

Langshott Ladybirds Nursery

The Curriculum

Our aim is to provide a high quality nursery curriculum, closely linked to and supported by Development Matters, government curriculum guidance, birth to 5 matters and with attention to the Early years foundation stage statutory framework.

For further details of the above documents, please go to

www.gov.uk

or

ask to borrow a copy from Ladybirds

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INTENT

Education in the early years is much more than teaching what we know, it is about building strong, curious, confident children with a strong positive self image. It is about extending their joy and fascination and wonder at the world around them, about developing concentration, commitment and deep involvement. At Ladybirds, children will have the opportunity to explore the real and imaginary worlds and to form close relationships with adults and other children, learn to respect others and develop good social skills. Children who acquire a sense of mastery, a willingness to 'have a go' and to learn from mistakes in a supportive environment will have a head start and positive disposition to their future learning. We will encourage children to develop independence skills and vital foundation skills that will foster confidence as they move onto the next phase in their learning journey's.

Close attention will be paid to the seven areas of learning and development described in the EYFS statutory framework.

The prime areas

- Communication and language
- Physical Development
- Personal, social and emotional development

and

The specific areas

- Literacy

- Mathematics
- Understanding the World
- Expressive arts and design

IMPLEMENTATION

We begin by gathering as much information as possible about the children before they even begin to attend nursery, we do this through conversations with parents, all about me forms, application forms and observations at show rounds and stay and play sessions.

Your child's keyperson will provide an initial assessment once your child has started attending sessions with us and will then use this information to plan a curriculum that is unique to your child.

Practitioners will ensure that children's individual interests and abilities influence their learning and that plans for future learning are linked to these.

We plan to provide a balanced mix of inspiration, invitations to play, adult-led and child-initiated activities as well as in the moment planning, where children are supported as they play purposefully and independently. Our continuous provision is thought provoking and mindful of how children play, transporting equipment and repurposing resources to fulfil their own imaginations and ideas.

Staff will respond to the ideas and interests of the children as their play develops and use open questions and sustained thinking to promote thinking and language as they join in with the children's play, remaining mindful of the importance of allowing children to develop their own ideas for play, they take time to observe what the child is learning so that this learning can be extended into other activities.

Parents are vital in their child's learning journey and at Langshott Ladybirds we use both informal and formal discussions to find out about children's progress outside of nursery, offering advice and practical support to enable parents to continue their child's learning at home.

Activities at Langshott Ladybirds are designed to be accessed by all and are adaptable for varying developmental levels, skilled practitioners use open-ended questions, shared attention, and commentary to aid children in expanding their thoughts, ideas and to consolidate their learning.

Adults use scaffolding techniques to ensure children experience achievement and provide motivation when a new skill is a little trickier, allocating time for practice in a calm and unhurried environment.

Staff will promote healthy lifestyle choices, role modelling and questioning. We will actively encourage children to take part in energetic play as this has been proven to help develop brain connections and brain pathways for thinking.

The curriculum will be provided throughout the inside and outside learning areas with a free flow between the two where possible and on outings into the local community. Children will be supported and encouraged as they make their choice of activities.

Staff will be prepared to 'seize the moment' should an unplanned opportunity for learning arise. eg., A passing fire engine, the discovery of an insect, a snowy day, and much more.

Sometimes a child's play will need to be continued after a lunch break or even at the next session and staff are mindful of the importance of this continuation for children's learning.

IMPACT

Two year progress checks are carried out for those children who join us at two years old. These are carried out where possible in the child's first 3 weeks at the nursery. Parents are encouraged to share their child's 2 Year progress summary with their health visitor and any other professionals involved with the child.

Staff are allocated time each week to consider what their key children have learned, what the next steps in their learning are, what they may need to re-visit to consolidate their learning and to plan for this learning as well as time to discuss any concerns that may have arisen with the nursery manager.

Staff can make use of printed milestones in development from development matters or birth to 5 matters to provide written progress summaries for each key child, remaining mindful that these are not a list to be ticked off and that children learn in a variety of ways, at different rates and that learning is often not chronological.

Information is shared via each child's progress summary, regularly updated photos on facebook and conversations at either end of the session or via phone or email.

Phone calls and shared summaries to other settings that the child attends helps us to maintain a broad picture of the child's development.

Where a child is not progressing as expected the keyperson will liaise with parents and the nursery SENCO so that if necessary supports plans can be put in place, these may be short term or longer term and will be based on a observe, plan, do, review cycle.

The curriculum will be accessed and monitored through observation and cohort reviews termly or when deemed necessary.

Progress summaries are shared with parents and consultation calls or meetings are held for all parents and carers at set times through the year . Information about the child's

development at nursery and home can be shared between key person, child and parent/carer at this appointment or at other times via email or pre-arranged meetings.

With parental permission, Ladybirds nursery liaises with practitioners in other settings that the child may attend in order to share ideas and knowledge of the child's development. The information gathered will influence our planning a curriculum that is best suited to the individual child.

A final overview (transition sheet) of the individual child's development will be completed as they enter their transition to school or another setting. This will be completed by the child's key person in Ladybirds and passed to the parent or carer for their records. Following receipt of parental permission, copies of the transition sheets are shared with the next school or setting that the child will attend.

This policy was written with regard to the 'EYFS Statutory Framework 2026'.

Reference : Physical development , www.gov.uk/government/publications/uk-physical-activity-guidelines

This policy was updated August 2026