



# Our Aims, Our curriculum at Bright Start Childcare

'Every child deserves the best possible start in life and the support that enables them to fulfil their true potential. Children develop quickly in the early years and a child's experiences between birth and five have a major impact on their future life' (EYFS, 2024)

“the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage” Ofsted

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**At Bright start we show great regard to ensuring that all children are capable, all children are included and all children have opportunities to learn and progress and ultimately feel safe and protected. Our team will always deliver learning to children with care and ensure all children feel valued.**

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## Our aims are to ensure:

- All children have opportunities to progress regardless of their starting points
- All children are capable
- Offer broad and balanced curriculum (EYFS 2024)
- Children's learning is tailored to their specific learning needs
- Create learning experiences that will give them a pool of knowledge and skills that supports them now in their development and also when they go into school.
- Support is given to children who have additional needs
- Children are supported through characteristics of effective learning.
- Our environment is safe and create curiosity for children
- All children's interests are supported
- Children are supported to be life ready and school ready
- Support children with additional needs
- Our nursery supports a language rich environment
- To promote self-discovery, exploration and curiosity towards learning
- Children have support with their speech, language and communication
- Children have accesses to quality learning experiences around literacy and Mathematics
- Children are supported with skills to take onto school reception class
- Building good relations with parents and supporting them to be confident in being the educators of their children.
- We create awe and wonder through characteristics of effective learning

- Support children's curiosity and learning through quality environment and appropriate resources

## Our Curriculum

Our curriculum is about the children. Our focus is strongly based on children's back ground, experiences and interests to form a curriculum that meets their needs. Our curriculum is focused on being appropriate for the children we are working with in order to have a good impact on their learning experiences.

We ensure all our practitioners have a firm understanding of the curriculum and it is embedded securely and consistently across the provision.

We reflect on the impact of the curriculum on what children know, what they can remember and what they do is highly effective. Children will demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration.

Children are supported to communicate effectively, preparing them to be 'school ready' and develop to their full potential.

We support children's learning through play. We have very carefully planned environment with resources that have learning outcomes for children; we ensure staff are trained and are aware of what your child knows, what they want them to learn and how they will be taught. Parents are welcome to add their thoughts and dieas for planning/activities. It is important to understand child development in order for us to support children with age appropriate related expectations.

## Our Vision

That all children are capable; All children should have access to playing freely in a well resourced environment with skilful caring adults; All children are supported to flourish and be life ready and not only school ready; All children should have opportunities and access to different experiences to help them learn and grow; For all children to feel safe, happy and healthy.

We want our staff to be: Cared for, listened to, supported, valued, respected as professionals, to feel confident, have access to training opportunities, to continue to develop knowledge and expertise, appreciated, praised, to work as a team, to communicate with one another, to support one another's emotional wellbeing, to develop positive relationships, to feel confident to ask for help, to be happy.

We want our children to be: Cared for, Joyful, happy, engaged, confident, empathetic, persistent, to have self-belief, to know their rights, to make choices, to develop resilience, to able to express their emotions, to feel valued and cared for, to develop good listening and attention skills, to be curious, demonstrate wonder, take risks, accept challenges, ask for help and develop resilience feel like nursery is a second home, to grow and thrive, to feel valued and respected, to be listened to, to have fun, to have the opportunity to be creative, to be challenged, to feel secure and comfortable, to receive early intervention, to have a good routine, to feel safe, to be protected, feel free, develop friendships, We want our children to reach for the stars. To be ready for their transition to school.

We want our families to be: Included, to be welcomed, listened to, involved, to know their children are safe and happy, to feel like we are a safety net, to be informed on all aspects of their child's learning, respected, feel confident to approach and ask questions, to be offered support

We focus to support children to have good communications skills as without it, effects all other areas of learning in future. We scaffold learning of social skills, confidence, and independence and motivate learning to happen.

## Educational Programmes in the EYFS 2024

The Early years statutory framework 2023: children are supported with Prime and specific Areas of learning. Prime areas are communication and language, Personal social and emotional development, physical development – these are the crucial foundations for learning which helps develop the specific areas of learning which area: mathematics, Literacy, Creative arts and design and understanding of the world.

