

Early Years Statement of Intent:

At Whitley Memorial Primary School, our Christian vision is at the heart of everything we do. We believe that every child, regardless of their starting point, has God-given gifts and talents and it is our role to nurture these so all have the opportunity to let their light shine. This is underpinned by Jesus' words: "In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven." (Matthew 5:16)

Our Early Years provision is built on warmth, respect and high expectations. We nurture children so that they develop a strong sense of pride in themselves and respect for others, both within our school and across the wider community. Partnerships with families are at the heart of our practice, enabling children to flourish as independent, happy learners who thrive from their individual starting points and reach their full potential.

Our curriculum is ambitious and carefully designed to spark curiosity, problem solving and a love of lifelong learning. Children are encouraged to become confident communicators, developing an enriched vocabulary, fluency in speech and a love for reading. By following their interests, we nurture enthusiasm for learning while promoting the development of key learning behaviours such as exploration, critical thinking and creativity. In this way, children are empowered to take ownership of their learning, consolidating and deepening knowledge at every stage.

The environment we provide, both indoors and outdoors, is stimulating, engaging and purposeful. It encourages children to be active, resilient and adventurous, supporting their physical health, mental wellbeing and emotional growth. Outdoor play is integral to our approach, offering opportunities to imagine, wonder, explore, take risks and connect with the world around them. Through curriculum enrichment and hands-on experiences, children learn not only within school but also in the wider community, gaining a sense of belonging and citizenship rooted in British Values.

Our carefully crafted curriculum reflects the unique backgrounds, interests and experiences of our children while broadening horizons and offering opportunities that may otherwise be missed. It prioritises language acquisition, social interaction and creativity, ensuring children gain the knowledge, skills and confidence needed to succeed in an ever-changing world. We use a balance of adult led and child led learning to deliver the curriculum and use regular assessment to monitor progress to identify quickly when a child needs support and provide additional learning opportunities to support them to access the curriculum.

Above all, Whitley Memorial Early Years is a place where children feel safe, valued and inspired. Through warm and supportive relationships, they are given the best possible start to their education—one that builds secure foundations for future learning and prepares them to meet the Early Learning Goals with confidence, curiosity and joy.

Area	Intent	Implementation	Impact
Safeguarding	To ensure children learn and play in a safe, secure and nurturing environment where their welfare is paramount, in line with the statutory EYFS guidance.	<p>At Whitely Memorial, safeguarding is at the heart of all practice. Statutory staff ratios are maintained at all times to ensure safe supervision. To meet statutory requirements, staff are only included in ratios when they have completed accredited Paediatric First Aid training</p> <p>Robust recruitment procedures are followed, including safer recruitment checks such as DBS clearance, references and identity verification. Qualifications are checked to ensure they are qualified to work in an early years setting.</p> <p>All staff undertake safeguarding training, which is refreshed regularly in line with current legislation, and ongoing supervision ensures that good practice is consistent throughout the setting.</p> <p>Children are supervised closely during all meals and snacks in accordance with the Safer Eating Guidance by a qualified Paediatric first aider and all snacks are prepared to minimise choking hazards, ensuring their safety and wellbeing at every stage of the day. At least two staff have a Level one Food hygiene qualification.</p> <p>Clear policies for child protection, behaviour, and health and safety are actively implemented and regularly monitored to create a secure, nurturing environment in which children can thrive.</p>	Children are safe, secure and well cared for. Parents trust the provision. Risks are minimised, staff act swiftly on concerns, and children develop in a protective and nurturing environment that promotes confidence and independence.
Staff training and development	To ensure all staff have the knowledge, skills and	All staff are supported to deliver high-quality provision through a strong culture of training and professional development. A	Staff are knowledgeable, confident and reflective. They

	confidence to deliver a high-quality Early Years curriculum and meet the needs of all children.	thorough induction programme ensures new staff are equipped with essential knowledge of safeguarding, EYFS requirements, health and safety and the ethos of the setting. Regular CPD opportunities are provided, tailored to individual roles and priorities such as phonics, SEND, speech and language, and safeguarding updates. Weekly team meetings allow staff to reflect, share good practice and refine provision, while supervision and appraisal systems monitor wellbeing, performance and development needs. Peer observations and coaching foster reflective practice and a continuous drive for improvement.	deliver consistently high-quality provision, keep children safe and ensure progress across the curriculum. Children benefit from well-trained adults who inspire, challenge and support them effectively.
Ensuring progress, identifying areas of need and bespoke interventions.	To have clear processes in place to monitor progress across all curriculum areas, ensuring early identification of children who need additional support and providing targeted interventions.	Children's progress is monitored closely from their starting points through clear baseline assessments and development checkpoints in line with EYFS expectations. Regular moderation ensures accuracy and consistency, and termly pupil progress meetings identify children who may require additional support. Bespoke interventions are implemented promptly, such as speech and language groups, fine motor activities or early phonics catch-up, and parents are fully engaged in the process so that learning can be reinforced at home. This structured approach ensures that all children are given the best chance to succeed, with their needs identified early and addressed effectively.	Children make at least good progress from their starting points. Gaps in attainment are identified quickly, support is personalised and children are well-prepared for the next stage of their education. Parents feel included and informed about their child's progress.
SEND Provision	To provide inclusive, high-quality provision that ensures all children with Special Educational Needs and Disabilities (SEND) are supported to thrive and reach their potential.	Inclusive practice ensures that all children with Special Educational Needs and Disabilities are supported to achieve their potential. Early identification is prioritised through observation, assessment and close partnership with parents. The class teacher coordinates personalised support plans and liaises with the SENDco and external agencies such as speech and language therapists, educational psychologists and occupational therapists. The environment and resources are adapted to meet individual needs, including the use of visual	Children with SEND make strong progress relative to their starting points. They feel included, valued and supported. Parents feel listened to and involved in decision-making. Staff are confident in adapting provision

