

Essex Wildlife Trust

Nature Nursery: Curriculum Learning and Development Statement

This statement is a supporting document to outline the methods used within the Nature Nursery to support the curriculum of the Early Years Framework. It is available internally, although also publicly accessible to parents.

Version Control

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When review is completed, please send to: businesssupport@essexwt.org.uk

Version	Date	Changes made by	Reason for change
2	14/11/2023	J Burlingham	Include most recent EYFS reference

1. Introduction

As described in the Statutory framework for the early years foundation stage (EYFS, 2021), providers must, working in partnership with parents and/or carers, promote the learning and development of all children in their care, and to ensure they are ready for year 1.

The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress.

The Nature Nursery aims to guide the development of our children's capabilities within the outdoor setting, ensuring they complete the EYFS ready to benefit fully from the opportunities ahead of them.

2. Scope

All staff working in the Nature Nursery will follow the relevant policies and procedures during learning and development.

3. Purpose of Statement

To clarify the areas of the curriculum, skills, knowledge and activities the Nature Nursery provides via the range of enabling environments, opportunities and staff support and specialisms available.

4. Statement and practices, including examples within our setting

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

There are seven areas of learning and development that shape the planning of activities within the Nature Nursery. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. This links to our child-led method of provision.

The three prime areas:

- communication and language
- physical development
- personal, social and emotional development

These three prime areas are strengthened and applied through the four specific areas

- literacy
- mathematics
- understanding the world
- expressive arts and design

Staff in the Nature Nursery will consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Practitioners working with the youngest children will ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Whilst in the Nature Nursery, if progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child.

Staff will consider, in consultation with the Nursery Manager and Deputy whether a child may have a special educational need or disability which requires specialist support. The team will link with, and help families to access, relevant services from other agencies as appropriate.

For children whose home language is not English, the Nature Nursery will aim to provide opportunities for children to develop and use their home language in play and learning, and encourage other children to participate in these activities.

The Nature Nursery will ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS. If a child does not have a strong grasp of English language, they key person must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

5. Appendices

This statement is to be read in conjunction with wider Essex Wildlife Trust Policies and Procedures

Legal framework

5.1 EYFS - Statutory framework for the Early Years Foundation Stage (up to date version available via Government website)

Related policies and procedures

5.2 Children's Records policy

5.3 Key persons and transitions policy

5.4 Promoting British Values policy

5.5 Promoting positive behaviour policy

5.5 Safeguarding Children, Young People & Adults at risk policies and procedures Part 1 and 2

5.6 Observations, Planning and Assessment policy

Further guidance

Development Matters: Non-statutory curriculum guidance for the early years foundation stage, July 2021

