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Description automatically generated Paddington Playstation Day Nursery

Intent, Implementation and Impact Statement

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| **Intent** |
| At Paddingtons we aim to provide motivating holistic experiences that encourage children to develop curiosity, independence, and a lifelong love of learning. We work closely with parents to ensure that children develop secure attachments with keyworkers so they can learn from a place of safety. We recognise that parents are the primary educators and the need for us to form strong professional relationships to best meet the needs of the child.  Paddingtons recognises that all children are unique, and we celebrate and welcome the differences within our nursery community, our curriculum is child centred following the interests and fascinations of the children in each room.  We are passionate about ‘living in the moment’ and we focus on the process rather than the outcome of learning.  We aim to:   * Provide a safe, nurturing and stimulating environment to support children’s strengths and needs. * Provide high expectations encouraging children to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected. * Provide an inclusive learning environment that helps all children achieve their full potential and support those who need additional help in order to maximise their chances of achieving the best possible outcomes for the individual child. * Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings and emotions so that they feel confident in our community and are equipped with all the tools they need to transition successfully to school. * Encourage children a broad vocabulary in a language rich environment. * Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development using a variety of training methods. |
| **Implementation** |
| Our curriculum follows the Early Years Statutory Framework for the Early years Foundation Stage which specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover in our curriculum. We use the supporting document ‘The Development Matters’ and staff professional knowledge and expertise to monitor children’s progress and make judgements on their developmental.  Through our knowledge of each child and formative assessments each Room’s staff plan exciting and engaging activities that will move the children’s learning forward. This may involve offering learning prompts where we take use adult chosen resources to develop transferable skills and develop a wide-ranging vocabulary which underpins the children’s learning. This may also include following individual children’s interests and making the most of those focused moments where the teaching and learning can be maximised in a 1-1 or small group activity. Each cohort of children creates its own unique blend of guided, adult directed play and child-initiated play activities dependant on the nature and needs of the individual children.  Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and outdoors. Paddingtons believes that it is important to take the children out to explore the local environment and places of interest and our outdoor areas are open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best, and practitioners ensure that there are opportunities for all areas of learning both inside and outside.  We work hard to ensure that children with SEND are fully included in the curriculum and that additional resources and support is provided where required. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve and develop. The nursery Manger/SENCo Stephanie Ball works closely with outside professionals to support children and incorporates any advice given into Educational Plans.  Practitioners collect evidence of children’s learning through observations, photos and videos which are shared with parents using the EYLOG online system. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in nursery. Parents are actively encouraged to use EYLOG to record the milestones children make at home during the year.  We love to provide children with opportunities that they may not readily experience and that will enhance their learning. We go on visits to support this for example a trip to the local shops to buy ingredients for cooking activities, children can write the shopping list, pay for the goods, and then follow the recipe weighing and measuring as required. We ensure that all our visits are learning related and will provide the spark for further immersion in a theme or project.  We support children in becoming confident, independent learners who cope well with transitions within rooms and in moving on to school. The nursery provides a positive environment where resilience, perseverance and successes are celebrated, and every child feels valued and respected. |
| **Impact** |
| The impact of the EYFS curriculum is reflected in having well rounded, happy, and confident children transitioning into school. Our children are independent, enthusiastic learners that are eager to take part and show a curiosity in the world around them.  We measure progress and children’s learning across the year through formative and summative assessments which are based on the practitioner’s knowledge of the child, their learning journeys, photographs, and videos recorded on EYLOG. We aim for children to achieve Good Levels of Development and track their learning by cohorts, sharing the data with our local authority. Almost all our children make more than the expected steps progress from their starting points.  The teaching and pedagogy are reviewed and evaluated regularly through monthly team meetings. These allow staff to discuss individual children’s needs, planning and development. We ensure that the areas we discuss and develop are reflected in changes and developments in our classroom practice.  Each Room takes responsibility for its own planning and is lead by the room senior whose responsibility it is to feed back to Nikki Stewart – Deputy Manager and Curriculum Lead. |