



## **Cheeky Monkeys Day Nursery Vision Statement and Curriculum**

### **Our vision statement/ethos:-**

To provide children with an array of early experiences, learning opportunities, and challenges, so they can grow up feeling safe, cared for, secure, confident and ready for their next transitional stages. We encourage children to be individuals, we celebrate all achievements and strive for them to be independent and self-motivated learners. We aim to provide an effective curriculum which can support all children including children with additional needs, those who are disadvantaged or in minority groups ensuring diversity and inclusion for all. Our overall aim is for children to feel happy and valued.

Early learning starts with us, and we want to make a difference.

### **Curriculum and Intent**

Here at Cheeky Monkeys Day Nursery, we have an holistic approach to learning in which we aim to make children feel inspired and motivated to learn within a caring, nurturing and stimulating environment. The children are at the centre of what we do and are the absolute focus of our curriculum. We strive to help children to reach their full potential.

There are seven areas of learning within the Early Years Curriculum.

### **Prime areas of learning (main focus of what we do)**

1. Communication and Language.
2. Personal, Social and Emotional Development.
3. Physical development.

### **Specific areas of learning (an extension of the prime areas for further learning and development)**

4. Literacy.
5. Mathematics.
6. Understanding the world
7. Expressive Arts and Design.

In planning for children, we also consider the different ways in which they learn. We refer to the three characteristics of effective learning. These support effective

teaching and underpin how children learn and how adult interactions work alongside these.

1. Playing and Exploring
2. Active Learning
3. Creating and thinking critically.

We aim to gather as much information from possible from parents/carers regarding the needs and interests of children when they start with us so we can support their transition within a new environment and so that practitioners can have an early understanding of the children.

When starting at Cheeky Monkeys Day Nursery a baseline assessment is completed for all children to ascertain a starting point for their learning and from this, we formulate our next steps. By using the interests and individual needs of children as a guide we then provide high quality learning opportunities and adult interactions to support children, promote challenge and encourage progress in all areas of their early development. Using Practitioner skills, knowledge and our understanding of children we can guide them through all transitional periods and promote school readiness.

### **10 Keys to unlocking School Readiness**

I can settle happily without my parent or carer

I can tell my friends and grown-ups what I need

I can take turns and share when I am playing

I can go to the toilet on my own and wash my hands.

I can put my own coat and shoes on and feed myself.

I can tell a grown up if I am happy, sad or cross.

I know what I can do and say can make others happy or unhappy.

I am curious and want to learn and play.

I can stop what I am doing, listen and follow simple instructions.

I enjoy sharing books with grown-ups.

### **Implementation**

We support children to progress within the seven areas of learning, using a stimulating environment, child appropriate resources, staff interactions, child's voice, and We understand that all practitioners carry individual strengths and learning styles, but we use this to the advantage of the children by sharing thoughts, ideas and using our own personal strengths and experience to develop all areas of our curriculum. Teamwork is

vital for the smooth running and collaboration of nursery days and acts as a positive role model for young children.

The environment we offer encourages children to have the freedom to make choices based on their individual preferences and needs. We have a variety of resources and activities so that we can provide opportunities for children to experience awe and wonder offering some children valuable experiences that they may not have access to at home.

Practitioners will also introduce some adult led activities, so children have the opportunity to access more targeted and child specific learning.

Practitioners offer lots of praise and encouragement to children and recognise all achievements in a positive way. (Stickers, star of the week, verbally, group times etc.)

Continuous and core provision promotes learning in all areas of the EYFS and caters for all needs and interests.

Practitioners monitor activities to ensure we are providing a full and balanced curriculum for children to access.

Our main focus will be the three prime areas of learning (Physical, Communication and Language and Personal, social and emotional development) particularly for our younger children, but we also pay some focus to the Specific areas of learning - Literacy, Mathematics, Understanding the world and Expressive arts and Design in order to offer a full and well-balanced curriculum.

