

`Our Vision

Is to provide Outstanding Early Years Education where children are able to reach the full potential.

Our aim

• Is to provide a stimulating, relaxed, safe and secure environment where children are encouraged to learn through play, exploring, experimenting problem solving taking risks.

- feel cared for and secure allowing them to build relationships, make friends and develop their social skills.
- be treated equally and be given support and education tailored to their individual needs.
- Providing children with experiences that will develop skills for life.
- Promote school readiness to our children and families.
- Provide children with a balance of child led activities and adult led activities.
- Providing parents with affordable, flexible Early Years Education.
- Our setting will always go above and beyond to support our children and families

Effective Curriculum – we ensure that our curriculum is able to support all children, including children with additional needs, those who are disadvantaged or in minority groups ensuring inclusion for all.

The educational programme

For Personal, Social & Emotional Development

“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.”

EYFS, pgs. 8-9, 2021

What is important?

We commit to

- Providing opportunities for children to engage with others.
Developing social interactions.
- Providing a warm, friendly and welcoming environment where children can develop secure attachments, friendships and relationships with others.
- Allowing children opportunities to take risks and use their problem-solving skills to develop resilience as they persevere to overcome challenges.
- Support children to understand and regulate their emotions by providing quiet spaces, as well as practicing kind hands massage and yoga.
- Providing visual regulation board for children to recognise their emotions and problem-solve how they can regulate this through a choice of calm and quiet activities.

Why is this important

For children to build strong good relationships in order to feel safe and secure within their learning environment.

For children to feel more confident to share feelings and experiences and communicate their wants and needs when they feel comfortable and secure.

The impact of covid-19 is that children have not been able to develop social interactions with others. By encouraging social interactions with others children can learn the skills needed to build relationships in later life.

Children need a can-do attitude to bounce back after difficult situations independently, this will help to support children's mental health and wellbeing later in life.

Children learning to regulate own emotions so they can become an active part of society and cohere to laws and boundaries, to have the ability to solve conflict with others in a calm and appropriate manner.

Our community's needs?

- EAL- children and families from other countries, speaking multiple languages. It is important to make them feel welcome, taking time to ask questions and gather information about their culture and beliefs so they feel valued and included.
- Impact of Covid-19- Acknowledging the mental health and wellbeing of children and families following the uncertainty of the pandemic. Some parents experiencing anxiety and nervousness following shielding and the new covid guidelines.
- Children may not be used to socialising with others due to the recent government restrictions, so may require more support when interacting with children in the setting.
- Manager has made connections between the setting and the local parent and toddler group to support new parents.

Our pedagogy

To provide a safe and secure environment and build positive relationships- Bowlby's attachment theory

- Key person approach
- Collaborative play through free flow play
- Small group activities: circle time, craft activities and focus time
- Promote independence and self-help skills, encouraging confidence and self esteem to complete tasks independently
- Role play where children can talk about similarities and differences between each other, families, supporting individuality
- Books supporting emotions, different cultures and communities

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none">• The skills needed to build relationships with others.• Expected behaviours.	<p>Understand</p> <ul style="list-style-type: none">• A sense of belonging and how to join in and follow the daily routine.• How their choices of words and actions can impact the feelings of others.
<p>Be able to do:</p> <ul style="list-style-type: none">• Show resilience and confidence when trying new things.• Express feelings and emotions through play• Show independence when carrying out tasks and activities	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• Empathy and kindness towards others• Resolving conflict through negotiation with others• Appropriate table manners, sitting at the table during meal times

The educational programme

For Communication & Language

“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.”

EYFS, pg. 8, 2021.

What is important?

We commit to

- Engaging in meaningful interactions with children and adults, modelling language and allowing them time and space to think and understand.
- Provide a wide and varied vocabulary, introducing new words daily so children can develop a rich bank of building blocks to enable them to express themselves through language, supported by staff's knowledge of Elklan.
- Providing a wide variety of books, songs, rhymes and poems, from different genres, alongside puppets and other meaningful visual aids for children to explore with adults and their peers.
- Staff using the correct terminology and spoken English when communicating.

Why is this important

For children to feel heard and valued and their ideas and interests supported and understood.

Children to experience good modelling of language so that they can become clear and coherent communicators.

Communicating their wants, needs and interests clearly so they do not become frustrated or misunderstood.

To be able to access resources and ask for help and guidance so that they can continue their learning and development journey

Clear communication to express feelings to others and regulate emotions through language and communication, responding to and resolving conflict issues calmly.

Our community's needs?

