
Planning and Assessment in the Nursery

Mini Moho Nursery understands that good planning and assessment is vital for each child to reach their full potential.

Planning and assessment go hand in hand and inform each other, without one the other can not happen effectively.

We need to understand what each child knows, can do and what interests them, in order for planning and assessment to begin.

For this process to happen we observe the children regularly and record our findings. We use this data to monitor their progress and help to plan the next steps for learning. Alongside this there is also the need for a clean, safe and stimulating environment and good quality resources.

To ensure that we have a well balanced learning environment both indoors and outdoors we break our planning down into long, medium and short term planning and based around child initiated, adult initiated and adult focus activities.

We follow 'The Early Years Foundation Stage' framework.

Long Term Planning

Our long term planning provides us with an overview for the coming academic year. We do this to ensure all six areas of learning and their aspects are covered and thoroughly understood.

We base our planning around books which lend themselves to topics for example; the story 'Whatever Next!' focuses on space.

We have a topic each half term, lasting approximately 6 weeks, this allows us to fully engage the children and get as much out of the learning opportunities as possible. We also identify special events, visits and visitors.

Medium Term Planning

Medium term planning allows us to identify the specific learning that we want to achieve within the topic. Here we choose the appropriate development matters for the topic and age of the children. Using the knowledge we have of the children we select activities that will engage and interest them. We do this using the areas of learning and their aspects that we identified in our long term planning. The medium term planning is carried out before the start of the half term.

Short Term Planning

The short term planning identifies the specific learning experiences that we are going to provide the children for the week. Starting with our medium term planning we choose a

learning experience (development matters) from each of the areas of learning, as well as using the knowledge we have gained through the previous week's activities and observations. This ensures that the experiences we choose are the next steps for the children. Here we pinpoint the focus group (key worker) activities.

Focus Group (Key worker) Planning.

After identifying through our short term planning the activity that we are going to do with our key worker group we further break this down. Within this planning we detail; the learning intention, vocabulary, resources and process of the activity. We also differentiate our group, in order to carry out the learning experience at the appropriate level for each child. During and after the activity we assess the learning that has taken place. We observe what the child is doing and saying and then determine the next steps for that child. The next steps can be anything from doing follow up work that day or next time the child is in, through free play or a specific activity, to informing the next weeks learning experiences that we choose for the whole group.

To allow the children to independently take their learning further and to allow other children to experiment with an observed activity we will leave out the resources used for a focus group activity. This also enables us to observe how the children have interpreted what they have learnt.

So that we are developing the children through their interests, if a child comes to nursery with a particular interest then we will endeavour to enhance that child's learning through their interest. We will do this by putting to one side the planned focus activity for that child and look towards incorporating the child's interest in an appropriate activity.

Environment Planner

The children have free choice learning experiences out throughout the whole day and are taken by their key worker to carry out their focus group work. To guarantee that a well balanced and stimulating environment is provided we complete an environment planner on a weekly basis. Within this plan we identify the adult initiated activity and ensure that we provide opportunities for the children to initiate activities that interest them (child initiated). We also specify what is going to happen in our outdoor environment, through a detailed plan.

Role Play Planning

We understand the importance that role play has in our nursery and therefore tie it into the topic that we are doing, thus re-enforcing what the children are learning. When it comes to planning the role play area we look at all six areas of learning and make sure that we cover all of them in some way. At the end of the topic we evaluate the successfulness of the area to inform future role play areas.

ICT Planning

ICT plays a huge part in our lives and we feel that giving the children in our care basic skills and the opportunity to become confident with a computer is vital. We have an opportunity each week to use the Junior School ICT suite using both individual computers and the interactive whiteboard. Each child has their own ICT plan which addresses their specific needs. These are reviewed as and when the child reaches the goal set for them. The children also have free access to a computer in the nursery at all times.

Personal Plans

So that we are meeting the needs of our children and that they are developing their individual skills each key worker completes a personal plan. Knowing their child each key worker sets a personal and academic target, although setting a time frame as to when it is hoped they will achieve this by, if they do not it will be observed until it is achieved. Once a target is reached then a new one is set. To assist the child in achieving their target we inform the parents of it so they can help at home.

Along with all the planning and assessment we carry out, observation is an ongoing process that we use to understand our children and feed our planning.

All our findings are recorded in each child's 'Look, Listen and Note Book'. This method of recording allows us to document using various methods such as; photos, observations, samples of work etc. It enables us to build a picture of each child's achievements and progress from the time they start nursery until they leave.

The evidence collected ensures that we are providing activities that are developmentally relevant for each individual child. The 'Note Books' are accessible for the parents to look at and also to contribute too.

All of our planning is easily accessible for our parents to read.