**To support the children in the seven areas of learning we use the following:**

**Personal social and emotional development.**

We support children to understand and express their own feelings and those of others. We offer support with emotional regulation and encourage children to feel confident, listened to, valued and independent in aspects of personal and self-care. Children have the opportunities to form friendships, bonds with staff and develop healthy and meaningful relationships. It is important for us to be aware and recognise what is going on in the lives of children outside of nursery especially if this impacts on how they may be feeling (family breakdowns, loss, new sibling, new home, family difficulties etc) We believe that children need to have secure and caring relationships to be able to learn how to effectively interact with others, make friends and to develop an understanding of right and wrong which will help them to manage their own behaviour and deal better with conflict.

**During their time with us children will be emotionally supported by caring practitioners to:**

- Understand, name and manage their emotions.

- Understand the need to listen and interact with others to enable them to resolve conflict, build relationships and make friends.
- Know that they matter and that it is ok for them to have their own opinions and ideas and that these will be respected.
- Be eager to learn and persist when things become difficult, or things go wrong.
- To have the confidence to try new things and to approach with enthusiasm, recognising and celebrating when they achieve something new.
- To be able to keep themselves healthy and safe.
- To grow in independence.

### **Pedagogy (how we can support)**

Children will be supported to understand rules and routines through child led play, adult interactions, circle times activities, story times, resources which promote turn taking and feelings. Children support the adults to compile nursery golden rules which are displayed in print in the classroom. Staff will use a consistent approach with behaviour strategies and support children to recognise their own choices.

For younger children we use distraction techniques (remove them from the danger or problem and provide a new opportunity) and offer lots of praise and encouragement to support their understanding of positive choices and to recognise their achievements. For our pre-school children we are able to offer a warning with a simple explanation of the behaviour we want to discourage, followed by giving time to allow to change and reflect, we also encourage some calm time for children expressing aggressive or unkind behaviour. This may be a particular and appropriate area or space. For children with challenging behaviour more focused interventions may be put in place with the support and inclusion of parents/carers.

We always praise children for positive choices, good behaviour, kindness and if angry for calming down.

Practitioners use descriptive language and visual examples and resources to explore emotions and feelings. ( e.g I can see you are frustrated, this makes me feel happy, the boy in the story looks excited, how do you feel when? What can we do?)

We encourage peer support where children help each other e.g., at meal times choose an older child to buddy up with a younger child to support them.

As a staff team we model kindness and appropriate language in a respectful and consistent way. Practitioners support children to share and join in with others. We promote caring for toys and equipment and showing respect for people and the environment.

By providing children with an early insight on how to keep themselves safe and healthy we are helping them to reduce their risk of health issues later on in life.

When we support children to be independent, we enable them to be ready for challenges and future transitions in life. We often use the tactic of "You try then we will help if needed"

### **Communication and Language.**

"The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build on children's language effectively. EYFS, pg., 8, 2021.

**During their time with us children will be encouraged to.**

- Listen and respond to simple instructions in one or two parts
- Use talk to organise their play
- Take turns in conversation
- Make themselves understood.
- To develop pretend play based on their own experiences.
- To develop speech sounds and pronounce them correctly.
- To build up speech using sentences
- To develop and extend vocabulary throughout their time in nursery.
- To listen effectively one to one and in group situations such as circle times and story times.
- Explore activities with Aw and Wonder where practitioners can support them to extend individual and group experiences in order to promote language.

### **Pedagogy (how we can support)**

Children will be provided with a language rich learning environment where practitioners use appropriate language and vocabulary to support learning. Through child led play children will be able to make choices based on their needs and interests. Practitioners will work alongside children to extend on these experiences and enrich the learning opportunities.

Reading frequently to children, and actively engaging them in stories, non-fiction, rhymes, and poems and then providing them with extensive opportunities to use and embed new words in a range of contexts will give children the opportunity to thrive. Through conversation, storytelling and role play where children share their ideas and support and modelling from practitioners, and sensitive questioning which helps them to elaborate and become more comfortable using a rich range of vocabulary and language

structures. We will provide a selection of fiction and factual books including those with real pictures so children can choose. These will be rotated regularly to keep the children interested.