1.6. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-

ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

## Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**How is my two year old supported?**

- Understanding the unique needs of two year olds and what it's like to be two
- Give them language, commentate in their play and create opportunities for them to express their thoughts. Use picture books to help them learn new words and objects.
- Support their exploratory skills and give them time in the garden/soft play to allow them to release energy
- Support them through tantrums or behavioural needs as they are young and developing and learning about their feelings and boundaries
- Support their fine motor and gross motor skills. Giving the opportunities to use varied tools to develop finger strength which is build their pen/crayon control.
  - Using the curriculum guidance to understand the typical stages of development, characteristics of learning and how to use these to support your two year olds
  - The importance and relevance of the two year checks within the EYFS (England and Wales only)
  - Understanding the importance of smooth transitions
  - Use of resources and the environment to challenge and interest children to promote learning
  - The importance of relationships in children's learning and in promoting your two year olds well-being.
- Create opportunities for supporting their prime areas of learning
- Support their interest and create opportunities for new experiences.
- Supporting toilet training (when they are showing signs of being ready) Always discuss with your child's key person before starting toilet training.
- As our rooms are mixed age groups, two year olds are encouraged and welcomed to join in activities for older children such as phonic groups etc supported by an adult.
- Support behaviour expectations and using good manners and good language

## How is my 3 year old supported?

- Understanding the unique needs of three year olds and what it's like to be three
- Create an environment which gives opportunities for learning through play and an adult as the facilitator for learning
- Support role play, collaborative play and support friendship groups to develop social skills and understanding of the world
- Support behavioural needs, good manners and language.
- Respecting one another, staff and children, understanding boundaries and routines
- Involve children in cooking, baking and gardening.
- Expand their learning and imagination with planned activities that support purposeful learning outcomes such as potion making, baking, scientific experiments, open ended play, large scale arts and crafts, trips and visits, perfume making, nature, bug hunting, witnessing eggs to chicks, witnessing butterfly development, reading and listening to books, story sacks, etc
- Build their understanding and learning of phonics. We use the Ruthmskin phonics programme. We also collaborate with local schools so we incorporate phonics programmes that they are using.
- Supporting their independence skills (taking coat on and off, putting coats on pegs, lining up, helping one another, hygiene routines, using the toilet, feeding themselves, putting

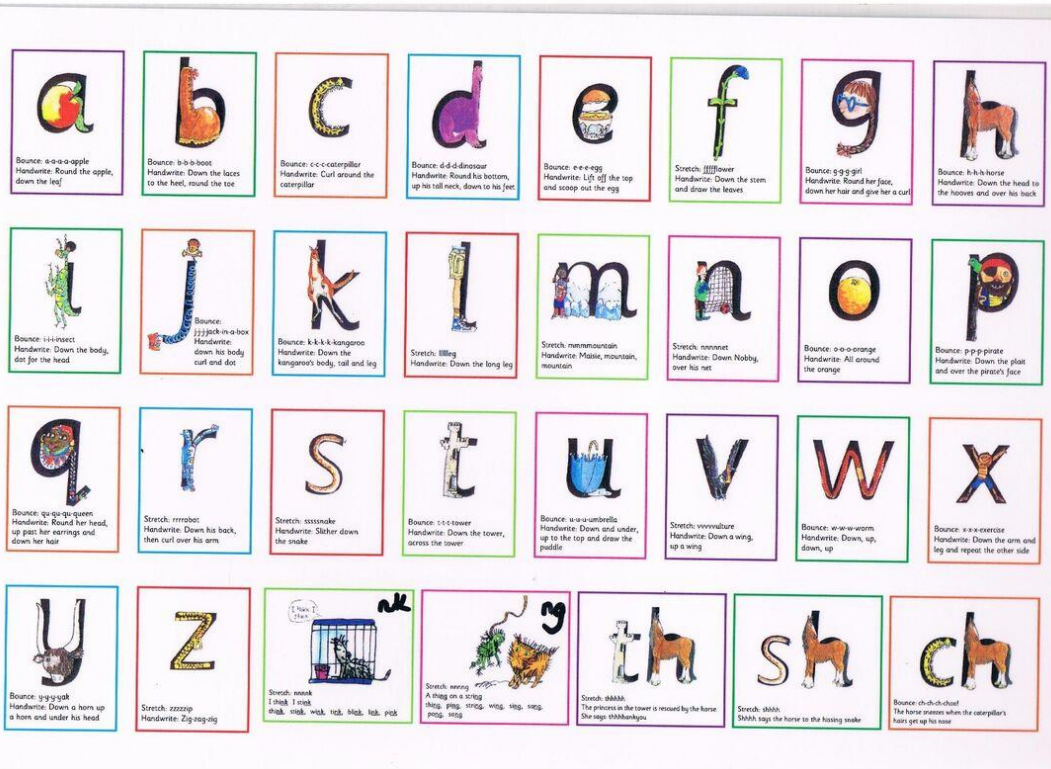
cutlery and dishes away after eating on a trolley, and being school ready once they are reception age)

