



# Curriculum, Values and Ethos



# Welcome

When your child joins us they begin a journey of growth supported by strong research, sound practice and many years of hands-on experience. Our nurseries have been described as a “beacon” for early years education in Hampshire and we are proud to share our unique approach with visiting practitioners who come to see them in action. We don’t rest on our reputation and regularly reflect on our work, identifying where we can do better and build on what we already do well. Continuous development is at the heart of who we are, as a company and as individuals, and we strive to ensure that our commitment is evident throughout our everyday interactions with children and their families and across all areas of our operation. We can’t wait to welcome new starters and to watch them grow into confident, curious learners; our true OBVNS or Otters learners!

Our curriculum is both unique to us and personalised to the children in our care. This short guide has been designed to help explain some of our theories and practice.



## Meaningful, purposeful learning for life

**Our environment evolves in order to meet the needs of all of the learners in our care; regardless of their age or starting points. Through careful observation and a close relationship with families, we work together to provide meaningful opportunities for children to develop resilience, self-belief and a 'have a go' mindset.**

**Our learners are interested in those around them and care about them. Learning is centered around real-life and relates directly to our children and their life experiences as well as enabling them to explore the lives and experiences of others.**

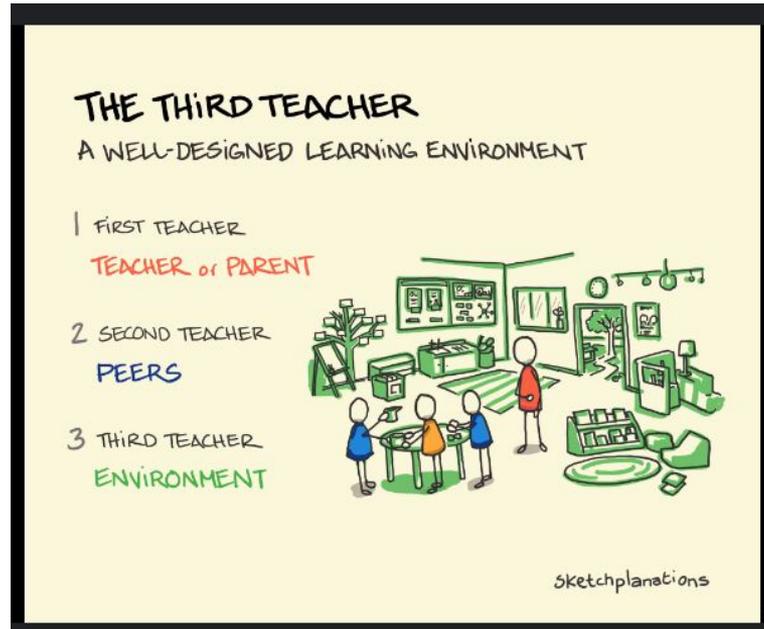


**Meaningful, purposeful learning for life**

<b>Child</b>	<b>Cohort</b>	<b>Wider Nursery School Values and Traditions</b>
<b>'All about me'</b>  <b>Personalised Learning</b>  <b>Wow Star (my achievements)</b>  <b>Snapshots (how we choose to report development to parents)</b>	<b>Our ABC learner</b>	<b>Themed Days</b>  <b>Traditions e.g. Christmas Play</b>  <b>Whole setting visits / visitors</b>

# The Learning Environment - 'A member of our team'

Our physical environment, both inside and outside, is considered the 'third teacher'



In order for ALL children to thrive...the environment must be right

# Our Environment

Our learning environment is our greatest teaching tool. Everything has its place so that a child can truly initiate their own learning and know where to access the resources they need to extend an idea. We constantly evaluate the environment to:

- Monitor levels of engagement
- Identify what's missing
- Consider whether alternative resources are needed
- Consider whether anything needs to be put away

Our continuous provision is consistent but some aspects of the environment (e.g. resources) should change within the day, throughout the week or during a term.

The environment changes to reflect the needs of the children in our care at that time and evolves to meet their needs as they develop.



# What impact do our practitioners have:

If the environment is right and our children are engaged in their exploration then our practitioners are able to:

<b>Personal care and first aid</b>	<b>Challenge children's learning</b>	<b>Broaden children's experiences</b>	<b>Continuously assess the environment</b>
<b>Model and introduce language</b>	<b>Model behaviour, respect, turn taking and managing conflict</b>	<b>Support emotional well-being</b>	<b>Keep children safe</b>

Your child is supported by ALL the practitioners in the setting, our team work hard to get to know and establish appropriate relationships with all of the children in their care; offering a cuddle and reassurance when your child is feeling unwell or sad and gently nurturing them back into their play when they are ready. We assign all children two key workers at the end of their settling in period so that there is always at least one known person that they can reach out to.

and that isn't all...