- EAL- Lots of children and families in the local area speaking multiple languages. Staff have completed EAL training to support children within the setting.
- The correct terminology and use of proper English is important especially when talking to EAL children and families to avoid confusion when communicating.
- Speech and Language needs- Staff completed Elklan training to support children's language and communication. Preschool has been awarded with Elklan's Communication Friendly Setting.
- Impact of Covid 19- Children have had less opportunities to interact with others to build language and communication skills. Elklan training will support this.

Our pedagogy

- Elklan- promoting new and extended language, developing communication skills, listening and understanding.
- Using vocabulary star to ensure new words are introduced daily.
- Visual timetable to support understanding of daily routine.
- Quiet area to encourage communication away from busy or noisier areas
- Pyjama drama activities
- Talk boost- lays the foundations for focusing and attention skills
- ECAT (Every child a talker)- pinpoints the areas of speech and language and helps staff recognise where to bridge the gap
- POPAT- Early speech and language, hearing and saying initial sounds in words

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none">• How to communicate their wants and needs clearly.• How to use intonation and rhyme to make meaning clear to others.• How to communicate their interests.	<p>Understand</p> <ul style="list-style-type: none">• Why and how questions• How to retell a past event in the correct order and sequence
<p>Be able to do:</p> <ul style="list-style-type: none">• Focus attention when listening to stories and joining in with activities• Have a two way flow of conversation without talking over others.	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• Their ability to listen to and follow instructions• A variety of new words on a daily basis

The educational programmes

For Physical Development

“Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.”

EYFS, pg. 9, 2021.

What is important?

We commit to

- Allowing children plenty of opportunities to explore and move freely, supporting them to challenge themselves as they begin to assess their own risks and become confident to move with purpose and control.
- Support children to make healthy choices by providing a variety of healthy snacks and modelling our own healthy choices.
- Encouraging children to make healthy choices and develop independence skills as they select their own snack and pour their own drinks.
- Encourage sitting at the table during snack and lunchtimes.
- Supporting a healthy oral hygiene by providing a range of books, resources and visual aids, along with healthy snack options and discussions about how to keep our teeth clean and healthy.
- Providing opportunities for children to explore expressive movement through rhythm and dance activities, which will also encourage an active and healthy lifestyle.
- Supporting children to regulate their emotions by providing quiet spaces for thinking and encouraging calm reflective activities, such as kind hands massage, yoga and daily walks.
- Providing a range of mark making resources, allowing exploration through a variety of textures and materials where children can develop fine and gross motor skills.
- Developing strength through finger gym, malleable materials and various size resources, promoting fine motor skills.

Why is this important?

Develop understanding of active and healthy lifestyle to prevent health problems later on in life, such as diabetes and obesity.

Building strong fine and gross motor skills which is important for strong muscle development so they can actively participate in daily activities.

Having good oral hygiene, strong and healthy teeth and gums will help prevent issues such as tooth decay and gum disease later in life.

The importance of good hand washing to help minimise the spread of infection.

Encouraging sitting at the table during meal times will minimise the risk of hazards such as choking, promote good table manners which also supports our cultural capital and also provides an opportunity for children to develop social skills for communication and language.

Our community's needs?

- Mental health and wellbeing- use of physical exercise, such as yoga, to help regulate emotions.
- Impact of Covid 19- importance of promoting good hand washing and good personal hygiene to help minimised the spread of infection.
- Role of PANCo within the setting provides someone for parents and carers to talk to for advice and support.

Our pedagogy

Promote children's health and wellbeing through

- Activities, stories and songs
- Independence with toileting and hand washing
- Healthy snack time, cooking activities
- Exercise through a range of physical activities including obstacle courses, ride on toys, ring games, yoga, dancing

Promote risk taking and challenges by:

- Providing an engaging outdoor area
- Climbing frame
- Large loose parts
- Real life tools
- Forest school

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none">• The importance of good hand washing• Why we need a healthy and balanced diet• How to use a knife and fork• How to assess their own risks within their play	<p>Understand</p> <ul style="list-style-type: none">• How to maintain good self-care including the importance of good oral hygiene and hand washing.• A healthy diet and exercise
<p>Be able to do:</p> <ul style="list-style-type: none">• Get dressed and undressed independently.• Recognise own clothing• Go to the toilet and wash hands independently.	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• Good control and correct pencil grip when mark making.• Good scissor skills to cut and snip paper.

The educational programme

For Literacy

“It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).”

EYFS, pg. 9, 2021.

What is important?

