



Goodway Nursery School
Our Curriculum Intent
2023-24

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Our Curriculum & Pedagogy

At Goodway Nursery School the curriculum is designed to recognise children's prior learning and to provide first hand learning experiences. We have used contextual knowledge and data, research, the revised EYFS, supporting non statutory documents including Development matters and Birth to Five, along with observations and parental consultations, to design an evolving curriculum that is bespoke to our children and their differing needs. We will continue to review and reflect to ensure our curriculum consistently meets and reflects the needs of all children.

We have designed a curriculum that is aspirational. We have high expectations and we are committed to ensuring the children who access Goodway Nursery School will make excellent progress and be ready to embark upon their next of learning once they leave us.

We believe that quality early years care and education is about developing strong, curious, confident children. It is about extending their joy, fascination and wonder at the world around them, about developing concentration, commitment and deep involvement.

Our curriculum strives to treat everyone with **equity**, celebrating difference and yet, sensitively acknowledging any barriers children may encounter in accessing early education, and the unique situations that families find themselves in.

Therefore, our curriculum is unique to our setting, reflecting and celebrating our own children and families in the opportunities we offer and experiences we share together.

We have **high aspirations** for our children and are committed to ensuring all children make excellent progress.

At the heart of all learning are relationships. At Goodway we are committed to working together to ensure that everyone feels **welcome, safe, respected, included and valued**.

Our Pedagogy

The implementation of our curriculum is based on a clear pedagogy which recognises the following key principles:

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

Children learn to be strong and independent through **positive relationships**

Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

The importance **of learning and development**. Children develop and learn 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 (SEND).

(DFE, Statutory Framework the Early Years Foundation stage, 2020).



Principles of Children's Rights

We adopt the 'Rights of the Child' at the heart of all we do and all that we are, so that our children are healthy, can learn, are protected, treated fairly and their views are listened to. **We are proud to have been reaccredited as a Gold Rights Respecting School in June 2023.**

Article 28 states that: **'Every child has the right to an education'**, and Article 29 states that **'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment'**.

Other examples of rights that we adhere to and promote include; Non-discrimination (article 2) Best interest of the child (article 3) Right to be heard (article 12) Right to play (article 31) Right to freedom of expression (article 13) Right to freedom of thought, belief and religion (article 14) Right for children with a disability to live a full and decent life (article 23) Right to learn and use the language, customs and religion of their family (article 30)

Our Statement of School Values –

Our values underpin our practice and we want them to run through every aspect of our curriculum. The best interests and welfare of children are at the forefront of all that we offer. Our provision is non-discriminatory, accessible and sensitive to race, gender, religion, culture, language, disability, sexuality and differing patterns of family life.

Our Values;

Respect - Respecting children's rights, treating each other with dignity and valuing each person's individual identity

Security - Creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments

Relationships - Encouraging kindness and developing relationships where children and families are listened to and feel valued

Inclusion - Creating an enabling environment, where children and families feel a sense of belonging and ensuring equality of opportunity for everyone

Learning – Reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration

Empowerment – Encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflicts and make positive choices

At a recent Staff Development Day, our team of Educators reflected on our vision/intention. We considered our whole school community. (Autumn 2022- reviewed Autumn 2023)

Our Vision

We provide a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued. We respect children's rights, listening to children and putting their needs at the heart of our work. Our inclusive school community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity.

We want our children to be: Joyful, happy, engaged, confident, empathetic, persistent, to have self-belief, to know their rights, to feel valued and cared for, to develop good listening and attention skills, to be curious, demonstrate wonder, take risks, accept challenges, ask for help and develop resilience feel like nursery is a second home, to grow and thrive, to feel valued and respected, to be listened to, to have fun, to have the opportunity to be creative, to be challenged, to feel secure and comfortable, to receive early intervention, to have a good routine, to feel safe, to be protected, feel free, develop friendships, We want our children to reach for the stars. To be ready for their transition to school.

We want our staff to be: Listened to, supported, valued, respected, have access to training opportunities, to continue to develop knowledge and expertise, appreciated, praised, to work as a team, to communicate with one another, to support one another's emotional wellbeing, to develop positive relationships, to be happy.

