



Hackenthorpe Hall Long Term Overview Children 3 Months-2 Years Old

Rooms – Ducklings & Tadpoles

	Autumn Phase 1 (Sept - Oct)	Autumn Phase 2 (Oct - Nov)	Winter Phase 1 (Dec - Feb)	Spring Phase 1 (March - May)	Summer Phase 1 (June - July)	Summer Phase 2 (Aug - Sept)
Overview	<p>All children in Hackenthorpe Hall Nursery are encouraged to learn through play. Our curriculum covers all the key areas of the early years foundation stage and is designed to meet the needs of each individual child.</p> <p>We follow the Government's Early Years Foundation Stage (EYFS) framework which sets the standards for learning, development and care for children from birth up to 2 years of age.</p> <p>The principles which guide the work of our Early Years Professionals and are woven into our curriculum are grouped into four themes:</p> <p>A unique child - every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.</p> <p>Enabling Environments - the environment plays a key role in supporting and extending children's development and learning.</p> <p>Learning and Development - children develop and learn in different ways and at different times; all areas of learning and development are equally important and inter-connected.</p> <p>There is an emphasis on children learning through interaction with people and exploring the world around them. We identify the individuality, efforts and achievements of children and recognises that learning and development take place during each different activity, encouraging them to be lifelong learners and allowing children to develop to their full potential.</p>					



Communication & Language	<p>Communication will be developed with experiences which naturally support children's interaction, both verbally and non-verbally. We plan activities carefully, building confidence with repetitive songs and rhymes, lots of speaking and listening from both children and carers. Learning in the baby room is about providing experiences which underpin future development, including mathematics, literacy, understanding the world, and expressive art and design.</p> <p>Snack and mealtimes provide a homely setting to promote conversations, where children discuss their home experiences and learn about each other through discussion.</p> <p>In our nursery, reading for pleasure is encouraged by providing a text rich environment and ensuring there is time set aside each day to share and enjoy quality texts.</p> <p>Instrumental sounds are also introduced to help children learn how to hear beats and begin to recognise patterns. Children will be supported in developing their aural discrimination, listening and auditory memory skills through a range of activities.</p> <p>Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.</p> <p>Children are actively encouraged to interact with their peers through play. Adults support the children by reinforcing pronunciations and modelling vocabulary during the day.</p>
Personal, Social and Emotional Development	<p>Personal, social, and emotional development is fundamental to the holistic development of a child. In our nursery, we aim to encourage a sense of high self-esteem in all children, so that they are able to develop positive relationships, develop positive social behaviours and self-regulation. Interacting with others at nursery gives children the chance to establish boundaries and demonstrate how others react to their actions and learn to find ways to resolve conflicts amicably, all valuable lifelong skills.</p> <p>We encourage children to socialise with children of a similar age, to develop confidence in who they are, and what they can do and in expressing their own ideas. This helps the child feel valued and special and gives them a sense of self-worth. This in turn leads to them being confident with others and knowing when they need support from other people.</p> <p>We teach children to understand their own feelings and other people's feelings, and how to learn to manage their emotions.</p> <p>The Curiosity Approach allows us to follow each of your child's interests, learning styles and place them at the centre of everything we do. We use a range of natural resources to inspire children's curiosity, urging them to investigate, discover and tinker.</p>



Physical Development

At Hackenthorpe Hall we provide children with opportunities to be active and interactive, developing their co-ordination, control, and confidence.

Learning is about providing experiences which underpin future development, including mathematics, literacy, understanding the world, and expressive art and design.

At Hackenthorpe Hall Nursery we have an extensive outdoor learning environment which provides space for the children to be active, develop co-ordination, control and movement, our outdoor environment provides a unique chance for sustained shared thinking and extended periods of play. Being in the outdoor environment is both positive from a health perspective but also for connecting children with the environment. All babies and children have access to construction learning opportunities, including blocks. Block play helps children to experiment with concepts such as design, balance, and building.

This type of play allows the children not only to develop their physical skills, but to discover what they can achieve by themselves, increasing their self-awareness and self-esteem.

Outdoor environments give our children the opportunity to engage with others, developing their knowledge through play and interaction with other children and adults.

All children at Hackenthorpe Hall Nursery are encouraged to learn through play. Our curriculum covers all the key areas of the early years foundation stage and is designed to meet the needs of each individual child.

We follow the Government's Early Years Foundation Stage (EYFS) framework which sets the standards for learning, development, and care for children from birth up to 2 years of age. The principles which guide the work of our Early Years Professionals and are woven into our curriculum are grouped into four themes:

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 key person.

Enabling Environments - 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 times; all areas of learning and development are equally important and inter-connected.