Younger children will become familiar with practitioners (particularly their keyworkers) and feel secure enough to explore early language and the understanding of simple instructions and explore how things work. Children who are pre language may seek their needs being met by using non-verbal communication and reaching for or pointing at something they want. By practitioners spending quality time with children, we will better understand gestures and new words as they develop.

Practitioners will address children by name before issuing a verbal request or instruction which will help to capture the children's attention and aid focus.

We will support children if they become frustrated when they cannot be understood and offer a calm and patient response, giving them time and good eye contact to reassure them they are being listened to.

When talking to young children we aim to give them processing time so they can understand what is being said and how they are required to respond.

Children often have an understanding of language before they are able to verbalise. To check they understand we can encourage children by asking them to point at a given object or ask them "please can you find/bring me?"

Conversation is encouraged and practitioners support children by answering their questions, meeting their need for curiosity and exploration to access new experiences.

Practitioners model positive and descriptive language and expression so that children can develop good communication skills in various contexts.

Print can be found within their own environment as practitioners we label children's artwork with their own captions, and these are displayed in the classrooms for their enjoyment and reflection in real time.

Practitioners will often use commentary during children's play to support the development and understanding of new words, sentences and experiences.

### **Physical Development**

"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We provide children with equipment and opportunities to promote gross and fine motor skills. "Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence". (EYFS 2021)

**During their time with us children will be encouraged to:**

- Develop physical skills and build strength in core muscles.
- Have the confidence to take controlled risks.
- Access activities which promote fine motor skills so that when they come to write and mark make they do so with some control and coordination.
- To complete self-help/independence tasks such as fastening clothing, coats, dressing, toileting etc
- Access the outdoors where they can explore a variety of activities which promote physical skills and also keeping themselves safe.
- Access and learn about healthy food, routines, and self care (with adult guidance and support)
- Serve their own drinks and be confident to eat meals and snacks independently.

### **Pedagogy (how we can support)**

We have access to lots of outdoor space in which children can explore gross movements and exercise safely. Using a variety of larger equipment children can build, climb, take controlled risks and develop strength and coordination skills.

We provide large, safe spaces for babies and toddlers to explore their physical skills and also where they can explore different ways of moving such as rolling, crawling and walking etc.

We provide opportunities and activities to promote fine motor skills which also promotes early writing. (Playdough and tools, tweezer activities, mark making, threading, puzzles, small world and craft activities etc)

We will support children's development by supporting them with walking, riding bikes, balancing, climbing up and down steps, jumping, building and spatial awareness with an array of activities and equipment for them to access.

We provide a calm and restful sleep area so children can have a break from the busy demands of Nursery life. We will support the continuation of established sleep and rest routines from home and liaise carefully with parents/carers with this aspect.

At meal and snack times we provide smaller containers to support children to pour their own drinks.

By the time children leave the baby room we aim that they have developed the physical skills, strength, confidence and balance to feel safe in a much bigger and busier environment.

### **Literacy**

"It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) "- EYFS 2021

**During their time with us children will be encouraged to:**

- Access a wide range of books (board, picture, factual, fictional)
- Access to a language rich environment where words and print are available everywhere (through displays, magazines, posters, children's artwork and adult written words)
- Access resources such as small world toys to support characters and role play from familiar/favourite books.

### **Pedagogy (how we can support)**

Practitioners will promote language through reading stories, rhymes and singing songs etc. with the children.



We will provide a comfortable area for children to access stories with a familiar adult or with peers.

Books will be rotated and varied to ensure children's interests are captured and maintained.

Group story times will take place to support listening skills and in preparation for children starting school.

### **Mathematics**

"Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes" EYFS 2021

**During their time with us children will be encouraged to:**

- Combine objects like stacking blocks, cups and inset objects.
- Make comparisons between objects relating to size, length, weight and capacity.
- Count by rote in everyday tasks and experiences.
- Complete inset puzzles with varied levels of difficulty and themes.
- Take part in finger rhymes using numbers up to 5
- Talk about and explore 2d and 3d shapes.
- Compare quantities using language: more than, fewer than.
- Use positional language.
- Combine shapes to make new ones.
- Explore and talk about patterns.
- Link numerals and amounts.
- Recite numbers past 5.
- Begin to recognise numerals 1 -10
- Be able to identify more than or less than in groups of objects.
- Join in with songs and rhymes which promote mathematical concepts.