		<p>supports, sensory resources and communication tools. Staff receive ongoing training in strategies for supporting children with SEND, ensuring that provision is responsive and inclusive. Parents are involved at every stage of the process, fostering strong partnerships that ensure children feel valued, supported and able to thrive.</p>	<p>and advocating for children's needs.</p>
<p>Behaviour and attitudes to learning.</p>	<p>To ensure children to have high expectations for themselves and others, showing positive attitudes to learning as well as respect for adults, peers and the school environment.</p>	<p>Early years aim to develop the characteristics of effective learning to build the underpinning skills for children to learn. Through positive relationships, enabling environments and an engaging curriculum we support children to be active learners, showing high levels of engagement in play and learning.</p> <p>We have a structured timetable to support with routines, utilising a visual timetable to help the school day feel safe and predictable for all children</p> <p>We use the school rules and core values to have clear expectations for our children and celebrate their personal development through recognition by moving up class lighthouse when they show skills of resilience, respect, love, forgiveness, perseverance and kindness.</p> <p>Children are supported to take care of their environment and tidy up after themselves. We use the phrase "Choose it, use it put it away" to reinforce expectation.</p>	<p>Children enjoy coming to school and feel safe. They understand the expectations for their words and actions and look after each other and our school environment. They are ready to learn.</p>
<p>Relationships</p>	<p>To establish strong, trusting connections with adults, peers and families to allow children to feel safe and secure, empowering them to take risks, try new</p>	<p>We recognise that relationships form the foundation of all learning in the Early Years From the very beginning, children are supported through warm, consistent interactions that build trust and security. A key person system ensures every child feels valued and known, while partnerships with parents and carers are fostered through regular communication, workshops and shared online learning journeys. Adults model empathy, respect</p>	<p>Children develop secure attachments with adults and friendships with peers. They show resilience, empathy and confidence in social situations and are equipped with the social and emotional skills</p>

	experiences and grow in confidence. Friendships are nurtured so that children learn to play cooperatively, show empathy and develop respect for others.	and positive conflict resolution, creating an environment where children learn to collaborate, share and problem-solve together. Small group opportunities are used to strengthen turn-taking and friendship-building skills, enabling children to feel safe, respected and connected within the school community.	needed for the next stage of their education. Parents feel that they can talk to school staff openly and that parents and school work collaboratively for the benefit of the child.
Environment	To provide carefully organised spaces encourage exploration, creativity and problem-solving, enabling children to access resources confidently and develop autonomy in their learning.	The environment at Whitely Memorial is carefully designed to be stimulating, engaging and supportive of independence. Resources are clearly labelled and accessible so that children can make choices confidently and take responsibility for their learning. Communication-friendly spaces, including quiet areas, ensure that all children feel comfortable to talk, reflect and share their ideas. Provision is regularly enhanced to reflect children's interests and developmental needs, and the outdoor environment is used to promote resilience, physical development and risk-taking in a safe and structured way. The environment as a whole meets safeguarding and health standards while inspiring curiosity and exploration.	Children demonstrate independence, curiosity and confidence in exploring their environment. They access resources with ease, use the spaces purposefully and develop responsibility for their learning.
Communication and Language	To ensure that the development of communication and language skills is at the heart of learning and to enable children to express themselves, ask questions, form friendships, advocate for their needs and access the wider curriculum.	Communication and language are prioritised in every aspect of provision. Adults provide high-quality interactions throughout the day, modelling new vocabulary and extending children's thinking through skilful questioning. Children are supported to plan, carry out and review their learning so that they develop confidence in expressing ideas, reflecting on their achievements and valuing the contributions of others. Turn-taking and collaborative dialogue are encouraged across routines and play, while alternative forms of communication, such as visuals, signing and assistive technology, are available to ensure that every child feels included and heard. Storytelling, role play and group discussion provide rich opportunities for children to listen, speak and communicate with increasing confidence.	Children speak with confidence and fluency, listen attentively and express themselves clearly. They value their own and others' ideas, use new vocabulary effectively and communicate with respect and purpose. Children with SEND feel heard, included and supported, building skills to express their personal needs.

