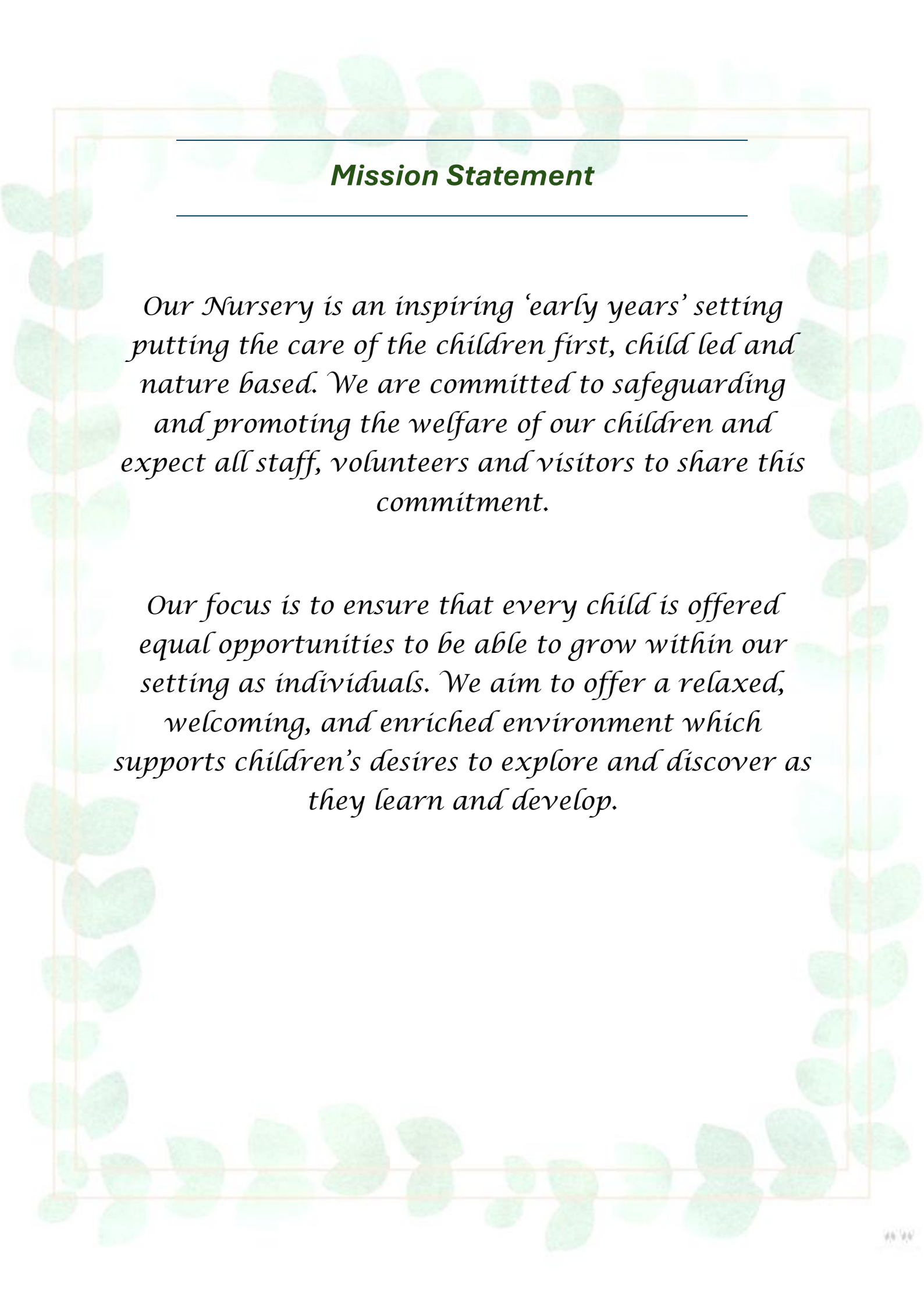




Mission Statement

Our Nursery is an inspiring 'early years' setting putting the care of the children first, child led and nature based. We are committed to safeguarding and promoting the welfare of our children and expect all staff, volunteers and visitors to share this commitment.

