



CURRICULUM VISION

The following is the result of a year's worth of staff reflection and meetings. We are very grateful to Helen Tovey and to the Froebel Trust for their pamphlet *Froebel's Principles and Practice Today*.

AIMS	INSPIRING	LEARNING	ACHIEVING
	To inspire our children, parents, community and staff to be the best they can be.	To enable all our children, parents and staff to love learning.	To empower all our children, parents and staff to make progress and achieve.
INTENT	<p>To inspire children, parents and staff to be:</p> <ul style="list-style-type: none"> • Adaptable and Determined • Confident and Curious • Well-mannered and Collaborative • Independent and interdependent • Resilient but Open-minded • Responsible yet Compassionate • Courageous 	<p>To provide a curriculum that is:</p> <ul style="list-style-type: none"> • Exciting and Innovative • Challenging but Inclusive • Creative yet Provocative • Ultimately Motivating <p>To be the nursery school and family centre of choice for families and staff.</p> <p>To ensure that all our children, families and staff feel that they belong in Guildford Nursery School and Family Centre.</p>	<p>To provide support that ensures:</p> <ul style="list-style-type: none"> • All children and families will have success and feel successful in their learning and development and will be ready for the next stage in their life. • Families will be able to lead safe, fulfilling and healthy lives. • Staff and children will work and play in a culture that engenders enquiry, reflection, self-awareness and resilience.

IMPLEMENTATION	INSPIRING	LEARNING	ACHIEVING
	<ul style="list-style-type: none"> • We work together with consent and respect. • We put the child at the centre of everything, understanding that a child belongs to a family within the wider community. • We communicate with everyone in ways that are respectful, reciprocal and mutually appropriate. <p>We value connectedness and belonging so:</p> <ul style="list-style-type: none"> • Every child is assigned a qualified key person. <i>For more information see our key person approach on the website.</i> • Every family being supported is assigned a qualified family support worker. • Every member of staff has a comprehensive performance management support. • We seek to work in close partnership with members and groups within the community. 	<ul style="list-style-type: none"> • We invest in staff training and development so that all are knowledgeable and nurturing. • We provide opportunities for all to learn through self-activity and reflection. • We recognise the central importance of learning through play and creativity. <ul style="list-style-type: none"> • Everyone is given freedom with guidance. This means that there are choices from a range of options, and support and help are provided to ensure progress. • Everyone is encouraged and enabled to engage with nature. • We provide resources that are provocative and challenging. • We give learners time to gain proficiency. • We provide exciting experiences and opportunities. 	<ul style="list-style-type: none"> • We start where the learner is. • We offer help, support and guidance early. • We strive constantly to improve continuously. • We seek ways to empower others so as to increase resilience. • We recognise, welcome and respect diversity and difference. • We challenge prejudice and bias. <ul style="list-style-type: none"> • We support others to think for themselves, listening to and respecting their ideas. • We provide each learner with what they need now. • We support others to develop self-discipline. • We provide guidance to enable each child and adult to pursue and achieve their intentions, offering help when it is needed.

	INSPIRING	LEARNING	ACHIEVING
IMPACT	<ul style="list-style-type: none"> • The consistency provided by Guildford Nursery School and Family Centre (GNSFC), throughout a year when everything else was so uncertain, has effectively supported the children's confidence, self-esteem, resilience and independence. Those leaving for primary school are ready for the next stage in their education. • High quality books and staff who are passionate about these books ensure that the children develop a love of stories. • A freedom with guidance approach to physical development results in children showing good control in both large and small movements appropriate for their stage of development. 	<ul style="list-style-type: none"> • The learning journeys make the learning and development visible for both parent and child. • The children use the curriculum books on gardening, cooking etc. to reflect on what they have done and to plan what they will do next. These books help the children to remember more. • Frequent and meaningful opportunities to use maths means that children have a confident, have-a-go, can-do attitude. • Staff play with children and in doing so teach children the necessary personal, social and emotional skills they need to succeed in life. 	<ul style="list-style-type: none"> • The children demonstrate very high levels of engagement and high levels of concentration for their stage of development. • Children consistently learn new vocabulary or signs which enables them to communicate effectively. • Key People know their children very well. This deep knowledge enables them to ensure each child makes excellent progress from their individual starting points. It also enables them to have thoughtful conversations with children.