

PROVISION

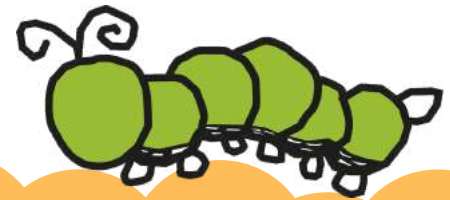
2-3'S

Bright
Beginnings

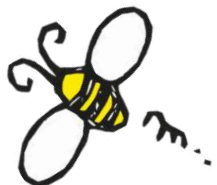
MAPS

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

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



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



We aim for our toddlers to know how to:

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- grow from a dependant toddler to independent 3 year old
- be keen to make their own decisions
- celebrate and value similarities and differences

PHYSICAL DEVELOPMENT

- be keen movers
- gain independence in self-care
- build up fine motor skills
- explore potty training readiness

COMMUNICATION AND LANGUAGE

- expand vocabulary
- be enthusiastic communicator

LITERACY

- building a repertoire of favourite songs and stories
- enjoy making marks and give them meaning



MATHS

- count in everyday context, sometimes skipping numbers
- complete inset puzzles
- build with a range of resources
- explore spaces using their whole bodies

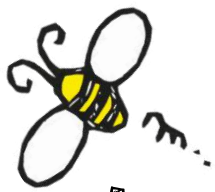


UNDERSTANDING THE WORLD

- have experience of different weather
- have fascination with nature
- be eager to explore and discover their environment using all their senses

EXPRESSIVE ARTS AND DESIGN

- start to develop pretend play
- explore different materials, media and textures using all their senses
- explore different types of art and express their creativity through mark-making, music, dancing, singing, building



IMPLEMENTATION



Personal, Social and Emotional Development

SENSE OF SELF

- allowing children to express their preferences, and act upon their interests
- Allowing children to make choices, say 'no' or do things for themselves
- As children typically play alongside others, adults sensitively model and encourage collaborative play

RELATIONSHIPS

- Caring adults who make themselves available to be a safe base for children to independently explore, but return for reassurance
- Helping children understand and respond to their own and others feelings

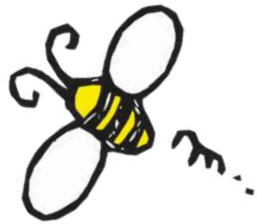
UNDERSTANDING EMOTIONS

- Understanding that toddlers' growing sense of determination may result in frustration
- Promoting sharing and turn taking
- Co-regulate to help children inhibit their own actions and behaviours and help them understand their emotions

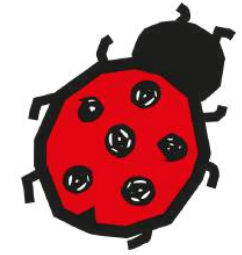
RESOURCES & LEARNING OPPORTUNITIES

Areas spaced to provide collaborative play, sufficient amount of resources to promote turn taking, all resources freely accessible to children equally including those with Special Educational needs and disabilities, cosy areas, structured routine, bathrooms freely accessible to children, children's individual pegs and water bottles with their photos and names to promote independence, areas and resources changing according to children's skills/abilities and interests, offering choices, displays with children's photos or artwork to promote sense of belonging and boost self-esteem, short and active group times, social mealtimes, designated sleeping area, displays/equipment and resources reflective of children's linguistic, social and cultural background, books/stories and puppets used for modelling responding to other's feelings





IMPLEMENTATION



Communication & Language

LISTENING & ATTENTION

- Introducing children to short and varied 'circle time' where they are introduced to action songs, rhymes and stories.
- Ensure adults understand children's emerging ability to focus by providing relevant resources and activities that meet their interests
- Enabling children to develop their listening skills effectively by gaining their attention using their name or touch

UNDERSTANDING

- Exposing children to rich vocabulary of action words, prepositions and simple questions (who/what/where) and simple concepts
- Encourage children to follow simple instructions or more complex 2 part sentences