We commit to

- Providing a wide variety of books, songs, rhymes and poems from different genres, alongside puppets and other meaningful visual aids for children to explore with adults and their peers.
- Promoting a love of reading by engaging in meaningful story-telling, supported by puppets, story sacks and visual aids, allowing children to interact with the story.
- Modelling story-telling through meaningful engagement with children's play and also through adult led games and activities such as pyjama drama and crocodile creek.
- Providing a quiet space for children to explore books independently, with peers and adults.
- Modelling appropriate handling of books, demonstrating respect for the resources and how to hold them the correct way and turn pages carefully.
- Providing a range of mark making resources, allowing exploration through a variety of textures and materials where children can develop fine and gross motor skills and support writing development.
- Providing a variety of name labels with and without pictures, for children to be able to recognise their own name.
- Developing strength through finger gym, malleable materials and various size resources, promoting fine motor skills.

Why is this important?

Developing a love of books so they can become active readers in the future.

Being exposed to a variety of text and media means children will realise there are different ways to access new information, opening their minds to new opportunities for learning.

Having good foundation will help develop literacy skills as they progress through school, including reading, writing and spelling.

Introducing children to phonics, listening to and saying the sounds will help them develop their reading skills as they break down the sounds of the words. This will also assist their spelling when they begin writing.

By recognising their own mane children will be able to identify their own belongings.

Our community's needs?

- EAL- Books provided in different languages to promote more diversity and inclusion and to support children and families who speak multiple languages.
- EAL- Labels around the room displayed in other languages, tailored to the needs of the children in the setting.
- Book bags provided to allow all children access to a variety of text which they can share at home with their family.

Our pedagogy

- Story-telling, using story sacks, props, puppets and visuals
- Providing a variety of books
- Book bags to ensure all children have opportunities to read and share books at home
- Rhyming activities, circle time songs, rhymes and games
- Phonics with Krispen- hearing and saying the initial sounds, matching letters to sounds
- Mark making opportunities- using a variety of resources such as pens, pencils, brushes, tools and multi-sensory approach
- Office role play- resources to create lists, labels, messages
- Name cards to support children to recognise their own name

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none">• How to handle books carefully• How to hold a pencil correctly and use with control	<p>Understand</p> <ul style="list-style-type: none">• Letters, sounds and phonics• Different types of print carry meaning and purpose
<p>Be able to do:</p> <ul style="list-style-type: none">• Recognise their own name• Hear and say phonic sounds at the start of words• Listen to and engage with story telling	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• A wide variety of different books, stories, rhymes and poems• Awareness of rhyme and alliteration, phonics and sounds.

The educational programme

For Mathematics

“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.”

EYFS, pg. 10, 2021.

What is important?

We commit to

- Exposing children to numerals within their everyday environment by highlighting them in the setting, on walks, and in books, developing a curiosity for numbers.
- Modelling mathematical language during appropriate interaction with their play, demonstrating the language of size, shape, time and quantity.
- Providing a secure daily routine for children to familiarise themselves with time and structure.
- Expanding their curiosity of 2d and 3d shapes through interactions and modelling language about the world around them.
- Using physical activities, such as yoga, ring and parachute games as opportunities for children to learn about size, shape, cardinal and ordinal numbers and positional language.

Why is this important?

For children to develop logical thinking and problem-solving skills

To understand a sense of routine, which will help settle children, especially new starters.

Understanding time will help develop time management skills which will help them later on in life.

Having the basics ready for school and be able to follow numeral instructions.

Our community's needs?

- Supporting children who may have not been to a setting before by having a simple routine and structure to follow, providing security as they are settling and introduces them to the concept of time.
- Providing videos on tapestry for parents and carers to interact with their children at home, especially if they are not confident with maths themselves.

Our pedagogy

- Boo Zoo- introducing mathematical language and the concept of maths based around the narrative of the story. Activities also require the children to be actively involved which helps give meaning to what they are learning.
- Supporting schemas by providing loose part (Piaget)
- Circle time- number and shape of the week, songs and rhymes, counting children and matching numeral
- Ring games and physical activities such as what's the time Mr Wolf, ring a roses,
- Displaying numerals within the environment, highlighting numerals observed during walks around the community
- Shop roleplay- introducing the concept of money, also supported through trips to the local shop
- Maths table and adult led maths activities
- Physical activities, including racing games where children can experience ordinal numbers by recognising who is first, second and third.

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none">• Names of shapes and recognise them in the environment• Names of numerals	<p>Understand</p> <ul style="list-style-type: none">• Concept of time, based around the daily routine• Shapes and numbers can be used for a purpose
<p>Be able to do:</p> <ul style="list-style-type: none">• Use language of quantity, size and position• Building, construction and craft using resources of various shapes and sizes	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• Recognition of numerals within the environment• Counting a small number of objects and matching with the correct numeral

The educational programme

For Understanding the World

“Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.”

EYFS, pg. 10, 2021.

