

La Petite Academy

Curriculum Intent, Implementation, and Impact

The Early Years Foundation Stage curriculum (EYFS) is the framework through which the knowledge, skills, attitudes and understanding which we **intend** for the children to learn during their time in the nursery is set out. The child-centred way in which this is structured, planned for, and **implemented** in the setting will support each child's development throughout their time with us. To assess the effectiveness of our curriculum, and the ways in which we teach, we evaluate the **impact** this has on the children's progress. In this way, we can ensure that we are providing a high-quality, ambitious, and challenging environment for all children in our care.

Intent

The nursery curriculum at La Petite Academy is multi-sensory, language-rich, play-based and child-led. It is primarily centred on areas of 'continuous provision', aligned with the seven 'areas of learning and development' from the EYFS. Following observations of children's interests, and current levels of knowledge and skill, this provision is enhanced with additional resources and adult input to ensure experiential learning and challenge.

Within the Baby Unit, the main focus of all learning is through the 'Prime' areas of Personal Social and Emotional Development (PSED), Physical Development (PD) and Communication and Language (C&L) to ensure a solid foundation of happy, confident children. When children are developmentally ready, the four 'Specific' areas of learning are used to strengthen and apply the Prime areas, this is usually as they move into the Toddler room. Spoken language and early reading, writing and maths are at the heart of learning in the Pre-School room, especially as the children prepare for their next stage of learning at school.

We recognise that each child is a unique child, with their own interests and rates of learning, and that through developing positive relationships with the adults and other children in the setting they will become resilient, confident, and motivated to learn.

Implementation

At La Petite Academy we recognise that children learn best through play, and as such our curriculum is structured around this pedagogy. Many of our chosen resources are open-ended, loose parts to support symbolic play with no right or wrong way to explore and experiment.

Close observation of what the children can do, and the ways in which they are choosing to learn, leads to the identification of their 'next steps'

and the additional resources and adult support required to reach these. We recognise the importance of utilising 'Schemas' to plan for children's learning so that their personal interests and goals are at the heart of our work.

We provide rich and varied opportunities for the children to play and explore, learn actively and creatively, and think critically to solve problems, leading to high levels of engagement and progress. Through providing an enabling environment, with sensitive, timely adult interactions, the children build on their learning over time. We ensure that the nursery routines allow for long periods of uninterrupted child-led time, to ensure that they can follow their own interests and fascinations leading to deep-level learning.

Our well-qualified and skilled staff undertake professional development training (e.g., Talk Derby, Elklan, NDNA) in order to continuously adapt and improve their work. We strive for close partnership working with parents and other carers, as well as a range of professionals (e.g., Speech Therapists, Physiotherapists), to ensure that our practice is inclusive and effective for all children.

Impact

We evaluate the impact of our work through a range of formative and summative assessments so that we can identify what is making a positive difference to the children, the impact of adult input, if children have achieved their identified 'next steps' and how best to continue moving their learning forward.

We use an online assessment tool called 'Tapestry' to log the children's ongoing learning journey, with parents being able to view and contribute to these alongside the staff. These observations of their learning are linked to the 'Development Matters' statements and the 'Characteristics of Effective Learning', as well as identifying when children meet their 'checkpoints'. We use the acronym 'NICE' to identify when the children are showing their learning through natural, independent, consistent and embedded recall.

The nursery Leadership Team and SENCO analyse these to ensure that where children are not making effective progress, timely support can be offered, such as through 'Talk Boost' or another appropriate intervention. Additionally, all children receive a 'progress check' at 2 years old which is shared with parents and health visitors, and a 'smooth movers' report as they move into school to support effective transition.

All children have a key person allocated to them as an initial point of contact for parents to discuss their progress, attainment and learning needs, with the nursery SENCO being available to offer targeted support if needed.