

Curriculum policy

Introduction





The curriculum encompasses all the planned activities and opportunities that take place within Minis on a day to day basis, to ensure the children learn and develop. Our enabling environment provides choices for the children to make within their play to aid their learning and development. We ensure the children are progressing and their individual needs are met, whilst knowing that all children are unique and develop at different paces and in different ways.

We follow the Early Years Foundation Stage Statutory Framework for Group and School Based Providers, Department for Education, 2024 (EYFS):





The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

The EYFS seeks to provide:

-  **Quality and consistency** in all early years settings, so that every child makes good progress, and no child gets left behind.
-  **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
-  **Partnership working** between practitioners and with parents and/or carers.
-  **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Overarching principles, there are four guiding principles should shape practice in early years. These are:

-  **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
-  Children learn to be strong and independent through **positive relationships**.
-  Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
-  Importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

Learning and Development: Aim




For all children to reach their full potential, learning and developing at their own rate, ensuring the children are happy and feel secure, as we recognise this is key to successful learning and development.

At Minis, our practitioners plan activities according to the age and stage of the children, in line with their interests, the EYFS and Birth to Five Matters.





Principles into practice

- 🌸 We use the EYFS and Birth to Five Matters on a daily basis. Focusing on the PRIME and SPECIFIC areas to provide a balanced curriculum, using play as a vehicle for learning.
- 🌸 Every child will have a baseline assessment within the first six weeks at nursery.
- 🌸 We ensure ongoing formative observational assessment through our interactions and time spent with the children, playing, interacting, and being a play mate.
- 🌸 Each child will have a summative assessment, Learning Story, completed twice a year.
- 🌸 We consider the learning intentions for each activity, so our objective is clear
- 🌸 We differentiate our planning to meet the needs of all children
- 🌸 We promote equality of opportunity and inclusion
- 🌸 We provide early intervention for children who require additional support
- 🌸 We work in partnership with parents and carers
- 🌸 We, based on observations, evaluations, and assessments, plan challenging activities to help children progress.
- 🌸 We provide both child led and adult led activities for the children to engage with
- 🌸 We have a key person approach to develop close supportive relationships and bonds between adults and children
- 🌸 We plan for British Values and Cultural Capital through our routine, circle times, activities and within our day to day practice.
- 🌸 We provide a safe learning environment
- 🌸 The children go outside each morning and afternoon
- 🌸 We ensure team are regularly observed and give feedback to ensure continuous learning and improvement in their practice. We also train the team at monthly team meetings, as well as our 3 training days a year to ensure their continuous learning.
- 🌸 All team are responsible for being part of planning for the children

Prime Areas

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

Specific Areas

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

Minis Planning Cycle

Short Term Planning

Each room has a weekly planning sheet which is completed each day at the point of evaluation. The planning focuses on the learning intentions, the activities and opportunities provided to support the children to meet the intentions, focus children for key activities, adult and child led opportunities, planning for outside learning and daily circle times.

Minis expectation is for team to prioritise adult and child interactions and provide an enabling environment and have positive relationships, which are central to developing the child's wellbeing and learning, enabling the children to thrive, feel safe, valued and loved. Through this, key people will be able to observe the children and complete formative assessments of the children's stage of development, interests and ensure that these are planned for.

Pedagogy: At Minis our teaching methods to deliver our curriculum, consists of having enabling environments, with continuous provision that enables the children to access resources, lead their own learning and develop independence in the setting. Children in all rooms will have access to sand, water, sensory play, construction, small world, reading dens and home corner, children in the Tots will also have literacy, mathematical and IT form part of their continuous provision.

Each day there will be adult led focus activities as detailed above and the planning will also extend to the outside provision; what the children will learn on a daily walk or in the garden.

Our planning will be differentiated to ensure all children are able to take part and benefit from the activity. The planning will also scaffold the children's learning and knowledge to ensure that acquisition of knowledge and learning is secure and robust before moving on.

Our daily routine will include a circle time, which will develop and change as the children grow through the nursery.

Children are supported through regular and planned access to our sensory rooms.

We will also ensure independence is supported through the provision of self-serving at meal-times and snuffle stations.

We ensure we listen to the children, through their words and also their actions, to ensure our environments are engaging, interesting and developmentally appropriate.

Moments: We use iConnect to publish 'WOW' moments and special occasions through Moments, publishing pictures and special times and significant learning and development. The leadership team will review Moments, to ensure high quality and continuity, which are then published for the parents to see and will form part of the child's Learning Story.

