

Reflective toolkit for practitioners in
Early Years
Settings and Childminders
to review or further develop an
effective curriculum
linked to the EYFS Statutory Framework.

A briefing for **Early Years Settings**
facilitated by
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How to use this reflective toolkit

- This toolkit has been created to guide thinking for EYs practitioners to design and review the curriculum in place for the children they work with.
- It offers prompts for team discussion and encourages a reflective, confident approach to planning in a simple framework.
- It links to the Ofsted EIF for EYs settings.

Guidance for EYs settings Jan 2023:

<https://www.gov.uk/government/publications/ofsted-eif-inspections-and-the-eyfs/childminders>



This reflective toolkit includes:

- What do we mean by curriculum?
- How to talk about your unique curriculum
- How curriculum links to the 3 I's:

Intention- What do I want my children to learn

Implementation- How will I make this happen?

Impact- How do I know it's working?

- Understanding a Sequenced Curriculum



What do we mean by Curriculum?

Curriculum

The curriculum consists of everything you want children to experience, learn and be able to do.
Development matters, 2021



It **must** meet the requirements of the educational programmes in the Statutory Framework for the Early Years Foundation Stage (EYFS).



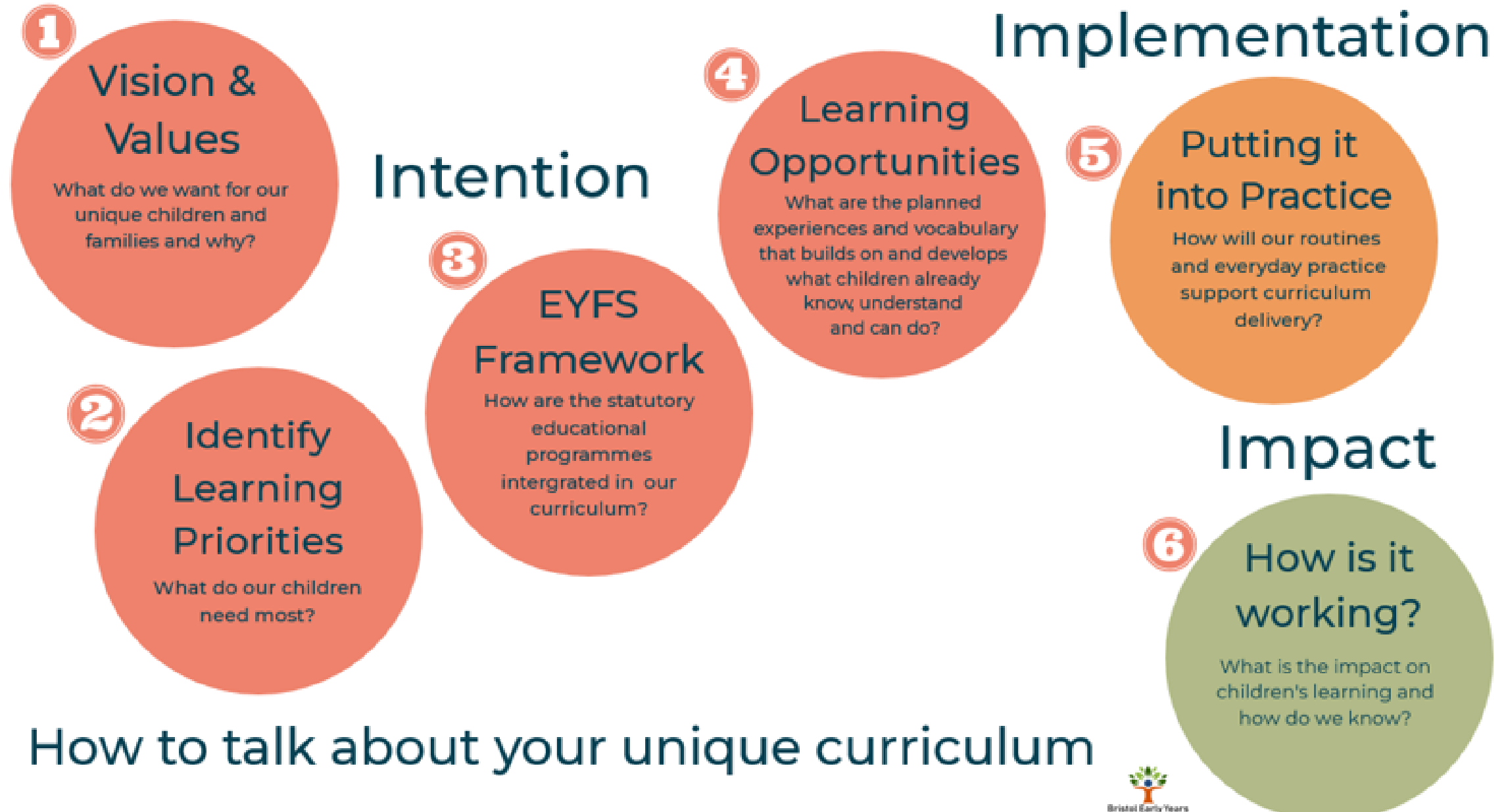
These are Non- Statutory Guidance documents

