



General Welfare Requirement:

Suitable premises, environment and equipment

Outdoor and indoor spaces, furniture and toys must be safe and suitable for their purpose

Early Years Curriculum

Policy statement

The EYFS states, 'Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them.'

Cherry Blossom Nursery and Preschool believes that a child's experiences in the early years has a

major impact on their future life chances. We are in no doubt that a safe, secure and happy childhood is important and that it provides the foundation for children to flourish and grow.

Cherry Blossom Nursery and Preschool is committed to the EYFS themes and principles which set

the standards for the learning, development and care of children from birth to five.

It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Procedures

At Cherry Blossom Nursery and Preschool we adhere to the 'Statutory Framework' and the four guiding principles that shape practice within our setting:

A Unique Child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships - Children learn to be strong and independent to through positive relationships.

Enabling Environments - with teaching and support from adults. Children learn and develop well in enabling environments which respond to their individual interests and needs and help them to build their learning over time.

Learning and Development- Children learn and develop at different rates. The framework covers the education and care of all children in the Early Years including children with special educational needs.

At Cherry Blossom Nursery and Preschool we provide a balanced curriculum, based on the EYFS

framework and the seven areas of learning alongside "what we would like to teach" We follow the seasons and terms to introduce topics and festivals such as, people who help us, holidays and celebrations, lifecycles. Our curriculum topics can be found attached. Our topics give adults an opportunity to teach new pedagogy within group times, adult led activities and throughout the provision - alongside this, introducing new ideas and interests for children. In the moment planning and focus for individual learning and development is implemented by the key person who knows their key child's learning journey and interests - this is communicated within their team.

We are mindful of the different ways children learn and at the different rates.

We observe how they learn:

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The Governments latest minor amendments to the revised EYFS make it clear that it is up to the provider to decide how to approach the 'curriculum.

Cherry Blossom Nursery and Preschool believes a curriculum should be lived by the children and be an overall experience. With this in mind we use 'The Seasons' as a basis for learning. The children can experience the changes of the season's first hand, indoor and outside. It is a totally inclusive topic allowing everyone to be included. Alongside this we acknowledge the importance of

children learning through their play which is motivated by their interests if a child is interested in what they are doing then they can be taught anything. The ever changing seasons and the following of children's interests allow for inventive play which can be

scaffolded through positive relationships. The learning can be further extended by of modelling or active adult led intervention.

Daily routines are followed as they provide a sense of security and order but they are also flexible allowing for those "Wow" moments of genius Physical activity stimulates the brain and encourages learning children have access to outside for most of the day. Each child having a key person - a positive relationship - ensures that continuity, good communication and consistency is achieved within the bond created at nursery and also that trusted three-way friendship that is vital between parent/carer, child and practitioner The child's natural curiosity and knowledge help us to support their ability to make choices, complete tasks, concentrate for longer periods of time, cooperate with their peers, increase their physical skills, listen to stories, mark make and develop their mathematical skills. Our children's experiences enable them to become powerful learners and the planning is based loosely on the curriculum. Some is adult led and pre planned but mostly we enjoy 'in the moment' planning where we can observe, extend and celebrate each child's ability. Our observations - formal assessments identify the children's progress which we share with the parents, it is an ongoing process, part of their journey, it informs our planning and guides what we do next.

The BASE assessment is taken at the very beginning when the child registers with us. This gives us a starting point so that we can understand who they are, what their experiences have been and therefore how their Individual needs can be truly met The summative assessment is done 3 times a year to ensure children are on track within their learning and development

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