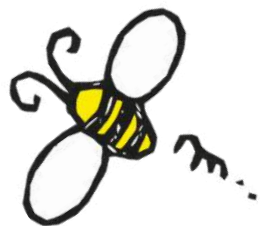
SPEAKING

- Giving children sufficient time to respond to simple questions, conversations, especially to EAL children and those who need support with their communication

RESOURCES & LEARNING OPPORTUNITIES

EAL Library, reading area with various types of reading material – fiction/factual books/rhymes, books available across play areas, books with repetitive phrases, regular circle time where children engage in story reading/telling, props for children's favourite stories, singing & dancing daily, resources and objects inspiring awe and wonder and sparking conversations, musical instruments, outings to promote opportunities to listen to the sounds in the environment and the natural world, games with sounds and rhymes, resources and objects that promote Early Vocabulary – animals/vehicles/body parts/shapes/colours/size, resources that promote symbolic play – putting baby to bed, etc.





IMPLEMENTATION

Physical Development



MOVING & HANDLING

- Providing spaces and equipment to allow children to develop their spatial awareness and gain a growing control of movement
- Providing simple tools to encourage increasing control in manipulating these by developing the arm and wrist muscles
- Opportunities for children to make connection between their movement and marks they make

HEALTH & SELF-CARE

- Enabling children to grow the ability to manage risk in safe environment
- Encourage children to attend to their personal hygiene with increasing independence
- Promoting good practices with regard to exercise, eating, sleeping and hygiene

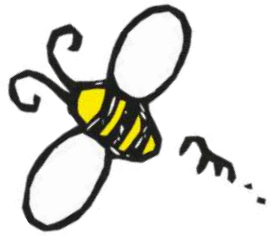


RESOURCES & LEARNING OPPORTUNITIES

Access to garden/balcony, offering different surfaces to walk on, large climbing equipment, large open-ended resources such as crates/pipes, mini versions of cleaning equipment such as mop/sweeping brush to promote independence, climbing opportunities outdoors, large sandpit offering plenty of space for collaborative play, mark making opportunities indoors and outdoors – chinks/crayons/paintbrushes/chunky pencils, tools to encourage fine motor skills – playdough tools/mark making tools/scissors with supervision, accessible bathroom with potties and sinks at children's level, healthy snack – offering choices, healthy balance diet, using spoon and fork and open lid cup at mealtimes, mezzanine areas with steps, nappy changing unit with steps, resources that promote large movement, music, dancing, individual pegs accessible to children to promote self-help and independence. Access to water bottles with children's photos and name labels, access to quiet spaces for children to

rest





IMPLEMENTATION

Literacy



READING

- Offering a range of reading material - stories, rhymes, fact books, newspapers, magazines and print rich environment in all areas
- Allowing children to build their own repertoire of favourite songs, rhymes and poems
- Opportunities for children to fill repeated refrains and words in familiar stories, songs and rhymes

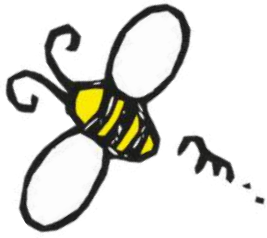
WRITING

- Mark-making opportunities indoors/outdoors across all areas
- Encouraging children to form marks, lines and circles and ascribe meaning to their marks

RESOURCES & LEARNING OPPORTUNITIES

Permanent reading area offering free access to wide range of reading materials, rhyme books, books with repetitive phrases, picture books and books with flaps, EAL Library, books available across provision indoors and outdoors, puppets and props supporting story reading/telling, daily circle time, songs and rhymes, mark making opportunities indoors and outdoors on large/small scale, mark making tools – chalks/crayons/chunky pencils/paintbrushes/sticks/sponges, different surfaces to mark make, sand area – wet sand for mark making, malleable areas with tools, musical instruments





