



CURRICULUM POLICY:

Foundation Phase, UNCRC and 7 core aims

Stepping Stones Nursery is committed to:

- ✓ Offering a rich and varied curriculum;
- ✓ Creating a stimulating environment, accessible to all, in which it is fun to learn and in which every child can reach his / her potential.

Principle of the foundation phase:

The Foundation Phase encourages children to be creative, imaginative and to have fun and makes learning more enjoyable and more effective.

Children will be given more opportunities to explore the world around them and understand how things work by taking part in practical activities that are relevant to their developmental stage. They are challenged with open-ended questions and given opportunities to explore and share their ideas for solving problems.

The Foundation Phase places great emphasis on children learning by doing. Young children will be given more opportunities to gain first hand experiences through play and active involvement.

The curriculum will focus on experimental learning, active involvement and developing each child's:

- ✓ Skills and understanding
- ✓ Personal, social, emotional, physical and intellectual well-being so as to develop the whole child.
- ✓ Positive attitudes to learning so that they enjoy it and want to continue
- ✓ Self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- ✓ Creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences.
- ✓ Activities in the outdoors where the children have first- hand experience of solving real-life problems and learn about conservation and sustainability.

Procedures

All staff are continually:

- ✓ Actively encouraging children to learn through play and to follow their own interests:
- ✓ Implementing the Foundation Phase and making sure it is suitable for children from birth to five years of age.
- ✓ Planning for the needs and interests of individual children;
- ✓ Catering for different learning styles;
- ✓ Using children's individual assessments and observations of children to inform planning to meet the needs of each individual child;
- ✓ Providing a balance of adult-led and child-initiated activities;
- ✓ Providing a wide variety of practical activities and experiences on a daily basis, both inside and outside.
- ✓ Using information from parents to help us to meet the needs of individual children;
- ✓ Actively valuing diversity within our setting and using resources which promote positive images of all the different groups of adults and children living within our society. The curriculum offered at Stepping Stones Nursery encourages children to develop positive attitudes about themselves and about people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.
- ✓ Offering outings and bringing visitors to the setting to extend children's learning.
- ✓ Employing well qualified, enthusiastic staff who understand how children learn and know how to promote young children's development across all areas of the Foundation Phase

We have due regard to the Foundation Phase as outlined above but we have also incorporated bits of the Early Years Foundation Stage (EYFS). Please ask a member of staff if you require more information.

Unique Child– every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.



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Positive Relationships- Children learn to be strong and independent through positive relationships.

Enabling Environments– Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development- Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The Curriculum consist of all the planned and un-planned activities which are organised within the nursery and are based on the prime areas of learning and development which are strongly linked to the Foundation Phase:

- Mathematical Development
- Language, Literacy & Communication
- Personal and Social Development, Well-being & Cultural Diversity
- Knowledge and Understanding of the world
- Creative development
- Physical development
- Welsh

Planning

For daily planning staff have taken into consideration both the Foundation Phase and the Early years Foundation Stage, and come with a mixture of the two as this supports the nurseries use of free-flow, ensuring that daily there is rich variety of activities on offer which the children can freely choose. We have also ensured to add a section on the planning on UNCRC to ensure that there is always a lot of thought of this and strong links. Welsh is also incorporated into daily planning

Our daily planning for all groups includes:

Imaginative / Role Play

Mark Making

Mathematics

Construction

Sand

Water

Discovery / small world / Exploration area

Technology

Malleable Materials

Story-time / Circle time / Group time

Music

Creative

Gross / Physical

Welsh

UNCRC (United Nations Convention on the Rights of the Child)

The UNCRC is an international agreement that protects the human rights of children under the age of 18. It was ratified by the UN General Assembly in 1989. In 1991 the United Kingdom formally agreed to ensure that every child in the UK has all the rights listed in the convention. The Welsh Government adopted the Convention as the basis for policy making for children and young people in Wales in 2004.



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There are 54 articles in the Convention. Articles 1-42 set out how children should be treated. Articles 43-45 are about how adults and governments should work together to make sure all children are entitled to their rights.