We want our families to be: Included, to be welcomed, listened to, involved, to know their children are safe and happy, to feel like we are a safety net, to be informed on all aspects of their child's learning, respected, feel confident to approach and ask questions, to be offered support (ESOL/Family Support) to support us by respecting timekeeping etc., to be our partners.

We asked our team, ‘what makes us ‘us’? If you could choose things to define your setting, what would they be? Why are they so important to us at Goodway?

Partnerships & Relationships	Equalities & Diversity	Communication & Language	Outdoors	Cultural Capital Experiences
<p>Recognising parents as partners in their child's learning</p> <p>Recognising and valuing parents as the child's first teacher</p> <p>Parent consultations, home visits, Celebrations – we learn and celebrate our differences positively through celebrations</p> <p>Strong, respectful partnerships with professionals who can help us and who we can learn from, to ensure very best outcomes, safeguarding & support for our children and families</p>	<p>Our nursery school celebrates diversity. We have an increasing number of children who have joined our school from BAME families.</p> <p>We are passionate about children's rights and developing a culture that has rights embedded throughout</p> <p>We have increasing numbers of children eligible for Pupil Premium and Free School Meals.</p> <p>We have very high numbers of children with additional needs, rights and entitlements (SEND)</p> <p>We recognise our global responsibility; as such we have an appreciation for culture, community, diversity and sustainability. We are recognised as an International Eco School.</p>	<p>We have an increasing number of families with English as an additional language.</p> <p>We understand that children require language to express their wants, needs, rights and entitlements</p> <p>We use Makaton as a universal language</p> <p>We are proud of our language rich environment, that has a great emphasis on developing vocabulary</p> <p>We recognise that a rich vocabulary helps children succeed in whatever they choose to do.</p>	<p>Many of our children live in tower blocks with very limited outdoor space.</p> <p>We have a beautiful, landscaped design designed to promote physicality and encourage risk taking</p> <p>All children access weekly Forest School sessions</p> <p>We have a Level 3 qualified Forest School lead</p> <p>We believe there is no such thing as bad weather – only bad clothes</p>	<p>We actively embrace every opportunity to enrich children's opportunities for learning</p> <p>We recognise that cultural capital presents in many different ways; our children are multi-linguistic, belong to faith-based communities and travel widely to visit family members.</p> <p>Our celebration of faiths and our richly diverse culture, enhances cultural capital, providing many opportunities for children and staff to learn with and from one another.</p> <p>Every half term we invite our families into nursery to enable us to celebrate and learn together.</p>

What knowledge, skills and dispositions do children need to achieve by the end of their Nursery Year at Goodway Nursery School?

Development Matters 2020 will inform us what the children need to achieve by the end of the nursery year in each area of learning. For the 3-4 year olds, children who will meet age related expectations will be secure at 3-4 years by the end of their nursery year. For the 2-3 year olds children who will meet age related expectations at the end of the year will be secure at birth to 3 years. However it is crucial to consider that children learn and develop individually and at different rates. It is also important to note **that how children learn** is just as important as **what children learn**.

We have thought carefully about sequencing and progression to build on learning and skills over time. This includes a focus on communication and language, early reading, personal, social and emotional development and physical development as these underpin all learning. We have designed a progressive curriculum with an emphasis on developing key skills which we believe will enable our children to make expected progress and thrive.

We have thought carefully about the balance between adult directed and child initiated play. We strongly believe that play is a child's work; **yet we recognise the need for well planned adult directed learning**.

What do we want for our children at Good way? What are our intentions?

We aim for Good way nursery to be a place of possibilities where children will be nurtured, where their individual interests and talents will be valued and developed.

As a result, we hope that children's well-being will be high. They will have a belief in themselves, their rights, and their abilities. They will know that they are loved, that they are strong, capable and unique. They will have resilience and the perseverance to keep on trying when things are challenging.

