



# Learning and Development Policy Little Stars Day Nursery

### Change Control

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### Revision History

Version	Type	Date	History
V1	New	September 2017	New
		July 2018	Reviewed
		September 2019	Slight amendments
		September 2020	Reviewed
		September 2021	Amended in line with EYFS reforms.
		October 2022	Reviewed

## **Contents**

1. Our aims and Ethos
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## **Aims**

### **This policy aims to ensure:**

This policy outlines the teaching, learning and curriculum aims of Little Stars Day Nursery.

- Every child receives the support that enables them to have the best possible start in life and the opportunity to fulfil their potential
- The teaching and learning are of a high standard and ensures 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
- quality and consistency in our setting, to enable all children to make good progress and no children to get 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

## **Ethos**

Staff at Little Stars Day Nursery adopt a curriculum which focuses on a balance between adult-led and child-initiated learning where the practitioners aim is to support children in becoming confident, independent and passionate about learning and challenge them to meet their next area of development.

We foster a love of teaching and learning through self-belief, reflection, exploration and fun in a safe place where all children are welcomed, valued and supported and staff provide children with the experiences they need to develop life skills.

We are committed to developing strong positive partnerships with parents/carers and outside agencies that enable us to best meet the needs of the individual child.

## **Intent, Implementation & Impact**

Staff at Little Stars focus on supporting children in their Prime and Specific areas of development in becoming confident, independent and passionate about learning, the curriculum intent is fun and challenging and offers experiences to enable all children to achieve their full potential.

Our curriculum has been carefully devised so that it can be adapted to meet all children's individual needs, skills and experiences. It implements a balance of adult-led and child-initiated learning.

Throughout your child's time at Little Stars the curriculum will support them in building special bonds and friendships, encourage them to become confident learners and understand and adhere to routines and boundaries which will build on their self-esteem and resilience and enable them to be independent. As your children grow through the nursery so will the Curriculum and they will be introduced to new experiences that create 'awe' and 'wonder' by key workers who continuously reflect on how the teaching and learning is presented through a child's eyes.

We will continually reflect on the children's learning weekly and formally monitor their progress on a termly basis, feeding back information and planning children's next steps alongside their parent(s)/carer(s).

In order to monitor the impact of our children's early years education we will observe and assess all children through their play as well as ensuring they are making progress which is dependant on their individual ability. We will seek support, advice and guidance for any children who may require extra support. Please see our SEN Policy for more information on this.

## Curriculum

We understand that all children attending Little Stars Day Nursery are at different ages and stages of development and progress at different rates. To ensure we are meeting each child's individual needs practitioners use the comprehensive curriculum that has been devised alongside their knowledge and experience to provide children with a broad range of experiences to enhance their learning.

To enable practitioners to do this effectively we use three documents;

- 2021 Statutory Framework for the Early Years Foundation Stage (EYFS)
- Birth to 5 Matters 2021 – Guidance by the sector, for the sector
- Department for Education - Development Matters 2021

When creating the curriculum for our nursery we mainly focused on using the 'EYFS (2021)' and 'Birth to 5 matters' guidance. Alongside these, when measuring the impact our curriculum has on children, we use the 'Development Matters 2021' guidance.

The curriculum we have created at Little Stars is made up of what we would like children in our setting to know and do by the time they transition through to the next unit in preparation for them starting school and reaching their Early Learning Goals by the end of their Reception year. To ensure this transition is as smooth as possible we have made sure that all three units' curriculums are inter-connected. Please see our Transition Policy for more information on this.

Due to the Statutory framework and our new curriculum only being introduced in September 2021 we will be reviewing this termly to ensure that the contents of it is having the impact on children that we'd hoped and if changes need to be made this will be done before the start of the next term.

There are 4 main principles outlined in the Early Years Foundation Stage (2021). These guiding principles shape our practice at Little Stars Day Nursery. These are:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
2. Children learn to be strong and independent through **positive relationships**
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
4. Children **develop and learn** in different ways (see the characteristics of effective learning) and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The EYFS (2021) uses Characteristics of Effective Learning to outline children’s attitudes and behaviours and the way in which they learn. Practitioners model these characteristics daily through their teaching methods.

The Characteristics of Effective Learning are;

Playing and Exploring	Active Learning	Creative and Critical Thinking
<p style="text-align: center;"><u>Engagement</u></p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to ‘have a go’</li> </ul>	<p style="text-align: center;"><u>Motivation</u></p> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keep trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>	<p style="text-align: center;"><u>Thinking</u></p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Working with ideas</li> </ul>

The Early Years Foundation Stage is split in to two areas of learning; Prime areas and Specific areas and these are broken down further into 7 sections.

**Prime areas;**

- **Personal, social & emotional** – Making relationships, Sense of self & Understanding Emotions
- **Communication & language** – Listening & attention, Understanding, Speaking
- **Physical development** – Moving & handling, Health and self-care

**Specific areas;**

- **Literacy** – Reading & Writing
- **Mathematics** – Number, Spatial awareness, Shape, Pattern, Measures, comparison, Counting, Cardinality & Composition.
- **Understanding the world** – People and communities, The world, Technology.
- **Expressive arts & design** – Creating with materials, Being imaginative and expressive

Staff support children in all 7 areas, through which the three prime areas are prioritised and come first before being strengthened and applied to the four specifics.

Alongside our curriculum we follow the children’s interests when planning and involve them in choosing what activities and resources they’d like to access. Parents are encouraged to be involved in deciding the children’s next steps for learning through regularly sharing what the feel their child already knows and can do. Child-initiated learning and adult-led activities are focused on the children’s interests. We extend children’s learning through observing, getting involved in their play, supporting their thinking and asking open-ended questions.