



Growing Together Federation

Our Early Years Education Promise to Parents





	This is what we believe.	This is what you can expect of our nursery.	This is the positive impact we make on children's learning.
We want the best outcomes for every child in our Nurseries.	Every child, regardless of their family background or circumstances should experience success in their learning endeavours; accessing the highest quality of early educational provision we can offer.	Children's special educational needs and/or disabilities are quickly identified so that any necessary additional support can be swiftly put in place to ensure they make steady progress in their learning. We promote equality of access and opportunity within our school and within our wider community Our children receive the appropriate level and nature of support they need to make measurable progress in their learning.	All of our children are happy, engaged and develop confidence through positive learning experiences. Children develop positive attitudes to difference and form effective relationships with children from a variety of backgrounds, cultures, faiths abilities and ethnic backgrounds.
Children know they are loved, valued and safe in our care.	The quality of our children's experience at our nursery is at the heart of everything we do. Children learn best in the company of adults they trust within an environment where they feel secure, supported and understood.	Warm effective relationships exist between young children and adults. Children learn well in the hands of emotionally responsive care-givers. Staff make effective use of regular formal and informal opportunities to share valuable information about children with parents.	Most children settle quickly when they join our nursery, adapting well to new experiences over time and demonstrating increasing levels of confidence and independence. Children's behaviours indicate a keen sense of ownership and 'belonging' in our nursery. They navigate their environment with ease and are quick to understand the simple rules of different spaces within it.



This is what we believe.

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This is the positive impact we make on children's learning.

We understand and know how to support Early Education.

For children's learning to be truly effective, it must be in the hands of knowledgeable, experienced practitioners – and underpinned by the strong guiding principles of the Early Years Foundation Stage.

Robust training programmes, together with informal professional development opportunities for staff, ensures that practitioners remain up-to-date with sound pedagogy and current outstanding practice in Early Years Education. Our curriculum is ambitious and ensures there is breadth of development opportunities for our children, and a strong emphasis on Communication and Language learning.

Sensitive interventions by staff scaffold and support children's learning in order that they might follow their own interests and inquiry. Within our planned programme, and with access to a carefully constructed learning environment, children have the time, opportunity and flexibility to build up their knowledge and skills over time. This helps to deeply embed children's acquired learning.

We know that, given the right support, every child can achieve.

We know that children are powerful learners and that with our expert help, every child can make recognisable progress in their learning. We understand that 'one size does not fit all', and that a range of approaches and interventions is necessary to effectively promote children's developing knowledge and skills.

Children have rich and varied opportunities to learn through play. Our well-planned and highly organised play spaces invite children in, where they can invent their own activities and collaborate with friends as they learn from one another. Adults are tuned-in and responsive to children's learning styles and needs. They adopt a flexible approach to supporting children to take account of children's changing fascinations and interests.

Adults enthusiastically join in with children's activities, guiding their play using a carefully balanced combination of sensitive support, skilful modelling and direct teaching. Children make accelerated rates of progress as a result of the excellent support they receive. They show high levels of engagement in their learning environment and make full use of the wide variety of play opportunities.



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We have expert knowledge of child development.

We understand that in order to provide age and stage-relevant learning challenges which allow children to experience success in their endeavours, practitioners must have a sound knowledge of child development. This enables adults working with children to accurately track and carry out assessments of children's learning.

Staff are vigilant and attentive to children's feelings, attitudes and learning behaviours. They are clear about what they want children to know and be able to do. Assessments are carried out routinely, sensitively and skilfully so that practitioners can remain 'in the learning moment' with children. Observations made inform our practice. Our staff have high expectations of the children in our care.

Children benefit from high quality supportive interactions with practitioners which match their particular learning needs, and help them to develop a positive 'can do' attitude. The learning environment reflects children's needs and interests.

Adults provide sufficient challenge for children to enable them to consolidate their ideas and refine their skills.

We build strong, independent and caring children.

We understand the importance of self-regulation and executive function within children's overall learning and development. Careful planning ensures that children have ongoing opportunities to practise and refine the skills necessary to help to concentrate on a task, think flexibly and retain information.

Adults model positive behaviour and use this and other strategies to provide sensitive support to children who have difficulty regulating strong feelings and impulses. Our enabling environment offers children a range of opportunities to engage in a variety of pretend play situations. Here they can practise many of the requisite skills associated with self-regulation and executive function.

