



Curriculum, Equipment & Resources Policy

Curriculum

We set out to support all children attending the nursery to attain their maximum potential within their individual capabilities. A personalised record of each child's development is maintained, showing their abilities, progress, interests and areas needing further staff or parental assistance. We acknowledge that children learn in different ways and at different rates and plan for this accordingly.

The staff is very aware of the importance of a positive play environment for the child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. Planning of the learning experience by the staff is further designed to ensure, as far as practical, equality of opportunity between all children and that it celebrates diversity.

We promote the relevant frameworks and curriculum set by the Department for Education to support and enhance children's learning and development holistically through play-based activities. We view all aspects of learning and development equally and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home.

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

The Nursery provides a curriculum for the foundation stage of education. This curriculum is set out in a document, published by the Qualifications and Curriculum Authority and the Department for Education and Skills, and called *The Early Years Foundation Stage*. Our Nursery follows this guidance. The aims of the curriculum are to: -

- Stimulate imagination and creativity
- Enrich language
- Form the basis for understanding problem solving, reasoning and numeracy
- Come to terms with the child's own life and develop expression of feelings
- Develop manipulative skills
- Explore and enjoy natural materials
- Develop muscular strength and co-ordination
- Use symbols and patterns as a basis for reading and writing
- Value all types of people
- Develop social awareness
- Create habits of listening and concentrating



- Extend understanding of science
- Develop the five senses
- Develop independence

All Key persons plan each days, week, month and terms, planning for each child uniquely based on their level and interests. Parents can view a copy of the weekly planning sheet in the main room.

The curriculum sets out goals – Desirable Learning Outcomes (DLO's) - for children to achieve by the time they enter compulsory education which are:

- Personal, social and emotional development
- Communication and language
- Literacy
- Maths
- Understanding of the world
- Physical development
- Expressive Arts and Design

Personal, Social and Emotional Development

The children are encouraged to work and play well, individually and as part of a group. They are encouraged to have a positive approach to learning and finding out about the world around them, to take turns and to show care and concern for others. They are expected to treat toys and property of the Nursery and other children with respect and to help tidy up their group area before snack time. The children become aware of - and are encouraged to keep to - the rules which we all need to help us to look after ourselves, other people and our environment.

They learn confidence and self respect and form friendships with both children and staff. They are taught what is acceptable behaviour and what is unacceptable and have reasons explained to them. They can expect to have their ways of doing things respected and to respect other people's ways of doing things.

Hygiene is emphasised by washing their hands after using the toilet and before snack time, handling food and lunchtime. Independence is encouraged in this.

Communication and Language

The children are given opportunities to develop confidence in speaking in small groups, during showing time and individually at snack time. They are given the opportunity to explain why they have brought in a particular object for the Theme Table.

There are opportunities to look at a large selection of books alone and as a small group. Occasionally stories are read to the whole group.

Physical Development

We provide a wide range of large equipment in our garden to encourage co-ordination and body control by using climbing frames and ladders. The children have lots of outside space to move around and use a range of equipment including tricycles and balls.

Manipulative skills are developed with the opportunity to use paint, playdough, clay, sand and water etc. The children learn to use the appropriate tools for the activities available.

Through focused activities, the children learn about the importance of - and how to look after - their bodies.



Literacy

Equipment is labelled with pictures and words and each child has a name card to help them with letter recognition.

Singing and listening to music is a regular occurrence at the sessions. At every opportunity children's vocabulary is extended and new words and their meanings are introduced.

They learn that books have a beginning and an end that words and pictures carry meanings and that English is read from left to right and from top to bottom. Their name cards are used during the session, which enables them to recognise their names. Other familiar words are used when they complete the weatherboard each session. They learn to recognise letters of the alphabet by shape and sound.

Maths

Counting is a regular activity and number rhymes are used to learn counting upwards, downwards and subtracting. Ideas about *how many*, *how much*, *how far* and *how big* are incorporated into the routine of Nursery. Many of the activities and equipment are maths orientated, building ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects through play with, for example, pegboards, board games, building blocks and dominoes. We help the children to recognise numbers 1 to 10 and become familiar with larger numbers.

Understanding the World

Recognition and exploration of the features of living things, objects, tools and events in the natural and manmade world are encouraged. The children walk in the local community with visits to the library, park and shops.

The weatherboard is used at the end of each session where the children observe the weather and record it daily. They are asked the day, date and month, which are also recorded.

Plants are grown in our own garden, which the children actively look after by planting and watering. Cooking is a regular activity allowing the children to observe changes and ingredients by following a recipe using words and symbols.

The children have use of a computer on which they are encouraged to develop skills through playing a variety of games.

We value the cultural diversity of our group and encourage the children to learn about their own and other cultures.

The children have the opportunity to explore a range of resources and use different skills to cut, fold and join for a variety of purposes.

Expressive Arts and Design

The children are encouraged to explore sound, colour, texture, shape, form and space in two and three dimensions. A range of materials and resources encourage them to express their ideas and communicate their feelings.

Imaginative play, musical instruments and listening to music are used to express themselves creatively.



Equipment & Resources

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

In order to achieve this aim the nursery provides:

- play equipment and resources which are safe and, where applicable, conform to the
- BSEN safety standards or Toys (Safety) Regulation (1995).
- Sufficient quantity of equipment and resources for the number of children.
- Resources which promote all areas of children's learning and development, which may be child or adult led.
- Books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping.
- Play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children.
- Provide natural and recycled materials which are clean, in good condition and safe for the children to use.
- Furniture which is suitable for children and furniture which is suitable for adults.
- Store and display resources and equipment where children can independently choose and select them.
- Check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session.
- Repair and clean, or replace any unsafe, worn out, dirty or damaged equipment.
- Adequate insurance cover for the nurseries resources and equipment.
- Plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

All practitioners will undergo a formal induction procedure and update their knowledge with regular training in order to help provide a balanced learning and play environment.

Large Garden Equipment Policy

It is well known that exercise is vital to aid the physical development of young children and to encourage them to continue a healthy lifestyle into their adult years.

At the nursery we encourage the children in our care to join in all sorts of different physical activities and provide a range of resources to make it fun and enjoyable. Children have plenty of opportunity to play in the fresh air through outdoor play. Children will be encouraged to participate but will not be made to do any activity that they are uncomfortable with.



In the garden we have a range of large outdoor equipment. Whilst this provides lots of opportunities for developing new physical skills and enjoyment it also brings danger. Children need to learn about danger and risk taking; however in order to make our garden a safe environment and to reduce the risk of possible accidents we have put the following procedures in place:

- All children will be supervised by a responsible adult at all times.
- Children will be taught the dangers of the equipment in a way that is suitable for their stage of development and understanding.
- Children will be encouraged to take turns and share equipment.
- The equipment will be checked/cleaned before use for animal faeces.
- The equipment will be checked for wear and tear/ damage regularly and withdrawn from use if faulty.
- Children will be encouraged to participate but will not be made to do any activity that they are uncomfortable with, for example the climbing frame.

This policy was adopted on	Signed on behalf of the nursery	Date to be reviewed
<i>August 2017</i>	<i>Adele Stone</i>	<i>August 2018</i>