### **Pedagogy (how we can support)**

Practitioners will support and encourage all children to play with a wide range of objects and resources in order to promote mathematical development and for the children to have relevant opportunities

Practitioners will use mathematical language during everyday routines and activities (such as counting children as they line up, counting out cups at snack time, when outdoors and a passing train goes by, describing a shape or object)

Practitioners will use positional language.

Practitioners will use mathematical language during practise and also commentary of children's play to describe, size, shape, time, space and measure.

Babies and toddlers will be provided with a safe and appropriate place where they can explore and gain good spatial awareness.

When children are accessing the outdoor space and activities practitioners will encourage safety (avoiding other children, stationary objects, climbing etc) but allowing children the opportunities to take controlled risks (awareness of space, height, weight and capabilities etc)

A variety of construction materials will be made available so that children can explore various shape, properties and size.

Activities to promote pattern and sorting will be readily available using activity cards, props and resources including practitioner teaching and examples.

Practitioners will introduce songs, rhymes and books to the children which promote mathematical awareness and opportunities.

Practitioners will challenge children and support them to develop their mathematical knowledge and concepts.

Practitioners will ensure that children have a good understanding of numbers 1 - 10 before moving onto larger numbers/quantities.

### **Understanding the World**

"Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them -

from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension" EYFS 2021

**During their time with us children will be encouraged to:**

- Make new connections between the features of their own families and other families. Begin to make sense of their own lives and family history.
- Notice differences between people and develop positive attitudes around those differences.
- Explore materials with different properties, natural materials and explore how things work (indoors and outdoors)
- Visit places of interest within the local community.
- Show interests in different occupations.
- Begin to understand key features of the life cycle of nature and animals and begin to understand the need to respect and care for the natural environment and all living things.
- To participate in the growing and care of plants.
- To explore cause and effect reactions (how things work)

### **Pedagogy (how we can support)**

We will provide a variety of open-ended play materials indoors and outdoors so that children can explore and investigate. (Leaves, pinecones, wood chippings, snow, ice, water, malleable materials, treasure baskets etc) Children are offered lots of different textures to explore with hands, feet and whole bodies. We provide equipment to support investigations such as magnifying glasses, tablets to research further etc

Children spend lots of time outdoors and have access to mud kitchens, garden, plants, nature walks, bugs, sand, weather etc. Practitioners support children to explore the natural environment and offer further materials to extend learning opportunities,

descriptive language and answering questions and curiosity. Children are actively encouraged and involved in the care and consideration for living things.

We encourage children to bring things from home to share with others such as conkers, pebbles, leaves, sticks etc

We discuss seasons and days of the week etc during preschool time activities.

We actively encourage children to ask questions in order for them to extend and clarify their understanding of things.

We encourage parents/carers to share family events and outings etc on Tapestry so we can share these with the children and revisit positive experiences and links to home.

We provide factual and fictional stories for children to gain further insight into family structures, celebrations, nature, the environment and the world. Books promote diversity and reflect on different ways of life and traditions.

We celebrate and value cultural, religious and community events. (Charity participation, Cultural meals and activities, birthday etc)

We provide children with the opportunities to bake and create plus art and craft activities during their time at Nursery.

### **Expressive Arts and Design**

"The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe" EYFS 2021

**During their time with us children will be encouraged to:**

- Experience and react to music, join in with songs and music and movement activities. When children access songs regularly, they can anticipate key actions or movements.
- Explore and make sounds either using their own voice, instruments or resources. To play instruments with increasing control and express feelings and ideas.

- Explore mark making opportunities and start to make intentional marks and give meanings to the marks they make.
- To develop pretend play using role play and nursery resources. To pretend one object represents another.
- Make models and create art and craft creations using a variety of resources, their own ideas and achieve a desired result. They can access different ways of fastening and joining materials together.
- Begin to develop their own stories and ideas using props, resources and the environment.
- Explore colour and mix to create new ones.
- Start to interpret feelings and emotions through their drawings and creations (happy/sad face etc)
- Remember and sing entire songs and sometimes create their own. To develop the familiar tunes and melodies within songs.
- Access an array of activities, resources and opportunities which they may not access at home.