We want children to have the confidence to try new things, to take risks and be physically active. We want children to be able to communicate their ideas, beliefs and feelings, choosing different ways to do this. Some children will choose to dance, others to build or draw or sing. We will celebrate this creativity and the many languages that children choose to demonstrate their thoughts, their ideas and their learning.

They will have experienced and remembered a wide range of words through stories, core books that we have carefully selected rhymes and poems. They will have the skills to make friends and will show kindness to others. They will know how to look after themselves, their friends, their school and the environment.

They will know about important mathematical and scientific concepts. They will have an understanding and respect of the world around them and the world beyond. They will have a desire to learn and be ready for their next stage in education.

Curriculum Goals

As a team we have considered and agreed Curriculum Goals for each area of the Early Years Foundation Stage.

Each goal documents our aspirations for all children, with a clear progressive pathway which documents progress through milestones. Our goals are reinforced through medium term and weekly planning; which is supported by carefully selected core books which celebrate diversity and enhance vocabulary development.

Our Goals;

Communication & Language
Through the EYFS curriculum, we intend to inspire confident communicators who can share their thoughts, feelings and opinions with others. We wish to expand the children's vocabulary and enrich it through hands on practical experiences. We want our children to communicate with confidence, in their home language as well as in English, using an appropriate system of communication. We want our children to understand that language is powerful, both verbal and non-verbal, and through language children can express wants, needs, ideas and to be able to articulate their rights.
Personal Social & Emotional Development
We want our children to be able to form positive and healthy relationships with others, showing sensitivity to their needs. To be able to play co-operatively and take on board other people's ideas. To share their ideas and implement them, asking for help and support when needed. To be able to share how they feel, develop self-regulation skills and begin to understand how their actions can affect the feelings of others.
Physical Development
To be supported to develop their sensory processing skills to enable them to respond appropriately to the physical challenges of the environment. To be able to move confidently and safely in a range of ways, through experiencing regular movement and activity both inside and outside. This will enable children to develop their gross and fine motor skills, enabling children to excel in other areas, e.g. self-care, literacy, handwriting etc. Fine motor refers to small muscle groups including hands, wrists, fingers, feet and toes. Gross motor skills are to do with large muscle groups including the co-ordination of arms, legs and other large body parts. Your child will develop hand eye co-ordination as they use their vision to

control movements and actions of small muscles. To understand good practices with regard to healthy living, identifying healthy and non-healthy foods. To understand the importance of oral health. To safely use a range of appropriate tools and equipment. To begin to manage some risk.

Literacy-Reading

We want our children to develop a lifelong love of reading. We aim for all children to love books, to desire stories, to want to be immersed in books and have imaginations that can go anywhere. We want our children to access and enjoy a daily story and to learn nursery rhymes. By talking with our children as they read, we aim to develop children's conversation and vocabulary. Through accessing a weekly phonics session, reinforced through continuous provision, we want our children to distinguish between sounds and to clearly recognise the initial sound of their name. We seek to provide children with a wide range of fiction and nonfiction texts to inspire them to have a love of reading and to question what they read.

Literacy-Writing

We want our children to explore mark making with a variety of different media, and to know that their beautiful marks represent meanings. We want our children to recognise and to begin to write/sign their name. Through our continuous provision and planned activities, we provide a growing range of mark making activities with a purpose. Including many pre writing opportunities for children to develop the strength in their fingers, develop their dexterity and hand eye co-ordination.

Mathematics

We want our children to become confident mathematicians. To enjoy exploring number, shape and space. We want our children to enjoy participating in action number rhymes. We aim for children to confidently understand the numbers 1 - 5, with a secure knowledge of counting, cardinality, comparison and composition. We want our children to be able to say and use number words, 1,2,3,4,5. To be able to compare two or more numbers, to understand the 'how manyness' of numbers, to count or subitise to know how many. We want our children to understand that numbers are made up of other numbers, e.g. 3 is made up of 2 and 1.

Expressive Arts & Design

We intend to nurture and develop the skills and creativity that our children bring to nursery. We want our children to be confident to take part in imaginative play including singing songs and telling stories. To be able to express themselves in many ways, using many different types of media and communication. For example, through role play, art, design, construction and dance. We want to nurture our children's natural curiosity, to encourage children to question and develop their thinking skills and techniques to express their ideas and feelings.

