



Quality and standard of early years curriculum

Policy statement

Our Vision

At Aspley Guise Pre-School we are committed to creating a nurturing and caring environment where children feel safe and secure, allowing them to flourish.

As a semi-rural setting, we have a strong focus on outdoor learning with daily in-out play and use of our Forest School.

With years of experience as childcare professionals, we know how fundamentally important the early years' experience is for a child. With this in mind, we are passionate about fostering a child centred approach and using our knowledge of individual children's interests and stages of development to implement 'in the moment' planning.

From this solid foundation we then help children to build their confidence by experimenting through play, encouraging them to engage with their surroundings and peers.

We believe that by building on these positive beginnings, children are given the opportunity to fully explore their potential and take those first, fundamentally important, educational steps.

Our Ethos

The preschool recognises that learning begins at birth and continues throughout life. We are passionate about all children having the ability to be confident learners, regardless of disability or special needs.

We strive for continual development and progress, seeking to challenge children at all times with new experiences and also building upon their existing skills to further their development and solidify their understanding of concepts.

Our belief is that children need to feel happy and safe to succeed. To enable this, we create strong bonds with our children and involve families in everything we do. We start this process by visiting children at home before they start preschool to build a safe and open relationship between key workers, children and families. We also run an information evening for new parents before their child starts with us. This helps parents understand the ethos of the setting and gives them a chance to see the environment and the kind of activities that take place and the learning intention behind each activity. This is also a great opportunity for parents to meet their child's keyworker again and meet other parents in the preschool community.

We offer termly parents' evenings and regular informal chats between keyworkers and parents.

Our aim is to develop confident, inquisitive. We believe that forming close bonds between keyworkers and children is the basis for this, as if children feel safe and happy, they will be willing to have a go and try new experiences.

We believe outdoor play is vitally important for children's physical and mental health and gives them the opportunity to get messy, take risks, participate in large scale construction and enjoy the fresh air and rural surroundings. To enable children to be immersed in the outdoors, and outdoor play is encouraged throughout each session and children also regularly take part in forest school sessions.

We use 'in the moment planning' to plan activities linked to the children's interests and staff meet at the end of every day to discuss what each child has enjoyed throughout the session and what could be planned for the following day in line with the interests of the children and linked to the areas of development that individual children need to have further learning experiences of. Practitioners also listen to the children's ideas and take account of their interests and use this to plan exciting activities to encourage development and sustained progress.

We aim to provide inspirational learning experiences and a stimulating environment as well as real life learning opportunities informed by what practitioners know about individual children's experiences to further their cultural capital. We do this by asking children to help set the rules of the setting, all practitioners being consistent in their approach to teaching and upholding the rules of the setting and encouraging dialogue between children so they understand why rules may be in place. We discuss our differences in a positive way and teach opinions through practitioners expressing their opinions on subjects and encouraging the children to think about their opinions and take part in a vote- very often this is done to choose the group story or a group activity.

Procedures

- To provide a balanced curriculum in line with the Early Years Foundation Stage.
- To provide a nurturing environment that develops an enthusiasm for learning.
- To provide a higher ratio of staff to children than the minimum required to support high quality care and learning
- To have an emphasis on a highly trained staff team, many of whom are trained teachers
- Staff training that is forward thinking and innovative and puts the practitioners in the best place to support the children in our care
- To provide high quality resources and equipment
- Staff sit and have lunch with the children to offer support and use this as a social time to build vocabulary.
- To recognise all children as individuals and work in partnership with families.

- To enable children to feel valued and respected so they can be confident and secure.
- To provide opportunities for children to overcome difficulty as part of their learning process.
- To develop, through example and discussion, a sense of responsibility, self-discipline and respect for themselves and others.
- To ensure that children, staff and parents feel a sense of belonging and take pride in the preschool.
- To hold open parent evenings every term where parents can take part in activities and find out the learning that takes place. This is also an opportunity to discuss progress with their child's key worker and to make links with other parents in the preschool community.
- Staff understand the way in which children develop and take part in regular learning to continue to be the best practitioners possible.
- Commitment to 'in the moment planning' to fully stretch each child in line with their interests and develop learning on an individual basis.
- Staff spend time during each session with their key children and feedback information to families at the end of each session as appropriate.
- Staff ensure they are continually observing children's learning and development and tracking this accordingly.
- The manager ensures children are making progress through robust procedures such as regular staff discussions and reporting, including termly cohort tracking.