



Curriculum Policy

Date: September 2026

Review: September 2027

1. Introduction

At Finch Nest Preschool, we are committed to providing a high quality early years education that nurtures each child's potential and lays a strong foundation for lifelong learning. Our curriculum is guided by the statutory framework of the Early Years Foundation Stage (EYFS) and tailored to meet the individual needs, interests, and development of every child.

This policy is underpinned by:

- The Statutory Framework for the Early Years Foundation Stage (DfE, 2021)
- The Development Matters non-statutory guidance (DfE, 2020)
- The Equality Act 2010
- The SEND Code of Practice (2015)

2. Aims of the Curriculum

Our curriculum aims to:

- Promote the holistic development of each child.
- Provide engaging, play-based learning opportunities.
- Support children to become confident, resilient, and independent learners.
- Ensure all children make progress across the EYFS areas of learning.
- Prepare children for a successful transition to primary school.

3. Curriculum Principles

We follow these guiding principles:

- Child-centred: Learning starts with the child's interests, strengths, and needs.
- Play-based: Children learn best through hands-on play and exploration.
- In the Moment Planning: Our learning responds to the child's immediate interests and dialogue.
- Inclusive: We value diversity and provide for the needs of all children, including those with special educational needs or disabilities.
- Responsive: Our curriculum evolves through continuous observation and planning.
- Language-rich: We create an environment that promotes communication and literacy.

4. Areas of Learning and Development

Our curriculum covers all seven areas of learning as defined by the EYFS:

Prime Areas:

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

Specific Areas:

- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

We give priority to the prime areas, particularly for younger children, to support secure development across all learning.

5. Observation, Assessment, and Progress

Ongoing observations inform our understanding of each child's development. We use formative assessments to identify next steps and ensure progress. Parents/carers are kept informed through regular updates, parent meetings, and learning journals. We complete the EYFS Progress Check at Age 2 where applicable and end of preschool report when they leave for Primary education.

6. Inclusion and Equal Opportunities

We provide a curriculum that is accessible and meaningful for all children, regardless of background, ability, language, or culture. Our setting promotes British values, respect, tolerance, and inclusion. Additional support is provided for children with SEND, and we work closely with parents and professionals to ensure individual plans are followed.

7. Online Safety and Digital Literacy

At Finch Nest Preschool, we recognise the growing presence of digital technology in children's lives and the importance of teaching them how to use it safely and responsibly from an early age.

Our approach includes:

- Embedding age-appropriate online safety into the curriculum through stories, role-play, and conversations.
- Modelling safe and respectful technology use by staff when using digital tools (e.g., tablets, smart boards).
- Teaching basic digital awareness, such as understanding that:
 - Devices connect to the internet.
 - Not everything online is true or safe.
 - It's okay to say "no" or ask for help if something online feels uncomfortable or confusing.

Staff responsibilities:

- Ensure all digital content used in the setting is safe, age-appropriate, and educational.
- Supervise children when using technology.
- Follow safeguarding and data protection policies when using devices or capturing digital evidence (photos, videos).
- Report any concerns regarding digital content or online behaviour.

Parent partnership:

- We provide guidance and resources for families on online safety at home (e.g., screen time limits, parental controls, safe apps).
- We support open conversations between children and adults about digital use and safety.

8. Working in Partnership with Parents and Carers

We value parents as their child's first educators and involve them in:

- Sharing observations and achievements
- Supporting learning at home
- Newsletters, social media, emails and meetings keep parents engaged and informed.

9. Transition and School Readiness

We prepare children for a smooth transition to school by focusing on:

- Independence
- Emotional well-being
- Early literacy and numeracy

- Social and communication skills

We liaise with receiving schools to share information and ensure continuity.

10. Monitoring and Evaluation

The curriculum is monitored by the Manager to ensure quality, consistency, and compliance with EYFS standards. We use internal audits, staff feedback, and external reviews (e.g., Ofsted) to evaluate and enhance our curriculum.

Other Useful Policies

- [Safeguarding Policy](#)
- [AI Policy](#)
- [Acceptable Use Policy](#)
- [Child Protection Policy](#)