

# Our Ethos

At little Bo peep pre-school, we strive to be constantly looking at ways to improve our setting. Within our four walls we want the children to feel safe and secure whilst constantly learning through their own open-ended activities and experiences. We want to provide a well organised environment so that children know where materials and tools are and can access them easily. We want to extend the children's interests by providing stimulating resources for them to play with, on their own and with peers, in response to their fascinations.

During the recent pandemic, our staff were able to research, reflect and put theory into practise to look at our setting and the ways we can improve and enhance our learning. Through our research we gained an understanding of the importance and benefits of what each area has to offer which would then support our future preschool planning. We wanted to maximize our learning opportunities and build a solid foundation for our children. By looking at each area as an individual learning opportunity we wanted the children to be able to use their own experiences to enrich their play with their friends. Our aim is to provide the children with real life resources that they can associate and adapt to symbolise everyday objects.

Our curriculum is based on the children's interests and our own knowledge of the children in our care. We tailor our transitions to meet the needs of the individual child as we strongly believe that every child is unique and should be celebrated as an individual. The strong transitions that we provide give us the opportunity to plan accordingly to meet the children's needs. We provide a mixture of adult led activities and child-initiated activities which we feel provides the best opportunities for the children to thrive.

Establishing key relationships with our children is the first steppingstone to their educational journey. The key person-child relationships will allow us to learn what interests the children and fascinates them so we can use this interest and fascinations to motivate them and support their learning.

How do we do this?

- Tailored transitions to meet the individual needs of the child.
- Build relationships with the parents so they feel confident to talk to us

- We want children to develop a sense of belonging in Pre-School and develop their confidence in working with other children and their key persons.

Another key area is on the emphasis on communication and language development. Through books, rhymes and songs, we work with children to develop their vocabulary, sentence structure and listening skills. Lastly, music and movement, physical education, dough disco sessions and access to outdoor play all give our children many opportunities to develop their physical skills and coordination.

How do we do this?

- Communication and language development is promoted through the use of books. We explore key vocabulary, the structure of stories (beginning-middle-end format), different plots and characters and we also act out, sequencing and changing the direction and endings of our stories. During role play, we have many opportunities to become the different characters in our stories and to act them out.
- In PE classes, as well as in Music, Movement and Yoga, we experiment with different ways of moving, learning how to negotiate space and developing our control and coordination.

We implement our curriculum which brings together the best elements of different teaching methodologies in order to maximise children's learning potential and to 'scaffold' their learning. Our classroom is specifically designed according to the needs of the children and the skills we want them to develop.