



Our Vision and Values

'Putting children first'

Paper Moon Day Nursery was established in 1990 and we still continue to provide a reliable and trustworthy childcare service. We work closely with all our parents and have built up an enviable reputation for service over the last 28 years. We provide full and partial day care in a bright, stimulating environment. Parents tell us our nurseries are very welcoming and provide a "homely" environment.

Paper Moon staff are recruited and supervised to uphold the safety and protection of children as central to their role. We create an environment to encourage children to develop a positive self-image, a sense of independence and autonomy in a way that is appropriate to their age and stage of development, provide a safe and secure environment for all children and always listen to children. We support and encourage children to develop an understanding of how to keep themselves safe, whilst developing an understanding of appropriate risk taking.

Paper Moon is committed to providing a flexible, reliable and trustworthy service to parents as well as our children. Our aim is to meet the needs of local families requiring good quality, reliable childcare.

At Paper Moon we have a very clear understanding of what we consider to be the foundations of effective practice to ensure our children experience high quality teaching and learning opportunities during their time at nursery. We work with staff showing them how important it is to adopt our values and vision in believing that children should have exploratory, hands-on experiences through play so that they can develop into well-rounded individuals and confident learners with a positive sense of self. We know parents/carers are the child's first educators and focus on working in partnership with them in order for the child to benefit from a joined up approach to learning at home and at nursery.

We insist staff have high expectations and aspirations for our children and bring to the role a positive commitment to inspire and engage children in recognising their ability to learn and achieve.

Staff facilitate play to provide natural, imaginative and motivating experiences for children to develop holistically, learn about themselves, one another and the world around them. All activities and daily routines at Paper Moon are valuable opportunities for teaching and learning. While we cannot always know and plan for when teaching opportunities will present themselves, it is the skill of the staff that enable them to readily recognise the "teachable moments" when they arise and respond to them appropriately.

Staff are very clear that effective teaching and learning is also embedded within the 'process' of an activity not the end result. The 'process' allows a child to experiment, develop ideas, be creative, test ideas, take a risk, fail (building their resilience), achieve, solve problems and think etc. Staff respond appropriately during play to scaffold, enable and facilitate the child's learning.

By scaffolding we support and challenge the child to extend their current thinking skills and overall development to a higher level. Staff take time to get to know the child, their strengths, interests, fascinations, aptitudes and attitudes. The adult responds to what the child knows, understands and can do, always praising the child's existing ability. Staff consistently use observational skills to recognise opportunities for children to realise their full potential. Supporting the child's development by placing emphasis on further learning opportunities. These could take place by providing experiences slightly above the level of cognitive functioning of the child to provide challenge and stimulation whilst being within the range of the child's comprehension.

It is important however, to try to determine when adult intervention could hinder or stifle children's learning, rather than extending it. Staff know that children involved in play are gaining a deep, motivated, intense and long-term learning experience. Knowing how or when to 'teach' is about knowing the child very well and being aware that sometimes important learning can be taking place without you being present and without you influencing what children are doing.

We encourage staff to **Observe**, **Wait** and **Listen** before interjecting into children's play.

Research tells us that there are indeed three core elements in an adult's style that can shape learning:

1. **Sensitivity** - where the adult demonstrates sensitivity to the feelings and emotional well-being of the child, and includes elements of sincerity, empathy, responsiveness and affection.
2. **Stimulation** - the way the adult intervenes in a learning process and the content of such interventions
3. **Autonomy** - the degree of freedom the adult gives the child to experiment, make judgements, choose activities and express ideas.

Staff must become a partner with the child, enjoying with them the power of their curiosity and ability to:

- play and explore - children investigate and experience things and 'have a go'
- actively learn - children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- create and think critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things (Characteristics of effective learning)

Constantly giving a child time and the opportunity to develop curiosity, interests, explore, question, investigate, concentrate, take risks, experiment, problem solve, make predictions, test ideas and make choices.