Our focus is to ensure that every child is offered equal opportunities to be able to grow within our setting as individuals. We aim to offer a relaxed, welcoming, and enriched environment which supports children's desires to explore and discover as they learn and develop.

Curriculum Aims

This document sets out our curriculum aims which supports and underpins our everyday practice.

Our curriculum is focused and centred around the individual child. We aim to embrace the interests of the children and be responsive to their curiosity and thinking.

Our free flow indoor/outdoor approach and adaptable environments allow children the freedom to make choices and be an advocate of their own learning.

We hold high value towards the natural environment; this reflects within the ethos of our setting and has been a key factor in the development of our curriculum. Children are given the opportunity to explore, appreciate, and understand the natural world, take & manage risks and ultimately develop a love for the outdoors. All children have access to an on-site woodland and outstanding forest school opportunities.

Practitioners are facilitators to children's learning. Their role is to observe, support & extend learning, offer meaningful opportunities and experiences whilst listening to the child and tuning in to their needs and interests.

Pedagogy

The curriculum and practice of our Pre School is inspired by a range of different pedagogical approaches.

Reggio Emilia

One of the approaches is that of the world-renowned early years educational project from the city of Reggio Emilia in Northern Italy. In Reggio Emilia the image of child is that of competent, strong, and amazing individuals who have rights and responsibilities, children are given the opportunities to realise their potential. Children are encouraged to express themselves in a variety of ways, referred to as The Hundred Languages. "For us, each child is unique and the protagonist of his or her own growth. We also note that children desire to acquire knowledge, have much capacity for curiosity and amazement, and yearn to create relationships with others and to communicate" Tiziana Filippini, Reggio Emilia

In the moment

Another approach which has had a significant impact on influencing our practice is that of Anna Ephgrave and her in the moment approach to teaching and learning. An in the moment approach has been carefully researched and embedded into our practice for several years, this style of planning supports the EYFS 2021 cycle of observation, assessment & planning, however it is carried out on a moment-by-moment basis. Progress, development, interests and experiences are recorded and reflected upon after they have happened. "With planning in the moment, children are actively engaged in construction and reconstruction of their own learning"
Anna Ephgrave 2020

Early Years Foundation Stage

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.” EYFS 2021

Our curriculum is underpinned by the 7 areas of learning within the EYFS Statutory Framework. Children are provided with a range of experiences and opportunities that support all areas within the EYFS.

Prime Areas

Personal, Social and Emotional Development

Physical Development

Communication and Language

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Grow

'Your physical potential is limitless.'

- *Knowledge of own body and what shapes a healthy lifestyle*
- *Enjoying being physically active*
- *Using a variety of tools to develop muscle growth*

'You have a voice.'

- *To confidently communicate needs, interests, thoughts, and ideas*
- *Be an active contributor within the classroom*
- *Show an appreciation for the voice of others*

'Have a strong sense of self and well-being.'

- *Be a kind and caring member of the community*
- *Be able to recognise and manage a range of emotions*
- *Being responsible and independent with my own self-care*
- *Feel confident and independent*



Explore

'Embrace a love of the outdoors.'

- *Understanding growth, change and the effects on the environment*
- *Be able to follow and understand woodland boundaries*
- *Being able to initiate and lead their own learning with open ended resources*

'Being an advocate for your own learning'

- *Taking and managing risks*
- *Take on challenges, new experiences and be proud of accomplishments*
- *Be a reflective learner*
- *Accessible learning for everyone at their own pace*

'An appreciation of your senses'

- *To use our senses to widen opportunities and curiosity about the world around us*
- *Be open to experience a variety of textures, materials, sounds, tastes and smells*
- *Understand how to use our senses to support self-regulation*

Discover

'Develop a love of literature'.

- *Enjoy listening to, reading, and retelling favourite stories, songs and rhymes*
- *Embrace and explore real life experiences*
- *Express ourselves through a range of media*

'Experience your creative potential'.

- *Use a variety of resources to create and explore*
- *Engage independently on imaginative play in a range of contexts*
- *Being independent in accessing opportunities within a range of environments*

'Begin to understand you are part of a wider world.'

- *Join in with and embrace other cultures and beliefs*
- *Know what is important to us, our family and what makes us unique*
- *How I can make a difference in the world*