Main Rights

Children and young people have the right to be treated with respect and fairness and not to suffer discrimination. This means that it does not matter whether they are boys or girls, which ethnic group they belong to, what language they speak, or the lifestyle choices they make – they have the right to be treated

Policies for children continue to be underpinned by the UNCRC (United Nations Convention on Rights of the Child) and our desire to make it a reality in children's lives.

In order to achieve this we continue to provide support for children, young people and their families.

We are able to do this by:

Linking education to development, child's personality, talents, physical ability to reach their fullest potential
Consulting children

Listening and taking on board children's interests, views and ideas

Involving them whenever possible with decision making

Following their individual views and interests

Protecting children from discrimination and negative portrayal

Always looking at the best interests of the children

Keeping children safe from harm

Promoting physical and mental health

We provide safe, interesting places to play, positive activities, regular circle time sessions to encourage all children to have a voice and be involved in decision making, taking on board ideas and encouraging all children whenever appropriate to evaluate the activities on offer.

Basic Welsh is widely used across the nursery and is included in all groups on daily planning. Below is our Welsh Policy which explains what sort of Welsh activities are carried out on a daily basis.

7 Core Aims

In November 2000 the Welsh Assembly Government published Children and Young People: A Framework for Partnership, which set out a commitment to the UNCRC and how the WAG should act in all its' dealings with children and young people.

In 2003 WAG followed this paper with Children and Young People: Rights to Action in which WAG reiterates its commitment to the UNCRC by setting out the seven core aims. They are as follows

Every Child and Young Person in Wales (0-25 yrs.) has a basic entitlement to:

- 1. Have a flying start in life**
- 2. Have a comprehensive range of education and learning opportunities**
- 3. Enjoy the best possible health and are free from abuse, victimisation and exploitation**
- 4. Have access to play, leisure, sporting and cultural activities;**
- 5. Are listened to, treated with respect, and have their race and cultural identity recognized**
- 6. Have a safe home and a community which supports physical and emotional wellbeing**
- 7. Are not disadvantaged by poverty.**

Here at Stepping Stones we aim to promote each core aim through good practice and quality assurance. All staff should be aware of the 7 core aims to ensure our practice includes them on a daily basis.



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ACTIVITIES AND PLANNING

AIM

It is our aim at Stepping Stones Nursery to care for the children in a safe, happy environment, giving them a wide variety of choice regarding activities to enjoy and learn from.

PROCEDURE

- Focused activities and enhanced provision activities are provided daily at Nursery, e.g. Messy play, sand, water, painting, cookery, together with free play sessions.
- All staff are asked to plan fun, stimulating activities in accordance with the areas of learning guided by the EYFP.
- Child-led activities are also encouraged.
- All activities to be planned with safety in mind, and necessary Risk Assessments carried out.
- We also operate a 'tidy as you go' routine to try and prevent accidents due to toys/objects being left all over the floor.

Planning and recording System.

AIMS:

Here at stepping stones we aim to plan and provide a wide range of activities based upon the learning areas set out by the foundation phase. We aim to operate the key-person system to monitor and observe children's development and set goals and targets.

Procedures

1. Continuous provision – we have a chart which outlines the continuous provision which is on offer to the children on a daily basis.
2. Weekly enhanced continuous provision and focused activities planning – staffs are to plan and implement activities which enhance our every-day continuous provision in order to provide more learning opportunities for the children.
3. Outdoor enhanced planning sheets – again for the staff to plan and implement enhanced activities which are conducted in our many outdoor areas.
4. Keyworker observations – these are simple observations carried out regularly by each individual child's keyworker to assess and monitor their development and set targets which will aid in their activity planning to help further develop their key children.
5. Record books and development charts – each child had a personal record book in which the keyworker writes a brief account about each child on a monthly basis and a development chart which outlines developmental stages of the children outlines in the foundation phase/tracker books.
6. Reports for parents – (one general and one open evening) as requested by parents via questionnaires, the children will be given a report to take home for the parents to read about their child's progress and development at nursery.