
Our Early Years Vision reflects what we've already achieved
and is a statement of how we would like to develop.
It is our start and our end and sets out what we do for highly effective teaching and learning.

- **a safe and secure environment** – staff and children have mutual respect, staff know their cohort well and respond to their individual need. Children trust staff to take care of them and are happy
- **an exciting and relevant curriculum** – 7 areas of learning: that recognises children develop and learn at different rates, balances skill development with child development and balances the planned, universal approach of the adult and the spontaneous, unique, idiosyncratic approach of the child to learning

Some aspects of each area of learning can be taught in a logical, sequential way but an overly adult-imposed curriculum can be meaningless. Hence a substantial part of ALL learning in the EYFS is in the children's control so that they make their own meaning and develop, deepen and consolidate their understanding. This is how children learn best, it's how meaningful learning is made.
- **equality of opportunity** - every child, whatever their starting point, can access the curriculum, making choices and taking decisions in their play and setting their own goals – organised, labelled, visual stimuli
- **secure foundations** – staff are ambitious for the children in their cohort to know and remember more. Through quality of teaching - balance between sequenced/logical and spontaneous 'in the moment' - knowledge in the seven areas of learning is secured, giving children the necessary foundations for the rest of their schooling
- **partnership with parents** - positive relationships – parents are a child's first and most enduring educator, a collaborative approach is vital for them to flourish
- **cultural capital – the unique child** – each child is a fund of knowledge bringing their own unique story to be shared and built on within the early years
- **an enabling environment** – a wide variety of stimulating open-ended resources that enable children to be challenged - to take risks, problem-solve, think critically and creatively for themselves, use their imagination and physical dexterity and engage in collaborative play – challenge is set according to what we know about the children
- **time and space** – to engage in and repeat activities, to make links between experiences, share sustained thinking, persevere, consolidate and deepen learning
- **skilled adult support** – to scaffold child's learning, extend their ideas, articulate their thinking, make links and further their learning. Adults need to FIND THE TEACHABLE MOMENT, reflect on: How will I get the children to do it? What can I provide for the children to prove they've understood the learning in their own play? It might be commenting on play, it might be observing and enhancing with props
- **language** – to see every interaction as an opportunity to develop children's language and extend their vocabulary with the appropriate level of talk

All of the above are building the COEL (Characteristics of Effective Learning: Playing and Exploring (engagement) Active Learning (motivation), Creating and thinking critically). This is how we can measure the depth of knowledge and understanding and the impact of our provision