

## Curriculum Statement Early Years:

We aim to give all children in our Foundation Stage Unit (Nursery and Reception) an exciting, challenging and meaningful start to their learning journey with us. We plan children's learning experiences in accordance with the Early Years Foundation Stage (EYFS) curriculum guidance and principles. The EYFS is made up of seven areas of learning that are inter-connected. The three prime areas are Communication and Language, Physical Development, and Personal, Social and Emotional Development. There are also four specific areas, through which the three prime areas are strengthened and applied. These are Literacy, Mathematics, Understanding of the World, and Expressive Arts and Design.

We strive to provide a creative, discovery and play based curriculum which takes into account the children's existing skills, knowledge and interests. Children are encouraged and enabled to make choices about their own learning both indoors and outdoors. Through the learning opportunities we provide, our children become active and independent learners who develop strong enquiry and practical skills as well as becoming personally and socially confident individuals who enjoy learning.

We provide a welcoming and stimulating environment. Rooms across the unit are bright and spacious with different areas for the children to explore and develop their knowledge and skills. A wide range of activities are offered each day, including construction, small world, sand, water, creative arts, role play, mark making, stories and reading, dance, music, drama and technology. The children have access to a range of age appropriate technology resources and software.

Our extensive outdoor learning environment provides space for the children to be active, developing their co-ordination, control and movement. We plan the environment so that all the children are able to access the environment and the range of activities encourages the children to take part in physical activity. We help the children to understand the importance of physical activity and support this ethos through direct teaching and focus weeks on a healthy lifestyle. The outdoor environment provides both fixed and moveable structures to develop the children's skills. There is a fenced bike track where children have the opportunity to play with ride on toys, bikes and scooters. A fixed climbing frame challenges the children in climbing, swinging, sliding and balancing. The children also have access to other resources such as tyres, crates, tunnels and planks so that they can create their own climbing and balancing structures. We provide hoops, different sized balls, bats and bean bags to enable the children to gain control in pushing, patting, throwing, catching and kicking objects. The outdoor resources provide continuous provision through sand, water, large scale water play, a mud kitchen, messy play, chalks, mathematics, mark making, construction and physical activities.

The children have opportunities to visit the wider surroundings of the school and to go out into the local community. This has included visits to the post box, local post office, Fine Shades Wood and to observe a pedestrian crossing as part of our theme work around road safety. We regularly go on seasonal walks and explore the garden and pond area in the school grounds. The children are provided with real hands on experiences through the setting providing opportunities for the children to observe chicks hatching, caterpillars changing into butterflies and having a variety of pets and animals visiting the setting over the year. We welcome visitors into the setting to enhance learning and to support recent themes this has included Paramedics, a Health Visitor and a Librarian.

We are proud of the trusting relationships we have with our parents/Carers. The nursery operates an open door policy where parents are able to discuss any concerns, issues and views. Parents/Carers are welcome to stay in the nursery for as long as they wish, to settle, observe and be part of their child's learning experience. We actively invite parents into the setting to take part in activities and utilise their skills. This has included story sessions in Italian and Polish. We invite parents/carers into the setting for celebration and cultural events and regular family open days. These include Grandparent's Day, Dad's Day, Mum's Day, a Teddy Bear's picnic and a Physical Activity Day.

There are three Parents Evenings held over the year as well as regular 'Drop in Sessions'. Parents are given the opportunity to view their Child's Learning Journey and our 'Busy Books'. At these meetings parents meet with the class teacher to discuss development, individual learning, next steps and how parents can support their child's learning at home. It is also an opportunity for parents to share their child's current interests and how these can support learning in the setting. A Learning Journey is created for each child. The Learning Journey contains evidence of observations, notes, photographs, wow moments and feed back forms. Contributions from parents are sought, valued and highly respected. On leaving the setting each child is presented with their Learning Journey, a short report to reflect the Child's achievements and their Characteristics of Learning.