Personal Social and Emotional Development	To create an ethos where children's wellbeing is central to learning. Ensure respectful communication, emotional regulation and skills in building positive friendships are actively taught so that children can manage their feelings, build resilience and thrive socially. Children will be supported become independent in attending to their own personal needs.	Children are supported in their emotional development through the use of the Zones of Regulation, helping them to recognise, understand and manage their feelings. Adults consistently model respectful communication and positive relationships, while explicit strategies for conflict resolution are taught and reinforced in daily practice. Secure routines provide a sense of belonging, and celebrations of diversity and community values ensure that all children feel respected and included. Resilience, independence and confidence are developed step by step so that children are well equipped for the challenges ahead. Children are supported to become confident to manage their own personal hygiene such as washing hands, going to the toilet and fastening their coats.	Children are emotionally secure, respectful and confident. They understand how to regulate their emotions, communicate appropriately and build positive relationships that prepare them for future challenges.
Physical Development	To design a curriculum where gross and fine motor skills are carefully nurtured to support movement, coordination and preparation for handwriting.	We recognise that physical development is key to children's overall wellbeing and readiness for learning and should be carefully planned for. Children's physical development is promoted through daily access to outdoor play that encourages climbing, balancing and large-scale movement. Fine motor opportunities such as threading, cutting, mark-making and construction are woven into provision to build dexterity and control. A clear progression in pencil grip and handwriting is introduced through playful, structured opportunities, ensuring children are well-prepared for more formal writing. Healthy lifestyles are promoted through routines and discussions around nutrition, oral health, hygiene and rest.	Children develop strength, coordination and control. They are physically confident, ready for writing and aware of how to care for their bodies and wellbeing.
Literacy	To provide a curriculum that fosters a love of	A love of reading and storytelling is embedded in daily practice. High-quality books, carefully chosen to reflect diversity and	Children develop a love of reading, are confident in

	books, inspires imagination, creativity and empathy, while strong foundations in reading and writing provide confidence and capability for future success.	inspire imagination, are shared with children every day. Storytelling, role play and drama are used to extend play and conversation, while systematic synthetic phonics is taught to build strong foundations in reading. Writing opportunities are linked to children's phonics knowledge, interests and play, ensuring that they feel capable, confident and motivated to write. Books are used to support creativity, inspire new ideas and nurture empathy, love and tolerance.	phonics and see themselves as capable writers. They use stories and texts to expand their imagination and deepen their understanding of the world.
Maths	To teach mathematics skills in a practical and engaging way with clear modelling to develop number sense and equip children with the ability to reason, problem-solve and support logical thinking.	Mathematics is brought to life through daily opportunities for counting, number recognition, sorting, matching and problem-solving. Hands-on resources and real-life contexts are used to build a secure understanding of mathematical concepts. Mathematical language is embedded throughout routines and play, with adults modelling vocabulary and encouraging children to explain their reasoning. This approach ensures that children develop number sense alongside confidence in applying their skills in meaningful situations.	Children develop a secure understanding of number, shape, space and measure. They are confident, enthusiastic mathematicians who can apply their knowledge to new contexts.
Understanding the World	To support children to have sense of place, community and belonging and encourage curiosity about people, places, technology and the natural world.	Children are encouraged to explore and question the world around them. Local visits and outdoor learning provide opportunities to connect with their immediate environment and community, while celebrations of cultural and religious traditions nurture respect for diversity. Scientific enquiry is encouraged through hands-on experiments, observation and discussion, enabling children to develop curiosity and problem-solving skills. Technology is introduced in purposeful ways to enhance learning and communication, and experiences are carefully planned to broaden children's horizons and address gaps in opportunity. We develop a sense of history through carefully chosen books and by talking about special events children experience in their own lives.	Children show curiosity and respect for the world around them. They understand their community, celebrate differences and use knowledge and skills to make sense of their environment.

Expressive Arts and Design.	To create learning opportunities that support children's creativity in music, story telling and art. To establish a curriculum where children can express themselves, explore ideas and communicate in unique ways by nurturing imagination, confidence and innovation.	Creativity is woven throughout provision, with a wide range of open-ended materials available for art, design, role play, music and movement. Children are encouraged to experiment with colour, texture, sound and form, and to communicate their ideas in imaginative ways. Daily opportunities for storytelling, drama and imaginative play allow children to bring their ideas to life, while exposure to a variety of cultural art forms broadens their appreciation of creativity. The focus is on valuing the process rather than the product, celebrating originality, effort and self-expression.	Children express themselves confidently and imaginatively. They develop creativity, problem-solving skills and the ability to communicate through different art forms.
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