Understanding the World


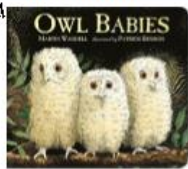
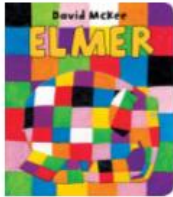

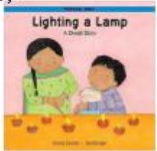



We intend to nurture and develop the knowledge and understanding that our children bring to nursery about the physical world and their local community. We want our children to understand their place in the community, with a knowledge and understanding of the world around them. We want our children to build a connection to the world around them with an appreciation for culture, community, diversity and sustainability. Our environment will be carefully resourced to represent our richly diverse community and families. We want our children talk about their similarities and differences, to develop empathy, respect and tolerance. To be caring to one another. We want our children to form positive and healthy relationships with others showing sensitivity to their needs.

Core Books

We have intentionally selected core books which we use to support our planning. Our books are representative, inclusive and celebrate diversity.

Sunflowers Books – 3-4 years









Autumn Term

<div>  A love of books and early reading. Books for our three and four year olds and why we chose them. </div>			
Autumn term 1	Autumn term 1	Autumn term 1	Autumn term 1
<div>  </div> <p>Deals with separation; emotions such as fear/anxiety; repetition of language; children can relate to having older and younger siblings; memory skills</p> <p>UNCRC: Article 5 The Government should respect the right of my family to help me know about my rights</p> <p>Maths focus: number and counting, size</p> <p>Phonics focus: environmental sounds, body percussion</p>	<div>  </div> <p>Understanding: there are similarities and differences in our world: diversity.</p> <p>UNCRC: Article 2 Non-discrimination</p> <p>Maths focus: number and counting</p> <p>Phonics focus: environmental sounds</p>	<div>  </div> <p>Begins our rhyming book theme with the repetition of language:</p> <p>UNCRC: Article 2 Non-discrimination</p> <p>Maths focus: Measure; Recalls a sequence of events in everyday life and stories Pattern Is interested in what happens next using the pattern of everyday routines</p> <p>Phonics focus: environmental sounds</p>	
Autumn term 2	Autumn term 2	Autumn term 2	Autumn term 2
<div>  </div> <p>Tells a story of what Hindus do to celebrate Diwali; simple words and pictures; new vocabulary; cultures; related to phonics: environmental and instrumental sounds; concept of light/dark</p> <p>UNCRC: Article 14 I have the right to have my own thoughts and beliefs</p> <p>Maths focus: shape and pattern</p> <p>Phonics focus: instrumental sounds</p>	<div>  </div> <p>Thinking about families; different types of house we live in; functions of different rooms; relates to repetition of language; sleep time routine</p> <p>UNCRC: Article 27 I have the right to proper house, food and clothing</p> <p>Maths focus: Measure; Recalls a sequence of events in everyday life and stories Pattern Is interested in what happens next using the pattern of everyday routines</p> <p>Phonics focus: environmental sounds</p>	<div>  </div> <p>Sense of imagination; animal habitats; memory; descriptive language</p> <p>UNCRC: Article 34 Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad</p> <p>Maths focus: size- small and tall</p> <p>Phonics focus: rhythm and rhyme</p>	<div>  </div> <p>Imagination; creativity; different places and environments; Christmas; rhythm and rhyme; weather</p> <p>UNCRC: Article 8— I have a right to an identity.</p> <p>Maths focus: number and shape</p> <p>Phonics focus: rhythm and rhyme</p>

Spring Term

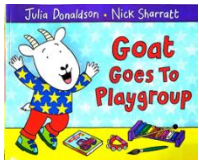
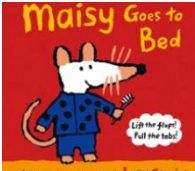
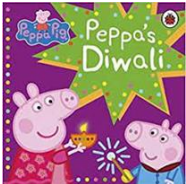
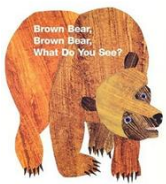

