

## EYFS: The Learning and Development Requirements

### 2.1

#### The Learning and Development Requirements

##### 1.1 Curriculum

*Let me fly with my own wings,  
I know, I am a child,  
But trust me, I can*

*All children are artists. The problem is how to remain an artist once he grows up...*

[Pablo Picasso](#)

##### **Policy Statement**

We believe all children are born with creative ability; but it is up to us, as adults, to provide an environment to support the child's creative effort. At Auden Place Community Nursery we embrace the idea that people require two conditions if they are to function creatively; psychological safety and psychological freedom. The child's sense of psychological safety may result from three related processes:

- Accepting the child as an individual of unconditional worth and having a faith in the child no matter what their present state is
- Avoiding external evaluation and encouraging self-evaluation, and to develop their system of values
- Empathising with the child, trying to see the world from the child's point of view, understanding and accepting them.

Children need to have the opportunity to try new experiences, and to take risks, so adults should establish a safe environment to make children feel secure, and in this way, grow in self-confidence. When we are talking about a safe and healthy environment we are including the fact that it is a space to share with others, which means helping children to develop and become aware of other's needs, values, beliefs, and diversity.

##### **Guidance**

We work within, and keep up to date with, the statutory framework for early years foundation stage.

The guidance set out in 'Birth to Five matters' covers the likely stages of progress a child makes along their learning journey towards the early learning goals. Auden Place Community Nursery has regard to these matters when we assess children and plan for their learning.

Our program supports children to develop in all seven areas of learning and development, with emphasis on the characteristics of effective learning. Each child has the opportunity to explore all areas of the curriculum, through their play themes and individual interpretation. It is for us as a nursery setting to celebrate these individualistic approaches and to create opportunities for all children to progress holistically at their own desired level.

This includes the three prime areas:

#### *Personal, social and emotional development*

- Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives. As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world. Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning, and is key to children's wellbeing and resilience. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how secure they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world. Children's self-image, their emotional understanding and the quality of their relationships affect their self-confidence, their potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn. A holistic, relational approach creates an environment that enables trusting relationships, so that children can do things independently and with others, forming friendships. Early years practitioners meet the emotional needs of children by drawing on their own emotional insight, and by working in partnership with families to form mutually respectful, warm, accepting relationships with each of their key children.

#### *Communication and language*

- Experiences in the womb lay the foundation for communication, and a baby's voice is evident from the beginning. Babies use their bodies, facial expressions, gestures, sounds and movements to seek connections and respond to those around them. Young children depend on back-and-forth interactions with responsive others to develop confidence as effective communicators and language users. Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy. Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments.

#### *Physical Development*

- Gross and fine motor experiences develop incrementally throughout early childhood. It starts with sensory explorations and the development of a child's strength, coordination and positional awareness. Children explore and develop through tummy time, crawling and play movement with both objects and adults. Gross motor skills provide the foundation for developing healthy bodies, as well as social and emotional well-being. Fine motor control and precision help with hand-eye coordination, which is later linked to early literacy. These skills support the later

development of things like scissor and pencil control and handwriting. Play supports building core strength, stability, balance, spatial awareness, coordination, and agility. By creating games and opportunities for both indoor and outdoor play, children gain a variety of experiences.

### **Procedures**

The Room leaders meet with all staff monthly to discuss the deliverance of all curriculum; if any gaps are appearing, or any concerns are raised, these can be addressed during these meetings, and plans are made to support the children. Together, all staff are constantly evaluating their curriculum to ensure the maximum amount of activities and creative approaches are being employed. At all times, all staff are assuring that all children are playing and accessing the curriculum appropriately.

#### *How can we make it possible in an early years setting?*

- By recognising that we are trained professionals and having confidence in our knowledge of child development, and the birth to five matters guidance.
- By approaching children with a generosity of understanding, aiming to evaluate their mistakes and to praise their effort.
- We see questions as tests, and so therefore limit our questions, and replace these with comments on what the children are doing, often imposing children to question themselves, rather than being questioned. We aim to keep any questions asked open ended, and we also take into consideration the age and developmental stage of the child.
- By being focused on the process rather than on the result.
- Never amend or write on their work, unless they ask you to.
- By observing children's interaction closely in order to better understand their needs and own initiatives, planning according to these.
- By being aware of having too high an expectation of children. These expectations, positive or negative can affect a child's self-esteem and development, and their response to thinking and learning. It is important to provide stimulation but also to allow areas of success.
- By encouraging all children to explore activities before structuring their learning.
- By encouraging children to build up their own hypothesis to understand the world around them. Asking them rather than giving them answers.
- By letting them express in their own words, rather than in ours.
- By genuinely celebrating the children's exploration of the world, with praise.
- The statutory framework for early years foundation stage enable's the inclusion of children with special needs, and those who come from diverse ethnic backgrounds.
- The quality of adult relationships (in this case, the staff team) is important in order to establish a safe and healthy environment for the child. Adults should agree a common approach towards the children, making sure that in the setting we are having the same attitude towards children and that we are giving them the same messages through consistency.

### ***A Stimulating Learning Environment***

We understand that children need to have access to a stimulating learning environment, both indoors and out, in order to promote independency and autonomy.

A stimulating learning environment is essential for development to take place, whilst also feeling safe and secure to explore, investigate, and learn. So from the moment children come to the nursery they will be involved in learning opportunities throughout the environment.

A Stimulating Learning Environment has to be:

- safe
- inviting and attractive
- clearly defined for both adults and children
- planned for every day (also allowing for child initiated and spontaneous activities)
- monitored and evaluated
- maintained and replenished
- clear and tidy
- lots of open ended tools and equipment
- inclusive

### ***The wider context***

We are aware that learning does not stop when children leave the classroom. There are learning opportunities wherever we are. We therefore incorporate our curriculum planning into our garden area, out in the local community and when organising educational trips further afield e.g. theatres, museums etc.

### ***Forest School (See Forest School Handbook)***

At Auden Place we embrace the role of outdoor education, and have regular Forest School sessions at London Zoo, Primrose Hill Park, Regents park and Highgate woods. The staff member leading the session will be forest school trained, and we recognise the importance and benefits of taking the children to the 'forest' and the relevant activities that we can do.

### ***Key Person Role (See policy 3d.1 – Role of the Key-person)***

- When a child starts nursery, they will be allocated a key-person who will, through talking to you and your child (if of an appropriate age), and through observing your child at play, determine what stage of development your child is at and what they enjoy doing/playing with. This is then used in order to plan activities for your child when they start with us, and to create an environment which makes them feel secure.
- Parents are the most significant people in the life of the child. The role of the key-person is to build up a trusting relationship with parents and carers and to maintain fluent and honest communication with them. This is the person who parents will refer to, share information with or raise any concerns they may have. The key-person is going to establish the conditions to make parents feel secure.
- The key-person will also build up children's learning journeys to show their development using children's artwork, photographs and observations, as evidence. Parents have access to their child's learning journey at any time, but we formally go through them on parents evenings.
- Although the key-person has their own group of key children that they take the lead responsibility for, they are still part of a team and they work towards the best

outcomes for the all the children in the nursery.

***Parents Involvement (See policy 3j.4 Parent Partnership)***

Practitioners are aware that parents/carers are the children's primary educator and work closely with them. Our planning is on display for parents/carers to see so that they can continue the interest at home. Our weekly planning sheets incorporate parent feedback and areas in which they would like their child to develop further (This is shown on the planning in blue).

We also send monthly newsletters to the parents about what activities the children have been up to and how they can develop this further at home.

***Staff Training***

All staff are provided with regular training in order to:

- Develop and maintain a good quality of early education and childcare provision that is accessible and inclusive to all children and their families that develops children's confidence and helps them to overcome any disadvantage
- Promote the child development principles identified in the birth to five matters guidance
- To provide a balanced curriculum that meets the developmental needs of babies, toddlers and young children physically, socially, emotionally and intellectually
- Creating and sustaining a diverse range of childcare provision across the setting to meet the varied needs of parents and children
- Stay aligned with any new research and/or theories that may add to child development

***Developing Staff Practice***

In order to support and maintain the standard of staff practice, all staff are provided with regular supervisions, monthly room meetings, monthly planning meetings, monthly staff meeting, articles to read, policy reviews and support via Camden's Early Years Advisory Teachers.