

0-2'S



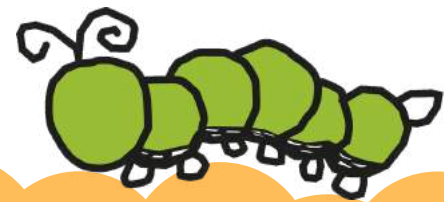
PROVISION

Bright Beginnings

MAPS

Excellence from the beginning, opening the door to a brighter future...

...embracing opportunities to ensure every child achieves their true potential.



Inspired by Sustainability Open-ended Play Curiosity Approach In the moment Planning  
EYFS Statutory Framework Continuous Provision Hygge  
Development Matters 2020 Leuven Scales Barefoot Babies  
Birth to 5 Matters Adventurous Play Forest School Schemas British Values



# CURRICULUM INTENT 0-2'S



We aim for our babies to know how to:

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- form attachments
- interact and play alongside others
- develop independence and choice making through play

## PHYSICAL DEVELOPMENT

- develop from sitting independently, crawling, pulling themselves up, standing to walking
- use a spoon and be independent with finger food
- develop hand-eye coordination

## COMMUNICATION AND LANGUAGE

- express their wants and needs through single words or gestures





# IMPLEMENTATION



## Personal, Social and Emotional Development

### RELATIONSHIPS

- Effective key person with 'buddy' system in place, recognising the importance of attachment
- Practitioners engage in playful interactions that are in tune with children's individual development needs and abilities
- Strong parental partnership recognising the value of individual families and their background

### UNDERSTANDING EMOTIONS

- Key person establishes shared understanding between home and setting about ways of responding to babies' emotions
- Tailoring routines to children's individual needs and setting clear, consistent and age-appropriate challenging expectations

### SENSE OF SELF

- Environment that allows babies to feel safe and loved
- Attentive staff that allow babies to lead and make choices as they explore their surroundings, people and resources



### RESOURCES & LEARNING OPPORTUNITIES

Welcoming calm environment, cosy spaces, lighting, soft music, balanced routine that is predictable enough to offer babies sense of security and also flexible enough taking into consideration children's individual needs, areas and resources changing according to children's skills/abilities and interests, displays with children's images, family photos and family books, children's individual pegs, bottles, individual daily sheets to inform parents about their child's day, open-ended resources, natural resources and real objects, treasure baskets, space for parents for breast feeding, parent information board, 'Our Learning Journey' board





# IMPLEMENTATION



## Communication & Language

### LISTENING & ATTENTION

- Introduction to wide range of music, action rhymes and games allowing babies to join in
- Practitioners take time and tune in to the messages babies are giving you through vocalisations, body language, gestures

### UNDERSTANDING

- Adults communicating verbally as well as using actions and body language to offer cues to babies and being sensitive to not to overwhelm them with talk
- Offering babies a communication rich environment by interpreting, labelling and giving meaning to what's happening around them

### SPEAKING

- Adults value babies attempts at words and encourage their vocalisations by copying their sounds and repeating words clearly and take turns in conversation
- Effective Induction process noting children's chosen language emphasizing that strong foundations in home language support the development of English

### RESOURCES & LEARNING OPPORTUNITIES

EAL Library, picture books, texture/feely books, puppets, musical instruments, soft toys, wide range of open-ended resources, real objects, heuristic play, resources promoting sharing and turn-taking, objects of interest inspiring awe and wonder, family photos, music and movement, repertoire of songs and rhymes, interactive games with practitioners encouraging playfulness/turn-taking and responses (peek-a-boo), offering choices, sofa for baby and key person to be together, cosy spaces, outings to local area to provide opportunities to listen to sounds of surrounding environment and natural world, objects that make interesting sound, sets and collections of objects of different material/weight/size/pattern/texture, resources reflecting children's interests and promoting Early Vocabulary such as animals/vehicles/clothes/food/body parts





# IMPLEMENTATION



## Physical Development

### MOVING & HANDLING

- Encourage independence by offering a range of opportunities for children to move by themselves, making their own decisions about direction and speed
- Using real objects and open-ended materials to support overall coordination, exploration and schematic play
- Environment promoting sensory explorations, the development of core strength, coordination and positional awareness through tummy time, crawling, play movement indoors and outdoors

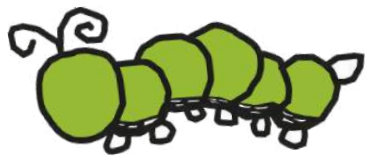
### HEALTH & SELF-CARE

- Providing nutritious and healthy balanced menus that value children's choices, whilst also sensitively encouraging them to try new foods
- Intimate care routines are carried out by key person and are given thoughtful organisation to allow opportunities to build trusting relationships and supporting child's positive sense of self.
- Designated cosy areas allowing children to rest or sleep when they choose to

### RESOURCES & LEARNING OPPORTUNITIES

All resources accessible to children, low furniture allowing children to pull themselves up, climbing equipment, soft furnishings, cosy corners, baskets and areas for sleeping accessible throughout the day, wide range of surfaces to walk on, soft play equipment, daily access to balcony or garden, nappy area within main play area with available potties, sociable meal times, healthy balanced diet, different textures of food, using plastic spoons and cups with lids at meal times, non-walking area, mirrors, tummy time once children can roll over independently, open spaces, resources and spaces promoting big and small movement, open-ended resources/real objects/heuristic play supporting sensory exploration and hand-eye coordination, cause and effect toys, wheeie toys, under floor heating, outings to local area, floor based activities, mark making using fingers or whole bodies in textures such as wet sand/dough/gloop or with chunky crayons/ chalks/ paintbrushes with chunky handles, items for filling/emptying and carrying





# IMPACT



## How do we measure the progress?

Our team comprises a wealth of knowledgeable and experienced individuals, working collaboratively with the shared goal of providing the very best for our children. Through ongoing reflective practice, we have crafted a provision audit, which serves as a tool to ensure the incorporation and coherence of our educational practices. The audit is carried out termly by the leadership team. The dedicated approach underscores our commitment to creating a nurturing and enriching environment where every child can thrive.

Practitioners enable children to make progress from their starting points, sharing children's development and achievements with parents regularly to ensure the learning can continue at home. Effective parental partnership provides a holistic view of each child which enables us to tailor our planning and curriculum to every child's need, ability and interests.

### We share children's progress via:

- daily face to face feedback
- monthly observations
- termly Learning and Development Summaries
- Baseline Assessment
- Settling In observations
- Parent Reviews
- Statutory '2 Year Old Check' assessment
- School Report