At Hackenthorpe Hall Nursery we endeavour to ensure that every child is given excellent opportunities to learn through play experiences. The child's key person is able to capture and build on what they see and support the children's next steps by designing carefully planned learning



opportunities to help each child advance at their own pace. We strive to provide our children with the right environment, support, and experiences so their natural ability to learn is promoted and maintained.

The environment within Hackenthorpe Hall Nursery is also shaped in such a way to promote a child's independence and decision making. Areas within our nursery are set up with thoughtful provision, which allows children space to interact and have discussions. Our environments inspire learning opportunities. Play encourages children's in-built curiosity and desire to make sense of the world around them. This encourages children to express themselves and build on their knowledge.

Our nursery practitioners are passionate about creating inspiring environments, which empower all children, laying down the foundations for the future, to instil a lifelong love of learning. Playing in our secure environments with our support allows children to explore, investigate and learn through play experiences. Our nursery practitioners recognise that establishing a sound environment captures the children's interest which in return allows them to focus on observing children's play. Observing children during play enables our practitioners to fully understand a child's individual learning needs and interests.

Child-led play allows the children within our care to learn in the ways that they need to in order to grow and develop at their own pace. We understand that every child is different, and each will follow their own ideas for playing and learning. Whether a child is in their own little world or interacting and playing with other children, they are doing it in their own way. Children will often observe any new situation before engaging, so we allow them all the time they need to become comfortable enough to engage with the play. We believe in following their lead and to support them when required or requested, and to watch and wait as they discover, create, and explore.

Intent

We are passionate about creating opportunities for the children to communicate more easily through developing language and communication skills from birth. Communicating is how we get to know about each other. We recognise the importance of developing strong communication and language skills from a young age is an essential foundation. The development of these skills is paramount to promote self-esteem, independence, and confidence and in turn helps friendships flourish which are incredibly important for children. The staff within the nursery environment communicate with all the children effectively, we scaffold and model language through nursery rhymes, dialogue, constant narrative and modelling affective communication.

We form strong relationships with our children, ensuring we have a stable workforce and continuity of care. At Hackenthorpe Nursery we consider it important for all adults working with children to understand what attachment is and know how to help parents and carers become attuned to their



child's needs. We allow our children time to build a safe, settled and secure bond with staff, especially with our under 2's. Space to cuddle, be calm and comforted are at the core of our ethos.

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.

Implementation

The way we achieve a broad and balanced curriculum is through using the curiosity approach. The curiosity approach has transformed our practice at Hackenthorpe Hall Nursery. It has helped us to make more purposeful interactions, we feel privileged to play with the children in our setting and this leads to high levels of engagement and learning. Instead of directing children and telling them what to do, the curiosity approach us based on child-led learning. Therefore, children make their own choices, and work things out for themselves, leading to enhanced confidence, critical thinking and problem-solving skills. We encourage heuristic and sensory play, mixed with various planned messy activities. We celebrate children's learning by completing observations or 'wow!' moments for parents to see, using our Family app. All the staff contribute towards the children's learning journey, and leads naturally to knowing what a child's next steps are.

Impact

We truly believe that the hard work we instil in early years education is vital in creating the foundations for future success and we understand the value of working together, to ensure the best interests of the child. The skills and capabilities the children learn in the early years setting will help them tackle challenges they may face in future life. Our ultimate aim is to help to create confident, resilient, and capable learners who are secure, happy, and eager to continue their learning journey.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience, and interests, and develop their self-esteem and confidence.
- Valuing parental contributions to their child's learning.



- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress and taking action to provide support as necessary.
- Working with outside agencies to continually update SEN support and provide relevant speech and language, physical development and social interaction schemes when required.

Assessment

We assess where young children are in their learning and development, by observing them frequently, through play and interaction with them. Our observations are informal and part of our daily routine with the children.

We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress. We believe that parents know their children best and we will ask them to contribute to assessment by sharing information about what your child likes to do at home and how they are supporting development.

We carry out summative assessments of children's achievement based on our on-going development records and these form part of children's learning journals on the Family app. The assessments are carried out 6-8 weeks after they start with us as well as at times of transition and when they go on to school.

2 Year Check

The EYFS requires that we supply parents and carers with a written summary of their child's development in the three prime areas of learning and development - personal, social, and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. A child's key person will carry out this progress check using information from observations and their knowledge of their key children as well as considering the views and contributions of parents and other professionals.



Online Learning Journey on Family

When children start at Hackenthorpe Hall Nursery, their online Learning Journey on the Family app will also commence. This helps us to celebrate their achievements together and to work to provide what a child needs for their well-being and to make progress towards their learning and development in the future. A child's key person will work in partnership with parents to regularly update information about your child's needs, activities, interests, and achievements. This information will enable the key person to identify your child's stage of development and then decide on how to support them with their next steps.