Staff will understand and support each other to use the teaching skills listed below to support and extend children's learning. The list is not a definitive list however, it provides us with a focused skill set of appropriate interactions that can be used during planned and child-initiated play that will inevitably support children's progress and development -

- Creating a sense of fun,
- awe and wonder through passionate and inspirational practice, making play fun and exciting
- Taking time to plan and prepare and think about how activities will be offered both indoors and outdoors to inspire and satisfy children's thirst for learning and challenge
- Communicating sensitively and effectively, giving the child time to think and respond
- Listening and really 'hearing' children, tuning into their world
- Modelling language and play, playing alongside to help release the potential of an activity or resource without directing
- Showing and explaining, taking learning to new place for children. A place that they would not have visited without her support
- Exploring ideas - "What if", "How can we fix this", "I wonder" giving the child the opportunity to develop their own ideas and solutions
- Encouraging
- Providing a narrative for what they are doing, but equally offering silence and space to encourage thinking and reflection. You should always be able to hear the children during play.
- Facilitating learning to occur through sustained shared thinking (helping the child to solve a problem, develop and extend understanding)
- Setting challenges and encouraging risk taking

Both indoor and outdoor provision accessed by children of all ages at Paper Moon will offer the opportunity for an Emergent Curriculum (see page 5) through the continuous provision. This offers fun and enjoyment along with high level learning opportunities. Provision will offer challenge and reflect the children's emerging developmental age and stage i.e. 'Next Steps' whilst responding to their interests.

Staff will use the environment to best effect to focus on the 'process' of learning. There are no expectations on the children to produce end products recognising that these are not wholly signs of achievement and progress. Children will know that to try and 'have a go', or 'try to solve a problem' are also signs of achievement and should be praised and celebrated.

Our Emergent Curriculum will support all areas of EYFS and integrate areas so that children can independently develop skills and knowledge during play. Children will be encouraged to move items of particular interest to them around the room to help extend their play and learning. They will model the use of a reference book to research, extend and develop the understanding of an area of interest or pick up a pencil and clipboard to record their observations, thoughts or ideas. Maths, Literacy, Knowledge and Understanding of the World, Creative Arts and Design, Communication and Language, Physical, Personal, Social and Emotional development will be visible across all areas as well as being a focus in specific activities.

Curriculum Intent

Emergent Curriculum & Inquiry-Based Practice

At Paper Moon our intent is to offer a responsive curriculum that is moulded by our children. We ensure that all children have access to a responsive environment 'continuous provision' that fully supports access to all areas of the Early Years Foundation Stage. However, how they choose to relate to the nursery environment is driven by their interests and curiosities whilst being fully supported through the staff and their teaching practice.

NOTICE & OBSERVE

Our Emergent Curriculum begins with an openness to what children are actually doing, thinking, and saying. As educators and facilitators of learning, we observe children closely, and these observations allow us to '**notice**' – not just the obvious, but the underlying intentions, deep interests, challenges, and successes that children demonstrate during their play. For our children who can respond verbally, it is important to ask about their thoughts during play and exploration and to seriously consider their responses.

REFLECT & RESPOND

Rather than immediately reacting to these observations, we feel it is important to reflect carefully upon what we have seen before acting. Sometimes, this means discussions with other team members, and sometimes understanding comes from a deeper reflection of the child and their stage of development. When we feel we have really understood the meaning of children's actions, conversations, theories or ideas, we then act in **response**.

A **response** can take many forms:

- Further conversations with the children
- Enabling further activities or access to materials that will help to scaffold the children's learning,
- Making some changes to an area within the child's environment at nursery
- Initiating a specific project
- Maybe a visit to places that will extend children's experiences,
- Maybe or a visit from someone who knows about the topic.

Always, we need a willingness to change direction if children's ideas expand into unexpected territory.

DOCUMENT

Throughout this process, we **document** what is happening. There are many ways of doing this, but documentation for us may include photographs of the process in action, transcripts of children's words, and their representations of what they understand. At Paper Moon we use Tapestry and this allows us to share these achievements and experiences with the child's parents/carers. However, documenting can also be in the form of their drawings, models, mark-making, and so on. Records of the child's thoughts and actions, together with the staff's interpretation of how these link to EYFS are important to demonstrate progress.

Having an Emergent Curriculum along with Inquiry-Based Practices allows us to be responsive, flexible, intentional, and inspired as we co-construct learning with our children.

