At Ellenborough Park Preschool we provide children with key learning experiences for them to develop their own learning, build on their self-confidence and extend their knowledge of the world around them.

Children explore their wider world through visiting local natural outdoor environments such as the local parks and beach.

Children are provided with spaces to be creative and express their imagination and individuality alongside a wide range of open ended creative materials.

Children enjoy practising yoga, mindfulness, dancing and music.

Children learn new experiences through a wide range of activities such as cooking and growing.

**Children’s interests**

We believe children learn and engage best when they are the leaders in their own play. Each child arrives with a number of experiences and ideas based on their own personal circumstances (Cultural Capital) We follow the children’s interests to extend their learning and provide them with engaging learning opportunities and provocations to set challenges and further children’s own existing knowledge.

We do this by building positive and secure relationships with children and parents/families to assess what children know, understand and can do. We use this information to plan children’s next steps in learning and monitor their progress.

 Good/quality interactions between adults and children make a big difference to how well communication and language skills develop. Children benefit from being with responsive and enthusiastic adults who show interest in talking with them.

**The Learning Environment**

Our Preschool environment is the third teacher that influences children on a daily basis. Because of its influence, it provides children with a wealth of learning opportunities that encourages them to explore, discover and problem-solve on their own. Open ended resources and continuous provision within the setting are thought-provoking and inviting to inspire children to think outside the box.

We provide free-flow opportunities for children as our daily routine, this encourages children to independently choose where they would like to learn and explore.

Reflective practitioners adapt and make changes to the learning environment based on children’s individual needs and interests.

**Stories and Oracy**

We provide a language rich environment for children based on their own individual developmental levels and communicative needs. Practitioners recognise children’s communicative needs and use a variety of forms of communication to ensure children’s needs are met and their voices are heard and valued. Mark making opportunities are available throughout the setting for children to include in their play and to develop their early writing skills.

Instilling a love of reading early gives a child a head start on expanding their vocabulary and building independence and self-confidence. It helps children learn to make sense not only of the world around them but also people, building social-emotional skills and imagination. A wide library of books are accessible for all children throughout the day and in all areas of the setting. Circle times within our daily preschool routine provide children to enjoy and share stories, songs and rhymes with peers.

**Skilled and reflective Early Years Educators**

Staff meetings

Supervision

Morning briefings

CPD

Highly experienced team

Collaboration within the team to share ideas and develop practice

Knowing when to stand back and observe and when to engage within learning

**Preschool Routines**

Freeflow

Longer periods of extended play

Countdown before a transition

Now and next

Visual timetable

Conversations with children to prepare them for transition

Opportunities for children to develop independence

Noticing what is happening in their body and responding e.g getting hot/cold

Building on what they know

Assessments

Getting to know children.

Reflective

Pedagogy