

Our Curriculum & Resources



All children will be respected and their individuality and potential recognized, valued and nurtured. Our activities and play equipment encourage equal opportunities. All children are equally encouraged and given support to take part in all of the various activities on offer. We take opportunities within activities and everyday routines to encourage children to explore, acknowledge and value the similarities and differences between themselves and others.

Resources are chosen to give children a balanced view of the world and an appreciation of our multicultural society. Materials are selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and by using images and words, which reflect positively the contribution of all members of our society.

Jo Jo's Day Care Nursery Ltd have adopted the "Development Matters" guidance which incorporates:-

The seven key features of effective practice:-

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

The characteristics of effective teaching and learning:-

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

3 characteristics of effective teaching and learning are:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The areas of learning and development are under these seven headings:

- Communication & Language
- Personal, Social & Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Jo Jo's Day Care Nursery Ltd also follow the statutory framework for the early years foundation stage (EYFS). This sets the standards that all early years providers must meet to ensure that children learn and develop well and kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings



- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

There are also four guiding principle which should shape practice in our setting. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Every day we have areas / activities set up to provide the children with opportunities for learning across all seven areas. The children are free to choose between activities during free play time, as well as planned activities lead by a member of staff, however any child who does not wish to participate in an activity will not be forced to do so.

We aim to make these activities as attractive as possible within the constraints of the environment. Varied activities with similar learning intentions are set up throughout each week to ensure that children who attend on different days are given the same opportunities and learning experiences at the nursery.

All children are treated with the same concern and every effort will be made to encourage all children to participate in new activities in an environment that they feel safe and secure.

To ensure this occurs within the nursery, including in our outdoor areas, we will:

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Provide a sufficient quantity of equipment and resources for the number of children registered in the nursery
- Provide resources to meet children's individual needs and interests
- Provide resources which promote all areas of children's learning and development
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children
- Store and display resources and equipment where all children can independently choose and select them.
- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session. This is recorded on written risk assessments.
- We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required.
- For rooms aimed at children under thirty-six months of age a 'choking test' will be used to determine the suitability of smaller resources. If the resource can fit within the 'choking test' it will be deemed not suitable for this age group and therefore will not be used within the room.
- Evaluate the children's interests and development when acquiring resources.
- Encourage children to respect the equipment and resources and tidy these away when play has finished. Areas will be labelled with photographic images and for the older children, words will accompany the photographs.
- Use the local libraries and The Educational People, Emporium scheme to introduce a variety of resources to support children's interests.
- Plan the environment with a variety of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges are offered.

Date Monitored: 16th October 2024

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Signature:

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