

Ferryport Nursery

On **TRACK** to a bright future!

Thinking
Responsibility
Achieving
Connecting
Kindness



Curriculum Rationale

Ferryport Nursery - Who are we?

OUR VISION:

Our Vision for all learners at Ferryport Nursery is through our rich nursery experiences they will be "On **TRACK** to a bright future".

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Ferryport Nursery - Who are we?

OUR VALUES:

Thinking - I take leadership in my learning through play.

- I am challenged to think in different ways through my play.
- I am supported to recognise my success and progress.

Responsibility - I am encouraged to assess risks during play to explore and extend my learning.

- I help to create and use our nursery charters to keep myself and others safe and happy.
- I am supported to make responsible choices during my play.

Achieving - I celebrate my achievements and success and inspire others.

- I am supported to recognise my achievements and encouraged to try new experiences.
- I can talk about and/or show my progress.

Connecting - As I play I connect my interest to my learning.

- I connect with my community and local environment.
- I share my learning with my family and community.

Kindness - I am kind to myself, others and my surroundings.

- I am supported to appreciate, understand and celebrate everyone's individuality.
- I make my nursery a welcoming place where everyone is welcomed and included.



Ferryport Nursery - Who are we?

OUR AIMS:

Everyone at Ferryport Nursery will:

- be welcomed into a **safe, positive** and **caring** environment, where **relationships** will be fostered and valued, and **trust** built.
- develop the skills of great learners who are **mindful** of the difference they can make to their immediate and wider **community**.
- experience an **engaging, relevant, responsive**, and **creative** curriculum.

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Thinking

Responsibility

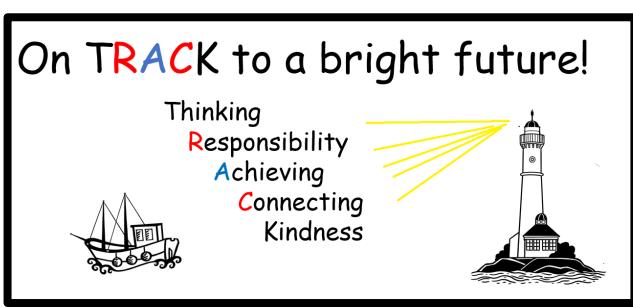
Achieving

Connecting

Kindness



Ferryport Nursery - How do we ensure that we get it right for all our children?



What makes Ferryport Nursery unique?

What are our strengths?

We look outwards to develop and **enhance** our **skills** and practice to meet individual needs

Nurturing

We put our children and families at the **centre** of all we do.

Supportive

Meeting the **needs** of our learners

Welcoming



Inclusive

Community Links

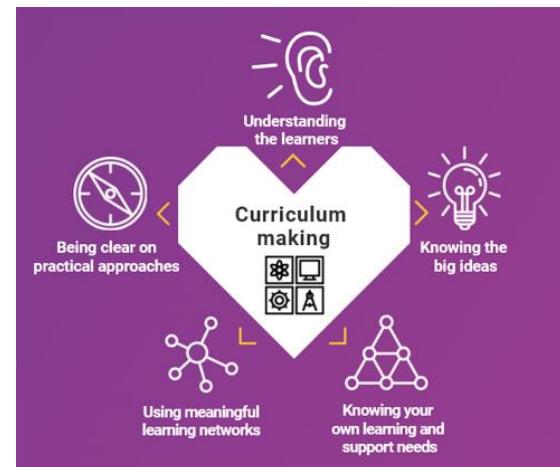
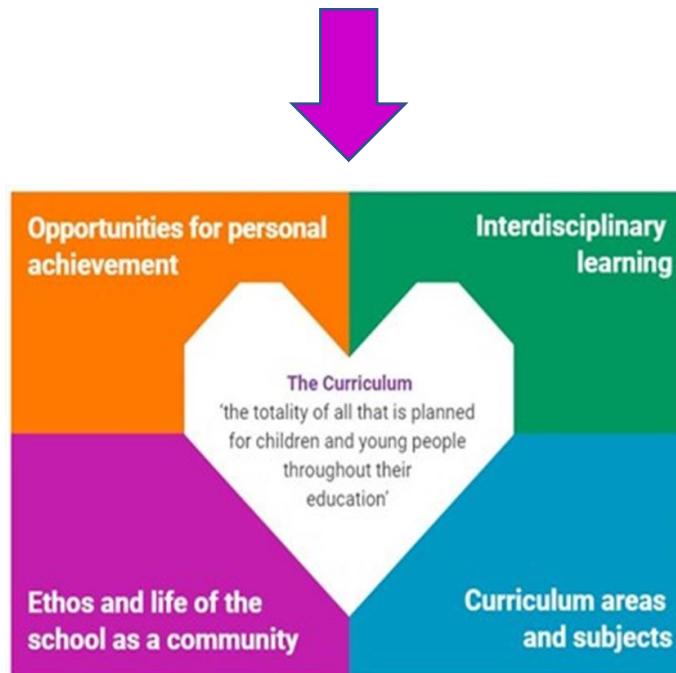
We **encourage** our families to be part of Ferryport Nursery through our inclusive, holistic approach.