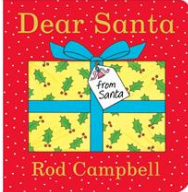
<div>  A love of books and early reading. Books for our three and four year olds and why we chose them. </div>				
Spring term 1	Spring term 1	Spring term 1	Spring term 1	Spring term 1
<div> <div>Traditional tales</div>  <p>To think about how we should treat other people's possessions. UNCRC: Article 24: I have the right to clean water and good food. Maths focus: To use language of size. Positional language. Phonics focus: To listen with interest to the noises adults make when they read stories.</p> </div>	<div>  <p>How we can keep ourselves safe on the internet? UNCRC: Article 19 I have the right to be safe. Maths focus: To talk about 2D shapes. Phonics focus: Environmental sounds, initial sounds, words which sound like sounds.</p> </div>	<div>  <p>Trust and safety; repetition; rhythm and rhyme: sequencing; relates to body percussion sounds with the action words from the book; what does a baker do; process of making a gingerbread UNCRC: Article 19 I have a right to be safe Maths focus: spatial awareness • Responds to some spatial and positional language Phonics focus: Body percussion</p> </div>	<div>  <p>How families and children celebrate Chinese New Year; simple images to illustrate events. UNCRC: Article 14 I have the right to have my own thoughts and beliefs; to choose my religion with my parents guidance Maths focus: descriptive language for shape Phonics focus: rhythm and rhyme; syllables in words.</p> </div>	
Spring term 2	Spring term 2	Spring term 2		
<div> <div>Traditional tales</div>  <p>Imagination; sounds; morals; rhythm and rhyme; planting and growth; UNCRC: Article 26- my family should get the money they need to help bring me up Maths focus: recognising and counting to 5; more/less Phonics focus: listening and remembering voice sounds</p> </div>	<div>  <p>A story about working hard even when no one can help; friendships; helping other people; repetition; farm animals; process of making bread; planting and growing UNCRC: Article 15 I have the right to meet with friends and other groups. Maths focus: shape- similarities/differences Phonics focus: voice sounds-segmenting words</p> </div>	<div>  <p>Spring animals, Easter celebrations, collecting items and remembering lists. UNCRC: Article 14 I have the right to have my own thoughts and beliefs and to choose my religion with my parents guidance Maths focus: pattern and shape Phonics focus: rhyming words and oral blending and segmenting</p> </div>		

Summer Term

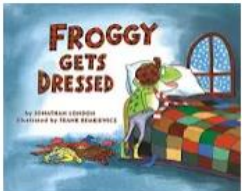
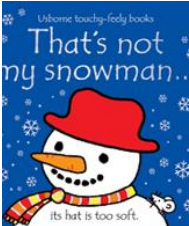
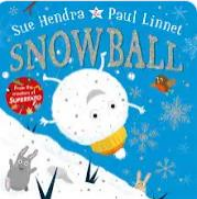
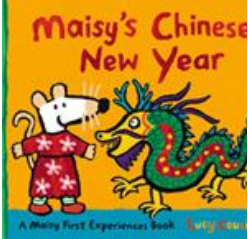
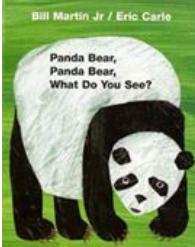

