

CURRICULUM STATEMENT

INTENTION

Children are competent learners from birth, they are naturally inquisitive, they are creative, they take risks, they are story tellers, they are imaginative, they problem solve.

Tunstall Nursery School offers a broad and fully inclusive curriculum for all children. With a high percentage of EAL, disadvantaged and SEND learners, we believe that every child should achieve their full potential in a 'hands on', challenging and stimulating learning environment. Our curriculum intent is to develop lifelong learning that builds upon the skills and knowledge that children already possess. We aim to equip our youngest children, the future generation, with the language skills, knowledge, self-belief and cultural capital they need to succeed in their future education and in modern day life. Our curriculum is ambitious for all children, particularly for our most disadvantaged and children with SEND.

The curriculum enables children to widen their experiences through local trips and there are opportunities to engage within the local community.

In order to develop lifelong learners, we help children to become confident and independent. We encourage the development of creativity, risk taking, perseverance, collaboration, and independence. We support our children to become good listeners and effective communicators.

IMPLEMENTATION

Our curriculum is broad and balanced, children experience a wide range of activities and learning experiences which they can build upon throughout their time at nursery, in their future education and in adult life. Children learn through play; we recognise that valuable learning takes place when children enjoy freedom of choice, follow their own interests and engage in sustained activity. The nursery education offered at Tunstall begins with building positive relationships, enabling the development of knowledge and skills which children instil in their long term memory. This is achieved through a range of purposeful and practical experiences that are meaningful and valuable for the children.

We believe children's effective learning and emotional development is underpinned by their wellbeing. At Tunstall Nursery School children learn and develop in an environment where they feel safe, accepted and well looked after. There is mutual respect and trust between staff and children. Practice promotes and supports children's emotional development. Children flourish in this environment, which offers an excellent foundation for all learning.

Learning at Tunstall begins with the whole child. Children learn to be strong and independent, supported by a secure relationship with their Keyworker. Staff plan to meet the needs and interests of children within the setting, maximising on learning opportunities through a balance of adult and child led activities. Effective and accurate assessment is used to ascertain children's individual starting points, in order to ensure that all groups of pupils make the best possible progress.

Through the curriculum the whole school community; parents, staff, children, extended family and local residents are valued and respected. Children learn to understand and respect differences, to celebrate diversity and appreciate other cultures, communities, faiths and traditions.

Parental engagement in the setting is essential and is valued and promoted. Parents are supported to help their children learn at home through, weekly sessions, workshops and coffee mornings. Parents are encouraged to spend time with their children in the nursery, observing how practitioners interact and move children's learning forward. Parent's wellbeing is an important factor in children's education, the nursery actively promotes positive mental health and mindfulness across the whole school community.

Children develop a love of nature, understanding and respecting nature and the importance of looking after the world they live in. Natural resources feature across the environment. The children participate in Forest School learning, further developing their physical skills, confidence, self-esteem and emotional wellbeing. There is an exceptional outdoor learning environment

that fosters children's curiosity and promotes development across all areas of the curriculum. Children can explore on a much larger scale and enjoy greater physical challenges. The outdoor area offers children unique challenges to work together, solve problems, and learn how to be safe.

Children experience a free flow environment between inside and outside, which allows for extended learning opportunities in all areas of the curriculum. Children are encouraged and taught to take managed risks, challenging themselves across the curriculum. Resources are carefully chosen to meet children's needs and to promote learning, including a range of sensory play and creative learning opportunities.

