



DE HAVILLAND
PRE-SCHOOL & NURSERY
HIGH-QUALITY PRIVATE NURSERY EDUCATION
Travellers Lane, Hatfield, Herts. AL10 8TQ

Our Curriculum

Our vision is for every child to be happy and engaged ❤️

At De Havilland Pre-School and Nursery, children are at the heart of everything we do.

We follow a natural approach, offering a calm, nurturing environment with carefully selected open-ended natural resources. With daily opportunities to explore both indoors and outdoors, children are supported to develop across all seven areas of the EYFS in a way that feels gentle, meaningful, and led by their interests

We meet each child where they are - whether they're just beginning to explore the world at age two or preparing for school at age five

Over their time with us, from age two to five, we support our children to be:

- ***Happy and secure, with strong wellbeing***

→ *Happiness and emotional wellbeing are the foundation of all we do. We prioritise warm relationships, consistent routines, time in nature, and space to play freely - so children feel calm, safe, and truly themselves, surrounded by friends and trusted adults.*



- ***Curious, competent, life-long learners***

→ *We nurture curiosity through hands-on experiences like exploring natural materials, watching insects in the garden, and following children's own questions through real-life investigations - regularly encouraged by sharing ideas with peers and nurturing adults.*

- ***Resilient and able to tolerate difficulties and set-backs***

→ *Children are encouraged to keep trying when their tower topples or their den collapses - and to know it's okay to ask for help. Caring adults support and celebrate their efforts, not just outcomes.*



- ***Independent and developing physical skills and self-care***

→ *From putting on their own wellies to helping prepare snack, children are given time and space to do things for themselves. Outdoor play supports gross motor skills through climbing, balancing, digging and transporting heavy materials*

- ***Understanding of other people's feelings and how to take them into account***

- *Through meaningful social play, and sensitive adult support, children learn to empathise and consider others' feelings. Friendships are nurtured daily through play and guided interactions.*



- ***Able to express themselves and co-regulate***

→ *Our calm environment and consistent routines help children feel safe and in control. With warm adult guidance, children learn to name and manage their feelings, and to ask for help when needed. We use emotional language like "I can see you're feeling sad" or "I can see you're feeling proud" to build emotional literacy. The Colour Monster is one of our core books that helps children understand and talk about emotions in a gentle, familiar way.*



- **Positive self-image and high self-esteem**

→ Children are celebrated as individuals. We value their ideas, creations and voices - displaying their work, listening attentively, and involving them in real decision-making. Friendship and belonging are fostered every day in our community of learners.



- **Creative thinkers and imaginative**

→ Open-ended resources like fabric, playdough, and natural items encourage children to create freely, tell stories, and bring their own ideas to life - often alongside friends who inspire and extend their ideas.

- **Love the feeling of achievement**

→ Children reflect on what they've done and feel proud of their efforts - whether they've balanced stones, zipped a coat, or written their name in sand. Peer encouragement and adult praise boosts their confidence, foundations for building relationships.



- **Interested in and talk about other people's lives and differences**

→ Through stories, celebrations, and conversations, we explore similarities and differences in families, homes, food, and traditions - promoting respect, friendship, and curiosity.

- **Able to share and take turns**

→ With gentle guidance, we support children to develop patience, problem-solving and fairness in shared play, such as using our mud kitchen or building with blocks together - key foundations for building relationships.



- **A lifelong love of reading**

→ We share stories every day - indoors and out, under trees, in dens, in cozy corners - creating a magical world of books that spark imagination, language, and connection with others.

- **Positive attitudes to math's and literacy**

→ Natural counting, patterning with pinecones, story scribing, mark-making with sticks in soil — our environment is full of rich, joyful opportunities to engage with early maths and literacy in meaningful, collaborative ways.





Part Two of De Havilland Pre-School and Nursery Curriculum
How do we choose what experiences to offer our children?

At De Havilland Pre-School and Nursery, every part of our environment is planned to support meaningful learning through play. We observe, listen and reflect, creating a calm, natural setting where children can explore, follow their interests, and grow at their own pace.

Basic continuous provision

- These are the core resources available every session. They are carefully chosen to encourage independence, imagination and purposeful play across all seven areas of learning.
- Indoors: water/sand, natural dough, sensory trays, art with real materials, book corner, small world, home corner, construction with wooden and open-ended resources
- Outdoors: water/sand, construction, book corner, climbing frame, large loose parts, mud kitchen, nature-based play

This consistent provision allows children to revisit and deepen their learning in familiar, well-resourced areas — using real, natural and open-ended materials

Enhancements

These are thoughtful additions to our continuous provision, based on our observations of children's current interests or developmental needs.

Enhancements might include:

- New textures in the sensory tray to reflect a seasonal change
- Real flowers and baskets in the home corner after children show interest in gardening
- Scales and conkers added to promote early maths

These are sometimes called "invitations to play" - offering extra curiosity, challenge or wonder, while remaining open-ended and child-led.

Alongside free play, we offer small group experiences such as stories in the library, exploring the sensory room or baking together - warm, supported moments that nurture connection, curiosity and confidence.

Interventions

These are more specialised sessions for children who need a little extra support in a particular area, such as speech, social communication or co-regulation.

This might include:

- Children with SEND
- Those needing encouragement with speaking or joining in
- Targeted emotional or physical development support

Interventions are gentle, practical and rooted in our responsive, child-led approach.



What is our pedagogy (method of teaching)?

At De Havilland Pre-School and Nursery, every moment is a learning opportunity — whether it comes from our thoughtfully prepared environment or from warm, responsive interactions with adults. We believe that children learn best through play, freedom, and genuine connection. Our role is to guide, observe, support and reflect — always putting the child at the centre.

-Warm, kind, respectful adults

help children feel safe, seen and valued. This emotional security is the foundation for all learning.

-The key person approach

ensures every child builds a close, trusting relationship with a familiar adult who knows them well. This connection supports emotional wellbeing, confidence and communication - and helps families feel understood and included too.

-Free-flow play

allows children to follow their interests, make choices, and become deeply involved in what matters to them. It supports focus, independence, curiosity and creativity - and helps build a calm, purposeful atmosphere.

-Natural, open-ended resources

are central to our environment. From wooden blocks to fabric, shells and conkers -these materials offer endless possibilities and allow children to use their imagination, problem-solve and explore creatively.

-Outdoor access is available throughout the session.

Whether digging, climbing, balancing, transporting, or simply watching the rain fall, children develop gross motor skills, confidence and a strong connection to the natural world. Some children learn best outdoors - and their need for this is always respected.

-Schemas

- patterns of play like transporting, enclosing, and rotating -are closely observed and supported. Understanding these natural urges helps us extend children's thinking in ways that are deeply satisfying and developmentally appropriate.

-Child voice

is at the heart of everything we do. We listen to children's ideas, respect their choices, and include them in decision-making. This builds confidence and a strong sense of belonging.

-In the Moment Planning

allows us to extend learning as it happens, in a way that is meaningful, responsive and child-led. It gives us rich insight into each child's development and creates strong links between home and nursery.

How do we ensure our pedagogy is embedded across the nursery?

At De Havilland Pre-School and Nursery, our approach is woven into everyday practice. We support our team to reflect, stay connected, and grow together — so our values are lived out in every interaction and experience.

Environment and Resources

Daily Team Communication

Staff Development and Reflection

Observation and Planning

Review and Improvement

