



## Education/Curriculum



**Early Years Foundation Stage – Curriculum** - It is a requirement for all settings who receive Government funding to provide early years education, in the form of the Early Years Foundation Stage (EYFS) Curriculum. Whilst your child is attending our Setting they will work within the EYFS profile. In order for us to record children's development, we will carry out regular observations on all the children. They will continue working within this curriculum when they attend school until they reach Key stage 1.

There are seven areas of learning:-

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and Design

Within the 7 areas of learning practitioners observe how children play and learn and ensure the children's activities are planned around the different characteristics of children's play.

Each area of learning is broken down into aspects aimed to meet the early learning goals. For example:- Personal, social and emotional development - aspects include:- making relationships; self-confidence and self awareness and managing feelings and behaviour.

These aspects are then broken down into stages of development; the stages of development are referred to in months of the child's age.

For example; Personal, social and emotional development -

**Aspect** – self-confidence and self care.

**16 - 26 months** – develop confidence in own abilities.

**22 - 36 months** - begin to be assertive and self-assured when others have realistic expectations of their competence.

**30 - 50 months** - show increasing confidence in new situations.

Children will be observed and activities planned to assist them meeting the stages of development through their play within the setting both indoor and outdoor.

**Nursery** - Your child's key person will have a meeting every term with you to discuss your child's development. Key persons will record evidence of your child's development this will be shown within observations both written and photographic, throughout your child's time at the Nursery which will be recorded in the child's individual profile.

**Oosc** - Staff work closely with the Primary School staff and parents/carers and communicate on a regular basis regarding how the setting supports the children. Any information from parents/carers to school and vice versa is passed on between school staff and from Oosc staff regarding any day to day concerns.

The EYFS document is available on loan at anytime. Download: [www.early-education.org.uk](http://www.early-education.org.uk)

**Physical Environment** - The Healing Village Nursery/Oosc is committed to providing children with a stimulating and safe environment. We will make every effort to make our premises welcoming and friendly to all children, their parents/carers and any other visitors. The setting's premises are safe, secure and adequately spacious for its purpose. The environment and atmosphere of the setting is welcoming to children and offers access to the necessary facilities for a broad and varied programme of activities. The setting is committed to taking every possible step to ensure that all

children have equal access to facilities, activities and play opportunities, including children with Special Educational Needs and/or disabilities (for further details see the Special Educational Needs Policy). The setting's premises comply with all the requirements of the Disability Discrimination Act 1995 and all other relevant regulations and guidance. The Manager is responsible overall for ensuring that the setting's premises are clean, well lit, adequately ventilated and maintained at an appropriate temperature. Daily risk assessments are carried out in accordance with the Risk Assessment Policy to ensure that the facilities are maintained in a suitable state of repair and decoration. A daily cleaning rota is adhered to and signed off when complete.

**Outdoor Play** – Our free-flow garden leads from the main nursery room and is accessible for the children to free flow play throughout the sessions. Resources will be provided to cover all areas of development including mathematics, creative development, and understanding of the world around us. We provide physical apparatus in our free-flow garden and also in the slide garden to help children develop physically. The gardens have grassed areas to allow the children to move around freely and also soft surfaces to allow different activities to meet the children's needs.

**Curriculum Development Statement** - We work within the Early Years Foundation Stage Curriculum (EYFS). To value all children, to recognise their individuality, efforts and achievements and that all children develop at a different rate, creating a fully inclusive curriculum. We recognise that children need to develop, learning through interaction, people and exploration of the world around them. We observe children through play and record and write children's Individual Learning/Educational Plans which we share with parents/carers every 6 – 12 weeks. We evaluate and plan the child's next steps. We work from a long term plan which covers the academic year and this is broken down into planned festivals, visitors/visits, topics and focuses on meeting the aims of the EYFS. We use the children's next steps taken from Individual Learning Plans to meet the children's needs. Our short term daily plan is flexible and will change in accordance with the children's interests and will reflect any additional support the children may require. Overall progress of individual children is recorded on their personal tracking sheets which are reviewed every six weeks. Each individual tracking sheet is transferred on to an overall tracking sheet which will highlight the Setting's strengths and areas that need extra support.

