

# Ramillies Hall Nursery

## Early years Foundation Stage Curriculum Policy



### Introduction

At Ramillies Hall School and Nursery, we are committed to safeguarding and promoting the welfare of all children, in line with the duty placed on us by Sections 157 and 175 of the Childcare Act, 2006.

We believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the Early Years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. At Ramillies we follow Learning and Development requirements set out as part of the Early Years Foundation Stage Statutory Framework (DFE 2017)

### Commitment

*Learning and Development Requirements: Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.*

"Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (EYFS 2014).

### Policy Statement

Ramillies Hall Nursery operates as three distinct departments in separate buildings serving three separate age groups.

- Baby Nursery – children attend this department until they are around 24 months.
- Toddlers Department – Children usually attend this department from around 24 months to 36 months.
- Early Years Department – Children who are over 36 months join our Early Years Department, staying until they leave to attend Infant or Primary Schools.

### The Early Years Foundation Stage Curriculum

We follow the Statutory Framework for the Early Years Foundation Stage (2014) and aim to provide high quality provision that supports the learning and development of individual children, whatever their ability. It ensures that the children learn and develop well and are kept healthy and safe.

The curriculum has four guiding themes and principles that shape and underpin practice in the early years and through seven areas of learning. Threading through and underpinning all of the areas of learning and development are The Characteristics of Effective Learning, children learn by playing and exploring, being active and through creative and thinking critically.

The overall aim of the EYFS is to provide:

- Quality and consistency – so that every child makes good progress and no child gets left behind
- A secure foundation – this is through learning and development opportunities which are planned around the individual child
- Partnership working – between parents/ carers and nursery staff
- Equality of opportunity – ensuring that every child is included and supported.

The four guiding themes are:

- A Unique Child – Every child is a unique and competent learner
- Positive Relationships – children learn to be confident and independent through strong and close attachments.
- Enabling Environments – supporting and extending a child’s development through an enriching and responsive learning environment.
- Learning and Development – adapting and recognising that children develop and learn in different ways and at different rates, supporting the education and care of all children, including children with special needs and disabilities.

The seven areas of learning and development are divided into three prime areas and four specific areas. All the areas of learning and development are important and inter-connected.

Prime areas

These areas ignite children’s curiosity and enthusiasm for learning and build their capacity to learn, form relationships and thrive. These are:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas

The prime areas are supported and strengthened by the specific areas. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### **Characteristics of Effective Learning**

These underpin and thread through all areas of learning and development and refer to how children learn most effectively, individual children may prefer or show a preference for one particular characteristic or show a preference for all characteristics at different points in their learning and developmental journey.

Children learn through:

Playing and Exploring: Engagement

Children are encouraged to share and act upon their interests, we recognise that children will engage more if they are involved and curious about the world around them. We allow children to take risks and promote a ‘can do’ attitude through challenging opportunities and experiences.

Active Learning: Motivation

The learning environments motivate children through carefully planned activities and invitations to play that fascinate and inspire learning. Children are highly valued, praised and supported to keep trying which results in children feeling confident to try new things and achieve.

## Creating and Thinking Critically: Thinking

Through sustained shared thinking, children are encouraged to have enquiring minds, the questions and ideas that children have are valued and this supports children to extend and collaborate in their learning, testing and making links between these ideas.

Practitioners ensure that these characteristics are catered for through actions, planning and the learning environment.

The nursery has an open door policy. We welcome parents' involvements in their children's learning, for example through daily discussions and by parents contributing to their child's online learning journals (Tapestry) and providing photographs and information about their home life, we use these to build upon at nursery. Each department focusses on several children particularly each week, and at this time, a sheet is sent home to children's parents for them to complete with any current interests and favourite activities their child has currently. This helps practitioners engage children in learning by following their interests.

We provide parents with regular assessments and a yearly progress report with the opportunity for them to make comments.

The way in which we facilitate the curriculum is reviewed yearly.