<div>  A love of books and early reading—For our three and four year olds and why we chose them. </div>				
<div> Growing and Changing </div>	Summer term 1	Summer term1	Summer term 1	
	 <p>Seasons; growth; Life cycle; weather ; nature; UNCRC: Article 29—education develops my personality and respect the environment Maths: size and shape of seeds Phonics focus: Oral blending and segmenting</p>	 <p>Sequencing: days of the week; maths: healthy and non healthy food; growth cycle of a caterpillar; pattern; UNCRC: Article 24 I have the right to clean water and good food. Maths focus: size— long and short Phonics focus: alliteration listen to the sounds at the beginning of words noticing the difference</p>	 <p>Feelings/emotions; how to deal with conflict; time; names of insects and creatures; UNCRC: Article 12 I have the right to be listened to and taken seriously Maths focus:</p>	
<div> Adventures </div>	Summer term 2	Summer term 2	Summer term 2	Summer term 2
	 <p>Talking about light/dark; imagination; going on a journey; sequencing; UNCRC: Article 3 I have a right to relax and play Maths focus: Prepositional language Phonics focus: Instrumental sounds, initial word sounds</p>	 <p>Going on an adventure and problem solving, sequencing. UNCRC: Article 24: Right to healthy food. Maths focus: Subitising and estimation Phonics focus: Initial sounds of animals, blending and segmenting.</p>	 <p>Rhythm; repetition; memory; emotions; environmental sounds; adventure; journey; order; sequencing; prepositional language—over/ under. UNCRC: Article 12: I have the right to be listened to and taken seriously Maths focus: Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Phonics focus: To develop oral blending and segmenting of sounds in words</p>	 <p>Transition to school.. What will school be like? UNCRC: Article 5: The Government should respect the right of my family to help me know about my rights Maths focus: To talk about and identify patterns, sequencing. Phonics focus: To develop oral blending and segmenting of sounds in words, initial sounds.</p>


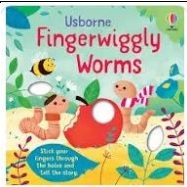
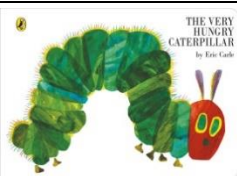

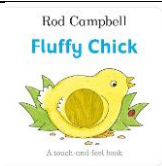
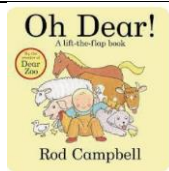
Daisies Core Books – 2-3 year olds

Autumn Term

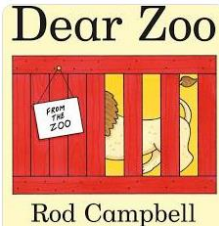
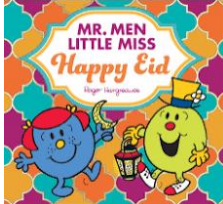
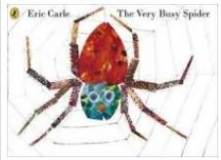
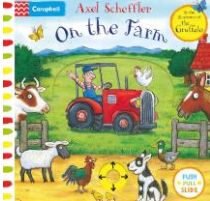
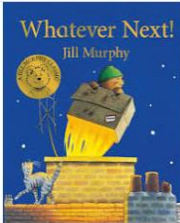

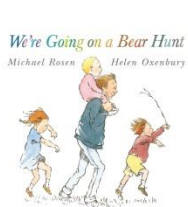
					
UNCRC: Article 28 I have the right to an education	UNCRC: Article 6 I should be supported to live and grow	UNCRC: Article 14 I have the right to have my own thoughts and beliefs and to choose my religion with my parents' guidance	UNCRC: Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment	UNCRC: Article 31 I have a right to relax and play	UNCRC: Article 31 I have a right to relax and play

Spring Term

					
UNCRC: Article 27	UNCRC: Article 27	UNCRC: Article 31	UNCRC: Article 14	UNCRC: Article 29	UNCRC: Article 15

I have the right to have a proper house, food and clothing	I have the right to have a proper house, food and clothing	I have a right to relax and play	I have the right to have my own thoughts and beliefs and to choose my religion with my parents' guidance	I have the right to an education which develops my personality, respect for others' rights and the environment	I have the right to meet with friends and to join groups
					
UNCRC: Article 29 I have the right to an education which develops my respect for the environment	UNCRC: Article 29 I have the right to an education which develops my respect for the environment	UNCRC: Article 24 I have the right to clean water and good food.	UNCRC: Article 6 I should be supported to live and grow	UNCRC: Article 29 I have the right to an education which develops my respect for the environment	UNCRC: Article 29 I have the right to an education which develops my respect for the environment

