



EYFS: The Learning and Development Requirements 2.1

The Learning and Development Requirements 1.1 Curriculum

*Let me fly with my own wings,
I know, I am a child,
But trust me, I can*

All children are artists. The problem is how to remain an artist once he grows up...

Pablo Picasso

Policy Statement

We believe that all children are born with creative ability; but it is up to us, as adults, to provide a climate to support the child's creative effort. At Auden Place Community Nursery we embrace the idea that human beings require two conditions if they are to function creatively; psychological safety and psychological freedom. The child's sense of psychological safety may result from three related processes:

- Accepting the child as an individual of unconditional worth and having a faith in the child no matter what their present state is
- Avoiding external evaluation and encouraging self-evaluation, and to develop their system of values
- Empathising with the child, trying to see the world from the child's point of view, understanding and accepting them.

Children need to have the opportunity to try new experiences, and to take risks, so adults should establish the safe conditions to make children feel secure, and in this way, grow in self-confidence. When we are talking about a safe and healthy environment we are including the fact that it is a space to share with others, which means helping children to develop and become aware of other's needs, values, beliefs, and diversity.

Procedures

We work within, and keep up to date with, the government's Early Years Foundation Stage statutory framework.

The guidance sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Auden Place Community Nursery has regard to these matters when we assess children and plan for their learning.

Our program supports children to develop in all areas of the Early Years Foundation Stage, with emphasis on the characteristics of effective learning. Each child has the opportunity to explore all areas of the curriculum, through their play themes and individual interpretation. It is for us as a nursery setting to celebrate these individualistic approaches and to create opportunities for all children to progress holistically at their own desired level.



This includes the three prime areas:

Personal, social and emotional development

- positive approaches to learning and finding out about themselves and the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements, understanding who they are and how they differ from others;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the expectations which are set to help us look after ourselves, other people and our environment;
- their commitment and enthusiasm to understand and accept the other children and staff they come into contact with
- their ability to expect to have their way of doing things respected and to respect other people's way of doing things.

Communication and language

- all non-verbal communication that occurs through body language, facial expressions and intonations in speech
- conversational skills with one other person, in small groups and in large groups, to talk with and listen to others (opportunities for the key person to interact at this time with their key group)
- understanding that communication is a powerful tool to use with all adults and children, and what communication is appropriate when, and why
- “five a day” up to five opportunities a day to interact through song/rhyme and storytelling;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;
- their ability to listen to, re-tell and talk about stories;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing

Physical Development

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of their bodies and how to look after them;
- their ability to care for and manage themselves, and to strive to understand their personal hygiene needs
- show curiosity in physical play, and explore all elements of physical play in the knowledge that they are safe and can move in safety
- participate in movement groups to help develop coordination, balance and control in a range of movements
- understand the importance of a healthy and balanced lifestyle, and how to achieve this



As well as these prime areas of learning, we also ensure children have daily opportunities to explore the specific areas of mathematics, understanding the world, literacy and expressive arts and design. We do this by:

- mathematical talk, songs, books and activities
- playing with technological toys such as remotes, telephones, cameras, and battery powered toys
- having daily access to sand and water play
- having daily access to painting and easel play
- having daily access to mark making resources
- going on regular outings to the park and local community
- going on trips to the theatre, museums, concerts and other events

The Room leaders meet with all staff weekly to discuss the deliverance of all curriculum; if any holes are appearing, or any concerns are raised, these can be addressed during these meetings, and plans are made to support the children. Together, all staff are constantly evaluating their curriculum to ensure the maximum amount of activities and creative approaches are being employed. At all times, all staff are assuring that all children are playing and accessing the curriculum appropriately.

How can we make it possible in an early years setting?