*“Children are always throwing out sparks of knowledge, curiosity, and inquiry and adults must be ready to catch those sparks” (Reggio Emilia)*

Our practitioners are constantly catching sparks by supporting exploration and discovery in a supportive and enriching environment



# Personalised learning

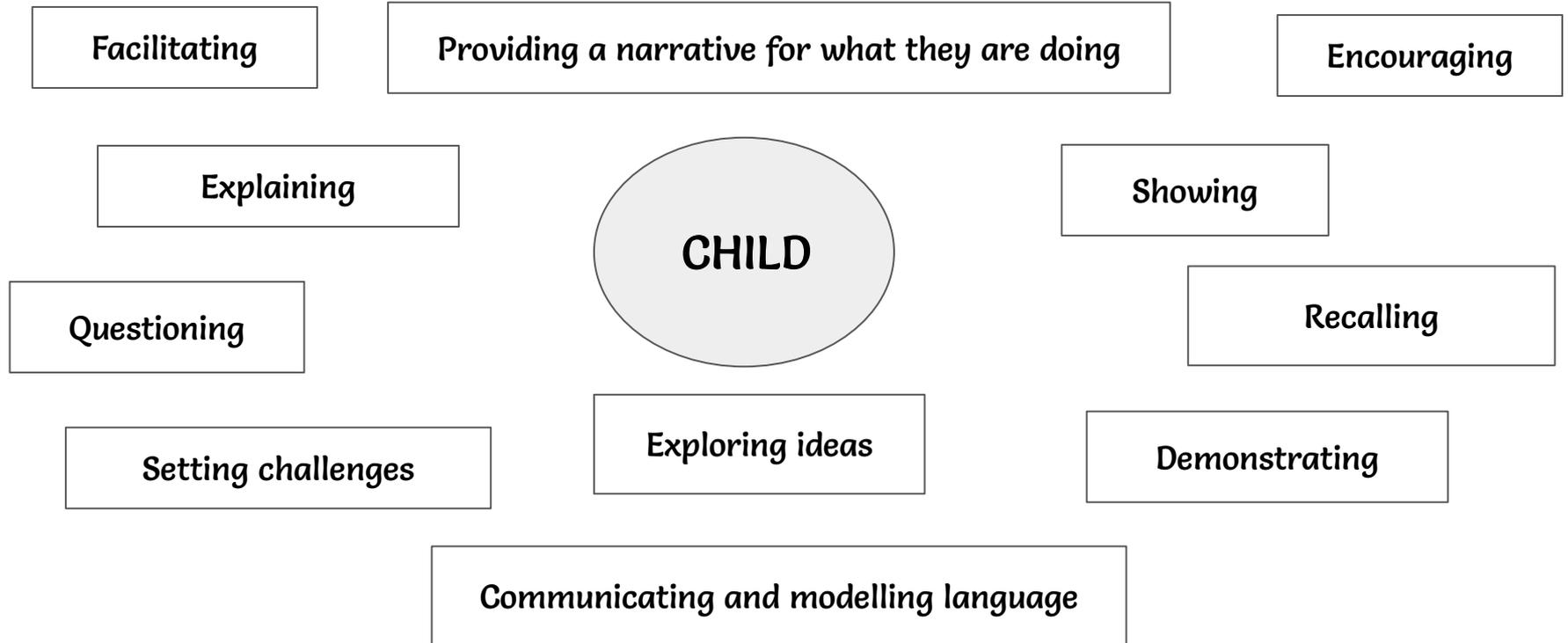
The knowledge we have of the children in our care at any given time underpins all of our curriculum planning and covers what we used to refer to as our 'In the Moment Planning'. We now call this element of our curriculum 'Personalised Learning'. Whilst traditions and events may repeat each year, our personalised learning is bespoke and unique for each cohort that comes along.



# Personalised learning

- **Knowing that child really well - working in teams as key workers**
- **Building upon children's prior experience**
- **Knowing the children's interests**
- **Understanding individual abilities and needs**
- **Understanding the next steps of development and how to get there**
- **Knowing what might challenge that individual child**
- **Special Educational or Development Needs**
- **Supporting children with English as an Additional Language (EAL)**
- **Inclusion**

# How we support personalised learning at ABC Learning Limited:



# Our ABC Learner

Through nurturing early years care our children grow into confident, independent, creative, and resilient individuals who communicate effectively and navigate their world with empathy and assurance.



- I can navigate my world safely
- I can be independent within my world
- I can be creative in my play
- I can communicate my ideas
- I am emotionally resilient and accepting of others

When learning experiences are aligned with our ethos and values and our environment is working hard to fully support and engage all learners in our care we are truly able to personalise learning for all of the children in our care - sending them off to pastures new at the end of their journey with us as true OBVNS or Otters learners.

