



Quality of Education

Intent, Implementation and Impact Statement

September 2021

The Statutory framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 years

Intent

At Pippins Preschool it is our intent to create a learning environment which supports and enhances children's curiosity, confidence and competence. We support children to flourish, thrive and reach their full potential regardless of their backgrounds, circumstances or needs. We recognise the importance of gathering information about children's prior learning from their experiences at home and at previous settings and work in partnership with carers and other settings to ensure the best possible start at our setting. We strive to ensure all children make good progress in all areas of their learning and development from their starting points through to their transition to primary school.

We intend to provide an engaging and inclusive curriculum which helps children to experience the awe and wonder of the world in which they live in through the 7 areas of learning, as well as supporting and building on their creative skills, critical thinking skills, their engagement and motivation. We intend to plan exciting and ambitious activities and teaching which is inspired by the children's interests and passions, as well as introducing them to new and exciting knowledge and experiences through cultural capital to prepare them for their future success.

With our sound knowledge and understanding of educational needs, it is our intent to support children with additional needs by accessing the right support for families and putting targeted and personalised support in place. By using fun and interesting intervention programmes and strategies such as 'Early Talk Boost' and 'Attention Autism' we can further support children who need additional support to make good progress.

Implementation

At Pippins preschool we implement and follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our early year's education is based upon.

Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships – Children learn to be strong, independent and good communicators through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents / carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provisions including children with special educational needs and disabilities.

Our curriculum at Pippins provides a play-based and experimental learning environment both indoors and outdoors combined with knowledgeable and focused pedagogy to ensure children make good progress before moving onto primary school. They are able to engage in implemented, planned and focussed activities designed to promote the seven areas of learning. They are introduced to new experiences and knowledge as well as self-initiated and free flow activities. All learning in our preschool is linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are considered most essential for healthy development and future learning.

Communication and Language – We give children opportunities to experience an environment enriched with language to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Personal, Social and Emotional Development – At Pippins we support children to develop a positive sense of themselves and others. To form positive relationships and develop respect and kindness towards others. To develop social skills, learn to manage their feelings, understand appropriate behaviour in groups and to have confidence in their own abilities. We also support children to make healthy choices in relation to food, teeth care and exercise.

Physical Development – We provide opportunities for children to be active, to develop their co-ordination, control, movement and spatial awareness. By offering a wide range of activities both indoors and outdoors, we are able to support children to develop their fine and gross motor skills.

As children make progress in the three prime areas, they will naturally develop skills and interests in the four specific areas.

Literacy – The early teaching of literacy at Pippins involves provided children with a wide range of reading materials, sharing stories and books and signing nursery rhymes throughout the day. We offer an exciting selection of mark making resources to ignite their interests and encourage children to begin to develop those early hand writing skills. As children progress and develop we introduce them to rhyming, sounds and forming letters through play, activities, songs and games.

Mathematics – The early teaching of mathematics at Pippins involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, and understanding shape, space and measure through conversations, games, play and activities. Working out simple addition and subtraction problems

Understanding the World – Children are supported to make sense of the wider world around them and their community through opportunities to explore, observe and find out about people, places, the environment and nature.

Expressive Arts and Design – Children at Pippins are able to explore and play with a wide range of media and materials. As well as proving them with opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, design and technology.

At Pippins staff plan and implement meaningful learning opportunities across the curriculum for their key children groups, individuals and for the whole group. Staff know and understand their key children well, how and where they prefer to learn, their interests and their existing skills. Opportunities are provided for communication, sustained shared thinking and physical challenge to build on their existing skills whilst taking into account the Characteristic of Effective Learning. Children are given rich first hand experiences indoors, outdoors and in the community to widen their knowledge, experiences, awe and wonderments. Children are

encouraged and supported to be independent, learn and think creatively and critically and develop problem solving skills. New vocabulary and concepts, staff modelling a good standard of English and asking high quality questions will excite and engage all of our little learners. Our curriculum will promote and support children's individual characters, self-esteem, self-awareness and well-being which will enable children to take risks in a safe and secure environment. We support children to be active and to develop their physical skills and we promote a clear and positive message in regards to healthy eating, drinking, exercise and being kind to others.

Impact

At Pippins we record children's wow moments with photographs and observations and track children's progress in a learning journal which evidences the successes of the children throughout their time in preschool. Children's assessments and interests are used to inform planning, learning and teaching. By monitoring children's progress and regular assessments, we can effectively demonstrate what learning is taking place and how each child is progressing in all seven areas of the EYFS curriculum.

The impact of our curriculum and pedagogy will see children grow to be confident and competent lifelong learners and good citizens. Children will have the skills and knowledge to be ready for the next stages of their learning by being confident communicators and listeners. They will enjoy and understand listening to stories, rhymes and songs, understand mathematical concepts that are appropriate to their age and develop good motor skills. Children will have a sense of being belonging and becoming, feel included and part of a team and their achievements as individuals and groups are celebrated. They will demonstrate good understanding of preschool rules and boundaries, form positive relationships and show respect and kindness towards others.

Thank you for reading