Intent, Implementation and Impact statement

**Intent Statement**

At York Campus Nursery the Early years Foundation Stage (EYFS) is designed to encourage our children to become independent, confident and enquiring learners. We recognise through discussion and working in partnerships with parents and carers prior understanding and learning. This provides us with an effective baseline to be able to start learning from what a child already knows and strive to build close relationships through our key worker and buddy system. The children’s personal, social and emotional development are at the heart of our curriculum as we strongly believe that for any child to be able to reach their learning potential this can only be done from a strong base of nurturing relationships and self-belief.

Each child is unique and an individual learner that learns at their own rate and has their own schemas and learning interests. Therefore, we provide opportunities and activities for children to follow their own interests and to learn at their own pace. Our aim is for children to be confident learners who are able to draw on their own strengths and to this end we support and encourage resilience, so that children have a “have a go attitude”.

As a diverse setting we celebrate our similarities and differences and promote a love for learning. We know that our children have a thirst for new and different experiences and try to support this with our continuous provision both inside and outside that provides opportunities for children to investigate, experiment and revisit activities that support the development of the three characteristics of effective learning – play and exploring – active learning and creating and thinking. We also try to promote smooth transitions between the setting and schools by encouraging visits from school and by giving the next settings an understanding of a child’s needs, knowledge and skills through an end of year, end of setting report.

**Implementation**

Our children learn through both adult lead and child-initiated activities. Our monthly staff meetings ensure that we can plan for all areas of the EYFS but we are also flexible that we can use child-led interest to “plan in the moment” activities. We use these meetings to discuss individual children’s attainment levels and next steps ensure that all children are able to develop and learn at a level that is appropriate to their needs.

As part of the statutory framework we undertake Two-year-old progress reviews – these are undertaken with input from parents to ensure that by working in partnership with parents we can support child development in the three prime areas and ascertain whether some extra support and help may be needed. These reports are shared with parents and practitioners in the next age group as children transfer from the baby unit to the Nursery unit in the setting.
The Nursery unit

Our daily routine ensures that practitioners can plan and implement activities across the nursery using all seven areas of the EYFS

- There are focused activities that are both child and/or adult led to ensure imaginative play, through role play and small world play
- Maths activities through number games, jigsaws and practical maths ideas for numeracy development
- Activities such as visits from people working in other areas of the University help children to develop their knowledge and understanding of the world and cultural capital development
- Story times and singing times help with reading, listening and vocabulary development for communication development.
- Our literacy areas provide opportunities for mark making and developing future writing skills
- Outside activities such as running, climbing, hopping, riding bikes helps to develop gross motor skills whereas fine motor skills are enhanced by activities such as threading, drawing and painting
- Self-help skills such as personal hygiene, dressing and undressing helps to develop skills that allow children to become more independent and confident in their own abilities
- Personal, social and emotional development is supported in all children by adults modelling appropriate behaviour and expectations. Encouraging children to talk about emotions and empathy helps to support and develop empathy, understanding and emotional literacy. Behaviour management plans can also be used to support children.

In the Nursery unit three focused group times allow specific areas of needs to be addressed

- English as a second language children are given time and space in a language rich environment to acquire, assimilate and accommodate new vocabulary.
- Story times, songs and number songs are designed to help to develop listening and attention skills, learn new vocabulary and number concepts
- Phonics time for the preschool children with activities that help them for example to distinguish between different sounds, initial sounds in words, oral blending and segmenting. We use Letter and Sounds phase one phonics to support this and this in turn sets a good framework to support children on building good foundations for future reading outcomes. Children also have access to a wide variety of books that support all areas of learning.

In the Nursery unit the age range of children 2 to school age allows us to help children learn from their slightly older peers and encourages older children to develop empathy and understanding for younger children.

Early years practitioners use ongoing and regular, group and individual observations, photographs, practitioner knowledge and videos to help us to record a child’s development using both “birth to five” and “development matters” to support us with this. Parents and
carers too are encouraged to contribute via Tapestry of events and activities that happen outside the setting to give a more holistic view of the child. Tapestry also helps us to have an informed knowledge base of a child’s learning and development, using the EYFS as a tool to inform potential next steps and areas of interest to promote, embed and develop further learning.

Our setting Senco works with all practitioner and the Nursery manager to help assess and support SEND children and children with a variety of additional learning needs through use of My agreed outcomes, working with parents, advising early years practitioners on suitable strategies and contacting outside agencies such as speech and language therapists and the local SEND team as deemed necessary.

To help us assess children’s speech and language development we use a speech and language screening tool called Wellcomm. Split into several age bands, Wellcomm provides a variety of exercises and activities to draw up a detailed profile and thus identify children at risk of having difficulty in developing language skills. Informed judgements can then be made about:

- children who need close monitoring and support from within the setting
- whether children should be referred to an outside agency for additional advice and support

To support practitioners, daily briefings and regular monthly formal one to one Supervisions include next steps for children enabling them to highlight progress, any safeguarding issues regarding children and / or staff and necessary steps to be taken.

Staffs own Continuous professional development and training needs are also part of the supervision conversation. Monthly peer observations also allow regular feedback on teaching practices.

**Impact**

The impact of the Early Years Foundation Stage curriculum is reflected in our happy, secure and confident children who are ready to meet the next step in their education. Regular staff meetings allow us to discuss as a team the impact of our teaching and discuss the children’s needs, educationally, emotionally and behaviourally.

We measure individual children learning and progress across each term and each year using Tapestry observations that help to provide a child’s learning journal. We can then use this information to not only assess children but the activities, equipment and staff continuous professional development that we may need to support and implement. Tracking all our children throughout the Early years foundation stage allows us to identify those children who need not only additional support but those children who need activities to extend and scaffold their learning, so that they can learn at their own rate and pace, encouraged but not pushed, to reach their potential. This empowers children to start the next chapter of their learning from a secure base with a bright, enquiring and confident mind.