

Warrington Road Nursery School

Our Curriculum

Foundation Stage Curriculum.

We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. We recognise that children work developmentally rather than by age, therefore each key person tailors the curriculum to meet the needs of the children in their group.

All seven areas of learning and development are important and inter connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Personal, Social and Emotional Development

Physical Development

Communication and Language

Children are also supported through the four **specific** areas, through which the prime areas are strengthened and applied.

The specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first hand experiences, in which children explore, think creatively and are active. We aim to develop and foster and nurture positive attitudes towards learning, confidence, communication and physical development. As a team we have written continuous provision plans for the different areas within the nursery. Our observations of children enable us plan differentiated learning objectives for each area of learning and development, as well as to enhance the continuous provision areas based on children's current interests. Each key person records the key group planning outlining spontaneous and planned activities offered to the group based on their interests and developmental needs. The curriculum is delivered using a play-based approach. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During play, early years practitioners interact with children to enhance / reinforce the activity; to support, extend, stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these in our practice. We understand that language is vital to communication and aim to support language

development at every opportunity. We create a stimulating environment to encourage children to free-flow between inside and out.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal file. Children / Parents / Carers are encouraged to take this home and share them as they wish. A more detailed observation of each child is carried out once per term. This outlines what we have learned about the child, possible next step, and ideas for parents to contribute to the learning. They are shared with children, parents / carers, who are also invited to comment. We operate an open door policy and each child's key person will talk to parents/ carers parents on a regular basis. Parents can also make appointments to speak to staff outside of school hours. Staff are extremely accommodating in supporting this.

As children are completing their time at Warrington Road, each child takes home their personal file containing observations, photographs and work. In addition to this we provide parent/carers with a report on their child's progress at nursery, detailing the age band their child is currently working within in each of the Areas of Learning and Development, and reflecting their child's characteristics of learning.

Transitions

Transitions are carefully planned to ensure continuity of learning (see the Role of the Key Person in the Setting and Settling in policy). Parents receive a prospectus plus information about the nursery and EYFS at a parent/carer meeting before their child starts. Each child's transition into nursery is matched to their individual to their needs in consultation with parents / carers. This starts on the home visit (see home visit policy).

In the final few weeks of nursery reception teachers from local primary schools come and visit the child in the nursery setting and meet with the key person to discuss the individual's needs and levels of development. A meeting with parent/carer and other agencies is arranged for any child with additional or special needs. At this meeting an individual plan is developed to support the child on transition.

Inclusion

We value all our children as individuals at Warrington Road Nursery, irrespective of their ethnicity, culture, religion, home language, background, ability or gender (See Equality Policy). We plan a curriculum to meet the needs of the individual child and support them at their own pace so that all our children make good progress.