**Selecting Equipment & Toys Policy and Practice** - The toys and equipment used by the setting provide opportunities for children with adult help, if required, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

- Is age and stage appropriate for the children.
- Offers challenges to develop the following; physical, personal social and emotional, communication language and literacy, creative development, knowledge and understanding of the world and problem solving, which will assist the children in meeting targets within the Early Years Foundation Stage Curriculum (Nursery).
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with or without special requirements/needs.
- Includes a range of raw materials that can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Enables children, with adult support, to develop individual potential and move towards required stepping stones.
- Toys and equipment are checked each session to ensure they are safe. Outdoor checks are carried each session and recorded in the outdoor check file. If any equipment is deemed unsafe it is logged in the file and either repaired, or if necessary disposed of.
- Equipment and toys purchased are all non-toxic, sturdy, safe and well made, conform to all relevant safety regulations and is sound and well made.
- Recently purchased equipment will display the EEC standard kite mark.
- All outdoor or large equipment will be erected securely and tested to ensure it is safe and a risk assessment completed on each piece of equipment. Any large piece of equipment that needs to be erected will be done so before the session starts and dismantled after the session has finished.
- Children have access to equipment and resources around the room and they are able to access these safely.
- Toys and equipment are checked and cleaned weekly and sorted through at every half term. This information is recorded on a sheet inside the risk assessment file.

**Involving and Consulting Children/Young People** - The setting and all its members of staff are committed to the principle of involving and consulting children/young people whenever decisions are made within the setting that affects them. The setting believes that actively promoting the participation of children/young people in decision-making processes is beneficial to children/young people, staff and the setting as a whole. For children/young people, involvement and consultations help them to develop new skills such as negotiating, sharing and understanding in the perspectives of others. It helps them to understand how decisions are made, and recognises that their opinions are

important. For both staff and the setting, there are multiple benefits of such an approach such as improved behaviour, a relationship with children/young people based on partnership, a more cohesive environment and activities and decisions that children/young people feel a sense of ownership over. The Manager and staff will work with children/young people to draw up a charter that will set out the expectations and responsibilities of the setting, the staff team and the children/young people in respect of consultation and involvement. Parental/carer involvement in drawing up and implementing the charter will be encouraged.

All children/young people will be listened to and consulted actively. This will take effect in a number of forms including:-

- Listening to what they say in speech and other forms of communication.
- Observing body language and behaviour.
- Through play and creative expression and the use of visual aids.
- Via group discussion and regular children's/young people council meetings.
- Questionnaires and other regular feedback activities, evaluations.
- Notice boards
- Children's/young people and parents/carers suggestion boxes.

Age, maturity and the type of decision being made will determine the extent and nature of the children/young people's involvement, however the emphasis should always be strongly in favour of involving children/young people. Consultation and involvement will be regularly monitored and acted upon so that children/young people are able to see that their input has led to visible outcomes. The setting and its staff will also be clear about what decisions children/young people will be involved in, and attempt to offer clear explanations if and when consultation and involvement is deemed inappropriate.

**Sharing learning at home** – During the 6 – 12 weekly Key person meetings with parents/carers staff encourage parents/carers to share children's achievements. Within the children's Individual Learning Plans staff include activities which develop children's learning and which can be carried out within the home environment. The Setting values parent/carer involvement within children's development as they are the primary educators of their child.

### **Admission Arrangements**

- Our child to adult ratio ensures that each child receives plenty of adult support. One-to-one activities can be arranged if extra support is needed. For more detailed information please refer to our Special Educational Needs Policy.
- Our setting at the Methodist Church, Station Road, Healing has a wheelchair ramp at our main entrance and at the entrances to our outdoor areas.
- The setting also has an accessible toilet area and has the space and furniture to offer flexibility.

This Policy was adopted at a meeting of the Nursery/Oosc held on 8 February 2017

Signed on behalf of the Nursery/Oosc .....