



# Curriculum Teaching and Learning Policy

Tiger Cubs Day Nursery uses the Early Years Foundation Stage to support, inform, guide and challenge all staff with responsibility for the care and education of children from birth up to the age of five years including those children with special educational needs or disability.

The staff of Tiger Cubs Day Nursery believes that it is important to value all babies and children as competent learners from birth. All children have, from birth a need to develop, therefore we recognise their individuality, efforts and achievements. Relationships with adults and children are crucial in a child's life and relationship with a key person is essential. Children learn best through interaction with people and active exploration of the world around them.

Play supports all aspects of children's development all aspects of children's development, through play children learn by doing rather than being told. Young children are individuals and progress at different rates. Schedules and routines must follow the child's own needs and interests. Children learn when they are given the appropriate responsibility, allowed to make decisions, choices and errors and are respected as autonomous and competent learners.

The contexts in which children learn need to be relevant, meaningful, motivating and interesting to them. A play based Early Years Foundation Stage supports all aspects of children's development. Through play both indoors and outdoors children learn by having practical, hands on meaningful opportunities to experience real life situations, make choices and have ownership over their actions and reactions. "Play is the young child's work".

The Early Years Foundation Stage supports the child's inbuilt curiosity and desire to make sense of the world around them discover that learning is interesting and fun, this is vital if children are going to be keen to learn for the rest of their lives.

The staff at Tiger Cubs Day Nursery actively promotes positive attitudes to diversity and differences within all children, parents and staff. The aim is to ensure that we help children and staff learn to value different aspects of their own and other people's lives.

This includes ensuring that all people who use the nursery feel included, safe and valued, that all children and adults are treated as individuals and are not discriminated against and that all children are listened to and respected.

We believe that parents and families are central to the wellbeing of the child and should be involved in their children's experiences and development. Early years staff need to make visible children's learning to enable parents to understand, contribute to and support their child's learning.

At Tiger Cubs Day Nursery we believe a high quality early years' experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity between all settings and that children's social, emotional and educational needs are addressed appropriately. Transition between nursery and school (or another nursery setting) should be seen as a process not an event and will be planned for and discussed with children (when appropriate) and parents.

### **Early Years Foundation Stage – Long Term Planning**

The four themes of the early years foundation stage that the nursery puts into practice are:-

#### **A unique child**

- Every child is a competent learner from birth who can be resilient, capable, confident and self – assured.

#### **Positive relationships**

- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.

#### **Enabling environments**

- The environment plays a key role in supporting and extending children's development and learning.

#### **Learning and development**

- Children develop and learn in different ways and different rates and all areas of learning and development are equally important and inter – counted.

At Tiger Cubs Day Nursery we encourage children to be active, autonomous learners who:-

#### **Are strong**

- Get to know themselves and their own capabilities
- Understand that s/he is valued and important
- Are confident, capable and self-assured
- Enjoy being with familiar and trusted others

#### **Are skilful communicators**

- Make relationships and communicate with others
- Become confident and competent language users
- Listen and respond to others
- Learnt to listen and understand others

### **Are competent learner**

- Are interested, curious and explore using their senses, bodies and minds
- Play imaginative with materials
- Are creative, exploring, discovering and experimenting
- Represent their ideas, thoughts, feelings and understandings using drawing, movement, music imaginative play words.
- Are encourage to connect ideas by transporting objects and materials
- Are encouraged to use materials creatively and imaginatively and to reflect on their play experiences.

