

## Curriculum

### 1. Purpose

1.1 The aim of this document is to outline the Curriculum at Ashfield Plaza Day Nursery.

### 2. Scope

2.1 This policy applies to all who enter Ashfield Plaza Day Nursery.

### 3. Policy Principals

- 3.1 In planning the curriculum within day care settings, the staff group should at all time bear in mind the requirements set by the Early Years Foundation Stage. Each day care setting will hold and work within the boundaries set by the Early Years Foundation Stage.
- 3.2 An Early Years Teacher contacts the setting once a term and provide termly network meetings which can be attended to learn more about the EYFS.
- 3.3 Ashfield Plaza Day Nursery will see children as individuals with rights, including the right to be a child and provide a safe, caring, stimulating environment offering a wide range of activities, experiences and materials. Offer children support from a variety of adults – Parents/Carers and members of child care staff, which will include monitoring, evaluating, and sharing information about the curriculum
- 3.4 Offer children the opportunity to enhance their personal, social, emotional, communication, language and physical skills; these are the prime areas of learning. We also support our older children with working towards the specific areas of learning which are mathematics, understanding the world, expressive arts and design and literacy. This will be done in line with the Early Years Foundation Stage.
- 3.5 Our children are also encouraged to work towards the characteristics of learning which are playing and exploring, active learning, creating and thinking critically. These are underpinning in all of our planning.
- 3.6 Give children the opportunity to choose activities and experiences, and to develop independence. Children will be offered active learning Heuristic Play experiences.
- 3.7 Give children the opportunity and structure to build up positive meaningful experiences and relationships with peers and adults and create a partnership with parents to support and enhance the development of children.
- 3.8 Provide a curriculum which provides equal learning and development opportunities for all children within the childcare service
- 3.9 Ensure that each child has positive experiences of success at his/her own level, in order to give him/her confidence and motivation for learning in the future
- 3.10 Provide activity planning which takes account of, and responds to, the child's developmental needs, and allows each child to make progress related to his/her own abilities
- 3.11 Provide quality learning experiences for all children. Learning which is structured, balanced, relevant to the child, and related to the real world.

3.12 We promote school readiness so that the children are ready to achieve the Early Learning Goals by the end of their Reception year.

#### 4. Organisation and Allocation of Responsibilities

4.1 It is the responsibility of the Key Person and the staff in the room in their absence to plan and provide for the development of the children, setting and using next steps to ensure the child's progression.

#### Limitations of this Policy

This policy cannot anticipate all eventualities therefore, professional judgement should be used to identify the appropriate course of action needed to protect those who are vulnerable and/or at risk. This judgement should derive from multi-disciplinary team discussion rather than any one individual where possible.

#### Document management

Review cycle:	
Next review due:	
Policy owner	
Approving body:	Board of Trustees