Summer Term

						
UNCRC: Article 29 I have the right to an education which develops my respect for the environment	UNCRC: Article 14 I have a right to think and believe what I want and also to practice my religion	UNCRC: Article 15 I have the right to meet with friends and join groups	UNCRC: Article 29 I have the right to an education which develops my respect for the environment	UNCRC: Article 12 I have the right to relax and play	UNCRC: Article 6 I should be supported to live and grow	UNCRC: Article 29 I have the right to an education which develops my respect for the environment

Our themes and celebrations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations	Black History Month	Fireworks Night Diwali Eid Christmas	Pancake Day Chinese New Year World children's day. NSPCC- PANTS.	World Book Day Mother's Day Stay & Play Easter Celebrations Ramadan	EID Father's day Stay & Play	E-safety awareness Transition
Parental Engagement Opportunities and trips	Parent consultations Bespoke 'Settling in' sessions Welcome meetings SEND coffee mornings Weekly Stay & Play	Parent consultations Toilet training workshops Christmas Party Weekly Stay & Play	Parent consultations Sign A Story World Book Day Weekly Stay & Play	Parent consultations Chicks in school Weekly Stay & Play	Parent consultations Butterflies Weekly Stay & Play	Parent consultations Transition E safety awareness. Carnival Summer Trip Weekly Stay & Play

How do we observe children and monitor progress?

We have developed a model of *effective, meaningful and principled* assessment of young children's learning.

By **effective**, we mean a method of assessment that ensures that all children are supported in reaching significant milestones.

By **meaningful**, we mean that the observations made inform our everyday practice and curriculum. By gaining an insight into children's thinking, feeling and needs we can plan our environment and actions to provide future possibilities for learning. By **principled**, we mean that our focus is on **observing to understand** children. We will not test children or seek unnecessary knowledge. **Children are recognised as individuals, not as a percentage in a pie chart.**

We believe the very best resource that we can give to your child is our time.

We will not spend unnecessary amounts of time writing observations or gathering evidence of children's learning. We believe that if we are **capturing** the moment, we cannot be **part** of the moment. We do not want to continually model using IPADs and Tablets; we aim instead to model curiosity, sustained shared thinking, interest and meaningful interactions.

This means there will be fewer observations posted onto Tapestry, compared to previous years. Writing up numerous observations and gathering evidence of learning takes time away from the children. Instead we have structures in place that enable us to regularly discuss each child as a team and with their family.

OPAL Spotlight
Edward, 48 months
Start date: January 2020
Key Person: Janine / Date: October 2020

Current Interests
Edward is always busy, inside and out and is beginning to make new friends, seeking out others to join him in his play. He loves to play with water, transporting and transferring using a variety of equipment, adding different sets and has been building more complex structures using the magnetic shapes. Edward enjoys story time and listens well and participates in group discussions. I love how he notices tiny details in illustrations that others do not see.

What next?
To follow Edward's love of water play, adding challenge
To extend and develop construction skills
To use Edward's interests to support/develop mark making (develop muscle strength)

Strategies - What will adults do to provide/support learning:
Provide lots of opportunity to extend water play - using different resources such as washing up liquid, mud, sand, glitter with a variety of different ways to transport water, including an element of construction - using pipes, guttering to create waterways, setting challenges, problem solving
Offer a wide variety of construction kits eg. Mobiles, Lego and introduce Edward to modelling mathematical language. Plan collaborative projects to further develop Edward's friendships.

OPAL MILESTONES

Personal, Social and Emotional	Communication & Language	Physical development	Literacy	Mathematics
MET	MET	MET	MET	MET

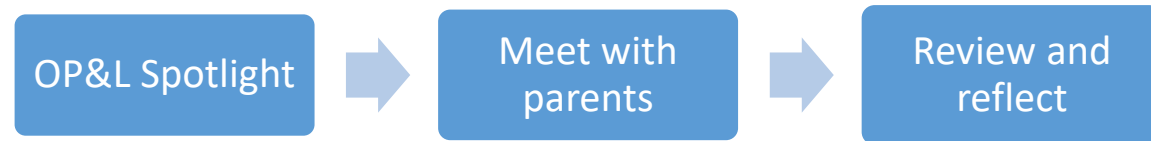
Is the child making progress in all areas of development? YES
Comments: I am really pleased with Edward's progress, particularly with the good friendships he is beginning to make.

