



## The Little Eaton Playschool

The United Reform Chapel

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## Continuous Provision

The purpose of **continuous provision** is to continue the provision for learning in the absence of an adult. Our continuous provision is planned carefully to ensure that our resources and activities provide enticing learning opportunities that inspire and challenge all children. Children with additional needs or disabilities are catered for within our environment.

**Continuous provision is catered for in our daily routine.**

*Our aim is to provide a good mix of adult-directed and child-initiated learning throughout the day. These are particularly important in helping children to learn specific skills and knowledge. It is through the children's play that we see how much of this learning they have understood. We then use our observations of children's interests and development to plan our experiences and activities.*

*Young children gain confidence and security in familiar surroundings and by following a set, (but not too rigid) routine. Each day our sessions follow a familiar pattern of:*

### **Welcome**

At the beginning of the morning and afternoon sessions, children and parents/carers are greeted on arrival, ensuring positive interaction with parents/carers so that the child can separate confidently. The children are encouraged to hang up their coat and bag where able and find their own name card.

### **Free Play**

Children are encouraged to choose their own activity and to use as much of what is provided for them, including role play, dressing-up, sand etc. Children have access to our covered outdoor area all year round providing free flow play both indoor and outdoors. The following areas/activities are available at all times: book corner, ICT, small world people, art & craft activities including crayons, pencils and cutting etc, writing, and brick/block building.

### **Tidy-up time**

We encourage all children to participate in tidy up time to promote looking after the environment, physical activities and self-care. We have an Alexa to play music on which the children recognise as 'tidy-up time' music.

*Much of the day is spent with children self-selecting tasks (80% child initiated and 20% adult led). At these times, the interaction between the adult and child is essential, as the adult's response to the child builds understanding and guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible and asking open ended questions to promote discussion and ideas.*

### **Sit Together (on the mat)**

We also set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a group. During these group times, we talk about what we have been doing and discuss the things that we would like to do. We also practice counting rhymes, phonics, and song, rhythm and music. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher and to one another, taking turns to answer and contributing to discussions. We also use an Alexa to answer some of the children's questions (i.e. "why is it raining so much today?"), this teaches the children that there are other ways to obtain information and is a good way to introduce the children to modern technology.

### **Snack Time**

During snack time the children help to prepare healthy snacks with adult supervision and support. This introduces the children to good hygiene habits and healthy eating. It also encourages independence, rolling snacks, using cutlery, pouring and spreading skills.

### **Outside Play**

Our outside play is available all day. Structured outside play is mostly physical but promotes sharing and social skills. Our excellent continuous provision also means that children have access to a writing shed, sensory garden and mud kitchen etc.

### **Story Time**

Children enjoy listening, concentrating and joining in with the telling of a story. This can also involve the use of props. Stories are an important part of the day and we always make sure there is time for a story at the end of the day but also that there are many opportunities to enjoy books at other times as well. We want to make sure that our children have a love of books and will leave the EYFS with a bank of stories that they know well, both traditional and modern classics.

### **Maths & Phonics**

With carefully planned activities and resources, age appropriate maths and phonics are encouraged throughout the whole session. We provide children with stimulating, active and positive play experiences in which they can explore and develop their learning to help them make sense of the world around them. Through play, children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Children are encouraged to count and problem solve throughout the sessions i.e. how many chairs do we need?, how many cups are needed at snack time? etc

### **Assessment**

Assessment is an essential part of the teaching and learning cycle within the EYFS. It involves adults observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. At Little Eaton Playschool we use Learning Book to document the child's achievements and progress. We encourage parents/carers to also contribute to their child's learning Book with photographs and descriptions of their child's life outside of playschool. We give all parents/carers access to their child's personal Learning Book log-in when their child enrolls at playschool.

*At Little Eaton Playschool our curriculum follows the Early Years Foundation Stage programme, ensuring our children have a balanced curriculum based around the seven key areas of learning:*

**How our continuous provision links to the seven areas of learning in the EYFS programme:**

# Areas of Learning

## **Personal, Social and Emotional Development**

Within a nurturing environment, children are supported in developing confidence, independence and self-respect. They are encouraged to work and concentrate independently and also take part in the life of the setting, sharing and co-operating with other children and adults.

The children are given lots of opportunity for “role-play”, which helps to build self-confidence. They are also encouraged to tidy equipment away during ‘tidy up time’, learning to take responsibility for themselves.

Through activities, they learn acceptable ways to express their own feelings and to have respect for the feelings of others.

All children are supported in developing their potential at their own pace. Our ‘key person’ system enables us to ensure a planned curriculum tailored to the needs of each individual child. All children are given the opportunity, as appropriate, to take responsibility for themselves, the setting, it’s members and it’s property.

## **Understanding the World**

This development area covers a wide range of skills in science, technology, history and geography.

A safe and stimulating environment allows children to observe and experiment with a range of natural and manufactured materials. They learn to recognise differences, patterns and similarities, and to share and record their findings.

We use a variety of materials to help children learn basic concepts such as “floating and sinking”. We provide different tools to help children select the most appropriate one, for a particular task i.e. different types of glue, different thickness of paper etc.

The children are encouraged to look after their environment; we look at plants, flowers and insects to see how they live and grow and the importance of being kind to living things. Our outdoor area and sensory garden are used regularly to expand the children’s knowledge of nature.

We talk to the children about the community that they live in, as well as introducing ideas about people from other cultures. We celebrate all cultures and have regard to celebrating that we are not all the same.

We look at the past through children’s own experiences, such as “when I was a baby”. The passing of time can also be observed by looking at height charts and watching how trees change in autumn/winter.

The children use simple computer programmes on kindles and leappads, and get to know how to operate them.

## **Physical Development**

A range of equipment and opportunities, both indoors and outdoors, allow the children to develop confidence and enjoyment in the development of their own bodily skills.

A high level of adult supervision enables children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing using balance bikes, pedal bikes and climbing equipment etc.

Children are also supported in the development of the fine motor skills required to use tools, including pens, pencils and scissors, and to handle small objects with increasing control and precision.

## **Literacy**

Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves.

We help children to recognise their names, by asking them to find their name card at the beginning of each session.

A variety of 'mark-making' tools are always available for the children to use, (paintbrushes, pencils, crayons etc.) These activities help children to develop hand/eye co-ordination in readiness for writing. We use both letter names and sounds, which help the children make the connection between the letter symbol and the sound they make.

A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and be aware of their uses, both for reference and as a source of stories and pictures.

## **Mathematics**

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering and counting activities that form the basis for early mathematics. The children play with puzzles, beads and board games and are actively involved in sharing out equipment within the sessions.

The number symbols are reinforced through games, matching activities and simple computer games. Sand, water and dough are provided to help the children learn about volume, size and shape. The children make and complete patterns, which help them think logically.

Songs, games and picture books help children to become aware of number sequences and, when they are ready to use simple mathematical operations such as adding and subtracting.

## **Communication and Language Development**

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking/listening, and by hearing and responding to stories, songs and rhymes. In each session, the children are given lots of opportunity for "role-play", which helps to build self-confidence.

They are also encouraged to tidy equipment away during 'tidy up time', learning to take responsibility for themselves. Through activities, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. We observe the children and make plans for them so that their individual needs are being addressed.

## **Expressive Arts and Design**

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings, and to construct their individual responses to experiences in two and three dimensions.

Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provide for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. The art & craft table is always available at every session for free choice activity.

The children enjoy singing and dancing lessons with Miss Julie & Jelly Roles on alternate weeks and have many opportunities for imaginative role-play, both individually and as part of a group.