

Linton Granta Playgroup Curriculum Policy

Aim

Linton Granta playgroup aims to provide children with a nurturing community that supports early years' education in an exciting and rich learning environment.

Obligations

- To follow the Birth to Three framework and guidance and the Curriculum Guidance for the Foundation Stage framework
- To prepare for the introduction of the Early Years Foundation Stage in September 2008
- To adhere to "the National Standards" red book, especially Standard 3: Care, Learning and Play
- To meet the requirements set out in the Code of Practice for the provision of Nursery Education and associated funding.

Objectives

- To acknowledge the role of parents/carers as the primary influence in a child's early education
- To provide accessible information about the early years curriculum we deliver
- To invite parents/carers and family members to share their child's play and learning experiences
- To have a balance of child-initiated and practitioner led play
- To ensure that play offers a breadth of choice, is well resourced and motivating
- To plan learning opportunities tailored to meet the needs of the children in out care

Method

Parents as Partners.

- In acknowledging the role of parents/carers as first educators, we begin to find out about a child's life at home and any previous experiences being cared for by others before the start a playgroup.
- We work alongside parents to support all the important first steps, from settling in at playgroup, to toilet training, to preparing for moving on to a new setting.
- We invite parents to experience their child's play through open days, parent conferences, parent helper sessions, open training sessions, access to committee meetings and of course, making time to talk.
- We display the half terms planning and send home an outline of the topics we hope to cover, suggestions that will enrich learning at home and requests to help support learning here at playgroup.
- To ensure the curriculum we deliver is valuable, we use careful observation and assessment, which is shared with parents through each child's Individual Development Record.

The curriculum

The definition of curriculum according to DfES and QCA documents is:

".....everything children do, see, hear or feel in their setting, both planned and unplanned"

We work with regard to curriculum frameworks.

- *Birth to Three Matters* is aimed at the youngest of our children and provides a basis for the four main aspects of this earliest of experiences; A Strong Child; A Skillful Communicator; A Competent Learner: A Healthy Child.
- *Curriculum Guidance for the Foundation Stage* focuses on children aged between three and five, and for the majority of our children runs on to their next setting at the end of their first year at Linton Infant School. The Foundation Stage curriculum is broad ranging and is used to set a skills base for further learning as your child develops. This stage examines six areas of learning: Personal and Social Development; Communication, Language and Literacy; Mathematical Development: Knowledge and Understanding of the World, Physical Development and Creative Development. At the end of each area are expected levels of achievement, called early learning goals (ELG).
- Our curriculum aims to provide a clear progression towards these goals.
- We undertake to share with parents what this actually means to their children in our setting, by using jargon free explanations and displays.

Observing and Planning

- We use observation as a tool to help us plan an appropriate and motivating curriculum for our children. All our practitioners are involved in the observation process and we use a range of techniques to get the best possible picture of a child's learning and progression.
- We use three planning stages.
- Our long term plan runs over two years and briefly outlines key topics for each half term.
- Our medium term plan is written a few weeks ahead of each half term and used to refine our ideas, plan events and celebrations, include opportunities to enrich the play and learning we offer and shows consideration to the interests of the children in our setting. This planning is left on display in the entrance.
- Short term planning is written by all the staff and has greater regard to the learning needs, types of play and interests of the children in our care. As this may make specific reference to individual children, this plan is not left available for display, but staff will always discuss play opportunities with children.

Delivering the curriculum.

- The vast majority of a child's learning will be presented through carefully considered play. We offer a broad range of "free flow play" which include playing with resources and toys set up by practitioners; selecting their own toys or equipment; taking part in practitioner-led activities such as cooking.
- Many play opportunities are organised in such a way to allow children to take the lead in how resources are used, for example in creative activities, construction, or role play. Practitioners will be guided by a child's interests and then support them their learning as they make discoveries of their own.
- These practices happen both inside and outside our setting.
- There are two short periods of group time at the beginning and end of the session, when practitioners will present carefully selected group activities, songs or stories, and to allow the children chance to assemble.
- The success of our curriculum and early years practice is not measured in the material end products a child produces.

Enriching

- We seek to enrich the curriculum by offering experiences that we feel will be interesting and stimulating to our children. We aim to share the joy of wonderment with our children.

Evaluating

- The curriculum is evaluated each half term to ensure it meets the needs of our children. Any issues with resources or activities will also be addressed.

This policy was adopted at a meeting of Linton Granta Playgroup and Toddlers

Held on (date) 07/12/2007

Signed on behalf of the Management Committee/Proprietor

Role of signatory (e.g. chairperson etc.)

To be reviewed on (date) annually

By August 2008

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