- By recognising that we are trained professionals and having confidence in our knowledge of child development, and the Early Years Foundation Stage Curriculum.
- By approaching children with a generosity of understanding, aiming to evaluate their mistakes and to praise their effort.
- We see questions as tests, and so therefore limit our questions, and replace these with comments on what the children are doing, often imposing children to question themselves, rather than being questioned. We aim to keep any questions asked open ended, and we also take into consideration the age and developmental stage of the child.
- By being focused on the process rather than on the result, e.g. we would say to a child,
- Never amend or write on their work, unless they ask you to.
- By observing children's interaction closely in order to better understand their needs and own initiatives, planning according to these.
- By being aware of having too high an expectation of children. These expectations, positive or negative can affect a child's self-esteem and development, and their response to thinking and learning. It is important to provide stimulation but also to allow areas of success.
- By encouraging all children to explore activities before structuring their learning.
- By encouraging children to build up their own hypothesis to understand the world around them. Asking them rather than giving them answers.
- By letting them express in their own words, rather than in ours.
- By genuinely celebrating the children's exploration of the world, with praise.
- The early years curriculum should enable the inclusion of children with special needs, and those who come from diverse ethnic backgrounds.
- The quality of adult relationships (in this case, the staff team) is important in order to establish a safe and healthy environment for the child. Adults should agree a common approach towards the children, making sure that in the setting we are having the same attitude towards children and that we are giving them the same messages through consistency.



From the Beginning (See policy 3j.3 – Transitions)

When a child starts nursery, they will be allocated a key-person who will, through talking to you and your child (if of an appropriate age), and through observing your child at play, determine what stage of development your child is at and what they enjoy doing/playing with. This is then used in order to plan activities for your child when they start with us, and to create an environment which makes them feel secure.

Forest School

At Auden Place we embrace the role of outdoor education, and have regular Forest School sessions at London Zoo, Primrose Hill Park or the local Church. Some staff have been trained in leading Forest School, and we recognise the importance and benefits of taking the children to the 'forest' and the relevant activities that we can do.

Key Person Role (See policy 3d.1 – Role of the Key-person)

- We see parents as the most significant people in the life of the child. The role of the key-person is to build up a trusting relationship with parents and carers and to maintain fluent and honest communication with them. This is the person who parents will refer to, share information with or raise any concerns they may have. The key-person is going to establish the conditions to make parents feel secure.
- The key-person will also build up children's portfolios to show their development using children's artwork, photographs and observations, as evidence. Parents have access to their child's portfolio at any time, but we formally go through them on parents evenings.
- Although the key-person has their own group of key children that they take the lead responsibility for, they are still part of a team and they work towards the best outcomes for all the children in the nursery.

Parents Involvement (See policy 3j.4 Parent Partnership)

Practitioners are aware that parents/carers are the children's primary educator and work closely with them. Our planning is on display for parents/carers to see so that they can continue the interest at home. We also provide parents with 'wow sheets' for them to complete if they have something at home they can bring in for us to incorporate in to our planning. Our weekly planning sheets incorporate parent feedback and areas in which they would like their child to develop further. These are written in blue.

We also send weekly updates to the parents about what activities the children have been up to and how they can develop this further at home.

A Stimulating Learning Environment

We understand that children need to have access to a stimulating learning environment, both indoors and out, in order to promote independency and autonomy.

A stimulating learning environment is essential for development to take place, whilst also feeling safe and secure to explore, investigate, and learn. So from the moment children come to the nursery they will be involved in learning opportunities throughout the environment.



A Stimulating Learning Environment has to be:

- safe
- inviting and attractive
- clearly defined for both adults and children
- planned for every day (also allowing for child initiated and spontaneous activities)
- monitored and evaluated
- maintained and replenished
- clear and tidy
- lots of open ended tools and equipment
- inclusive

The wider context

We are aware that learning does not stop when children leave the classroom. There are learning opportunities wherever we are. We therefore incorporate our curriculum planning into our garden area, out in the local community and when organising educational trips further afield e.g. theatres, museums etc.

Staff Training

All staff are provided with regular training in order to:

- Develop and maintain a good quality of early education and childcare provision that is accessible and inclusive to all children and their families that develops children's confidence and helps them to overcome any disadvantage
- Promote the child development principles identified in the Early Years Foundation Stage Statutory Framework
- To provide a balanced curriculum that meets the developmental needs of babies, toddlers and young children physically, socially, emotionally and intellectually
- Creating and sustaining a diverse range of childcare provision across the setting to meet the varied needs of parents and children
- Stay aligned with any new research and/or theories that may add to child development

Developing Staff Practice

In order to support and maintain the standard of staff practice, all staff are provided with regular supervisions, weekly room meetings, weekly planning meetings, monthly staff meeting, articles to read, policy reviews and support via Camden's Early Years Advisory Teachers. Staff that need also have one to one session with the Room Leaders each week to support them with their observations and weekly planning. This is monitored and recorded. For more details on how we develop staff practice within the curriculum. (see policy 3c.1 – Staff Development within the curriculum. Staff Qualifications, training, support and skills).