

Curriculum Policy

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Corinthian Daycare

The curriculum is designed to foster the highest levels of well-being and involvement ensuring children become intrinsically motivated to learn, giving them the skills, attitudes and Characteristics of Effective Learning necessary to progress through the setting and life-long learning.

Every child is born with the natural instinct to learn and explore and should be given opportunities to reach their potential. In order to achieve this we aim to:

- Make sure that each child's experience is positive, life-long and memorable.
- Treat every child as an individual.
- Make the learning journey a truly shared experience between child, school and home.

The Nursery curriculum is based upon the Statutory Framework of the EYFS and provides challenging learning experiences according to the needs of the individual child, reflecting on the different ways that children learn, their interests and stages of development.

The Prime Areas of Communication and Language, Physical Development and Personal, Social and Emotional Development, are prioritised, forming the basis for successful learning in the other four areas. These Prime areas are strengthened and applied throughout the four specific areas of Learning and Development; Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

The development of children's spoken language underpins all seven areas of learning and development and is embedded throughout the learning environment and also within adult directed activities. 'Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.' EYFS Statutory Framework 2021.

All children are screened using the WELLCOMM communication and Language assessment tool to assess their stage of development and plan for intervention as required.

At Stoneycroft Daycare, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to meet their full potential.

As outlined in the EYFS Statutory Framework:

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the statutory framework of the EYFS and the four guiding principles that shape practice within early years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **ALL Children develop and learn in different ways and at different rates.**

Implementation

Principle to Practice

As part of our practice we:

- Provide a balanced curriculum based on the EYFS, across the seven areas of development, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children requiring additional support.
- Work in partnership with parents.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in opportunities that are adult-initiated and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.

- Provide a secure and safe learning environment inside and out.

Foundation Stage Curriculum

In planning and guiding children's activities we will reflect on the different ways that children learn following the Statutory Framework for Early Years Foundation Stage.

The three Characteristics of Effective Learning are:

Playing and learning – children 'have a go' investigating and learning things

Active learning – children concentrate and keep on trying, enjoying achievements.

Creative thinking and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing so.

We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning, to enable the children to achieve, or exceed, Age Related Expectations.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. They form the basis for successful learning in the four Specific areas.

These three areas are the **Prime** areas:

Communication and Language.

Physical Development.

Personal, Social and Emotional Development.

Children are also supported through the four **Specific** areas, through which the three specific areas are strengthened and applied.

The **Specific** areas are:

Literacy.

Mathematics.

Understanding the World.

Expressive Arts and Design.

Children are provided with a range of rich meaningful first-hand experiences, where they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Long-term planning details the intended learning experiences, and impact on learning of all areas of continuous provision. The learning environment is carefully planned and designed to stimulate, challenge and motivate, allowing children the time and space to engage in child initiated play ensuring new skills and concepts become embedded and secure. The learning environment is adapted as children progress throughout the setting, responsive to individual needs, skills and stage of development.

Medium and Short-term plans offer experiences across all seven areas of learning. They are based upon individual next steps, as informed by observations, children's interests and offer a range of experiences that enables every child to fulfil their potential. Plans remain flexible to allow for unplanned circumstances and children's responses.

Practitioners working with the youngest children will focus strongly on the three Prime areas, which are the basis for successful learning in the other four specific areas. The three Prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Stoneycroft and grow in confidence and ability in the three **Prime** areas.

Children have one to one time and small group times which increase as they progress through the setting. Group sessions include singing, story time and music and dancing. In the 3 - 4 room, children engage with mindfulness sessions to support them in managing their feelings. The children are also taught 'peer massage' to nursery rhymes and stories. All practitioners are responsible for delivering the curriculum, are knowledgeable about all children's starting points and have high expectations of what children can do.

The curriculum is delivered using a play-based approach as outlined in the EYFS.

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage free-flow between inside and out.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We make a risk assessment of the indoors and outdoors daily. We promote the good health, and good oral health, of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill/accident.

Inclusion

We value all of our children as individuals at Corinthian irrespective of their ethnicity, culture, religion, home language, background, and ability. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so most of our children are ready for school when they leave us. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. Play plans are written for children requiring special needs support.

Impact

The impact of experiences provided through the environment are detailed on long term provision plans. As part of our daily practice we observe and assess children's development and learning to inform future planning. Observations are recorded in a variety of ways and everyone is encouraged to contribute. Significant observations of children's achievements are collated in their own personal learning journey, which parents can access online. Parents are given the opportunity to add their own comments and upload photographs of children's learning at home. Ongoing observations are used to inform the next steps in individual children's learning. Progress is reviewed at the end of each half term using the guidance from Key checkpoints (Development Matters non statutory guidance for the early years foundation stage 2023 DfES) Each term, children who are below age related expectations are recorded on Tapestry and intervention planned accordingly. Learning journeys and progress is shared with parents/carers, who are invited to attend meetings three times a year.

Parents are provided a written report when the child's 2 year check has been completed. When children leave the setting, Liverpool Transition forms and SEND transfer forms, if applicable, are completed.

Parents as Partners and the Wider Context

We strive to create and maintain partnerships with parents and carers as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education in numerous ways – nursery/home observations, photographs from home, activities to share at home.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings/ inviting members of the community into our settings.

Links to the Safeguarding & Welfare Requirements:

Child Protection

SUITABLE PEOPLE

STAFF QUALIFICATIONS, TRAINING, SUPPORT AND SKILLS

HEALTH