- Supporting their learning of specific areas of learning such as mathematics, understanding of the world, creative arts and design, literacy.
- Support the love of books and reading
- Support writing development (remember children are supported to build finger strength and hand control before moving to mark making and name writing etc.

## How is my child with SEND supported?

- Our ambitious curriculum supports all children and allows all children to be involved and included regardless of their starting points
- We use the wellcomm toolkit (since 2015). Wellcomm toolkit is a programme to support delayed language development, The complete speech and language toolkit, from screening to intervention. All our staff are trained to use this and support your children
- Manager is trained as a an early language development licensed tutor. This training and learning is to support staff to dleiever quality intervention
- Children with additional needs are given individual targets to support their learning needs termly or in line with child's developmental needs. We hire out specialist speech and language teachers to assess and give targets every term. We also give parents the opportunity to pay for additional speech and language support if they would like to.
- Children who have speech delay are supported with termly targets alongside wellcomm toolkit.
- We are flexible with toileting and toilet training as their have delayed development
- We have secure contacts with professionals from child envelopment centres, speech and language teams, Area senco team and school senco's.

## Our phonics Programme:



## Ruthmiskin Phonics programme:

Parents can look up this programme and how to support your child by typing on you tube 'read and write inc'

Why we chose this programme for our nursery: As quoted below from Ruth

### Our mission

We train you to teach every child to read.

At the core of this is inspiring headteachers and teachers to:

1. put the teaching of reading at the heart of their schools and ensure teachers have the knowledge and determination to teach every child, regardless of age, background or need
2. choose the best books to read aloud so children might read them for themselves
3. place literature as the central pillar in establishing all children's identity.

### Who is it for?

Read Write Inc. Phonics for Nursery is for children in their last term of Nursery.

It supports pre-school children's literacy progress, including developing their language through story times and teaching phonics.

It provides nursery teachers and other staff with the tools they need to ensure every child learns to read confidently, right from the start.



The programme is published by Oxford University Press and includes:

- daily phonic lessons
- matched sound-blending books for school and home
- spelling and handwriting activities (once ready)
- Comprehensive planning.

Every day, children learn new sounds, and review previous sounds and words.

The speed at which children read the sounds makes the biggest difference to their reading of words. Once they can blend, they read words containing the sounds they know in matched sound-blending books.

### **Read Write Inc. Phonics for Nursery and language development**

The best way to encourage children to love books and reading is to **read to them**.

By reading stories aloud to children every day, we form a link between reading, and comfort and love. When teachers love a book, children want to hear it again and again.

## **Trips and visits**

What do we do for trips and visits at Bright Start?

- Animal Man! Educational Petting Mobile Zoo and animal talks.
- Annual trips to zoos, beaches, etc
- Drama facilitator Toni to support role play, create imaginative role play such as dinosaur hunt, snowflake run, puppet time etc
- Egg hatching company
- Butterfly company

Review date: September 2025 (unless required earlier)

Policy Written by: Naziya Akhter (Nursery Manager, Special needs co ordinator, Designated Safeguarding Lead)