

Abacus Nursery - Implementation

At Abacus we follow the Early Years Framework which supports our children's learning and development. Our curriculum is child centred and taken from children's interests. We use observations and assessments to check what our children know and to inform the planning, enabling us to provide meaningful and exciting learning opportunities for our children. We aim to provide opportunities that create intrinsically motivated children who are excited and curious to try new experiences and widen their learning. Practitioners create an ambitious curriculum that supports the diversity of all children and their unique needs, enhancing the knowledge that they already have and introducing new exciting opportunities. We ensure the content of the curriculum is differentiated to meet the needs of all children and is taught in a logical progression or sequence so that children build on prior learning. To make sure this happens we plan loops of learning activities over a month long period with a set intent. All nursery practitioners help plan for their room by adding next steps for their children, these activities are added to weekly planning, they consider their key children's interests and learning when adding these ideas. If a key child has been flagged as having concerns during a team meeting we will then plan activities to help that child achieve in this area. This is planned in collaboration with the child's parents, who we see as imperative in this process. Development updates and photos are shared with parents on Tapestry and parents are encouraged to share experiences from home.

At Abacus we have 4 themes over the year, our seasons (Autumn, Winter, Spring and Summer). Topics linked to the season are discussed and chosen by observing what the children are enjoying at that particular time. Although predominantly child led to ensure we have a good balance we also provide carefully planned adult led activities daily, this allows us to introduce certain learning opportunities. We ensure there is plenty of time for children to engage in exploration through a variety of experiences. Children at Abacus learn by being creative and active which takes place both inside and within the garden, we operate a free flow system so children can choose their learning environment. Our learning environment throughout Abacus supports a coherent and well planned curriculum, although well planned we embrace spontaneity and will follow children's interests wherever they may lead. We have a consistent approach throughout nursery, this ensures that at all times staff and children can embrace every opportunity. This consistency also supports the children when transitioning between rooms; handover forms are completed for each child's new keyperson enabling them to continue to build upon the learning that has already taken place and help the child settle.

At the planning stage new and ambitious vocabulary linked to the theme is identified and displayed within our environment in the form of words and sentences acting as visual prompts for adults and children. Careful consideration is also given to how children develop listening, attention and understanding to improve speaking skills. We have a rich language ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language.

When a child starts at Abacus they have six Abacus Goals to try to achieve during their time with us, these goals were developed by the team to support children in learning new

skills that cover all areas of learning and are an important part of our curriculum. Within our planning we focus on one of the goals and try to support children in making steps to reaching their Final Milestone (usually before moving on to school). The goals are discussed in staff meetings and have four milestones to reach the final goal.

All staff support and encourage all children to thrive while at Abacus. However, a key person is responsible for tracking progress and collating evidence for their key children. Each week a child's keyperson will add photographs to Tapestry showing what they have enjoyed, a development observation is completed every month and also added to Tapestry (an online learning journal) to share with parents. This monthly observation provides a time for a key person to stop and watch each child individually and to assess their learning, this can then be discussed in the monthly team meetings.

Adults have a sound knowledge and deep understanding of physical development and the key aspects of gross and fine motor skills. They know that fine motor development relies on children having well developed gross motor strength and recognise the strong links between physical development and the ability to control and manipulate writing tools. Within the environment adults actively encourage children to build their strength, stamina, balance, co-ordination and dexterity. Our children take part in many activities over a week to support their physical development such as; music bugs, funky fingers, yoga, PE sessions and wake and shake!

We have cosy reading areas at nursery that offer a selection of fiction and non-fiction books. Staff have a good knowledge and deep understanding of reading development and the importance of early reading/listening skills. They recognise the strong links between reading and phonics and how these life-long skills enable children to develop knowledge in other subjects. Staff will demonstrate that text has meaning, model the enjoyment of reading and support the application of phonic knowledge and skills. They actively encourage children to become familiar with stories, songs and rhymes they have heard through role play, small world play and favourite books. We have a monthly book and song that is shared with parents via Tapestry. We also learn songs in other languages to embrace different cultures. We provide many opportunities for mark making in each room, and outside, to help us further explore the link between language and print.

Staff appreciate that maths can be taught everywhere and we aim to create a maths rich environment, where we talk about number, capacity and shape as part of our normal routines. Staff will also build on every opportunity to present mathematical problems for children to think about and solve.

Personal, Social and Emotional Development is highly valued and underpinned by promoting the Fundamental British values at Abacus. We understand that children's emotional well-being flourishes when they have positive and strong relationships with adults and other children. We pride ourselves on the relationships we build with our children and parents, staff know the importance of maintaining strong parent partnership. This is discussed frequently during staff meetings/supervisions and is part of our induction process. All new

staff have to read certain policies on starting to help them settle both quickly and effectively.

To further enhance our curriculum we offer additional exciting opportunities for our children, including; Yoga, Forest school, cooking and pre-school sessions. We also love to celebrate traditions and events such as birthdays, news, festivals and cultural events. We also learn about communities in the wider context alongside the natural world, this helps our children develop an appreciation of the world in which we live.

Where staff or parents have concerns about a child's learning or development an extra activity is put in place to support them. If a child continues to need extra support or the concerns becomes more significant, an assess, plan do review is put in place. This is all discussed with parents who we understand are integral to this process working, their knowledge is invaluable and their support at all times is encouraged. We also work collaboratively with parents when completing two year checks for children. Termly we send out All About Me forms for completion on Tapestry. The completed All About Me form enables staff to understand their key children's changing needs; they provide current, valuable information to help staff nurture children and support their development.

Our main nursery room is bright and colourful, with many resources to meet the children's changing needs, being age and stage appropriate. Each day staff relay the room, using the planning, to ensure that all areas of learning are included. The planning wall in both rooms is classed as a usable document and should be added to and amended to reflect the children's evolving interests. We have cosy areas where children can spend some quieter time, we understand that all children need these quiet times to recentre and reflect. We embrace the curiosity approach in our Hygge room and understand how introducing natural items and real objects (including loose parts with no predetermined use) can be highly engaging and beneficial in supporting our children's development. Our garden is an extension of the nursery and we ensure each day that we provide opportunities for children to develop in all 7 areas of the EYFS by following a garden guide.

Through ongoing professional development and discussions/training during staff meetings, staff are provided with the knowledge and tools needed to provide a rich curriculum, ensuring our children have everything they need to ignite their curiosity and become independent, confident learners.