We are a **committed** team who enthusiastically shares skills, qualities and experiences with all.

How is our curriculum organised?

Nursery experiences are framed around the four contexts for learning:

- *Life and ethos of the school and its community*
- *Curriculum areas and subjects*
- *Interdisciplinary learning (IDL) - learning through play*
- *Opportunities for personal achievement*.



Through these four contexts for learning, our learners develop the attributes described under the **four capacities**:



Ethos and life of the nursery as a community

Fire station



Community Garden



Police

Local Shops

Beach

Local Library, Nursery
Lending Library



"Understanding wellbeing as being about all areas of life including family, community and society."
GIRFEC

School - Classroom Visits,
Gym, Transition

Outside Agencies -
Health Visitors, Social
Work, S.A.L.T.,
Occupational
Therapist, Childsmile



Parent Chats

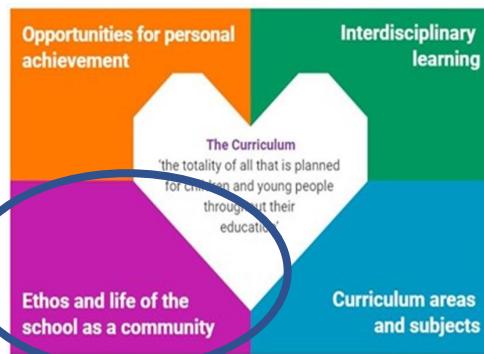


Bookbug

Parents' Rota
Family
Learning/Engagement

PEEP

Stay & Play Sessions



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Our core curriculum



Ferryport's curriculum, whilst following "Curriculum for Excellence", is rooted in a **child-led/child centred approach**, where learning is guided by the unique needs, interests, and abilities of each child.

By prioritising holistic development through **active play**, children are encouraged to **explore, discover, and build foundational life skills** in a natural, engaging way. This approach ensures that while each child's curiosity and personal growth is nurtured, they are also provided with appropriate **challenges** in a range of key curricular areas that foster confidence, resilience, and a sense of ambition.

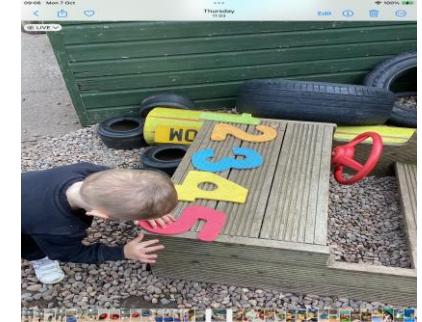
Through this balance, children develop the **skills, independence, and drive to thrive** both now and in the future.



