



(Working draft)

The Early Years Foundation Stage Statutory Framework

We ensure that we meet the standards as set out in the EYFS Statutory Framework.

The Statutory Framework for the Early Years Foundation Stage (EYFS) sets the standards for promoting the learning, development and safety of children from birth to five years in Ofsted registered settings. The EYFS lays down the legal requirements that early years childcare providers must meet, including:

- **learning and development requirements:** specific areas of learning and development which should shape the activities and experiences you offer
- **assessment requirements:** how you measure children's progress and feedback to parents or carers
- **safeguarding and welfare requirements:** what you must do to keep children safe and promote their welfare

Click the link for a parents' guide to the Early Years Foundation Stage:

<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

Our Curriculum

- All of our children are individuals and are at individual stages of development so they each need something different.
- We consider one of the most important things for our children is to be able to communicate, interact and express their needs.
- We believe that children learn best when they are following their own interests and when they can learn in the particular style that suits them best.
- We believe that children are more likely to learn through curiosity and when they are properly engaged.
- We feel it is important to include sessions of directed teaching to ensure children are introduced to new knowledge and skills that they may not be 'exposed' to otherwise.
- We think it is important for our nursery, children and their families to learn about different cultures, religion and traditions by recognizing and celebrating similarities and differences between them. We value the diversity of Moorlands Nursery and take pride in it.
- We believe children have equal rights and are entitled to experience equal quality teaching and experiences.
- We believe that the more curious a child is the more they will learn. Being curious enables them to question and explore the world around them and helps them to be able to problem solve.

- We believe that if the staff have a good knowledge of how a child develops, they can better support a child appropriately and ensure that they are extending the child's skills and knowledge appropriately, ensuring they are making progress. (That the next steps in a child's learning are appropriate and effective.)
- We believe that if a child has positive mental health and well being and is aware of their emotions and are able to manage them, they will learn better and be happier!

Our Curriculum Goals

- 1. To settle into nursery and develop a love of learning**
(Building relationships, separating from parents, select activities / resources themselves, can express preferences, likes / dislikes.)
- 2. Know how to keep yourself safe**
(Building relationships, identifying adults they can talk to, know they can share worries and concerns with others, recognize when they don't feel safe.)
- 3. Be able to regulate your emotions**
(Recognizing emotions and feelings, being able to talk about feelings and emotions, learn strategies to manage own emotions, use strategies to manage own emotions, take part in yoga, learning breathing techniques.)
- 4. Be able to make up your own story and tell it to others**
(Interact appropriately with others, make eye contact, build up vocabulary, talk in sentences, play imaginatively, make up simple stories, have some knowledge of story structure.)
- 5. Write some letters from your name**
(Fine motor activities, playdough disco, dance and movement sessions, various mark making with different tools, recognizing name in different forms e.g. name card, snack card, copy some letters from name)
- 6. Make a 3D model from recyclable materials**
(Scissor skills, use of tools such as scissors, rulers, sellotape cutters, manipulating materials, planning models, decorating models – paint, pens, sticking material)
- 7. Enjoy singing their own song**
(Using musical instruments appropriately, joining in large circle games, songs, be aware of the 'beat' of the music and songs, move with confidence in response to music, follow actions and movements from a 'leader, make up own 'ditties')
- 8. Follow a routine independently**
(Learn the routines of nursery e.g. snack, home time, washing hands, follow routine independently at appropriate time)
- 9. Complete an obstacle course**
(To include stepping stones, climbing, jumping, propelling a wheeled object e.g. scooter, bike. Learn skills, use of body, balance, strength building, spatial awareness.)

What do we do?

- We provide a balance of different activities, experiences and directed 'teaching' that enable children to learn the skills and knowledge that they need.
- Through observations, interactions and play we get to know our children very well – their interests, levels of development, needs and personality.
- We follow the child's interests.
- We use our expertise and knowledge of child development to teach skills and knowledge and extend / progress learning directly from what the children are engaged in.
- Our emphasis is on promoting language and communication – we model, comment and use our knowledge of child development to do this.
- We nurture our children's curiosity.
- We widen the children's knowledge and experience of the people, cultures and the world around them, for example by focusing on key celebrations throughout the year e.g. Christmas and Diwali.
- We develop skills and promote children's development in an engaging way e.g. through playdough disco.
- We promote our children's positive mental health and well being through different means e.g. yoga, signs for feelings and Forest School.
- We ensure our provision enables everyone, regardless of any special need or disability, to learn and make progress.

Assessment

We learn a great deal about our children from discussions and focus meetings with our parents. Our initial discussions with parents give us the vital information that we need in order to get to know their children and to ensure that we are following and providing for their individual interests. We recognize that our children come to nursery with a variety of experiences, knowledge and skills and we want to acknowledge and build on these.

Our practitioners are continually looking for opportunities to help and ensure that our children make progress in their learning. They play and interact with the children and follow the child's interest and engagement with an activity to introduce or develop new skills, vocabulary and knowledge.

We know our children well and our observations of and interactions with our children inform us of how they are progressing in all areas. We ensure that the appropriate 'next steps' are encouraged and made possible for them, through our provision and interactions.

Each child has a 'Learning Journey' which includes photos and observations that record the children's experiences, interactions and learning. These are shared with parents and given to the child to keep at the end of their time in Moorlands Nursery as a wonderful memory of their start to school life.

Although we consider our day to day observations of and interactions with our children the most informative, we also record our observations of the children on an assessment system – Target Tracker. This gives us an overview of children’s individual, group and class attainment and progress. We use the non-statutory ‘Development Matters’ (DfE July 2021) guidance to support us in our assessments of our children. This enables us to monitor our provision, ‘measure’ children’s progress and ensure the children are making good progress in all areas of their learning and are on track to achieve our curriculum goals.