

Our Curriculum.

At Furnace Barn Day Nursery our core values are based around the children's best interests. Our intention is for our curriculum to be ambitious and inclusive, educating all children in knowledge, skills and understanding. We provide a safe, caring environment which enables our children to be inquisitive, curious, and independent learners.

We believe children learn best when they feel safe, they are settled and feel secure in their environments.

We place **Fundamental British Values** at the heart of our curriculum and everything we do, we use the EYFS curriculum concepts, and we acknowledge that the children's developments within these areas is key to promoting the values in the long term.

We are proud of our trusting relationships with parents. Parents are partners in their children's developments; we value prior learning and work together with parents to ensure every child progresses. Through this partnership we endeavour to give the children the Cultural Capital they need for future success, enabling them to fulfil their potential and achieve future success. We promote these partnerships through open communication, parents' information evenings and we use our parent app "Famly" to share pictures and videos with parents of their child's day, our parents can also use the app to share pictures from home that then contribute to their learning journeys. These contributions are sought, valued, and highly respected.

Intent.

At Furnace Barn, we are passionate about creating opportunities for children to communicate through developing their language and communication skills from birth. Our staff collaboratively communicate with all our children (from birth to school), staff scaffold and model language through nursery rhymes, dialogue, constant narrative and modelling affective communication.

It is our intention that the children experience the areas of learning (EYFS curriculum) which are centred around the three prime areas:

- Communication and Language
- Physical development
- Personal, Social and Emotional development.

We then support children's experiences within the four specific areas, through which the three prime areas are strengthened and applied. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

We use the Department of Education's Development Matters curriculum guidance to form the basis of our planning and assessments but also give regard to the Early Years Alliance document "Birth to five matters" to extend those milestones and development guidelines. Where appropriate we use the Lancashire ATTS documents when planning interventions.

Implementation

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We achieve this broad and balanced approach, by advocating for “in the moment” planning (first developed by Anna Ephgrave), we scaffold our children’s learning and using the children’s interests, topics, themes, continuous provision, and adult led activities we achieve the best outcomes for our children.

Learning is carefully planned by experienced staff to support each child’s development no matter where their starting point is, learning is planned to consider each child’s needs.

We are uniquely placed at Furnace Barn to have an extensive outdoor learning environment which provides space for the children to be active, developing their co-ordination, control, and movement. Our outdoor environment provides a unique chance for sustained shared thinking and extended periods of play. By making full use of our unique position, we aim to fully develop collaborative thinking, resilience and foster high level engagements ensuring high level attainments.

We have successfully integrated the assessment software “Family” into our working practise, this allows our staff real time information on the children in their care, allowing for focused interactions, identifying, and responding to any developmental needs for each individual child. The software allows for our parents to also be a partner in their children’s learning journey.

We undertake a thorough assessment cycle, with reports shared termly and parents able to see their children’s development. Our staff share information with parents, 2 year checks are completed and shared with parents/health visitors and transition reports completed to ensure children transition well to school.

Each area of nursery from our quiet room (our youngest children) to our Preschool Unit, uses our curriculum guidance to ensure a flow of development for each child. Each room understands child development and our team work collaboratively with each other. This ensures consistent expectations allowing each child to progress no matter where their starting point is.

Our management team have collected over 30years experience working within the EYFS, and this knowledge is used to ensure each staff member understands their children’s needs and can respond appropriately. We use a range of CPD practises: supervision, peer observations, group supervisions, staff meetings and staff training to allow each staff members CPD to move forward.

We regularly use our planning, assessments, observations, and discussions to inform next steps and intents for each room.

Impact.

Our inclusive approach means all children progress from their starting point. We have a range of additional interventions and support for children who may not be reaching their potential or are showing a greater depth of understanding and need further challenge. These approaches include, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics.

We work with physiotherapists, speech therapists and portage teams to ensure a multi-agency approach.

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We work collaboratively with the Lancashire Specialist Teaching team when extra support is needed, using the Early Years SEND Toolkit (ATTS) as our curriculum (when appropriate).

We ensure the needs of individual children are met through grouping our children flexibly throughout the nursery, our rooms are not solely designated by age, more centred around each child's individual needs and stage of development.

We endeavour for pupils to be Reception ready and prepared for the next phase of the education. We consistently receive positive feedback from feeder schools and parents about how our children are "school ready" when they make the transition to school.

The impact of our curriculum is measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.