



Curriculum Policy

Colerne Preschool Ltd

Introduction

As childcare providers, we have a duty to protect children and to keep them safe from harm. At all times, the welfare of the child is paramount (see our Safeguarding Children Policy).

Children start to learn about the world around them from the moment they are born. The care and education offered by Colerne Preschool helps children to continue to do this by providing all of the children with interesting activities that are right for their age and stage of development.

Every child deserves the best start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. We support the UK Early Years Foundation Stage (EYFS) statutory framework and use the guidelines to help us ensure that we provide the best quality care, play and learning opportunities for each child.

Early Years Foundation Stage (EYFS)

We help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- Setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- Providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, financial status, learning difficulties or disabilities, gender or ability;
- Creating the framework for partnership working between parents and professionals, and between all the settings that the child attends;
- Improving quality and consistency in the early years sector through a universal set of standards which apply to all settings, and providing the basis for regulations and inspection;
- Laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

We apply the EYFS principles which guide the work of all practitioners and are grouped into four distinct but complementary themes:

- A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development, inclusion, safety, health and well-being.
- Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect, partnership with parents, supporting learning, and the role of a key person.
- Enabling Environments explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation,

assessment and planning, support for every child, the learning environment, and the wider context – transitions, continuity and multi-agency working.

- Learning and Development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

We use the three elements of the EYFS learning and development requirements:

the early learning goals – the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five;

the educational programmes – the matters, skills and processes which are required to be taught to young children;

the assessment arrangements – the arrangements for assessing young children to ascertain their achievements.

Staff planning covers the early learning goals from the EYFS:

The **three PRIME** areas:

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

and the **four SPECIFIC** areas:

- Literacy;
 - Mathematics;
 - Understanding the world;
 - Expressive arts and design.
- We take a holistic approach to child development. The areas of learning and development are interconnected and are delivered through planned, purposeful play, with a balance of adult-led and child-led initiated activities.
 - Colerne Preschool uses the early learning goals to help us to trace each child's progress and to enable us to provide the right activities to help all of the children move towards achievement of the early learning goals.
 - Development Matters in the Early Years Foundation Stage can be found on this link: www.early-education.org.uk

Additional Needs

- As part of the Preschool's policy to make sure that its provision meets the needs of each individual child, we take account of any additional needs that a child may have.
- The Preschool works to the requirements of the 1993 Education Act and The Special Educational Needs and Disabilities Code of Practice 0 to 25 years (2014). The Preschool's Special Educational Needs Co-ordinator is Sarah Macdonald, Preschool Manager.

Children's progress and learning

- The Preschool keeps a record of children's progress in a Learning Journal for each child. The record begins when a child joins preschool and continues until the child completes their reception year at school. These years are known as the foundation stage of education. Staff and parents working

together on their children's progress is one of the ways in which the Preschool and parents work in partnership. Your child's progress helps us to celebrate together her/his learning and to work together to provide what your child needs for well-being and to make progress.

- Your child's key person will talk with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage. We arrange regular appointments for parents to meet with their child's keyperson to discuss their progress. Additional appointments can be made whenever necessary.
- In line with the new revised EYFS which came into force in September 2012 we will undertake the '2 year old check' on children between the age of 24 – 36 months. We will discuss fully the purpose and timing of this check with parents and meet with them to discuss the outcomes of the check and how we will continue to support the child onto the next step in their development.

Learning opportunities for adults

- As well as gaining qualifications in early years care and education, our staff continuously take part in further training to help them to keep up-to-date with current thinking and practice of early year's care and education.
- The Preschool also keeps itself up-to-date with best practice in early years care and education being members of PACEY and the Early Years Alliance.

Cross Reference:

Please also refer to *Equality and Diversity Policy, Mobile Phone and Camera Policy, Parental Involvement Policy, Safeguarding Children Policy, Special Educational Needs Policy, Staffing and Employment Policy.*

This policy was adopted by Colerne Preschool Limited in July 2021