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## Early Years Foundation Stage Curriculum

### Statement of Intent

YMCA Brunel Group provides a rich learning environment in which all children are supported to thrive and develop to their full potential alongside one another. We have developed our curriculum through adopting "In the Moment Planning" and developing Communicating Friendly Spaces as well as enhancing our knowledge of early brain development and attachment theory.

Children at our out of school clubs will also be encouraged to foster and develop their learning through interaction, role modelling and explanations.

### Aim

We aim to help the children achieve their maximum potential and experience enjoyment, with play and learning experiences, that enable children to flourish grow through education and their life journey

### Methods

- An individual record of each child's development (on-line learning journey, 'Tapestry' ) is maintained showing children's progress through observations and photographic/video evidence highlighting areas of development and progress.
- Each child has a Key Person who works closely with the child, through planning, observation and assessment. This person supports the child to move forward to their next steps of development within the seven areas of learning of the Early Years Foundation Stage.
- Right from their earliest start date, children will be given opportunities and experiences to add to their cultural capital by learning about their community and their place in the wider world.
- Staff members ensure that the play and learning environments are ones where children learn and develop confident social skills and have an appreciation of their multi-cultural society.
- Each area of learning and development is implemented through the environment and the children are encouraged to lead their play. Adults will support "In the Moment Planning" and spontaneous play through extending naturally occurring, teachable moments to help all children develop and add to their enjoyment.
- In planning and guiding children's activities, practitioners take account of children's different learning styles, schemas, preferences and interests through the characteristics of effective learning.
- We complete two-year-old checks for our two-year olds and summative assessments for all children. We will always share these with parents and discuss ways of working together for the best outcomes.
- We note informal discussions with parents/carers as a way of adding to our observations and assessments and to strengthen our partnership. We use these moments to make suggestions to parents as to how they can support their child at home.
- Parents are recognised as the primary carer and encouraged to be involved in their child's development. A strong partnership enhances the work that we do in the setting and adds to their child's progress.

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YMCA enables people to develop their full potential in mind, body and spirit. Inspired by, and faithful to, our Christian values, we create supportive, inclusive and energising communities, where young people can truly belong, contribute and thrive.

SUPPORT & ADVICE

ACCOMMODATION

FAMILY WORK

HEALTH & WELLBEING

TRAINING & EDUCATION

- Transition documents are prepared when children move through the nursery or preschool and onto other settings or to school. These are shared with schools and other settings with parental consent.

All other policies relating to YMCA Brunel Group are available for you to read at the childcare setting or on our web site.

**Signed on behalf of YMCA Brunel Group**  
(original signed copy held at registered office)



Mike Fairbeard

**Role of Signatory**

Chief Executive

**Date of Review of Policy**

November 2021

