



Highters Heath Nursery School

Elinor Warner (Head Teacher)
11 School Road, Warstock, B14 4BH
0121 474 2356
www.hightersheathnursery.org.uk



Article 28: You have the right to a good quality education.

Article 31: You have the right to play and rest

Curriculum Guidance

The Early Years Foundation Stage - Underpinning Principles

Highters Heath Nursery school uses the Early Years Foundation Stage to support, inform, guide and challenge all staff with responsibility for the care and education of children, including those children with special educational needs or disabilities.

The staff of Highters Heath Nursery school believe that it is important to value all children as competent learners from birth. All children have a need to develop and we recognise their individuality, efforts and achievements. Relationships with adults and children are crucial in a child's life and a 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 as through play children learn by doing rather than by being told. Young children are individuals and progress at different rates. 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.



The Early Years Foundation Stage supports the child's inbuilt curiosity and desire to make sense of the world around them and helps 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 Highters Heath Nursery school actively promote positive attitudes to diversity and differences within our school community. We aim that everyone learns 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.

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 Highters Heath Nursery school we believe a high quality Early Years experience provides a firm foundation on which to build future academic, social and emotional success. Transition between nursery and primary school (or another nursery setting) is seen as a process, not an event, and will be planned for and discussed.

The nursery puts into practice the four principles of the Early Years Foundation stage which guide the work of all our staff:

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 a 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 at different rates and all areas of learning and development are equally important and inter-connected.



Children

At Highters Heath Nursery school we encourage all children to be active, autonomous learners; we do this by providing personalised learning, development and care through:

Treating Each Child As A Unique Individual By:

- Supporting all areas of their development
- Valuing and respecting the diversity of individuals and communities through inclusive practice
- Keeping them safe and protected
- Supporting their health and well-being
- Encouraging positive relationships with other children
- Respecting each other
- Forming strong partnerships with parents
- Providing warm, trusting relationships that support learning
- A key person system which develops secure attachments and allows for every child to feel cared for and supported

Enabling Environments That Include:

- Individualised observation, assessment and planning
- Providing a range of materials which support every child's unique learning journey
- A rich and varied indoor and outdoor learning environment which supports learning and development
- Working with awareness of a wider context through partnership with other settings, other professionals and the community



Highters Heath
Nursery School

Learning And Development That:

- Values all play and exploration and reflects the interests and preoccupations of each child
- Provides many opportunities for active learning and involves other people, objects, ideas and events that engage and involve children for sustained periods
- Supports children's creativity and critical thinking
- Supports all seven areas of learning and development in the EYFS



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)
- Partnership with Parents
- Relationships with other agencies

We incorporate these principles of high quality practice in the following ways:

Space, Time, Materials and Equipment

- We provide a stimulating environment with easily accessible resources both indoors and outdoors
- We allow children time to become engrossed in activities, complete them and return to them later if they wish
- We offer children a range of well-planned play opportunities which offer continuity and progression, e.g. physical play, creative play, imaginative play, social play, play with natural materials;
- We provide play contexts which are planned and resourced to foster all aspects of children's development
- We provide situations and learning opportunities which will enable children to appreciate the multicultural society in which they live
- We provide appropriate, good quality materials and resources that enable children to interact at their own level of development, allowing for progression by exciting children's interests and curiosity



Staff Interaction & Partnership With Parents

- Staff develop close relationships with children in their key person groups
- Staff involve parents and encourage them to contribute to and support their child's learning.
- All staff understand the importance of play and enjoy playing alongside the children indoors and outdoors in order to extend their learning.
- Staff will encourage children to explore everyday situations in their play
- Staff respect and value children's play and learning and are able to intervene sensitively using language to support and extend children's thinking.
- Staff support children to become independent learners and to develop their creativity and imagination, and encourage parents to offer similar support.
- Adults have time to observe children at play and monitor their development in all areas (including outdoors) in order to inform planning of play provision and experiences
- Staff respond to observation and assessment of the children's developmental needs and interests, usually 'in the moment'.
- Adults enable children to initiate their own learning as well as take part in adult-initiated experiences;
- All staff positively encourage all children to have equal access to all play experiences indoors and outdoors
- Staff challenge stereotypical ideas about play

The Early Years Staff at Highters Heath Nursery school use the Early Years Foundation Stage as a planning framework to ensure curriculum coverage. The Nursery offers a broad curriculum using the seven stated areas of learning and development: Communication & Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding of the World, and Expressive Arts & Design.



Relationships With Other Agencies

At Highters Heath Nursery school 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. Some examples of these agencies/organisations include (but are not limited to):

Health Visitors, the Area SENCO Team, GPs, the Child Development Centre, Community Paediatric Nurses, the local authority Early Years Team, local Children's Centres, local and national Early Years Organisations, Pupil and School Support, the Communication and Autism Team, Educational Psychology, community groups and charities.

Broad Guidelines

Planning

- Most planning is carried out 'in the moment', in response to observations of the children and knowledge of the child's previous learning.
- These opportunities include moving on learning and development, but also allow for play to arise spontaneously from children's own ideas.
- Small group times are planned for in advance, drawing on the children's previous learning and stage of development.
- Adults regularly evaluate, reflect on and develop the provision they make for play
- Curriculum coverage is mapped on boards in the room to ensure all 7 areas of learning are catered for.
- Outdoor exploration is important for all children and should be planned for as appropriate

Assessment

- Staff consistently monitor what has been covered and learning priorities are identified for each child and any gaps are identified and incorporated into future planning.
- Formal assessments take place at set points in the year to track pupil progress.
- All staff need an in depth knowledge of the children in their key group, their areas of strength and weakness and how their learning will be moved forward.
- Every interaction with a child is an informal opportunity to assess learning and plan for development in the moment.