

Step by Step Day Nursery

Our curriculum is based on the interests and needs of the children whilst following the governments Early Years Foundation Stage regulatory framework.

4.5 Curriculum policy

We aim to gently develop the childrens knowledge, curiosity and taste for learning and unwittingly prepare them for the skills and understandings necessary for an easy and eventual transition to school.

Parents/carers are kept informed about the curriculum and events, as well as information on current themes of work through newsletters, our online 'Parents Notice Board' and bulletin boards within the Nursery.

The Learning and Development Requirements

We set out to assist all the children attending the Nursery to attain their maximum potential within their perceived capabilities.

The staff are aware of the importance of the correct play environment for the child, so they develop good social skills and an appreciation of all aspects of different multicultural societies.

Planning of the learning experience by the staff is further designed to ensure, as far as practical, equality of opportunity between all children.

While at Nursery every child will be learning through planned and purposeful play opportunities, they will be:

- Learning to become independent, happy and confident individuals, able to make their own decisions
- Developing a positive attitude towards their learning, where they are encouraged to choose for themselves the experiences they want to be involved in exploring
- Experimenting, planning and organising their learning within the different indoors and outdoors areas
- Extending what they already know and do with help from the staff as well as thinking for themselves and what they have learned from their experiences

All staff play an active role in providing a safe, secure, stimulating environment where the contribution of every child is valued. Staff help children develop a positive self-image and value others through working together as part of a group.

They will be using their knowledge and understanding of skills to plan and provide opportunities that reflect and extend the children's interests, knowledge and abilities.

All the opportunities provided in our Nursery are carefully planned to support the identified learning intentions for the week. This is done on a daily basis where an evaluation is done to help us to plan effectively for the next day and to provide a broad and balanced curriculum.

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Activities are planned and we aim to provide various sessions from painting to craftwork, stories to music, all of which will encourage learning together with free playtime. Each activity will depend upon the age group of the children and will encourage each stage of development from three months to five years.

All activities are child centred with staff there to give guidance, so the children can develop their interests further. Staff will encourage children to explore for themselves, then think back, and assess what they have learned from the experience. An adult will lead some of the opportunities; many of them will be opportunities that children can experience on their own but are extended through adult involvement and questioning.

A copy of the weekly plan is displayed in each room. We also do Monthly plans, long term planning and each child is planned for individually so their key person is able to assess the level the child is working at.

The Early Years Curriculum

What are the Early Years Foundation Stage Principles?

Theme: A Unique Child

Principle: Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Theme: Positive Relationships

Principle: Children learn to be strong and independent through positive relationships.

Theme: Enabling Environment

Principle: Children learn and develop well in enabling environment, in which their experiences respond to their individual needs and there is a strong partnership between Practitioner and parents and carers

Theme: Learning and Development

Principle: Children develop and learn in different ways. The frame work covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Each principle applies to all children from birth to 5 years. The four principals are supported with three prime areas and four specific areas of learning and development.

They are all explained and explored in more depth in the EYFS pack. The principles underpin all that the practitioners are required to do.

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We follow the Early Years Foundation Stage Curriculum, which is divided into seven areas of learning each area includes some aspects of development.

PRIME AREAS:

Personal, Social And Emotional Development

is made up of the following aspects:

- Making relationships
- Self confidence
- Managing feelings and behaviour.

Communication and language is made up of the following aspects:

- Listening and attention
- Understanding
- Speaking

Physical Development is made up of the following aspects:

- Moving and handling
- Health and self-care

SPECIFIC AREAS

Literacy is made up of the following aspects:

- Reading
- Writing

Mathematics is made up of the following aspects:

- Numbers
- Shape, Space and measure

Understanding the world is made up of the following aspects:

- People and communities
- The world
- Technology

Expressive Art and Design is made up of the following aspects:

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- Exploring and using media and materials
- Being motivated

The Characteristics of Effective Learning

The unique child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning:

Playing and Exploring- engagement

- Finding out and exploring
- Playing with what they know
- Being willing to “have a go”

Active Learning – Motivation

- Being involved and concentrating
- Keep trying
- enjoying achieving what they set out to do

Creating and Thinking Critically-Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Daily routine

Each room follows a daily routine depending upon the age group and abilities of the children. With children under 2 years old we follow each child's own routine, as their needs and capabilities vary.

We have a varied range of equipment and toys for stimulating play which helps their development and encourages basic social skills. As their need to assert their autonomy begins to grow, an increased need to communicate with the world around them emerges. But they are still very much led by their sense, which is why Step by Step Day Nursery will ensure these young toddlers are offered a balance of multi-sensory and language-rich experiences, amongst other appropriately planned activities.

They will be exposed to a rich learning environment, allowing them to explore textures, colours, patterns and shapes, smell and taste. Amongst the cushions, toys, Climbing frames and delights of outdoor play, their day will be filled with conversations, songs, books and rhymes. Most importantly though, there will be lots of listening and responsive interactions to encourage them to express themselves as much as possible.

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As **2-3 year** olds become more capable and acquires new motor skills, we encourage their growth with a whole range of varied activities; from organised creativity to physical activities. This is done by learning through play, to build up confidence and self-esteem.

As they make their way towards the more able and confident world of pre-schoolers, these older toddlers can sometimes struggle when their imagination and desires exceed their competence. Which is why, amongst all the carefully planned activities and games, our staff will be there to gently mentor the children through their interests and capabilities. They will guide them through the processes of toilet training and self-care with sensitivity and understanding, allowing them to grow in confidence and self-esteem.

A balance of child-initiated and adult-planned activities will encourage them to explore and investigate, either in small groups, with a carer or on their own, allowing them to develop both their social skills and their general knowledge of the world around them.

Pre-school children have a more structured routine to include educational activities to prepare them for school, which is carried out by our Early Years Practitioners. All activities are done in a fun, experimental and learning through play process to encourage their all round development.

KEY PERSON POLICY

Within the Nursery, we operate a key person system. The children are allocated to a member of staff who is responsible for the initial settling-in period, this will enable the child to form a bond with his/her key person and enables the parents to also form a professional relationship with somebody within the room.

The key person is also responsible for keeping developmental records, observations and profiles on the child's development. The key person does not have sole charge of the child throughout the day and at times they will not necessarily be the person giving feedback at the end of each day.

This policy was adopted by	Step by Step Day Nursery	<i>(name of provider)</i>
On	June 8 th 2020	<i>(date)</i>
Date to be reviewed	June 2021	<i>(date)</i>
Signed on behalf of the provider		
Name of signatory	Nicola Richardson	
Role of signatory (e.g. chair, director or owner)	Manager	