



Intent

At Emneth Nursery School we draw inspiration from the philosophy of the educational approach of the Reggio Emilia Schools in Northern Italy. Children are seen as being rich in potential, strong, powerful and competent. Confident in building relationships, having values and respect for others. We see children as having curiosity and an open-mindedness to ideas and explorations. We believe they are capable of independent, critical and divergent thinking.

Every child will have access to a broad, balanced and differentiated play-based emergent curriculum, which supports them now and for the future in terms of opportunities and experiences. Our enabling indoor and outdoor environments are designed to inspire children's innate desire to learn.

There are 6 principles to our 'Wellbeing and Success' curriculum.

- ❖ Fulfillment
- ❖ Exploration
- ❖ Individuality
- ❖ Flourishing
- ❖ Relationships
- ❖ Influence

Our learning environment and our creative curriculum ensures children experience rich opportunities across all 7 areas of learning, with a strong emphasis on the prime areas.

Prime areas

- ❖ Communication and language
- ❖ Physical development
- ❖ Personal, social and emotional development

Specific areas

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the World
- ❖ Expressive arts and design

Implementation

We work with an emergent curriculum and co-created learning where learning takes place through project work which combines individual and group collaboration. The projects develop from children's interests and from our research questions. Children and adults develop projects together, each learning during the process as the curriculum is co-constructed. We begin by observing and listening to children carefully in order to learn about their fascinations and finding ways to develop these. The length of each project varies depending on the engagement and evolving interests of the children.

Our emergent curriculum is a way of teaching and planning the curriculum in response to our children's deep interests and enquiries. Project work is a cross-curricular approach, covering all areas of learning as set out in the Early Years Framework. Over the year a number of projects will develop with the intention that children's learning is broad and balanced. Through planning meetings, practitioners regularly discuss the direction of the project work drawing on their observations and assessments of children, along with their developing ideas. We ensure that through our discussion and planning that all areas of learning are covered.

Routines are flexible and the timetable allows for long periods of uninterrupted play. This allows children to get deeply involved in their learning. Children have freedom to explore both the indoor and outdoor environment. As well as project work children also make informed choices about their play by following their own interests, making connections to their own experiences. Children are able to revisit resources and activities to allow them time to develop new skills and make connections and consolidate their learning.

Here at Emneth Nursery School we have a trained Forest School leader and we very much promote the Forest School ethos within our Nursery. It is a child-centred inspirational learning process, that offers opportunities for holistic growth. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgmental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. The approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience.

We are passionate about developing children's communication skills within an environment rich in language, as well as through books, singing, storytelling and mark making opportunities. We also use Makaton signing and gestures as a way to support children's language development and it also helps us to be more inclusive for those children that may have language delay or communication difficulties. Everything we do centers around providing opportunities for children to practice their speaking and listening skills, developing language and teaching vocabulary. We use key words within the Nursery to help children extend their vocabulary and we build on this over time to help reinforce these new words. Children engage in authentic conversation with adults and are encouraged to build up their concentration and focus as their understanding grows.

Staff encourage children to keep trying when something is difficult and model problem solving skills. The indoor and outdoor environment provides a range of experiences that engage children's senses and deepen their understanding of the wider world. Children use equipment with care and are actively encouraged to take managed risks within their day to day experiences. Children develop scientific minds during their explorations such as making suggestions, investigating, testing and problem solving. Children are supported in their play within a safe and secure learning environment.

Our key person approach ensures that children have one special adult who will care for and understand them to a much deeper level. Children are encouraged to share their feelings and adults and children listen to each other, ensuring that everyone's voice is heard. Staff encourage the children to work collaboratively with others and to accept and understand the consequences of their behaviour. With the older children we use reflection time during their play as also during reflection time children are encouraged to talk about their learning and through discussion are encouraged to reflect upon what they have done and to consider how this could be developed further. Other

children are also encouraged to join in with these discussions which encourages children to share ideas and listen to ideas from other people.

Mindfulness is used daily within our practice to help develop awareness, self-regulation and resilience in educators and children, and encourages a kind, calm and compassionate culture at Nursery. It also helps to shape three critical skills developed in early childhood: paying attention and remembering information, shifting back and forth between tasks, and behaving appropriately with others. Our environments also reflect this by providing calm spaces for children to practice mindfulness.

Our partnerships with parents are very important to us and we try to engage our families in a variety of ways. Tapestry is used regularly to share with families what the children have been learning and we also encourage parents/carers to contribute as well. Facebook is another way that we are able to share experiences/opportunities that are provided within the Nursery, distribute key messages and offer learning suggestions. Parents are offered 6 monthly 'snapshot' meetings with their child's key person so that parents are fully updated on their child's progress. To engage parents in learning opportunities we do home learning gifting. This involves us sending home bags with fun and engaging activities for the children to have a go at, at home. Sometimes the home learning activities are linked to project work that the children are involved in at Nursery and sometimes they link to a particular area of learning that we wish to support children in developing skills in e.g. Communication and Language. Throughout the year we also plan in workshops and events for parents to get involved in.

Impact

Our curriculum and its delivery ensures that children make good progress and we believe that our high standards are due to the enriched and balanced learning experiences, which helps us develop happy and curious children. They leave us with a solid foundation of learning as they grow to be confident, competent, lifelong learners and good citizens.

We aim to meet the needs of all pupils, including our disadvantaged pupils and those with SEND etc. In order to ensure this happens we spend time observing and evaluating how children are learning. Evidence in our documented learning and in children's learning journals supports all areas of the curriculum and demonstrates the progress children have made. We strive to ensure that our children's progress across the EYFS is good from their varied starting points. Every key person uses ongoing observational assessments to identify children's starting points and plan experiences which ensure progress and help children achieve their next steps.

Our judgements and assessments of children are discussed and shared with other members of the team to ensure that they are accurate and consistent.