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## Policy Statement

At Buckles and Bows Pre-School Nursery, we are committed to providing a high-quality, inclusive, and stimulating curriculum that supports all children aged 2–4 years to learn, develop, and thrive. Our curriculum is guided by the Early Years Foundation Stage (EYFS) and is designed to meet the individual needs, interests, and developmental stages of each child.

We recognise that children learn best through play, exploration, active learning, and critical thinking. Our approach ensures a balance of adult-led and child-initiated experiences within a safe, nurturing, and enabling environment.

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## Aims

We aim to: - Provide a broad and balanced curriculum that promotes all areas of learning and development - Support children to become confident, independent, and resilient learners - Promote strong relationships and secure attachments - Ensure every child feels valued, included, and supported - Prepare children for the next stage of their learning, including school readiness

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## The EYFS Areas of Learning

Our curriculum is structured around the seven areas of learning:

### Prime Areas

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

### Specific Areas

- Literacy
- Mathematics
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

The prime areas underpin all learning and are given particular focus for our youngest children.

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## **Our Approach to Teaching and Learning**

We provide a play-based curriculum that reflects children's interests and builds on what they already know and can do.

### **Child-Initiated Learning**

Children are given time and space to explore, investigate, and follow their own interests through carefully planned continuous provision.

### **Adult-Led Learning**

Practitioners plan purposeful experiences to introduce new skills, extend thinking, and challenge children's development.

### **The Role of the Adult**

Practitioners: - Observe, assess, and plan for each child's next steps - Model language and behaviour - Support and extend play through high-quality interactions - Ensure all children are engaged and included

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## **The Learning Environment**

We operate from a portacabin and make full use of both indoor and outdoor spaces to provide a rich learning environment.

Our environment: - Is safe, secure, and well-organised - Promotes independence and choice - Reflects children's interests and current learning - Includes areas such as role play, construction, creative, small world, mark making, and sensory play

Outdoor learning is an essential part of our curriculum, offering opportunities for physical activity, exploration, and investigation.

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## **Planning**

Planning is flexible and responsive to children's interests and developmental needs.

We use: - Long-term planning based on seasonal themes and experiences - Weekly planning centred around a 'story of the week' and children's current interests - Short-term planning informed by ongoing observations and identified next steps

Our 'story of the week' approach provides a consistent and engaging focus for learning. Carefully chosen texts are used to support children's language development, imagination, and understanding of the world. Activities are planned around the story to develop key

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skills across all areas of learning, while remaining flexible to follow children's ideas, fascinations, and emerging interests.

Planning ensures coverage of all areas of learning while remaining child-centred.

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### Assessment

We use ongoing observational assessment to understand each child's development and inform planning.

This includes: - Daily observations - Identifying next steps in learning - Tracking progress in line with EYFS guidance

We share children's progress with parents and carers and work in partnership to support development.

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### Inclusion and Equal Opportunities

We are committed to inclusive practice and ensure all children have equal access to the curriculum.

We: - Adapt activities and environments to meet individual needs - Work closely with parents and external professionals where needed - Celebrate diversity and promote positive attitudes to differences

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### Online Safety

We recognise that safeguarding includes protecting children from potential risks associated with technology and online content.

Our curriculum supports children in developing early awareness of online safety in an age-appropriate way.

We achieve this by: - Introducing simple rules such as asking an adult before using technology - Encouraging children to tell a trusted adult if something worries them - Using stories, role play, and discussion to explore feelings and safe choices - Modelling safe and appropriate use of devices - Ensuring all technology use is supervised by an adult

We work in partnership with parents and carers to promote consistent messages about safe technology use at home and in the setting.

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## Partnership with Parents and Carers

We value strong partnerships with parents and carers as they are a child's first educators.

We: - Share information about children's learning and development - Encourage parental involvement and contributions - Provide support and guidance where needed

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## Staffing

Our team of staff work collaboratively to deliver the curriculum effectively. Staff are deployed to ensure high-quality interactions, appropriate supervision, and support for all children working closely with their key children, planning next steps and support when needed

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## Monitoring and Review

This policy is reviewed regularly to ensure it reflects current legislation, guidance, and best practice.

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**Policy reviewed:** \_\_\_\_ March 26 \_\_\_\_

**Next review date:** \_\_\_\_ March 27 \_\_\_\_

**Signed:** \_\_\_\_

Chairperson