Busy Fingers

**Education**

**Policy statement**

Within the group, all children are supported in developing their potential at their own pace. Our key worker system enables us to ensure a planned curriculum is tailored to the needs of each individual child. By means of developmentally appropriate play activities and a high level of adult input, we offer a curriculum which links directly to the nationally approved Early Years Foundation Stage and prepares children to progress with confidence to the National Curriculum once they are in full time education. Each child’s progress is reviewed and shared on a regular basis with their parents/carers and any other professional who may be supporting them.

**Personal, Social & Emotional Development**

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate individually and also take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feeling and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

**Communication and Language**

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening and by hearing and responding to stories, songs and rhymes. Activities that support their interests will encourage communication and language development. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and aware of their uses, both for reference and as a source of stories and pictures.

**Physical Development**

A range of equipment and opportunities, both indoors and outdoors, allows children to develop confidence and enjoyment in the use and development of their own body skills. A high level of adult supervision enables children safely to create and meet physical challenges, develop increasing skill and control in moving, climbing and balancing. At the same time, children are supported in the development of fine motor skills required to use tools, including pencils, pens, brushes, and to handle small objects with increasing control.

**Literacy**

Children are helped to understand that written symbols carry meaning, to be aware of the purpose of writing and, when they are ready, to use drawn and written symbols for themselves. Again, a well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and aware of their uses, both for reference and as a source of stories and pictures.

**Mathematical Development**

By means of adult supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities which form the basis of early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding.

**Knowledge of the World**

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

**Expressive Arts and Design**

Children are encouraged to use a wide range of resources in order to express their own feelings and ideas and to construct their own individual responses to experience in two and three dimensions.

Art equipment including glue, crayons and pencils as well as natural materials and junk resources provide for open-ended exploration of colour, shape, texture and the development of skills in painting, drawing and collage.

Children join in with and respond to music and stories. There are many opportunities for imaginative role-play, both individually and as part of a group.

For children who have Special Educational Needs, please refer to our Supporting children with SEN Policy.

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| This policy was adopted by |  | *(name of provider)* |
| On |  | *(date)* |
| Date to be reviewed |  | *(date)* |
| Signed on behalf of the provider |  | |
| Name of signatory |  | |
| Role of signatory (e.g. chair, director or owner) |  | |