(you don't have to use them but they could be really helpful to support child development knowledge)

What do Ofsted say about Curriculum?

- Your curriculum should be **unique to your setting**. Watch your children, studying how they lead their own play. Talk to parents and carers to find out their interests.
- Your curriculum should be **coherently planned and sequenced**. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- Practitioners and leaders should **create an environment that supports the intent** of an ambitious and coherently planned and sequenced curriculum.
- Practitioners and leaders must use assessment well to **check what children know and can do to inform teaching**. This includes planning suitably challenging activities and responding to specific needs.
- The provider's curriculum intent and implementation should be **embedded securely and consistently** across the provision

START HERE



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Recognises danger and seeks help from significant adults

have a positive sense of well-being

When setting new challenges understands and manages risk

Developing the skills to help with dressing and undressing self

Developing an understanding of the need for personal hygiene ie cleaning teeth, washing hands, use of potty/toilet

Demonstrates they feels safe and secure and has sense of trust.

to experience joy, to be curious, to wonder,

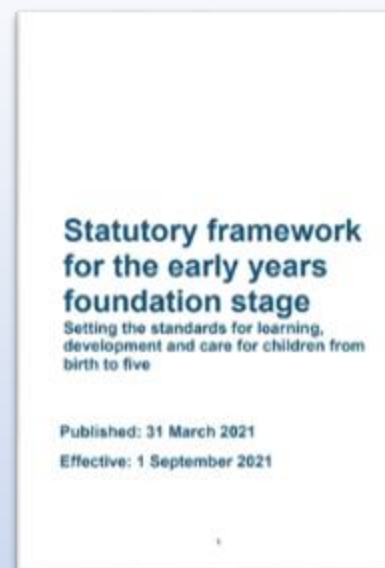
Express your feelings and be able to name them.

Enjoys and appreciates a variety of food

Develop a positive sense of self

Be resilient and brave when things are difficult.

Thrive and flourish



EYFS Educational Programme for PSED

Educational Programme - Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is **fundamental to their cognitive development**. Underpinning their personal development are the important **attachments** that shape their social world.

Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings** and **those of others**.

Children should be supported to manage emotions, **develop a positive sense of self**, set **themselves simple goals**, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn **how to look after their bodies**, including **healthy eating**, and **manage personal needs** independently.

Through supported interaction with other children, they learn how to make good friendships, **co-operate** and **resolve conflicts** peaceably.

These attributes will provide a secure platform from which children can achieve at school and in later life.

