



# Oaklands Nursery & Childcare

## **CURRICULUM AND ASSESSMENT**

Oaklands Nursery and Childcare offer high quality education and care which is planned to be specific to the needs of individual children and enable them to achieve their full potential.

### **The Early Years Foundation Stage**

The Early Years Foundation Stage is a framework for the care and education of children from birth to the end of their Reception year. The Early Years Foundation Stage is organised into seven areas of learning:

#### Prime areas:

- Personal, Social and emotional
- Communication and Language
- Physical Development

#### Specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts & Design

The seven areas help Nursery staff plan the learning environment, activities and experiences, but it does not mean that the children's learning is divided up into areas. One experience may provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning.

Full policies for the curriculum and assessment procedures are available from the nursery office on request.

# ASSESSMENT, RECORDING AND REPORTING

The nursery assesses children using a system based on EYFS. Staff record children's progress on a tracking sheet which is updated on entry and at the end of each term.

Early Education tracking is used to identify which age band children are in on entry and at the end of each term. This provides a record through the year and can be used to identify progress and ensure that planned activities are appropriate to the needs of the children.

Staff assess children using observations of children during child choice and adult-focused times as they work and play. It is part of the daily routine and planned activities. No specific assessment tasks are set up, although on occasion observations may have a specific focus.

"Assessment needs to be based on observations of the children in the full range of activities, provisions and experiences available. The DCSF, QCA and Ofsted all recommend that assessment is based on active observation." (Hutchin 1999)

Staff use their professional judgement to analyse evidence collected to record which EYFS Developmental age band each child has reached. There will be written observations, photographs or dated paper-based evidence such as a drawing or example of emergent writing to support the conclusion reached. The key worker is responsible for keeping up to date records of the children in their group and tracking progress. The data is entered on a tracking system for the whole nursery which is updated each term and analysed to identify gaps in attainment or provision.

In all areas of learning children's achievements are recorded and celebrated.

## Information to parents

- Daily dialogue with staff
- Open sessions are held twice a year for parents to have an informal talk with staff on their children's progress during the term.
- Profiles are available to parents at any time and they are encouraged to contribute using 'WOW' stars to record achievements at home.
- 'Next steps' sheets which share children's achievements, what they are aiming to achieve and how parents can help.

## Planning

Planning is based on EYFS Development Matters which sets out the development of knowledge, skills, understanding and attitudes leading to the Early Learning Goals for the end of the Foundation Stage. Points identify a developmental progression in each area of learning.

Activities planned ensure that all aspects of the seven areas of learning are addressed at appropriate levels for individual children.

### Responsive planning

Activities are planned each week in direct response to the needs and interests of the children. This ensures that activities are appropriate to the rapidly changing needs and interests of the children, that the activities move their learning forward and challenge appropriately and that children are interested and inspired.

Adult focused activities arise from:

- staff observations
- targets for children
- interests of children
- identified 'gaps' in learning or skills
- events in the nursery of children's lives.

### Characteristics of Effective Learning

The Effective Characteristics of Learning run through all areas of learning. In all areas of learning activities are provided to encourage children to learn through playing and exploring. Their learning is active and motivates them to engage and learn. Activities provided to encourage creativity and to develop children's critical thinking.

## Personal, Social and Emotional Development

PSE is one of the Prime areas of learning.

The aspects of PSE are:

**Making Relationships** – being part of a group, respect for others and develop social skills.

**Self Confidence and Self Awareness** - Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others

**Managing Feelings and Behaviour** – Children learn about expectations of behaviour and a positive disposition to learning.

There are opportunities in all areas of the nursery to promote PSE development. PSE is encouraged and used in all seven areas of learning.

# Communication and Language

Communication and Language is a Prime Area of Learning

The aspects of C&L are:

**Listening and Attention** - Children listen to, recognise and respond to sounds. They play with sounds, songs and rhymes, respond to stories, songs, rhymes and to conversations and can follow directions and instructions.

**Understanding** - Children respond to action words and instructions. They understand and respond to questions and use prepositions.

**Speaking** - Children use language to share feelings, express thoughts and explain ideas. They learn new words and vocabulary linked to their experiences. Use language in conversations and in a range of contexts and use questions, simple sentences, word endings and tenses.

There are opportunities in all areas of the nursery to promote language development.

## Physical Development

Physical Development is a Prime area of learning.

The aspects of Physical Development are:

**Moving and Handling** - Children move freely and confidently, running, jumping, balancing etc. They use small and one handed tools, hold a pencil with control and begin to represent some shapes and letters.

**Health and Self Care** - Children recognise when they are hungry and thirsty and can eat and drink independently. They attempt dressing and learn to attend to their own toileting and hand washing

There are opportunities in all areas of the nursery to promote physical development.

## Literacy

Literacy is a Specific area of learning.

The aspects within Literacy are:

**Reading** - Children learn about rhyme and alliteration. They develop an understanding of stories and poems, anticipate key events, understand structure of stories and can talk about the characters and events in a story. Children learn to handle books and understand that there is information in print. They begin to hear and say initial sounds and begin to link sounds to letters.