IMPLEMENTATION

Maths

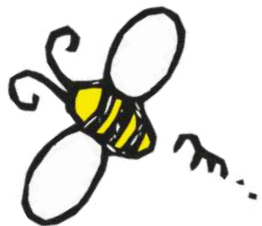


- Opportunities for children to gain their mathematical knowledge through practical learning by comparing, organising and categorising objects
- Providing numerals in an environment to promote number recognition and and developing children's 'number sense' such as matching numerals to the correct amount of objects
- Opportunities to explore concepts and language of patterns, shape and size
- Children to begin to gain awareness of time through structured routine
- Using daily play such as construction play to explore mathematical concepts

RESOURCES & LEARNING OPPORTUNITIES

Sets and collections of objects made of various material/texture/size/weight/length/shape and colour, natural resources and open-ended resources for organising/categorizing/comparing, water and sand area equipped with different sized containers for filling and emptying, wide variety of construction materials, jigsaws, number songs, tidy up routine, structured routine, visual timetable – now & next, spaces to allow children to explore spatial awareness – going under/over/around/on top/through, numerals in the environment, arranging and pattern making





IMPLEMENTATION

Understanding the World

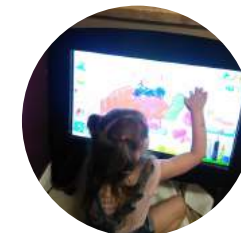


PEOPLE & COMMUNITIES

- Home areas with real objects to allow children to engage in pretend play imitating events from their own family life
- Celebrations, Festivals, visits from a wider community, visiting local areas to help children understand they are part of much wider world

THE WORLD

- Providing resources and hands on activities where children explore the world around them using different approaches - shaking, looking, feeling, tasting, etc.



TECHNOLOGY

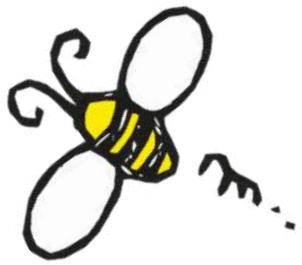
- Exposure to mechanical toys and 'cause and effect toys'



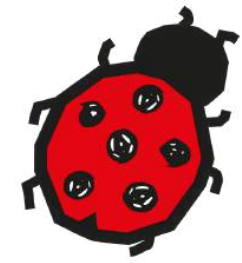
RESOURCES & LEARNING OPPORTUNITIES

Diverse setting recognising & celebrating Festivals and events reflecting families' background, real objects in play areas, visits to local community, books reflecting diverse community, natural objects, small world play, family boards, books and objects related to wider community, dressing up, mechanical and cause and effect toys, child-centred displays encouraging sense of belonging for families, first hand experiences of natural world/weather/life cycle/seasons, resources allowing children to imitate everyday experiences from their lives, opportunities to explore puddles/trees and different surfaces such as grass/sand/pebbles/bark, opportunities for investigation





IMPLEMENTATION



Expressive Arts & Design

CREATING WITH MATERIALS

- Encourage children to develop skills to use age-appropriate tools safely with confidence and allow them to come up and test their own ideas - promoting Characteristics of Effective Learning
- Enabling children to experiment with blocks, colours, marks, textures and creating sounds and movement.

BEING IMAGINATIVE AND EXPRESSIVE

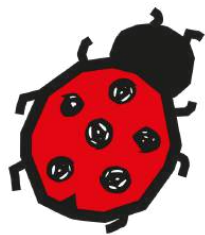
- Providing resources and spaces where children can make believe by pretending, such as home corner, small world area



RESOURCES & LEARNING OPPORTUNITIES

Malleable area, creative area, using various tools and real objects – kitchen utensils, mark making tools – chalks/crayons/chunky pencils/paintbrushes/scissors with supervision, home corner reflecting diverse community, dressing up, resources allowing children to act out experiences from their lives, opportunities to explore a range of media and techniques to be creative, musical instruments, dancing and singing, acting out familiar stories, action songs, exposure to interesting/unusual textures and materials sparking curiosity





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