Observation of Play and Learning (OP&L)

Your child's learning will be closely monitored in collaboration with you to ensure they are supported to reach significant milestones for their age.

OP&L has been devised by BEYA (Barnet Early Years Alliance) and works on the basis of having very simple, six-monthly child developmental milestones, which we use to monitor children's development. These milestones reflect what we believe a 'typical' child, should be able to achieve. We know that not all children will have 'typical' development. OP&L allows us to tell and celebrate each child's story and focus on the support they need from us.

The observations and assessments that we make are called 'spotlights'. We observe children's innovation, their creativity, their ideas, their intents and feelings. The insight that we gain enables us to discuss, reflect and plan our environment to support and shape future learning.



OP&L follows a simple, three step cycle:

What to expect?

There will be many opportunities throughout the year for us to come together to talk about your child and their learning.

Welcome - When your child joins us at nursery, you will be invited to a welcome meeting, held face-to-face, to talk about your child and complete necessary paper work. This is an opportunity for you to share information about your child before he/she starts nursery and complete an "All about me" form.

Settling in: Soon after your child has started nursery, we will complete a 'Starting Point Parent Consultation'. We will meet with you to talk about how your child has settled in and photos of your child at nursery. We will look at the child development milestones together. This meeting will take place in the first term.

Spotlight: Each child will have two further Parent Consultations in the year. We will invite you in to nursery to talk about your child's learning and development, celebrate progress, and set new targets for development together.

***Please note, Tapestry (an online platform) will be used for sharing photos and observations at set points in the year.** There is also the option to contribute to your child's profile, where you can add photos or descriptions of significant moments in your child's development that you would like to share with us.

The IMPACT of our Teaching and Learning

Children's learning will be closely monitored in close collaboration with parents to ensure that all children are supported to reach significant milestones for their age. (OP&L) Children with Special Educational Needs and Disabilities will be closely monitored through individual plans (Early Support, Send Support Provision Plans and Educational Health Care Plans) supported by the SENCo and relevant professionals.

We regularly **review our learning environments**. Staff meet at the end of every day to talk about the learning that has taken place and what we can do to enrich further learning.

Using reflective practices and strategies, we try to see our nurseries through the eyes of the children, understanding their experiences, their learning and what we can do to support them. We watch videos of children's play, study photos and share observations.

Senior Leaders, Educators, Governors, and professionals e.g. Occupational Therapists, SALT, CAT, Health Visitors, PSS, PDSS, carry out **regular learning walks** to assess the impact of the teaching and learning environment.

Staff have regular time out of class to **reflect on their key children's learning**.

We have a **commitment of staff training** which continues to build on staff knowledge of child development and the quality delivery of the early years' curriculum.

We value everyone's voice and seek to genuinely listen, to help us to understand and continue to make progress.

The Child's Voice

Listen, Listen & Listen

Seek to understand

Observe and reflect

Starting Point & Spotlight Observations

Professional Conversations

Tapestry observations and recording

Sustained shared thinking and high quality interactions

The Parent's Voice

We understand that parents are the child's first teacher. We believe that through working in partnership, together we can support all children to make expected progress.

We have very close 'parent partnerships' which we value deeply. Our partnerships begin with a bespoke approach to transition into nursery, conversations when collecting the children, weekly Stay & Plays, Sign a Story Sessions, termly opportunities for a parent consultation, and several workshops throughout the year.

We strive to empower our parents to enable us to work in partnership to ensure all of our children make progress.

The Educator's Voice

Professional Conversations

My Appraisal

WellComm intervention; 'screening', planning and delivery- universal and targeted

Spotlight Observations

Tapestry

Parent Consultations

Ongoing Staff Training Days

We look forward to working with you, providing happy times and a happy childhood