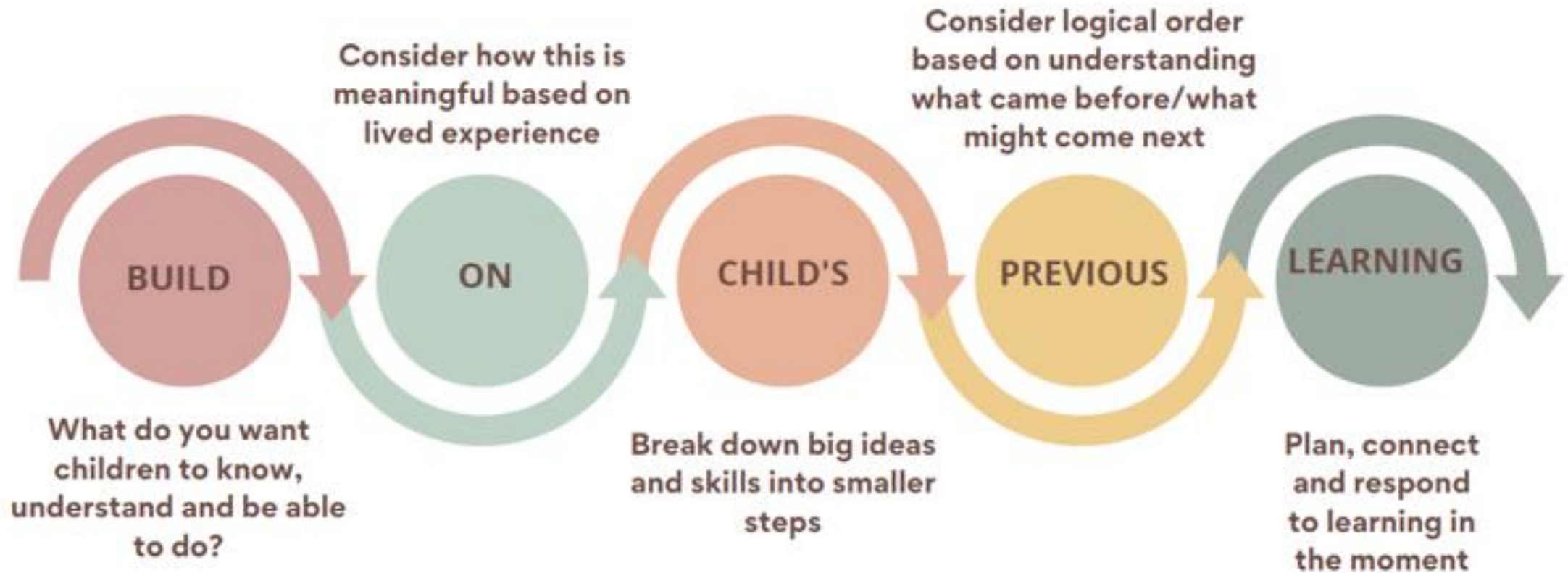
Example of curriculum documentation from Hartcliffe Nursery School, Jan 2023

There is one for each of the 7 areas of learning and the Characteristics of Effective Learning

A Sequenced Curriculum

coherent, logical, introduced and revisited

Why this?
Why now?

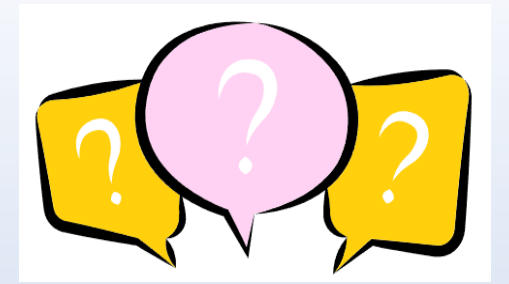


Unique Child + Positive Relationships + Enabling Environments = Learning and Development

How do I know my curriculum is working?

Some reflective questions to support thinking:

- How and when do we reflect on our curriculum as a team? What do we need to think about?
- What are we noticing about children's learning? What is going well? What do they need next?
- What are my children and families telling me?
- What does our ongoing assessment tell us?
- Are children making progress in their learning and development?
- What might we need to change, develop further?
- How might we support, extend and deepen play, interactions and learning in partnership with children?
- Have we noticed the things that are important for our quality improvement journey? What training or professional development might further support?
- How does our approach to curriculum, support transitions for children in their learning journey?



What does it look like on paper?

Your curriculum will be unique to your setting, context, children, families and community

This toolkit does not, therefore include an example proforma for an EYs curriculum. However, in Bristol we are busy gathering a range of different examples of what an EYs curriculum could look like and will be collecting these case studies on the curriculum page of the Bristol Early Years Website soon to support further thinking.



Intent

Vision and Values

Children and families attending my setting will receive consistent high quality, loving childcare in a home environment, where children will be able to follow their own interests and learn about their world through real life outdoor experiences.

