



## Little Professors Pedagogy

Our Pedagogy sets out how we at Little Professors Nursery educate children, and support their overall development. It includes the techniques and strategies that we embed into our practice to provide opportunities to lay the foundations for each child's individual development, to help them become the happy, confident, creative and successful adults of tomorrow.

At Little Professors Nursery, we feel that we incorporate various different theories and practices, this helps our children to learn using a holistic approach, as we understand all children learn differently.

One of the theorists that play a significant part of our pedagogy is Froebel and his suggestion that children learn through 'child initiated play'. At Little Professors nursery we plan using the children's interests and set up the rooms with key resources so the children can initiate their own play, and extend their learning through different resources and support from their keyworkers, whom differentiate activities for all children's stage and abilities in learning.

The nursery is a homely environment providing homely aspects such as a Granny's cottage, and having sofa and soft furnishings that give a more homely feel, as we feel as practitioners alongside the theorists Steiner, Waldorf and Montessori that this is important for children to be safe and secure. We ensure that all children are provided with a keyworker and a buddy, who are available to provide emotional support and form attachments and a secure base for all children to flourish, learn and grow. The keyworkers are responsible for meeting individual's children's needs along with supporting them with in a key group of children. Helping them to learn that they are part of a community, through eating, working and socialising together.

Another key theorist which also plays a significant part in our pedagogy is Bandura who suggested that model behaviour was important for children. We aim to provide a secure environment for children to be able to problem solve being supported through the behaviours modelled by staff members and children. Through rules that both the staff and children have designed to work towards, and through positive praise and encouragement, considering the British values and cultural capital.

Another poignant theorist that has a significant impact on our pedagogy is Reggio and his suggestion that children build their own learning. In Little Professors Nursery will encourage children to build their own learning through the opportunities provided

for them, these opportunities are planned after looking at children's learning and development through assessments and observations and interests. The resources available will benefit the children to build their own learning and play and take the planned activity in a different direction. Resources are made available through continuous provision to ensure children are encouraged to build their own learning. Staff interact and support the children to extend their learning through problem solving and open-ended questioning.

At Little Professors Nursery we provide children with constant praise and encouragement to support children to join in with all activities. We encourage children to be proud and care for their environment through clean/tidy up time. We believe that by doing this children are given trust and responsibility thus encouraging independence.

The last theorist that we feel supports our pedagogy is Vygotsky and his belief that focus on the value of play and how children learn is imperative, this includes setting up our role play areas to follow children's interests/preferred way of learning, and to enable the children to explore their past experiences, as well as providing the children with new learning opportunities, such as visiting departments within the main college, to further learn roles these include hairdressing, motor vehicles and art departments this helps to consolidate children's learning. Little Professors nursery further adopts this by including valuable activities during the child's day, some including parents such as 1000 story café, where parents are invited to come and listen to stories with the children so they can help their child's language and social development, at home.

Our curriculum is delivered in line with the EYFS framework and development matters: we ensure that all activities planned meet the seven areas of learning, characteristics of effective learning and follow the three Is outlined by OFSTED, staff members ensure that there is an INTENT to what is being delivered and they have a balance of adult and child initiated activities. Staff members have a good knowledge of their children and can confidently explain what the children are expected to learn. Staff will ensure that during IMPLEMENTATION of the activity, the children will understand what is being asked of them, and how they will be supported. They will also understand what the IMPACT of the activity has been, what the children have learnt and how this can further be enhanced or changed to support future learning. We understand sometimes children can take the intent in a different direction, this is encouraged by staff members and any further planning will incorporate the direction taken and the children's next steps. Evaluation of the curriculum delivered will take place in the form of learning walks, staff observations, 1:1s and staff PDPs.

Children's achievements are recorded on assessments/observations on our online app EYLOG, parents can access this information and also add on wow moments that the children are achieving at home.