### **Provision**

- The nursery and school has a dedicated and professional team who work together to provide a high quality curriculum for all the children. The team includes an Early Years Teacher, qualified and unqualified early years practitioners and apprentices.
- We constantly strive and reflect upon our practice to ensure the needs of the individual children are met, helping to develop their confidence and independence.
- Each child is assigned a key person; this promotes a healthy emotional attachment and an important link from home to nursery. The key person provides a familiar, trusting, safe and secure relationship and acts as an advocate for each individual child within their group.
- Planning is centred on the needs and experiences of each individual child, so that true potential can be nurtured and realised. Children are valued as active participants in their own learning and are consulted; their suggestions and thoughts acknowledged and reflected both within the planning and learning environments.
- We provide a rich variety of experiences including academic, musical, physical and creative.
- We have child friendly and stimulating indoor and outdoor areas which support and reflect the varying ages and stages of development.
- Routines are established so that children feel safe and secure within a predictable environment and begin to anticipate and feel confident to make the next step. Daily routines are managed carefully to ensure that key people can carry out the main care aspects of individual children in their groups.
- Resources are clearly labelled and accessible for the children, children are encouraged to have ownership in their environment, displaying their own work and being active in their decisions and choices.

### **Planning and assessment**

Planning –

- Practitioners follow and enrich the EYFS curriculum and take into account the four guiding principles, the seven areas of learning and the characteristics of effective learning.

- Long term plans are created before the beginning of each academic year. These set out key dates and possible learning experiences as well as the intended core provision in terms of what areas of learning and equipment will be provided and what our daily routines will be together with information about how these will contribute to children's learning and development.
- As Practitioners observe children at play, they collect information about children's interests and possible lines of development. This information is used to plan enhancements to the learning environment and a range of activities to encourage children to take the 'next steps' in their learning whilst doing things they enjoy and are interested in.
- The key person is responsible for the planning of their own individual key children, taking into account current interests, age and stage of development and any additional needs.
- Practitioners also plan weekly for adult led activities such as Key Group times, mathematics and Letters and Sounds activities.
- The phonics scheme used is *Letters and Sounds in the Early Years* supported by *Jolly Phonics* and *Phonics Play*.

### **Assessment -**

We hold the individual children at the centre of our planning. This is achieved through ongoing detailed observations and assessments.

The staff achieve this by

- Observing the children as they interact in their play and everyday activities, child initiated activities and planned activities and learning from and sharing with parents about their home life.
- Observing what children can do, and identifying the next step on their developmental pathway.
- Considering ways to support the children to strengthen and promote their current learning and development.
- Considering the individual child's needs, interest and stage of development.
- Regular assessments and a yearly general report are shared with parents/carers to strengthen partnerships and promote home learning.
- A two year progress development check will be carried out for children between the ages of 24 months and 36 months.

The staff will review children's progress and share a report with the parents yearly and when they leave the nursery. In addition to this, there are regular opportunities for parents to come into the nursery to discuss their child's development.

### **Equal opportunities, inclusion and specials needs**

The EYFS is taught in accordance with the current policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures and beliefs, valuing that everyone is unique in their own right and act upon it. Through everyday experiences, opportunities and interactions children learn aspects of tolerance, dignity, respect, liberty, equality and diversity, i.e. core British Values.

It is the Nursery's responsibility to ensure that we identify and help those children in our care with additional educational needs including gifted children. We have a named SENDCO (Special Educational Needs and Disabilities co-ordinator) whose responsibility it is to coordinate a targeted response to any additional need a child may present with either before joining the nursery or identified by the nursery. The SENDCO will work closely with Key Persons and with parents and other agencies as necessary to ensure children's needs are fully met.

Further information regarding the EYFS

DFE website – [www.education.gov.uk](http://www.education.gov.uk)

Parents' guide to the Early Years Foundation Stage Framework – [www.foundationyears.org.uk](http://www.foundationyears.org.uk)

What to expect when – [www.4children.org.uk](http://www.4children.org.uk)

**Other related policies:** Safeguarding, eSafety, SEND, Equipment, Equal opportunities

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