



Learning and Development Policy

At Pippins Pre-School and Nursery, we are committed to providing a high-quality curriculum that enables all children to develop the knowledge, skills and attitudes they need to succeed in their future learning. Our practice is guided by the Early Years Foundation Stage (EYFS) Statutory Framework and informed by Development Matters guidance and Birth to 5 Matters Curriculum.

We recognise that children learn best through meaningful interactions, play, exploration, active learning and critical thinking. We provide a rich, ambitious curriculum that is responsive to children's interests, experiences and developmental needs, ensuring every child has the opportunity to make progress from their individual starting points.

We aim to:

- Deliver an ambitious curriculum that meets the requirements of the EYFS and the children's needs.
- Promote children's learning and development across all seven areas of learning.
- Support children's communication and language as the foundation for future learning.
- Foster curiosity, independence, creativity and resilience.
- Ensure all children, including those with SEND and disadvantaged backgrounds, achieve their potential.
- Work in partnership with parents, carers and other professionals to support children's development.
- Prepare children for the next stage of their education and lifelong learning.

Our curriculum is based upon the EYFS Educational Programmes and encompasses the seven areas of learning and development.

Prime Areas

The prime areas are fundamental and underpin all future learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

The specific areas strengthen and apply the prime areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are interconnected and are delivered through a balance of child-initiated play, adult-guided experiences and planned learning opportunities.

Characteristics of Effective Teaching and Learning

Early Years Educators support children to develop the characteristics of effective learning by encouraging them to:

Playing and Exploring

- Investigate and experience things.
- Be willing to have a go.
- Explore their environment and interests independently.

Active Learning

- Concentrate and persevere.
- Enjoy achievements and develop motivation to learn.
- Maintain focus on self-chosen and adult-led activities.

Creating and Thinking Critically

- Develop their own ideas.
- Make links between experiences.
- Choose ways to solve problems and achieve goals.

Curriculum Implementation

Early Years Educators will:

- Build positive relationships with children and families.
- Create enabling environments that promote learning and development.
- Use high-quality interactions and sustained shared thinking to extend children's learning.

- Follow children's interests while introducing new knowledge, vocabulary and experiences.
- Promote communication and language development throughout the day.
- Support children to develop independence and confidence.
- Ensure learning opportunities are inclusive and accessible to all children.

Observation and Assessment

Assessment is an integral part of effective practice and is used to support children's learning and development.

Early Years Educators will:

- Observe children in their everyday play and activities.
- Use professional judgement to understand children's progress.
- Identify children's strengths, interests and areas for development.
- Use assessment information to inform future planning and teaching.

We do not use Development Matters statements or EYFS checkpoints as assessment tick lists. Instead, they are used to support professional understanding of child development and curriculum planning.

Statutory assessments will be completed as required, including:

- Progress Check at Age Two (where applicable)
- Transitional document for school

Partnership with Parents and Carers

Parents and carers are children's first educators. We will:

- Share information about children's learning and development.
- Encourage parents to contribute to assessments and curriculum experiences.
- Work collaboratively to support children's next steps.
- Provide information about how learning can be supported at home.

Inclusion

We are committed to providing an inclusive environment where every child is valued and respected.

We will:

- Identify and support children with additional needs at the earliest opportunity.
- Make reasonable adjustments to ensure equal access to learning.
- Work with external agencies where appropriate.
- Celebrate diversity and promote equality of opportunity.

Monitoring and Review

The Manager and leadership team will monitor the implementation of this policy through:

- Curriculum reviews
- Observation of practice
- Staff supervision and professional development
- Monitoring children's progress and outcomes
- Feedback from children, parents and carers

This policy will be reviewed annually or sooner if changes are made to the EYFS Statutory Framework.

Policy adopted on: 9th July 2026

Review date: 9th July 2027

Manager signature: 

Signed on behalf of the Management Trustee
Directors: 

Name: Kathy Cracknell

Role of Signatory: _____ Chair

Date: 10/7/26