Interest Board: In each room team use a white board to record children's interests which supports the daily planning and ensures the children's interests are included in the environment and used to support progression.

Included on the white boards are indicators of which range of development each child is at within the Prime Areas at the time of their summative assessment.

Daily Room meeting are held to discuss matters arising, evaluate planning, children's news and planning focuses are shared.

Fortnightly Room Meetings are held to discuss matters such as room changes, practice feedback and plans for upcoming events and share other related news.

This ensures good communication amongst the team and meets the needs of all children.

Children's Profiles

Each child has a Profile detailing their Learning Story. Each child's profile includes assessments, transition information, all about me forms and any information about children's learning such as reports from other health professionals. The Key Worker is responsible to ensure that their key children's profiles are kept up to date and provide a helpful tool in the planning for each child.

Short Term Planning cycle



Medium Term Planning

We use iConnect to assess and share with parents the children's learning and development in line with the ranges in Birth to 5 Matters.

Baseline Learning Story

When a child starts the nursery a Baseline Learning Story is created to give an insight into the child's stage of development at the start of their nursery journey. Baseline Learning Stories are completed 6 weeks after starting at the nursery. This will be followed by ongoing formative observational assessment and summative assessment (Learning Story) in November and June.

Summative Assessment: Learning Story

Twice a year we complete a Summative Assessment Learning Story, of the children's development to reflect on and review each child's learning journey at nursery and ensure we are supporting every child to meet their full potential. Assessments take place in June and November, which are shared with parents during parents evening during July and December.

Two-Year-Old Check Learning Story

These take place in either June, or November, whichever is closest to the child's 30th month. This report is then shared with parents during our parents evening. We ask that parents share with us the check completed by their Health Visitor and we request permission to share our report with the child's Health Visitor, to ensure partnership working in the best interests of the child. To further support partnership working within the local authority a Greenwich Two Year Check form will be used as a top sheet to summarise the assessment.

Transition Learning Story

In line with our Supporting Transitions policy children will have a Transition Learning Story at key times of change, such as when changing rooms.

Evaluation of Learning Stories

The Leader of Learning evaluates the Learning Stories; looking at how groups of children are progressing, e.g. boys/girls, key groups, vulnerable children etc. A written report is then given to the room leads and nursery manager detailing the findings for each room. This also feeds into the Nursery Improvement Plan (NIP).

SEND Learning Journey

To ensure children with SEND are supported within the graduated approach in line with our SEND Policy an additional Learning story will be completed in March.

Spring Term Learning Stories: March

To ensure all children's learning and development is supported, children who start after October, therefore do not have a learning story completed in November, will have a Learning Story completed in March. If a two-year-old is attending and will turn three before the next assessment point (for example they started in January and will be three in May) they will have their two-year check learning story at this point.

Long Term Planning

The NIP identifies priorities and areas of improvement for the year ahead linked to the outcomes identified through the planning and assessment process. This is supported further by an annual team training plan.

Our celebration calendar details the special occasions and events, religious and cultural, that we will focus on for the coming year. This calendar has input from the parents, team and has consideration for the different cultures of the children attending.

Through our long term planning we ensure that British Values & Cultural Capital are interwoven into our provision throughout the year.

Meeting the needs of all children, PP, SEN&D, EAL, Gifted and Talented

Minis is an inclusive setting supporting children from a diverse community, we value our diverse community and believe in equal opportunities for all. We are dedicated to meeting the needs of all children and our evaluation and monitoring of assessments ensures that all children, especially our most vulnerable are well supported. We have in place a Vulnerable Children register, which is updated termly, this includes details of children with SEN&D, children eligible for Pupil Premium or Together for Twos funding, children supported by Early Help or Social Care, Looked After Children and Children who have EAL and the languages they speak. Through our assessment process we are able to identify children who may be gifted and talented. Through differentiation and where appropriate PLPs we can meet the need of all children.

The 'Six Week Rule'

At Minis we have a rule that a Baseline will be completed on the child's sixth week, a Learning Story will be completed no sooner than six weeks after a Baseline, a Transition within the six week period after a Baseline or Learning Story will include only a written summary of the child's needs, after six weeks a Transition will also include tracking against the ranges.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>July 2024</i>	<i>Julie Coackley Childcare Director</i>	<i>2025</i>