What is important?

We commit to

- Exploring the community by going on walks and talking about the things we observe in the natural environment, developing an enriched wonder and curiosity of the world around them.
- Supporting their understanding of the wider community by providing trips to the wider area as well as opportunities for visits from professionals such as police, dentist, nurse, vet or firefighter. Technology can also be used to explore the world virtually through short, child friendly, meaningful video clips.
- Engaging in meaningful conversations about friends and family and talking about the similarities and differences between others allowing children to develop a sense of self.
- Providing books and resources that support and include a range of cultures for children to explore and engage with their peers and adults.
- Giving children the opportunities to explore the wider world through small world and role play, representing their own experiences and also extending their wider understanding of the world.
- Providing exciting and stimulating activities where children can experiment and explore science and cause and effect.
- Providing opportunities for children to explore technology, allowing them to access child friendly ipad/computer games as well as 'real' old phones, computers, keypads, headphones to explore through roleplay.

Why is this important

For children can play an active role in society

For children to develop an open mind to equal opportunities and tackle discrimination

Develop an inquisitive attitude about the world around them and show curiosity towards how and why things work as they explore cause and effect.

Become active in preserving the planet as they develop an understanding of how to take care and respect animals and nature

For children to be exposed to basic technology so they can grow with an understanding of how to access this as it is continually progressing and developing

Our community's needs?

- Providing books, labels and resources that are multi-lingual and represent different culture and diversity
- As a small rural community, it is important to remember some children may not have been exposed to other cultures
- Impact of Covid 19- Due to travel restrictions children may have missed some significant events or the wider community.
- Being aware some children and families may have been unable to see each other for some time and be sensitive to this when discussing family.

Our pedagogy

- Office role play using 'real' old phones, computer screen and keyboard
- Small world and role play for children to explore different cultures, occupations and other parts of the world such as under the sea
- Circle time and small groups discussions about family and significant events
- Nature walks and walks through the community
- Gardening- exploring the plants and wildlife, taking care of nature and growth and changes over time
- Using technology to enhance knowledge of the wider world

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none">• Everyone is unique and distinguish similarities and differences between themselves and others.• How to care for the environment and living things.	<p>Understand</p> <ul style="list-style-type: none">• Cause and effect through exploring and experimenting• Different cultures and celebrations• Why it is important to recycle and look after nature.
<p>Be able to do:</p> <ul style="list-style-type: none">• Talk about their family and friends and significant events that occur in their lives.• Operate simple technology equipment	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• A curiosity about the natural world around them• Care and concern for the environment

The educational programme

For Expressive Arts and Design

“The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.”

EYFS, pg. 10, 2021.

What is important?

We commit to

- Supporting children's imagination and artistic development by providing a range of media and materials for them to explore and create.
- Providing an exciting and stimulating role play environment, following the children's interests, where they can imagine, represent their own experiences and create narrative for their play.
- Engaging children in songs and rhymes, encouraging them to explore and join in with different rhythms, building up their confidence to experiment and create their own.
- Supporting children in developing an understanding of different styles of music and movement through opportunities to listen and move to different cultural music.

Why is this important?

To develop imagination for story-telling and creative thinking

Understand how to use objects, tools and materials, and use their imagination to create new and exciting things

Observe wonder in the world, finding new ways to solve problems by thinking outside the box

Develop curiosity through active imagination

Finding ways to express themselves and their interests through different medias

Our community's needs?

- Putting parents/carers in contact with local parent/toddler groups where they can meet others from the community and engage in music, dance and art and craft activities with their children. This would be especially helpful for the families moving into the area from abroad.
- Providing videos of songs, rhymes, dancing and yoga on tapestry and facebook so children and families can access them at home

Our pedagogy

- Tuff tray activities- exploration of different textures
- Art and craft activities- free flow and adult led
- Creative area- giving children opportunities to explore and create independently
- Sticky kids dancing
- Rhyme time and big action songs- baby shark, BINGO
- Musical instruments
- Pyjama drama activities
- Role play area, outdoor den building
- Painting easel- explore mixing colours and mark making
- Investigation area where children can explore different properties and textures of materials.

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none"> • Some favourite songs and rhymes • How to safely use tools and equipment for a desired effect 	<p>Understand</p> <ul style="list-style-type: none"> • How to play cooperatively with others to share experiences through role play • How to use different media, resources and tools.
<p>Be able to do:</p> <ul style="list-style-type: none"> • Give significant meaning to their marks and pictures • Join in and lead some simple songs and rhymes • Use a variety of construction materials in their own way. 	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none"> • Responding to different rhythms and tempos through movement and playing instruments • Different textures, colours and sounds