

The Early Years - The Hive (Nursery and Reception)

Intent

Secure attachments are built between the adults and all our children, which are underpinned by positive relationships with parents and carers. These relationships act as the catalyst for all our children to achieve success every day. In The Hive we recognise that success is different for individual children, for one child success one day could be having the patience to wait for a turn with a resource, in the same day success for another child might be counting the wheels on a vehicle in 2s. All these achievements are celebrated as part of recognising the unique child. Adults in The Hive ensure that children are aware of what they have learnt and the journey they are on, so that they feel good about themselves and good about themselves as learners. In this way we can reach our ultimate intention – that children leave The Hive with a passion for learning and developing which will last for the length of their formal education and beyond.

Implication

Our intent can only be achieved with an environment that enables it. This requires practitioners who understand child development and all the different ways that our young children learn. It also requires a recognition of the cohort and their need. Adults in The Hive carefully plan and resource the environment to match the developmental needs of the children, whilst at the same time supporting the Characteristics of Effective Learning.

This is a three-pronged approach. Firstly, the children have access to Core Provision – provision that is on offer everyday with the same resources. To make Core Provision effective it is equipped with resources that ensure progression along developmental milestones, for example by having three different kinds of scissors so that children can move from developing in- hand and finger strength with looped scissors, to using a multi-fingered set (so fingers and thumb can be placed in a position that feels most comfortable), to a pair of normal scissors. When adults plan the Core Provision, they do it against the milestones and the Characteristics of Effective Learning, to do this they ask themselves:

How does this area encourage children to make choices?

How does this area encourage children to have their own ideas?

How does this area encourage children to think critically?

How does this area encourage children to make links?

How does this area encourage children to work together and learn from one another?

The second area we consider to enable success for all, is how teaching and learning is delivered. We recognise play as the main driver for development, we also know that children learn from one another and can discover new learning for themselves independent from an adult. But we also know that adults have a key part to play through high quality interactions. These take many forms, from sustained shared thinking – to modelling more complex and challenging language. Knowing our children in terms of interests, development and next steps is essential to implement these. And whilst our children spend a large part of their day accessing the Core Provision independently and supported by adults, we know that they require more than this to receive a broad and balanced experience in the Early Years. Therefore, alongside the rest of school, we have Curriculum Drivers that inform our termly planning, such as Science. These drivers are linked to our half termly theme and provide a context for our Text Detective (Story Time), Wow Words, Rhyme Time, Adult Initiated Activity, and enhancements within Core Provision. In this way, the

environment is crafted to engage and inspire a love of new learning, supported by meaningful experiences and adult interaction or direction.

The third prong in our implication refers to the need within our cohort. A number of our children begin with us having a Prime Area of Learning need. Please see our Cultural Capital statement about how The Hive addresses this in their provision and practice.

Impact

All of our children make expected or above expected progress, which ensures they are equipped with the skills and knowledge needed for Key Stage One.

On Entry Nursery Cohort X								Spring 2 Reception Cohort X							
PSED			CL			PD		PSED			CL			PD	
MR	SC/SA	MFB	LA	U	S	M&H	HSC	MR	SC/SA	MFB	LA	U	S	M&H	HSC
22-36 D	22-36 D	22-36 D	22-36 S	22-36 S	22-36 S	22-36 S	22-36 S	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG D	ELG E
22-36 D	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	40-60+ S	40-60+ S	ELG E	ELG E	40-60+ S	40-60+ S	ELG E	ELG E
30-50 E	22-36 S	30-50 E	30-50 D	30-50 E	22-36 S	30-50 E	30-50 E	ELG E	ELG E	ELG E	ELG D	ELG D	ELG E	ELG D	ELG E
22-36 D	22-36 E	22-36 E	22-36 E	22-36 E	22-36 E	22-36 E	16-26 D	ELG E	ELG E	ELG E	ELG S	ELG D	ELG E	ELG E	40-60+ S
22-36 S	22-36 S	22-36 S	22-36 S	22-36 S	22-36 E	22-36 S	30-50 E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG D	ELG E
30-50 E	30-50 D	30-50 D	30-50 E	30-50 E	30-50 E	30-50 E	30-50 D	ELG E	ELG E	ELG E	ELG D	ELG D	ELG E	ELG E	ELG D
22-36 D	22-36 D	22-36 E	22-36 D	22-36 E	22-36 E	22-36 E	22-36 D	40-60+ S	40-60+ S	40-60+ S	ELG E	ELG E	ELG E	40-60+ D	ELG E
30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E
30-50 E	30-50 E	22-36 E	22-36 D	22-36 D	22-36 D	22-36 D	22-36 S	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E
22-36 S	22-36 S	22-36 S	22-36 E	22-36 E	22-36 E	22-36 S	22-36 D	ELG E	ELG E	ELG E	40-60+ S	40-60+ S	ELG E	40-60+ D	ELG E
22-36 D	22-36 S	22-36 D	22-36 S	22-36 D	22-36 D	30-50 E	30-50 E	ELG E	ELG E	40-60+ S	40-60+ S	ELG E	ELG E	ELG E	ELG D
30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	ELG S	ELG S	ELG S	ELG S	ELG S	ELG S	ELG S	ELG D
8-20 S	16-26 E	16-26 D	8-20 S	8-20 S	8-20 D	8-20 D	16-26 D	30-50 D	30-50 D	30-50 D	30-50 S	30-50 D	30-50 D	30-50 S	30-50 S
22-36 S	30-50 E	22-36 D	30-50 E	30-50 E	30-50 E	22-36 S	30-50 E	40-60+ E	40-60+ E	40-60+ E	40-60+ E	40-60+ S	40-60+ E	30-50 S	40-60+ D
30-50 E	30-50 E	30-50 E	30-50 E	22-36 S	22-36 S	22-36 S	22-36 S	ELG E	ELG D	ELG E	ELG D	ELG D	ELG D	ELG D	ELG D
30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	ELG D	ELG D	ELG D	ELG D	ELG D	ELG E	ELG D	ELG D
30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E	40-60+ S
30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	30-50 E	22-36 S	ELG E	ELG E	ELG E	ELG E	ELG E	ELG E	ELG D	ELG E

Blank spaces indicate those not enrolled as Nursery.