

# Razzy's Daycare & Nursery

## Curriculum, Learning and Development Policy



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### Our Curriculum Intent

At Razzy's Day Care and Nursery, our curriculum is designed to give every child the best possible start in life by providing a broad, balanced and inclusive early years education. We follow the Early Years Foundation Stage (EYFS) Statutory Framework, alongside Development Matters and Birth to 5 Matters, to ensure our curriculum reflects current best practice and supports children's learning, development and wellbeing.

Our curriculum is ambitious and carefully sequenced. It is built around what children need to know, understand and be able to do, while remaining flexible and responsive to children's individual interests, needs and stages of development. We recognise that children develop at different rates and ensure that our curriculum supports progress over time through meaningful experiences, high-quality interactions and strong partnerships with parents and carers.

### Legal Framework

This policy is informed by and complies with the requirements of the following legislation and statutory guidance:

- Early Years Foundation Stage (EYFS) Statutory Framework (2025)
- Childcare Act 2006
- Children Act 1989 and 2004
- The Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years
- Equality Act 2010
- United Nations Convention on the Rights of the Child (UNCRC)
- Education Act 2002
- Keeping Children Safe in Education (as applicable to early years settings)
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- Development Matters (DfE)

- Birth to 5 Matters
- Ofsted Early Years Inspection Handbook (2025)

## **EYFS Principles**

Our curriculum is underpinned by the four overarching principles of the EYFS, which guide all aspects of practice at Razzy's Day Care and Nursery:

1. We recognise that every child is a unique child, constantly learning and developing and capable of resilience, confidence and self-assurance. Our curriculum celebrates individuality and ensures that children are valued and respected.
2. We understand that children learn to be strong and independent through positive relationships. Secure attachments with key persons support children's emotional wellbeing and enable them to explore, take risks and engage confidently in learning.
3. We provide enabling environments where children learn and develop through play and purposeful experiences. Skilled adults respond to children's interests and needs, extending learning over time. Strong partnerships with parents and carers support consistency and continuity between home and nursery.
4. We acknowledge that learning and development are important and that children develop at different rates. Our curriculum is inclusive and adaptable to ensure all children can make progress.

## **Areas of Learning**

There are 7 areas of learning in the EYFS and these are split into the 17 Early Learning Goals that the children will progress towards in their early education.

Knowledge in the EYFS refers to the understanding and application of the following areas of learning:

1. **Prime areas:**
  - Communication and language
  - Physical development
  - Personal, social and emotional development
2. **Specific areas:**
  - Literacy
  - Mathematics
  - Understanding the world
  - Expressive arts and design

All areas of learning are planned out and taught in a systematic way, to build knowledge through small steps, at the appropriate time in the year. The prime areas provide the

foundations for children's learning and development and these are strengthened through the specific areas of learning.

We follow the three characteristics of effective teaching and learning in our Nursery. These are

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **Curriculum Implementation**

The curriculum is implemented through a balance of focused teaching sessions, continuous provision and enhanced provision. Focused teaching sessions introduce new learning in small, structured steps. Practitioners check children's prior knowledge, teach new concepts clearly and provide regular opportunities for retrieval and reinforcement. Learning is often supported through high-quality texts and real-life experiences.

Continuous provision offers a rich, language filled environment that supports all seven areas of learning throughout the day. Learning spaces are carefully resourced to encourage exploration, independence and sustained engagement, with visual prompts, key vocabulary, labels, books and open-ended materials.

Enhanced provision is planned within continuous provision to meet children's emerging needs and interests. Practitioners use intentional teaching strategies and high-quality interactions to extend learning and consolidate new knowledge.

## **Curriculum Impact**

The impact of our curriculum is seen in children who are confident, engaged and motivated learners. Children make progress from their individual starting points and develop the skills, knowledge and attitudes needed for the next stage of their education.

Progress is monitored through ongoing observations, assessments and professional discussions. This enables us to evaluate the effectiveness of our curriculum and make informed adjustments where necessary.

## **Inclusion and SEND**

Our curriculum is inclusive and designed to meet the needs of all children, including those with special educational needs and/or disabilities (SEND). We work closely with parents and external professionals to identify and support additional needs at the earliest opportunity.

Adaptations are made to teaching approaches, environments and resources to ensure all children can access learning and make progress.

### **British Values**

British values are embedded throughout our curriculum in age appropriate ways. Children learn about mutual respect and tolerance through inclusive practice and diverse resources. Democracy is encouraged by giving children opportunities to make choices and share ideas. The rule of law is supported through consistent routines and boundaries, while individual liberty is promoted by encouraging independence and self expression.

### **Safeguarding Through the Curriculum**

Safeguarding is at the heart of our curriculum. Children are supported to understand their emotions, develop positive relationships and learn how to keep themselves safe through stories, discussions, role play and everyday experiences.

Children are encouraged to talk about their feelings and are supported to know who they can talk to if they feel worried or unsafe.

### **Learning Beyond the Nursery**

Children's learning is enriched through real life experiences, including local visits and community engagement. Outdoor learning is valued and used to support physical development, exploration and understanding of the natural world. All visits and experiences are carefully risk assessed.

### **Monitoring and Review**

The curriculum is regularly monitored and reviewed by the leadership team to ensure it remains effective, inclusive and aligned with the EYFS Statutory Framework. Staff training and reflective practice support continuous improvement.

This policy is reviewed annually or in response to changes in legislation or guidance.