**Writing** - Children begin to make marks using a range of materials and give meanings to marks. They begin to use phonic knowledge in mark making.

There are opportunities in all areas of the nursery to promote literacy skills.

## Mathematics

Mathematics is a Specific area of learning.

The aspects are:

**Numbers** - Children can recite number names in sequence and use numbers accurately in play. They understand that numbers identify how many objects in a group and begin to match numeral and quantity. They begin to solve number problems and begin to understand more and less.

**Shape, Space and Measure** - Children learn and talk about the properties of shapes and use shapes appropriately for tasks. They begin to use positional language and the language of weight, capacity, length, height,

There are opportunities in all areas of the nursery to promote number and mathematical skills.

## Understanding the World

Understanding the World is a Specific area of learning.

The aspects of Understanding the World are:

**People and Communities** - Children are given opportunities to understand the ways of life and occupations of people around them. Children understand that everyone is different and begin to understand the similarities and differences between different families, communities, cultures and traditions.

**The World** - Children talk about and question similarities and differences in the place they live and the natural world. They begin to understand about growth and changes over time and show care and concern for living things and their environment

**Technology** - Children have opportunities to find out about why things happen and how things work. They learn to operate simple equipment. They use technological toys and real objects. And begin to understand that we can retrieve information from computers and can operate simple programs.

There are opportunities in all areas of the nursery and in all seven areas of learning to promote understanding of the world.

## Expressive Arts and Design

Expressive arts and design is a Specific area of learning.

The aspects of expressive arts and design are:

**Exploring and using media and materials** - Children enjoy singing and develop a repertoire of songs and rhymes. They respond to music and begin to move rhythmically and learn about how sounds are made and changed. Children explore what happens when they mix colours and experiment with a range of materials and resources to create textures and effects. Children use a range of construction materials, tools to create models.

**Being imaginative** - Children engage in imaginative and role play to represent events, people and objects. They build stories around their toys and begin to introduce storylines in their play. They use resources to create props for role play and use a range of media to capture experiences and responses.

There are opportunities in all areas of the nursery and in all seven areas of learning to promote art, design and imagination.

## **Nursery Profile**

This information is recorded in children's individual profiles, allowing us to track the progress they make and support the development of skills and knowledge. Photographs and children's work is included in the profile as well as children's comments. We value your opinions on your child's progress, and this information is collected through everyday chats on an informal basis and termly questionnaires where information is collected formally.

## **Structure of the day**

As children will be in nursery for varying amounts of time, depending on the option to take up extra childcare hours, the staff will plan taking this into account, to ensure that all children receive a broad and balanced curriculum. The sessions are organised to help children develop confidence and independence within a structure and routine. The children access all areas of learning at all times through adult focussed and child choice activities both indoors and outdoors. Each day children have a short registration time with their group at the beginning of the session and story time at the end of the session.

## **Parents - your child's links with home**

We believe that it is vital for parents and teachers to work together to educate children. We aim to provide a friendly and welcoming environment for parents and children, and we are always available to discuss any problems or difficulties.

We aim to keep all parents in touch through newsletters, sharing planning and assessment, daily contact with staff, open days, consultations and parent workshops.

Once your child is settled, you as parents are very welcome to visit and help if you would like to, either on a regular basis or occasionally.

## **Book Clubs & Library**

As part of our commitment to giving each child a good start with books, we operate the Scholastic Book Club which offers a good selection of books at reduced prices. Your child will bring home leaflets regularly for you to order from if you wish.

We also have a library for children and parents to borrow a book from each week.

## **Toy Library**

We have a selection of toys and books with suggestions and ideas for how to use them. These can be borrowed for a week at a time.

## **Toys**

We try to discourage bringing toys unless they are something very special that children want to show us or are linked to what we are doing.

## **Clothes & Shoes**

Please put your child in clothes that are easy for them to manage. We have a lot of messy activities which children wear aprons for but clothes do sometimes get messy so please do not send them in “best” clothes.

We use the outdoor area a great deal, so please ensure they always have appropriate clothing for the weather conditions. You can also leave a pair of wellies at nursery.

## **Uniform**

We have sweatshirts, poloshirts, warm hats and summer caps for sale from the nursery office. We keep limited numbers in stock, but can order at any time throughout the year.

## **School fund**

Voluntary contributions to school fund (£2 per week) are collected each MONDAY. The fund is used for special activities like cooking, parties, Christmas presents and subsidising trips.

These donations are voluntary and if you wish to donate there are a number of ways of making these contributions:

- a weekly donation of £2 either taken to the office or given to your child's teacher in a named envelope.
- a half-termly donation of £10 in cash or cheque either taken to the office or given to your child's teacher in a named envelope.
- a termly donation of £20 in cash or cheque either taken to the office or given to your child's teacher in a named envelope.

## **Change of circumstance**

If there is any change to your child's home life it is important that you let us know. Any matter you discuss with us is treated with confidentiality.

Please update details if you change address, phone number and emergency contacts.

If your child is brought to school or collected by a child minder, we need to have her address and telephone number too.