### **Pedagogy (how we can support)**

We will provide a wide range of resources, materials, opportunities and appropriate environments in which children can access and explore their own emotions, creativity, interests and designs. (Lotto, sound games, pre school time, puppets, role play, art and craft, music, books, pictures etc)

Practitioners will encourage children to share their designs, ideas and completed tasks.

Practitioners will support problem solving when children encounter difficulties.

Practitioners will provide music with different beats, rhythms, volumes cultures and for different purposes/parts of the day. (Soft music at rest time, faster music when children feel energetic etc)

When singing, practitioners will use clear words at an appropriate speed and level so that children can understand and join in.

Practitioners will show children how and what materials are used for. Children will be encouraged to have a go and praised for their efforts and achievements.

Practitioners will talk about different colours and encourage children to explore these and create new ones.

Children will always be encouraged to use their imagination and share observations of the world around them. (Draw from memory or using an available example) Practitioners can point out key features and discuss them with children as part of their learning.

## Assessments, procedures and documentation to measure impact

On starting nursery all children have an initial assessment/all about me completed. This supports staff to gain an insight and starting point for the children based on parent/carer knowledge.

After six weeks a further, more in depth summative assessment is completed to ascertain where children are at and will aim to identify any support needs and next steps. This is based on practitioner knowledge and after a reasonable block period of time being spent with a new child in nursery.

We use documents within the EYFS such as Development matters and Birth to Five to support and guide our practice. We complete termly summative assessments to ensure we are continually monitoring children's progress and identifying any support needs.

We use ECAT (Every child a talker) as a further assessment tool to support children who may have language development needs. From these assessments we can determine next steps and where required seek intervention from relevant outside agencies and health care professionals.

Two-year progress checks are completed when a child reaches two years old, and this is devised with input from parents and shared with Local Health Visitors in order to work collaboratively in the best interests of children.

Practitioners will continuously use their professional knowledge, judgements and understanding of the children to ensure they make good progress individually. This isn't necessarily documented but based on practitioners knowing the children in our care.

By completing assessments and continually reviewing children's progress this allows us to identify children who may need added support or intervention (either by us as a setting or from external more specialist agencies)

All completed assessments are shared with parents/carers so they can support and be involved in children's learning and development.

Practitioners liaise with each other to share thoughts and opinions regarding children's development. Next steps are displayed so all practitioners can support children moving forwards and not just the keyworkers.

We encourage parent/carer feedback and input in order to better support children and improve practice. Formal and informal parent consultations take place to discuss individual children's progress.

Using the online learning journal Tapestry, we keep parents/carers and other staff members informed of children's experiences and progress.

We continually monitor observations, resources and activities using the large whiteboards and activity records so that practitioners ensure all children are being

observed and supported, also so that we ensure a full and well-balanced curriculum is provided.

When children start school practitioners complete a report for all children to provide a written summary of the children's development, interests and any identified learning support needs. This supports a more seamless transition for the children still accessing the EYFS.

Parent consultation opportunities are provided so that we can share information regarding children's individual development. This can either be face to face, tapestry, or over the telephone.

When we provide a curriculum to young children, we ensure we have a deeper understanding of them as individuals, their lives, families and the community in which they live. Cheeky Monkeys Day Nursery is in a fairly rural area and we are blessed to have good access to a safe and exciting outdoor space and community in which children can freely access to explore and learn.

We have various rooms throughout the nursery which offer various opportunities. These allow us to offer smaller group activities and support children of varied abilities and interests. Time for twos and Preschool time has been introduced to allow us as practitioners to offer more targeted support, resources and opportunities to our children based on their own levels of needs and development. We aim to allow children the freedom to be themselves and embrace their early years journey as active supporters and guide them through all areas of development and transitions. The children have a voice, and we just need to ensure this is heard, valued and responded to. Children need to feel safe, loved and respected.

The children are our curriculum, and we take our lead from them!