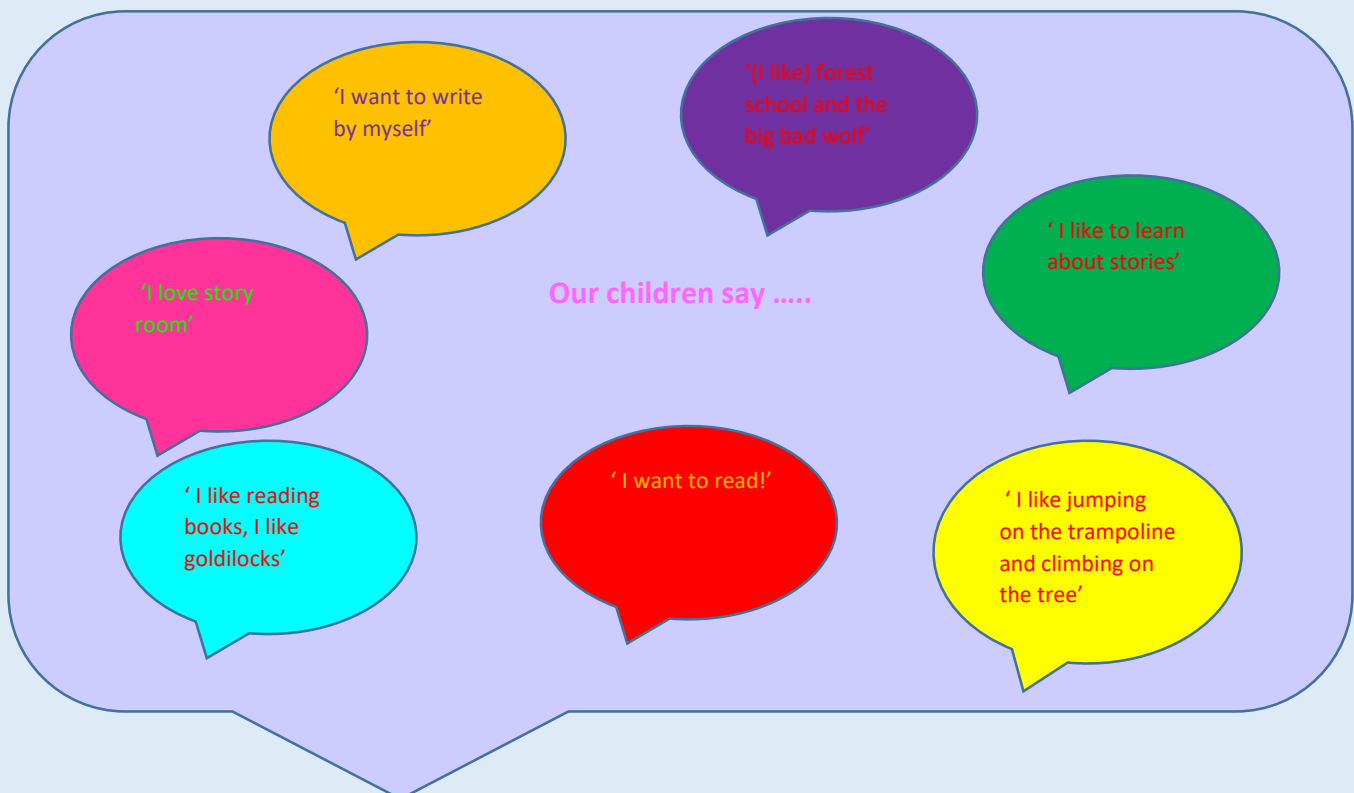
Staff are knowledgeable about the seven areas of learning in the EYFS. They have an excellent understanding of child development and are experts in supporting children with a range of additional needs. Staff sensitively engage with children, scaffolding learning, moving learning forward and identifying and addressing misconceptions. They are flexible and regularly adapt teaching to meet children's individual needs. Staff foster children's curiosity by engaging in sustained shared thinking, children are encouraged to think deeply and ask questions, staff support children's learning by modelling thinking and effective open ended questioning.

The curriculum is designed to develop a love of stories poems, songs and rhymes. Children are read a range of stories on a daily basis, promoting reading for pleasure at a young age. Parents are able to attend small story sessions, developing their ability to help their children learn early reading skills. Meaningful development of vocabulary, early phonic knowledge and early maths skills are ingrained in all areas of learning appropriate to the level of the child.

Evaluation and reflection is key to ensuring our curriculum is coherently planned and sequenced, stimulating and that it meets the needs of all children. Evaluation takes place daily after each session. Staff involvement is key and contributions from all members of staff ensure that provision is of the highest quality and is adapted and reviewed continuously to meet the needs of the children.

The skilled staff are keen to further develop the pedagogy behind their practice through self-directed learning and training. Staff regularly self-evaluate, they share and develop ideas, utilising evidence based research, to further improve.

IMPACT



Our parents say

'My child is speaking more words now, that's a good improvement in her'

'The nursery follows the development of my child well'

'Very good school. My child's confidence has improved so much. I am very happy with the school.'

'Tunstall are excellent at instilling great knowledge ...your healthy eating is the best!'

'Well organised, super friendly...aims to get the best out of the kids.'

'Children are looked after very well...good support for children's learning.'

'Tunstall makes parents/ carers feel connected with the learning and the environment.'

"The staff are great and very friendly, they keep the children safe."

"Tunstall is outstanding in every way; caring, nurturing, inspiring, welcoming, supportive, flexible, and traditional and avant garde, with a real personal touch and focus on the wellbeing of the child."

"Tunstall engages kids well and has very good activities like forest school, food making, art and craft, they also teach good values and discipline to the kids."

"We are grateful for the education and love given each day to the children."

"L has thoroughly enjoyed his time at Tunstall and I have seen him develop since coming here."

"The staff are great and very friendly, they keep the children safe."

External validation

All groups make outstanding progress in their learning” (Ofsted)

‘All children were engrossed in their play and were enthusiastic. Children are very happy and play extremely well together.’
(Aspirational Education)

‘Children’s’ progress is well documented in all areas of learning – there was excellent evidence of individual outstanding progress’
(Aspirational Education Associates Ltd)

‘Teaching supports children to acquire the skills and capacity to develop and learn effectively, and to be ready for the next stages in their learning’ (LA monitoring visit)

‘Disadvantaged children are known to the adults, and are given high quality support from them. This enables them not just to hold their own with other children, but, more often than not, to make stronger progress’ (Ofsted)

Language acquisition and vocabulary development is effective, children develop good language skills from their individual starting points. A parent commented ‘that her son who has English as a second language has developed really well’ (Aspirational Education Associates Ltd)

‘By the time they leave Tunstall children are ready to continue their learning in their next school, equipped with excellent skills and habits of learning’ (Ofsted)

‘Leaders and governors use additional funding for disadvantaged children wisely. As a result disadvantaged children achieve and at least as well and often better than other children’ (Ofsted)

‘The activities provided for children have a sharp focus on developing their social language and number skills. In this way children learn excellent habits of learning and are confident and resilient when they move on to the next stage of learning’ (Ofsted)

‘The school ensures that children absorb strong values that prepare them well for growing up in modern Britain’(Ofsted)

‘The school’s work to promote children’s personal development and welfare is outstanding. Children’s care and welfare are second to none’. (Ofsted)