### **Are healthy**

- Feel loved and supported and have a strong relationship with a key person
- Are physically well and have energy and enthusiasm
- Feel safe and secure
- Make choices as they learn about their bodies and what they can do

### **Organisation of the nursery provision**

Research shows that the best form of quality practice for young children involves structuring of the provision in terms of;-

- Space, time, materials and equipment
- Staff interaction which requires knowledge of child development and pedagogy (teaching)
- Partnership with parents
- Relationships with other agencies

### **Space, time, materials and equipment**

At Tiger Cubs Day Nursery we:-

- Provide a stimulating environment with easy accessible resources both indoors and outdoors
- Allow children time to become engrossed in activities, complete them and return to them if they later wish
- Offer children a range of well-planned play opportunities which offer continuity and progression, e.g. physical play, imaginative play, social play, play with natural materials
- Provide play contexts which are well planned and resourced to foster all aspects of children's development (physical, emotional, social and intellectual)
- Provide situations which will enable children to appreciate the multi-cultural society in which they live
- Provide appropriate, good quality materials and resources that reflect careful planning and enable children to interact at their own level of development, allowing for progression by exciting children's interests and curiosity.

## **Staff and parents**

At Tiger Cubs Early Years staff:-

- Develop close relationships with children in their key person groups
- Involve parents and encourage them to contribute to and support their child's learning
- Understand the importance of play and enjoy playing alongside the children indoors and outdoors
- Encourage children to explore everyday situations in their play
- Respect and value children's play and learning and are able to intervene sensitively in it using language to support and extend children's thinking
- Help children become independent learners and develop their creativity and imagination
- Have time to observe children at play and monitor their development in all areas (including outdoors) in order to inform future planning of play provision and experiences
- Respond to observation and assessment of the children's developmental needs and interests.
- Enable children to initiate their own learning as well as take part in adult – initiated experiences
- Positively encourage all children to have equal access to play experiences indoors and outdoors
- Challenge stereotypical ideas about play.

The Early Years Staff at Tiger Cubs Day Nursery use the Early Years Foundation Stage principles into practice as a planning framework. The nursery offers a broad curriculum using the 7 areas of learning:-

## **Prime areas**

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

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in **4 specific areas**.

These are:-

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

## **Other agencies**

At Tiger Cubs Day Nursery we work with other agencies in order to share expertise and knowledge for the benefit of all or individual children and for the development of staff.

These agencies may include:-

- Health visitors

- The Area SENCO
- Portage workers
- Child development unit
- Community paediatric nurses
- The local authority early years' service
- Sure start
- National early years organisations

Broad guidelines for:-

### **Adults**

An effective key person system ensures that children form strong and secure relationships with a key person and benefit from high quality experience which build upon their interests and responds to their needs.

- Boys and girls are encouraged to take part in all types of play to challenge stereotypical ideas about what is suitable for girls and boys
- Adults interact sensitively with children to heighten the quality of experiences and build upon children's interests

### **Environment and resources**

- The learning environment in and out of doors is planned carefully to ensure that children can access and participate in all areas of provision
- Resources are organised to allow children to access them independently be appropriate use of the floor, treasure baskets, low shelving, silhouettes and picture labels.
- Resources include bought, found (e.g. recycled materials, shells) and improvised (old curtains to make dens, shawls) items

### **Observations**

- Adults take time to look, listen and note observation. Observation helps adults to get to know the children and identify their interests and abilities in order to plan experiences appropriately.

### **Planning**

- Play experiences are planned in response to observations of the children and knowledge of the child gained from parents and other sources. They include possible learning linked areas of learning but also allows for play to arise spontaneously from child's own ideas
- Possible learning intentions in short term planning are drawn and developed from the early years foundation stage and long term planning. Short term planning is completed weekly informed by observation, assessment and evaluation but may be altered daily in response to children's interests and needs
- Adults regularly evaluate, reflect on and develop the provision they make for play
- Outdoor exploration is important for children
- Outdoors is half of the play environment

### **Assessment**

- Planning, observations and evaluation of play and experiences are kept for all children (learning journal)
- Staff monitor what has been covered each month, learning priorities are identified for each child and any gaps are identified and incorporated into future planning
- Parents are encouraged to contribute to their child's learning through discussion, parents evening, daily feedback and diaries.

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Date of signing: - ....August 2017.....

Review Date: - .....