



Provision at Brabin's Pre-School

Intent:

At Brabin's our intent is to give each unique child a high-quality early education with high quality care. This is delivered within a safe and nurturing environment which makes a powerful contribution to children's wellbeing, development and learning.

We intend that our ambitious and inclusive curriculum educates all the children in knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum. Adults 'scaffold' children's learning, modelling new skills and by giving them just enough help to achieve something they could not do independently. We are passionate about creating opportunities for children to communicate more easily through developing language and communication skills and specifically teaching vocabulary. We strive for our children to believe in themselves, their abilities and capabilities.

It is our intention that children experience the seven areas of learning through a balance of small group teaching and play based learning. Play, both indoors and outdoors, is rich and we aim to ignite curiosity, awe and wonder of the world to develop the whole child. We provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure, inclusion and a real love of learning for every child to feel success and happiness.

Our aim is to build on what the children already know and can do. Every child can make progress, if they are given the right support. When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success for tomorrow.

Implementation

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. We carefully organise enabling environments for high-quality play. Space is available for children to use their own ideas and invent their own play. We provide enhancement opportunities to engage learning and believe that our first experiences of pre-school should be happy and positive, enabling us to develop a lifelong love of learning. A well-planned learning environment, indoors and outside, is vital to the development of the whole child.

Our continuous provision is ever changing to inspire and motivate independence and seize every opportunity as a learning opportunity. Continuous provision practice and principles begin in EYFS and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

We pride ourselves on working closely with our families. Parents have the right to play a central role in making decisions about their child's education and care and their partnerships are key to a successful early years' experience for children and for them to gain the most out of their early education and reach expected levels of development. We use the Family app to communicate with our families, it enables messages to be passed on instantly, share photos, record observations.

We use floor books to organise and collate children's thinking, focusing on what children find valuable, meaningful and interesting, showcasing children's conceptual understanding, their questions and comments to inform their learning journey. Children are fully involved with our floor books, adding photos, drawings and mark making, establishing a close link between the individual child and the curriculum and by involving the children in the process they build positive attitudes and self-esteem. Our floor book is always out in provision for children to look at, and discuss with their peers. The children are fascinated by pictures of themselves and like to reflect on their previous learning.

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Progress check at age 2:

The time between a child's second and third birthday is important for children and their parents. It is a period of rapid growth, learning and development, but also a time when the child or their family's need for additional support can become clearer. Progress checks enable practitioners to review the child's development, celebrate areas where the child is making good progress and to identify areas where progress is not as expected. This is also a good time for parents, practitioners and professionals to put appropriate support in place if needed.

Impact

The broad and balanced curriculum design ensures that the needs of all individual children can be met within their time at pre-school. We endeavour for pupils to be confident, independent, creative, children with a real love for reading, and strong communication skills. Our Children will be school ready and prepared for the next phase in their school life. We work closely and consistently with the reception class teacher to ensure a smooth transition into the reception class.