Early Years
Statement

Headlines

We have been awarded Silver Winner in the National Pearson Awards Early Years Team of the Year! We have a school nursery offering 26 places per session to three and four year olds and two Foundation classes with an intake of up to 60. Typically, we take approximately 20 children into our Foundation from our Nursery, and the other children come from a wide range of different preschool settings from around the city. Our EY Lead leads for EY across the Trust. Our setting has hosted visits from schools in other MATs needing to develop their EY practise.

Intent: Our Vision

Our mission is to give children the most phenomenal start to school, whether they join us in Nursery or Foundation. We put the children's well-being as a top priority and ensure children will be happy and have fun! We put in the building bricks of knowledge and skills to be able to go on and be to be successful in school. We provide a play rich, language rich and love rich environment centred around needs. Our curriculum is coherently planned and sequenced, carefully considering what our children need to learn next and experience in each of the seven areas of learning, in order to develop their awe and wonder of the natural and diverse world around them. Staff constantly reflect together to ensure that experiences and our environment are adapted and shaped around the needs of our children. Ensuring a language rich environment is a massive priority for us, maximising the progress made through C&L skills, through everything they access and a highly conscious approach from all adults in our settings. A fantastic start to the development of early reading through phonics provision and the love of books is a constant thread through our Early Years provision. Characteristics of effective teaching and learning are embedded fully into our approach, preparing children with effective learning skills that will set them ready for future learning across the school. Our environment is planned to ensure a high level of autonomy and engagement, producing motivated and excited learners. What you see in each learning space is a hands-on approach from adults, playing with the children, talking with the children, and being actively engaged. Every adult knows their purpose with the mindset of "what impact am I having in this moment."

Implementation: How We Teach

Staff all understand the Areas of Learning they teach and the way in which young children learn using Development Matters as our underpinning document. We present information clearly to children, promoting appropriate discussion about the subject matter being taught, checking children's understanding, identify misconceptions and providing clear explanations to improve their learning, adapting teaching as necessary. The embedding of high-quality texts and Oracy teaching enables children to hear and develop their own language and vocabulary well and introduces new ideas, concepts and vocabulary. Over the EYFS, teaching is designed to help children remember what they have been taught and to integrate new knowledge into larger concepts. Across Nursery and Foundation we use assessment well to check what children know and can do to inform teaching, ensuring all assessment is purposeful and targeted. This enables us to plan suitably challenging activities and respond to specific needs. We create an environment that supports the intent of our ambitious curriculum. The available resources are developmentally appropriate, meet the children's needs and promote their focus on learning. We have strong practise in sharing information with parents about their child's progress in relation to the EYFS. This help parents and carers to support and extend their child's learning at home, most importantly encouraging a love of reading.

Impact: What We Achieve

Children are happy, highly engaged and are making amazing progress! Children develop detailed knowledge and skills across the seven Areas of Learning and use these in an age-appropriate way. Children develop their vocabulary and understanding of language across the EYFS curriculum. Children are ready for the next stage of education as they move into Key Stage 1. They have the knowledge and skills they need to prepare them for effective learning within the National Curriculum. Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children understand securely the early mathematical concepts appropriate to their age and stage that enable them to move on to the next stage of learning. Children articulate what they know, understand and can do in an age-appropriate way, holding thoughtful conversations with adults and their friends within our settings.