



Curriculum & Education Policy

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We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

At hdc we reflect the Early Years Foundation Stage learning and development requirements as we provide an excellent early learning environment, tailored to each individual child in a safe, secure and, most importantly, happy setting.

Children develop and change at different rates. It is vital to encourage each child to reach their full potential at their own pace.

Learning should be relaxed and purposeful, considering the individual child's abilities and interests. At hdc, when planning and implementing the curriculum for the children in our care, we consider the following principles:

- Every child is a unique individual
- All children have skills and abilities that need to be brought out and built upon
- What they can do, not what they cannot do, is the starting point in their education
- Children have the right to develop physically, socially, emotionally, intellectually and morally to their full potential
- Not all children develop at the same pace
- Children learn through first-hand experience, using their senses to develop an understanding of the world
- Learning is holistic for young children
- Children need opportunity and space to explore their environment
- Play is central to the child's learning processes

At Humpty Dumpty Childcare we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including:

- evidence of assessment that includes the progress of different groups of children:
 - assessment on entry, including parental contributions

- two-year-old progress checks (where applicable)
- on-going (formative) assessments, including any parental contributions
- summative assessment when children leave.

Through observation, assessment and partnership working with parents (and other professional if they are involved in the child's care), each child's strengths, interests and needs are able to be taken into account in order to plan and support learning opportunities that will support each child's unique progress.

Children are routinely observed throughout their time in nursery, although the observation may not be recorded, it is used to support recognition of children's progress and consolidation of skills and knowledge. These observations also support our In the Moment (ITM) approach, whereby staff working in the room with the children recognise what they are interested in and use this to support the delivery of adult guided or extended learning opportunities. Using the child's interest to support their learning has proven to provide a learning platform that children more readily engage with.

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At hdc children experience learning opportunities both inside and outside throughout the year. Outdoor learning is given equal importance and is planned to encompass learning opportunities that promote the EYFS prime and specific areas of Learning and Development. We ensure that the educational programmes are well planned and resourced to have depth and breadth across the areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

We carefully track the children's starting point to make sure that every child learns and develops and reaches their full potential, hence the reason we undertake baseline observations when a child first starts their nursery journey with us.

hdc respect and adhere to the principles of the *Early Years Foundation Stage*, care, activities and experiences for all children are planned in accordance with this framework.

Staff undertake continuous training to ensure that a variety of practical and creative learning opportunities and experiences are available to all children.

At Humpty Dumpty Childcare we aim to provide high quality care and education for all children. High quality care leads directly to better outcomes for children and this is what we are all aiming for.

To promote quality practice we will do the following to ensure children receive the best care and education:

- Ensure high expectations for children to realise the best outcomes
- Ensure all staff know what is meant by quality practice and how to deliver it
- Create a quality vision that all staff can follow

- Deliver high quality practice and teaching that makes a difference daily to children's outcomes.
- Ensure a solid understanding of the importance of pedagogy and child development amongst all practitioners
- Value continuous professional development in all staff and access a variety of training and development to support the needs of the children in the nursery
- Evaluate the effectiveness of training and link to the outcomes for children
- Ensure all staff are confident in their roles and have the training they need to be able to perform these roles
- Conduct regular supervision meetings with all team members to ensure all staff are supported to be the best they can be
- Use peer on peer observations to share, discuss and improve practice across the setting
- Monitor all practice and feedback ideas for improvement
- Ensure all planning, observation, assessment and next steps are linked to each individual child's needs and interests and are evaluated for effectiveness
- Engage with families and carers and link across the home learning environment and other carers to provide consistency of care and education
- Operate a robust and embedded evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners. We tackle poor performance using our staff procedures to ensure high quality always remains forefront.

1. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.
2. . The Early Years Foundation Stage (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 broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
3. 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.

www.gov.uk/government Statutory framework for the early years foundation stage

Published 31 March 2021 Effective 01 September 2021

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to

enhance and extend children’s learning both within the nursery environment and in the child’s home. We share information about the EYFS curriculum with parents via our communication software Family and verbally during daily feedback, Focus Child parent consultation meetings.

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Glossary of Terms

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| COETL | Characteristics of Effective Teaching & Learning |
| CPD | Continuous Professional Development |
| EAL | English as an Additional Language |
| EYFS | Early Years Foundation Stage |
| Ofsted | Office for Standards in Education |
| SEND | Special Educational Needs and Disability |
| SENDCo | Special Educational Needs and Disability Co-Ordinator |
| SMART | Specific, Measurable, Achievable, Realistic, Timely |

