



# Curriculum Policy

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## 1. Curriculum Commitment & Principles

At Snug Nursery Schools, we are committed to providing a high-quality, inclusive curriculum that supports all children to thrive. Children learn best when they feel safe, secure, respected and emotionally supported. Our curriculum is child-centred, play-based and rooted in strong relationships.

The curriculum follows the Early Years Foundation Stage (EYFS), supporting independence, concentration, confidence, self-regulation and a lifelong love of learning. The curriculum is embedded in everyday practice and reflects our ethos, routines and interactions.

Parents and carers are recognised as children’s first educators, and we work in partnership with families to ensure continuity of learning and development.

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## 2. Curriculum Framework: S.T.O.R.Y.B.O.O.K

### S – Safe & Loving Space

Children’s emotional and physical wellbeing underpins all learning. Warm, inclusive environments, consistent routines and nurturing relationships with key carers support children to feel secure, confident and valued. Positive behaviour is promoted through modelling, guidance and respectful interactions.

### T – Together with Parents

We work openly and collaboratively with parents. Regular communication, shared observations and partnership working ensure children’s learning and development are supported consistently at home and in the setting. Parents are actively encouraged to engage in events and celebrations and are welcomed into the setting at any time.

### O – Outdoors & Community

Children access outdoor learning every day. Outdoor experiences support physical development, exploration, curiosity and appropriate risk-taking, alongside opportunities to develop understanding of the wider world and community.

## **R – Routines & Independence**

Daily routines are meaningful learning opportunities. Children are encouraged to develop independence and self-care skills including toileting, hygiene, dressing, snack preparation and tidying away to build confidence and resilience.

## **Y – Your Child at the Centre**

All children are recognised as capable learners. Planning is informed by individual starting points, interests and needs, ensuring appropriate challenge, support and progress for every child. Children’s development is monitored and shared with parents using the Ovio app.

## **B – Balanced Healthy Habits**

Healthy lifestyles are promoted through nutritious food, physical activity, hygiene routines and discussions about wellbeing. Children are supported to make healthy choices that support long-term wellbeing.

## **O – Observation & Play-Based Learning**

Play is central to learning. Skilled practitioners observe children closely and use assessments to plan purposeful, play-based experiences through the Ovio app. Learning is extended through intentional teaching, modelling language and positive interactions.

## **O – Opportunities to Explore**

Carefully prepared environments and high-quality resources enable children to explore, investigate, problem-solve and develop creativity, concentration and resilience.

## **K – Kindness, Culture & Community**

Kindness, empathy and respect are actively promoted. Diversity, family traditions and cultural experiences are valued, fostering inclusion, belonging and respect for others.

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### **3. Learning and Development**

The curriculum supports all seven areas of learning and development within the EYFS.

#### **Prime Areas:**

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

#### **Specific Areas:**

- Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design

The Montessori curriculum areas below align closely with the EYFS and provide hands-on, purposeful learning that supports independence, sustained concentration and deep engagement.

- Practical Life
- Sensorial
- Literacy
- Mathematics
- Cultural
- Creative Arts

Key teachers complete a 2 year old check for every child using Ovivio and this is available for parents.

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#### **4. Safeguarding, Inclusion & Wellbeing**

Safeguarding and wellbeing underpin all aspects of the curriculum. Secure attachments, consistent routines and positive relationships ensure children feel safe and supported. Inclusive practice ensures all children, including those with SEND or additional needs, are supported to participate fully and make progress. Key teachers monitor children's development to identify any SEND needs as early as possible. Where appropriate, we work in partnership with parents and external professionals.

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#### **5. Monitoring, Review & Compliance**

The curriculum is monitored and reviewed regularly to ensure it reflects best practice, meets the needs of children and families, and remains fully aligned with EYFS requirements and Ofsted expectations. Practice is evaluated through observation, assessment, staff reflection and partnership feedback.

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Policy date: March 2026

Next review: March 2027

## **Appendix 1**

### **Education Inspection Framework (EIF)**

#### **Intent – Implementation – Impact Summary**

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##### **Intent (*Why*)**

Our intent is to provide a high-quality, inclusive curriculum that supports children to become confident, independent, curious and kind learners, with a strong foundation for future learning and school readiness.

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##### **Implementation (How)**

The curriculum is implemented through:

- A carefully prepared environment with high-quality, accessible resources
  - Play-based, child-led learning supported by skilled practitioners
  - Intentional teaching and positive adult-child interactions
  - Daily routines that promote independence, self-care and emotional security
  - Ongoing observation, assessment and responsive planning
  - Inclusive practice, with additional support and external professionals where required
  - Strong partnerships with parents and carers
  - Daily outdoor learning experiences
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##### **Impact (What Difference It Makes)**

As a result of our curriculum:

- Children feel safe, happy and confident
- Children demonstrate independence, resilience and positive behaviour
- Children are engaged learners who sustain concentration
- Children make good progress from their individual starting points
- Children are well prepared for the next stage of their learning