Aims and Curriculum Policy

Statement of Intent

At **Hellingly Preschool**, our curriculum is designed to **inspire curiosity, creativity, and a love of exploration** in every child. We believe that learning should be **meaningful, engaging, and accessible to all**, supporting each child to become a confident, capable, and enthusiastic learner.

We recognise that every child is unique, and their individual interests, experiences, and developmental needs are at the heart of our planning. Learning opportunities are carefully tailored so that **all children — including those with Special Educational Needs and Disabilities (SEND)** — can thrive and make progress at their own pace.

Through a balance of **child-led play**, **structured learning**, and **supportive adult interaction**, we help every child build the foundations for lifelong learning, resilience, and well-being.

Our Main Aims

The aims of Hellingly Preschool are to provide a **safe, warm, caring, and stimulating environment** where all children feel secure, valued, and ready to learn. We aim to ensure that:

- The **safeguarding, welfare, and development** of every child is paramount in everything we do.
- All children are **treated as individuals** and respected for their unique personalities, abilities, and backgrounds.
- Children's learning is guided by their **interests and developmental stage**, with play-based experiences that promote exploration, problem-solving, and creativity.
- The preschool upholds and actively practices an **Equal Opportunities Policy**, always ensuring inclusion and anti-discriminatory practice.
- Parents and carers are recognised as **children's primary educators**, and their involvement is encouraged and valued in all aspects of preschool life.
- The setting works collaboratively with **external agencies, carers, and other professionals** to ensure continuity and consistency of care and education.
- All staff receive **appropriate training and professional development** to support high-quality practice and continuous improvement.
- Play and learning activities are **age-appropriate, inclusive, and meaningful**, reflecting the Early Years Foundation Stage (EYFS) principles and the needs of the whole child.

- Children with disabilities or additional needs are **supported constructively and inclusively**, with reasonable adjustments made to ensure full participation.
- Parents are kept **informed and involved** in their child's progress, achievements, and well-being.
- The **privacy and data** of all children, families, and staff are protected in line with our **Data Protection and GDPR Policy**.

Curriculum Implementation

- Our planning follows the **EYFS (2021)** and is structured around the **three prime** and **four specific areas** of learning.
- Practitioners observe, assess, and plan around each child's **next steps**, ensuring experiences are purposeful and tailored.
- Learning is extended through **core, explore, and enrich** opportunities, enabling children to build curiosity, confidence, and independence.
- The environment is designed to be **inviting, inclusive, and language-rich**, supporting children's communication, exploration, and emotional security.

Monitoring and Review

The **Manager** and **Director** are responsible for ensuring this policy is effectively implemented.
This policy will be reviewed **annually** or sooner if required by changes in EYFS guidance, Ofsted updates, or local authority recommendations.

- **Last Reviewed:** 1.09.25
- **Next Review Due:** 1.09.26
- **Approved By:** Sara Sherrard