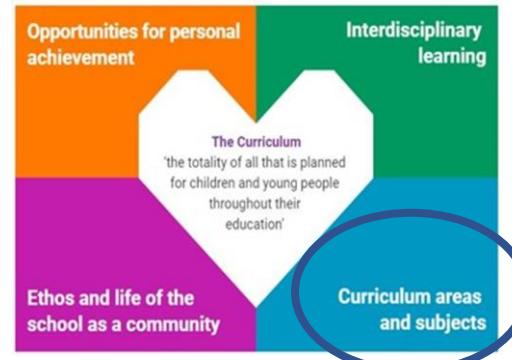
We take a holistic approach

We celebrate each individual child's uniqueness

We enable a Child Centred Approach



We value our children and recognise their full potential





Learning through play

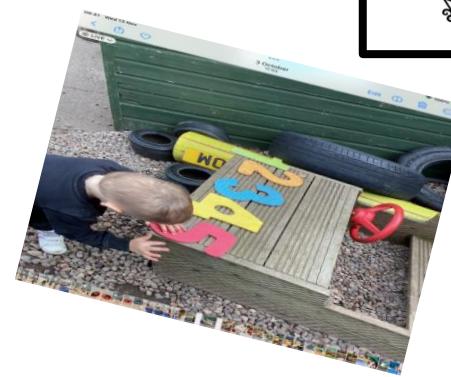
Through play, the child can learn to answer their own questions, learn new skills and learn to work collaboratively with other children or adults.

Realising The Ambition

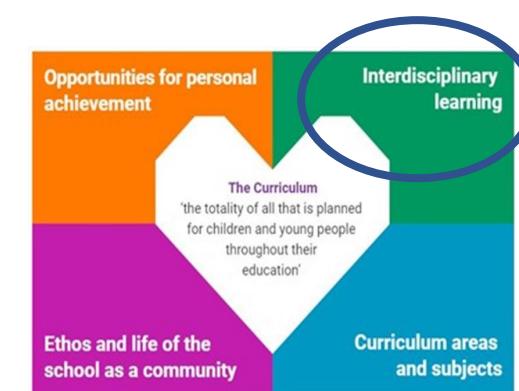
Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. UNCRC



"In play a child always behaves beyond his average age, above his daily behaviour; in play it is as though he were a head taller than himself." Lev Vygotsky



According to Froebel, "Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul." Simply put, he believed play was absolutely vital in the learning process, especially for young children. Friedrich Froebel.



Opportunities for personal achievement

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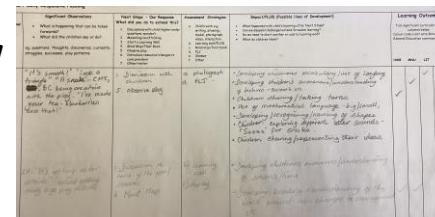
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Children are celebrated during **personal successes** to help recognise their own achievements.

By celebrating personal achievements we are building confident individuals, to feel valued and a sense of belonging to help to guide them to a bright future. Achievements are shared in many ways...

- Responding verbally to child's there and then moments
- Art Displays
- Kindness week
- Children's voice in displays
- Responsive Planning
- Christmas singalongs
- Sharing success with families on Seesaw



Achieving—"being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community." **Getting it right for every child (GIRFEC)**



How do we know? - Here's how we gather children's voices to help improve our nursery



"I like the plants by the dinosaurs."

"Playing outside."

"My favourite thing about nursery is playing with my friends."

"I like doing talking French at home and speaking English at nursery."



What I like about my nursery

What I don't like

I know my choice/rights at nursery

Child's Voice



These questions give you the opportunity to voice your thoughts.

Do you enjoy coming to nursery?

I like it a lot
 I quite like it
 I don't like it



"I can play."

"I can have food, drinks when I want".

"I can stay inside when I want."



Circles & music

What do our families say about our nursery?

It's feels nurturing and homely. The access to such a wonderful garden and outdoor space is fantastic. Also the location close to beach/ shore allowing wonderful walks and outdoor time. Within the building it is spacious but not overlay large allowing the children to feel safe and not overwhelmed with the environment.

How we gather our families voice...

- Quick question time
- Parent chats
- Handovers
- PLJ
- Seesaw
- Floor Books
- Comment/suggestion book

The links with school and the local community - beach walks, library visits, book bug and gym as well as supported transitions to school.

A huge variety of learning toys and activities plus the use of outdoor toys and the enclosed garden area. The shore walk and going to gym in the school weekly is also a great addition to the children's time at nursery.

a (relatively) small nursery with lots of opportunities to explore both in the nursery/its garden and further around (beachwalk, primary school visits).

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