

How we learn at Cranmer Preschool

We offer a play based curriculum where children move freely between all areas, indoors and outdoors. The children are actively involved in shaping play by choosing resources, where they play and how their play progresses. The practitioner's role is to support play, extending learning opportunities by responding to teachable moments and enabling all children to reach their full potential.

Cranmer Preschool's practitioners support play and model language and behaviour, they judge when to join in play and when not to, they introduce new skills and concepts around the children's play with high quality interactions.

At Cranmer Preschool we balance child-initiated play with adult led experiences which extends their understanding, concentration and ability to listen. This approach ensures the children become confident independent learners with capabilities to be imaginative, to think critically, to show high levels of curiosity and concentration and to find ways to solve problems.

The Early Years Foundation Stage Statutory Framework has four overarching principles which guide all practitioners.

- **A Unique Child** - every child is a competent learner from birth who can be resilient, capable confident and self-assured.
- **Positive Relationships** - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling Environment** - the environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development** - children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Meeting the individual needs of all children and delivering personalised learning and care lie at the heart of the Early Years Foundation Stage.

Practitioners individually plan for their key children based on observations of what they enjoy, their stage of development and previous experiences and achievements.

From these observations practitioners react in the moment to scaffold learning and development. In partnership with the child and parents/caregivers the key person keeps a record of all observations and tailor a selection of individual next steps for each child to ensure progression in all the three Prime Areas of Learning and Development and the four Specific Area's of Learning and Development.

The three Prime Area's of Learning are Personal, Social and Emotional, Physical and Communication and Language. These are emphasised when facilitating Two year old's play.

Personal, social and emotional development

- Making relationships
- self confidence and self awareness
- Managing feelings and behaviour

Physical development

- moving and handling
- health and self care

Communication and Language

- listening and attention
- understanding
- speaking

The four Specific Areas of Learning and Development are implemented with all three and four year old's.

Literacy

- reading
- writing

Mathematics

- numbers
- shape, space and measure

understanding the world

- people and communities
- the world
- Technology

Expressive arts and design

- exploring and using media and materials
- Being imaginative

These areas of learning and development are supported by the Characteristics of Effective Learning and the British values, which are actively promoted in our practice.

The Characteristics of Effective Learning.

Playing and exploring

Finding out and exploring

- Does the child show curiosity about objects, events and people?
- Does the child use their senses to explore the world around them?
- Does the child engage in open-ended activity?
- Does the child show particular interests?

Playing with what they know

- Does the child pretend objects are things from their experience.
- How does the child represent their experiences in their play?
- Does the child take on a role in their play?
- Does the child act out experiences with others (children or adults)?

Being willing to have a go

- Does the child initiate activities/experiences?

How does the child seek challenges?

- Does the child show a 'can do' attitude?
- Does the child take risks, engage in new experiences and learn by trial and error?

Active learning

Being involved and concentrating

- Does the child maintain focus on their activity for a period of time?
- Does the child show high levels of energy, fascination?
- Does the child concentrate despite distractions?
- Does the child pay attention to details?

Keeping on trying

- Does the child show persistence with an activity when faced with challenges?
- How does the child demonstrate aspects of problem solving and show a belief that more effort or a different approach will work/pay off?
- Does the child bounce back after difficulties?

Enjoying achieving what they set out to do

- Is he/she proud of their accomplishments- not just the end result?
- Does the child enjoy meeting challenges for their own sake rather than for rewards or praise?

Creating and thinking critically

Having their own ideas

- Does the child think of ideas?
- How does the child find ways to solve problems?
- Does the child find new ways of doing things?

Making links

- Does the child make links and notice patterns in their experience?
- Does the child make predictions?
- How does the child test out their ideas?
- Does the child develop ideas of grouping, sequencing, cause and effect?

Choosing ways to do things

- Does the child plan, make decisions and about how to do something, solve a problem to reach a goal?
- Does the child check how well their activity or what they are doing is going?
- Does the child change strategy if needed?
- Does the child review how well their approach worked? With support or on their own?

British Values

Democracy

At Cranmer Preschool we let children know their views count and encourage everyone to value each other's opinions and values. We encourage democracy in action, for example, by letting children share views, provide activities that involve turn-taking, sharing, collaboration and decision making.

Children are given opportunities to develop enquiring minds by creating an atmosphere at Cranmer Preschool where all questions are valued

Rule of Law

At Cranmer Preschool we ensure children understand their own and others' behaviour and its consequences, helping them to distinguish right from wrong. We have worked with children to

create the rules and the codes of behaviour, such as agreeing the rules about tidying up, and also ensuring children understand that the rules apply to everyone. This is displayed in our setting, 'Preschool promises'.

Individual Liberty

At Cranmer Preschool we provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, through allowing children to take risks on an obstacle course and talking about their experiences and learning.

We encourage children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions

Mutual respect and tolerance

We, at Cranmer Preschool, encourage and explain to children about the importance of tolerant behaviours, such as sharing and respecting each other's opinions.

We positively promote diverse attitudes and challenge stereotypes, for example, by sharing stories that reflect and value the diversity of children's experiences. We provide resources and activities that challenge gender, cultural and racial stereotyping.

We encourage an ethos of inclusivity and tolerance at our setting where views, faiths, cultures and races are valued equally.

We organise experiences for the children to engage with the wider community and environment.

We encourage children to acquire a tolerance, appreciation and respect for their own and other cultures. We do this by discussing practices, celebrations and experiences with children and the similarities and differences between themselves and others.

Assessments

We assess how your child is learning and developing by observing them during play. We use an online learning journal called Tapestry, which you have access and contribute to.

We ask all parents/caregivers to complete an 'All about me' form as a part of getting to know your child, your child's Key Person will complete a baseline assessment (Two Year Check) from their observations of your child in the setting. We use the information we gain from these observations to plan for their individual development and document their progress; making links to the seven areas of Learning and Development and the Characteristics of Effective Learning.

As part of the child's on going development and assessment, we aim to work partnership with parents and caregivers. We welcome and value your input and we ask you to share your child's experiences, for example, "Wow" moments (copy available in Preschool), milestones, certificates or photographs.

Each Friday afternoon an observation will be posted on Tapestry for you to view and comment on if you wish. Your child's observations are a record of their achievements we build on for their next stage of development.

Further information can be found by viewing the documents at the address below,

- Parents' Guide to the Early Years Foundation Stage Framework

https://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf

- The Early Years Foundation Stage Statutory Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

- Early Years Outcomes

https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf

- What to expect when

https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf