

Early Years Vision Statement

The pursuit for excellence is at the heart of all we do and provide. This is built on relationships of trust and respect between all concerned. We say what we mean, we have clear boundaries to ensure consistency which gives a very strong message to the children. We give the children opportunities to make choices and have their say, we want them to understand that what we do, we do for them. It is as important to use as it is to them and their parents/carers that we genuinely like and care about them.

Our working walls are a way of engaging parents, carers and children in a non-threatening way to contribute to their child's development.

We have high expectations of ourselves and the children. We see mistakes as an integral part of the learning process. We spend a lot of time reflecting and questioning our teaching both what and how, are highly effective for all groups and individual children.

From the outside our learning environment both indoors and out may look adhoc to an outsider with open ended resources. This is because our practice and understanding of skills development has driven us in this direction. We are driven by the children's interest and what we have observed they need to learn to understand and experience provision is constantly changing, although some things remain constant for children to practice and consolidate. Our understandings of learning are that it is a process, and therefore by creating a flexible environment, time and open ended resources children can explore, investigate, think, ask and answer questions. Through this implicit challenge children develop the characteristics of effective learning. They further understand this themselves by the use of the puppets that we have linked to them.

Our observations give us the information that we need, they are factual and show what the child is doing and has said. Together these observations are used to make a judgement about where the child is working not the other way around by making a child fit a statement. We feel that this along with knowing how they learn is the success to rapid development. We use a tracking system to collate the data which we use for gap analysis, or emerging trend and then plan to address.

Our planning is objective led through key objectives covering all 7 areas of learning. Activities are driven to promote the love of books and develop imagination and literacy skills. Basic skills are always planned for a purpose so that they are meaningful in context and children have opportunities to apply and demonstrate phonics.

Other planning is as a result of what we have observed or an assumption we have made that needs testing out.

Our understanding of planning for challenge is to extend children's learning. We do this by planning key questions in focus group time and levelling skills development in provision.

We want children to become independent, self-motivated learners and therefore provide independent learning opportunities for the children to continue their learning, discover and explore indoors and outdoors. We believe by doing this and interacting in an appropriate way by observing, challenging, support and extend learning with practitioners who believe in what they are doing, academic progress is bound to develop.