

Intent, Implementation and Impact at Little Fields Pre-School.

Intent:

At Little Fields Pre-School we aim to provide a caring, nurturing, positive and happy learning environment which allows all children to develop to their full potential. We are fully inclusive, and all children are encouraged to consider the needs of others. We respect all families and aim to develop a positive two-way relationship with each one.

We value the individual child and all staff understand that each child is different, and that their learning requirements and styles are unique too. We aim to provide high quality adult interactions that enhance learning and development whilst following each child's lead.

Our intention is to provide a happy, nurturing environment that promotes positive well-being, which in turn leads to high levels of child development and the ability to create and think critically. We aim to provide our children with knowledge, skills and experiences in a hands-on, holistic way so that all learning is embedded in a meaningful context. We do this through a well-structured yet playful and flexible curriculum that engages and motivates our children. It covers all of the seven areas of learning and supports the children's learning characteristics. We follow children's interests when appropriate and value their ideas.

Reading is so important to our curriculum, therefore we have a large selection of books that are accessible to the children at all times. We have a weekly focus story that is age appropriate and chosen to widen the children's vocabulary and evoke responses in our young children. This story is the starting point for learning in all areas of the curriculum across the week.

We know how important good speaking and listening skills are to future success. To support our children's development in this area we have small group phonics sessions daily, focusing on Phase 1.

Overall, we want our children to be:

Ready to learn: Have a positive, confident attitude to learning and play. Be both physically and emotionally ready to learn.

Resourceful: Children show initiative, are independent, beginning to ask questions and are prepared to use a variety of strategies to learn.

Reflective: Children are curious, willing to take risks and learn from their mistakes.

Resilient: Children are encouraged and supported to stay involved in their learning and play, even when the process is challenging.

Reciprocal: Children are encouraged to play alongside each other and begin to work as a team alongside children and adults.

At Little Fields pre-school, we have high expectations for all of our children and we aim to lay a secure foundation for future learning for each and every child. We want to prepare them for school life.

Our curriculum enables children to move into each phase of their learning with confidence. We want them to know more, understand more and remember more. We are responsive to our children's needs and we identify any children at risk of falling behind early and intervene to accelerate their learning in every way that we can, giving them the best possible start to school life.

We work in partnership with parents and carers to encourage independent, curious and happy learners who will thrive in school and can reach their full potential.

Implementation:

We take time to meet with families and find out about our children before they join us in Pre-school because we know that good parental links are instrumental to success. We maintain good channels of communication with parents using the online tool 'Tapestry' and operate a friendly and welcoming open-door policy.

Our curriculum is rich in cultural capital and a carefully planned fun and playful learning experience which intertwines all seven areas of learning, both indoors and outdoors. The experiences we provide for our children are exciting, ambitious, broaden their experiences of the world around them, and are designed in a sequential way to ensure progress. We understand that children's early learning is the root of their future success and we aim to give the best start in school life that we possibly can.

Our plans are flexible to allow us to respond quickly to children's new interests and/or needs. We also have our own set of Little Fields Pre-school Goals that we value and work towards as we prepare our children for each next step of their learning.

Importance is placed on talk and opportunities for discussion and conversation are plentiful. We believe repetition is the key to development.

Our approach at Little Fields is influenced by our knowledge of child development, how young children learn and how adults can support their learning. We follow the New EYFS framework (2020). Within this framework there are four guiding principles which shape our practice.

These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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.
4. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

- These are called the **prime areas**:
 - Communication and language
 - Physical development
 - Personal, social, and emotional development

Four areas help children to strengthen and apply the prime areas.

- These are called the **specific areas**:
 - Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design

Threaded throughout the EYFS curriculum are the Characteristics of Effective Learning. These elements underpin how we reflect on each child's development and adjust our practice accordingly.

- **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.

We quickly establish daily routines which support our children to settle into pre-school as we want our children to feel happy, secure and safe. We celebrate diversity and support the children's spiritual, moral, social and cultural development. Those children with particular needs including SEND are supported appropriately allowing them to be successful. Our children have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners. We promote the use of visual timetables for all children so they know what to expect and how to behave at each point of their day.

Our timetables in pre-school allows for uninterrupted periods of continuous provision that allow the children time to reach a deep level of involvement as they engage, play, investigate and talk. We encourage children to become more independent by giving them opportunities to put on their own shoes and coats and attending to their toileting needs independently (under supervision).

Our provision is underpinned by an effective balance of adult-initiated and child-led learning. We use a continuous cycle of observation and assessment and plan topic related activities weekly.

We have daily phonics sessions where we focus on Phase 1 to develop the children's listening skills ready for nursery and beyond.

The importance of each adult to support progression is crucial, however we also understand that in times when a child is on their own independent learning journey the environment plays a significant role in development.

Indoor and outdoor resources are organised to develop children's skills in personal interaction and exploration. Resources are carefully selected to meet the development needs of the children in order to enhance potential for new learning and consolidate prior learning. Resources are dressed/displayed to reflect children's interests – discover, experiment and explore are key themes.

Continuous provision incorporates all areas of learning and provides children with the opportunity to demonstrate characteristics of effective learning. Children are given the freedom to make independent choices and are encouraged to be active learners and take control of their own learning. We use resources that are open ended, and encourage creativity, imagination and high order thinking skills. For example, the creative areas may contain ribbon, lace, pinecones or lolly sticks.

Observation and responding to children's thinking inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion, shared sustained thinking) and how we capitalise knowledge of children's interests to ensure high levels of engagement.

All adults record 'Wow!' moments – when a child does or says something that demonstrates progress or skill in a particular area. Wow moments are also welcomed and celebrated from home. We use an online Learning Journal called Tapestry to help us record these key achievements and create a compilation of special moments and early drawings for our children to take home to their families and treasure forever.

Impact:

At Little Fields, the children's progress is monitored closely from the moment they start and their unique journey is closely tracked using 'Easy Tracker' allowing appropriate support and challenge to be put in place. We react quickly to children at risk of falling behind and intervene to accelerate their learning. Our assessments are integral to our effective teaching and learning.

Our children are happy, confident and have a sense of belonging. They have a positive disposition to learning and are well equipped with a broad range of knowledge and skills to begin the next chapter of their educational journey.