Our learners are enthusiastic and visibly absorbed in their play. They use and practice language they have acquired to share ideas with their friends: organising roles and planning further actions.

Our carefully planned provision helps children to develop the self-regulation skills associated with e.g. waiting patiently for a turn, sharing toys or bouncing back when things go wrong.



This is what we believe.

This is what you can expect of our nursery

This is the positive impact we make on children's learning.

We develop warm and effective relationships with families.

We know that for young children to thrive in our nursery school they need to be surrounded by adults who are committed to working together in genuine partnership, within a culture of mutual respect. We value our parents and are committed to building strong effective links with our children's families.

From the outset, we engage in conversation with parents of children attending our nursery. This vital, on-going dialogue with families helps us better understand our children so that we are able offer extra support where it is needed.

The warm effective relationships we build with families ensures that every child's time with us is a happy and successful one.

Children benefit from our joined-up approach with their parents as this has a strong impact on their learning. Regular learning newsletters offer families the opportunity to revisit activities or experiences their children have enjoyed in Nursery. Our Learning at Home bulletins and handbook, with links to useful websites and publications encourage parents to chat, play and read with their child at home.



Our Curriculum Aims



This is what we believe.

We know that children learn best through repetition. Having the ability to **repeat** or review activities and experiences allows children to strengthen their understanding, **refine** newly acquired skills and apply these with confidence.

We believe that children deserve access to learning spaces of the highest quality – full of exciting provocations and interesting resources to support individual children's ever-changing interests and help them to follow their unique line of inquiry.

At Mapledean Nursery, children have time, space incentive and encouragement to practise a wide range of developing Key Skills.

This is what you can expect of our nursery

Children are encouraged to access our nursery environment freely, making choices about where, how and with whom they play.

Adults use their in-depth knowledge of each child to scaffold individual children's early attempts at new challenges and help them to move forward in their thinking.

Nursery staff help children experience success in their learning endeavours! This helps to build confidence and encourages children to **investigate** further and continue their explorations. Children make new attempts at self-chosen tasks and are eager to try out new hypotheses.

This is the positive impact we make on children's learning.

The extensive range of opportunities we offer children to develop their **key skills** enables them to:

- **explore** and interact effectively with the indoor and outdoor environment
- select activities independently:
- **persevere** with activities or tasks
- use a wide and varied vocabulary:
- use tools to control and create:
- talk about the books they enjoy
- imagine and **create** their own stories
- explore movement through dance
- **talk** about their home and family
- understand how to keep themselves safe and healthy
- **manage** self-care tasks such as toileting and regulate their behaviour
- recognise their name and begin to identify sounds and rhymes
- **develop** an understanding of other people and how they might be feeling

Our Curriculum Intent



This is what we understand

Our curriculum is designed to inspire and enable children so they can play an active role in their own lives and fulfil their individual potential. It is built on a set of Core experiences, unique to our setting and developed to meet the needs of our local community.

We acknowledge that many children face barriers to accessing rich and varied life opportunities. Some of our families live in flats with very limited access to outdoor play or exploration.

In addition, the negative impact of Covid-19 has left many parents reluctant to take their children outside. This experience deficit needs to be addressed so that children can come to understand about the natural world around them.

Our identified set of core experiences are used to develop the combination of key skills, behaviours and dispositions we believe form a firm foundation for future learning.

This is what you can expect of our nursery.

We offer children active learning experiences with discrete teaching elements which reflect the changing seasons and the various calendar events or festivals associated with these throughout the year. This directly addresses the high levels of disadvantage within our cohorts in a tangible, experiential way.

Our seasonally influenced curriculum is enriched by the regular sharing of carefully selected books and stories which are used to construct our weekly planning. We use these as starting points to bring new knowledge to life, and encourage children to make connections from the starting point of their own experience.

This is the positive impact we make on children's learning.

Through our topics children become aware of the wider world and have access to associated experiences they would not otherwise enjoy.

Children have daily access to a wide range of books and stories. They learn about and explore art,

Children have daily access to outdoor learning. Our nature garden provides them with opportunities to investigate and explore as they monitor the effects of the changing seasons and learn about life cycles of insects and plants.

Through various media our learners to talk about the people and places outside of their own life experience – using an increasingly wide vocabulary
Immersive experiences such as farm visits, sessions with special visitors from the world of work, Forest School sessions, walks in the local area and chick hatching enrich our children's learning in a concrete way.