EYFS framework

Children need to build trusting relationships where they can feel safe and secure in their surroundings, enabling them to flourish and follow their own interests. The opportunity for physical development both inside and outside, along with the chance to communicate their thoughts and interests with others underpins the learning that will take place in all areas of the EYFS.

Learning Opportunities

Children will experience their world through real life opportunities, including visits linked to their interests and to familiar places to learn about the changes in their environment through the seasons. Children will have their schematic play preferences planned for and will be able to follow their own threads of learning while in my setting. Observations will be made of child led play and next steps will be planned for, following the children's lead.


Implementation



Putting it into Practice

Children have familiar routines which help them to feel safe and secure in the setting. They have familiar resources and visits where the children can play and learn freely with the adult there to scaffold and support their play and learning when appropriate. Language development will happen through play and positive interactions with an adult and peers. Opportunities for creative play and exploration will be available for children to access freely during their time with me.

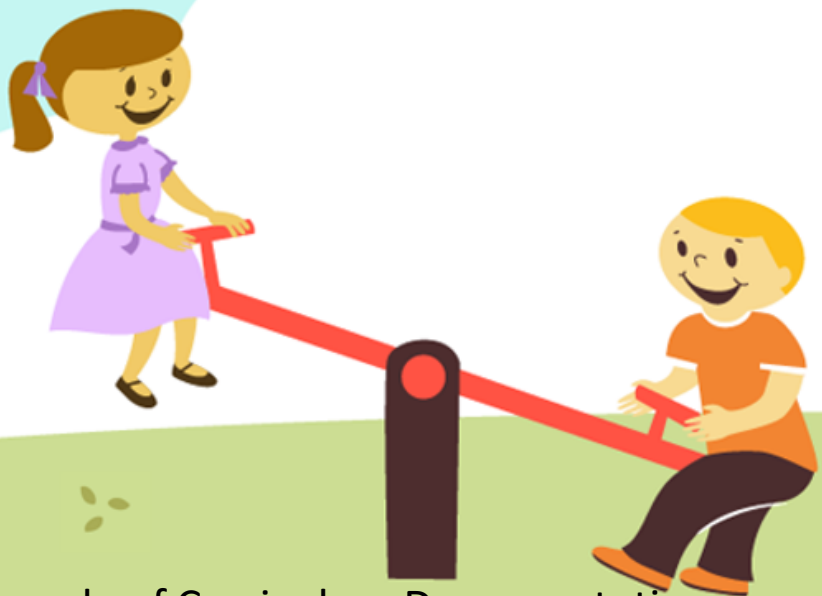
Impact



How is it working?

Children are independent learners who are happy, confident and inquisitive when at the setting. They follow their own interests and individual curriculums, where they can build upon previous experiences and knowledge in their chosen way. Carefully planned resources, activities and visits are available help further children's curiosities and interests. Parents and carers are actively involved in their child's learning journey.

Example of how to document your curriculum, Bristol Childminder 2023



Curriculum



“Aims and Values”



Intent

- ❖ Cover all seven areas of learning, integrating the characteristics of effective learning with each child
- ❖ Provide high quality care and learning for every child in an environment where they can play, learn and develop happily and securely
- ❖ Plan and provide stimulating and well balanced activities that promotes the learning and interests of every child

Implementation

- ❖ Provide a stimulating environment with a range of inspiring resources
- ❖ Work in partnership with parents and carers to help children learn and develop, recognising that parents are the first and future educators of their children
- ❖ Offer children and their parents/carers a service that promotes equality and values diversity, and ensures that every child and family is included in all aspects of my setting
- ❖ Work in partnership and develop strong links with the children’s other providers and carers, and professionals who are involved with the children

Impact

- ❖ Allowing children to learn in the moment and following each individual child’s interests
- ❖ Assessing children’s knowledge, skills and progress, and involving parents/carers in their development

Next steps...



1. Download the toolkit here:

<https://www.bristolearlyyears.org.uk/curriculum/>

2. Reflect on what you offer your children to support their learning and development

3. Link with your Lead Teacher

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- How curriculum links to the 3 I's:
Intention, Implementation and Impact
- Understanding a Sequenced Curriculum
- An Ofsted audit tool linked to the Education Inspection Framework for EYs settings and Childminders

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Any questions?



<https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/curriculum-planning>

Get in touch:

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