

DUNSCORE PRE-SCHOOL CENTRE

CURRICULUM RATIONALE



LEARNING,
HAVING FUN,
MAKING FRIENDS



2022



OUR AIMS AND OBJECTIVES ARE LAID OUT IN OUR CONSTITUTION AS FOLLOWS::

The centre is a non-profit distributing voluntary organisation, which aims to:

- advance the education and social development of pre-school children and their parents and other appropriate persons, through the provision of early learning and childcare sessions, as well as sessions for parent's with their babies and toddlers.
- provide a safe, caring environment where children can thrive, help all the children become independent in all aspects of life, play and learning, ensure children know they are important and listened to, inspire a love of learning, equip them with the knowledge and skills for today's society, provide activities which offer appropriate challenges for every child, work with parents and community to provide the best for all the children at the centre.

In furtherance of the above aims the centre shall seek to:

- (a) provide safe and satisfying group play and learning
- (b) to encourage other charitable activities through which parents may support the development of children.

Additionally children, staff and parents discussed their shared view of Dunscore Pre-school Centre and its values...

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- Helping children and families recover from the social isolation and anxiety caused by the covid pandemic by providing a supportive, stable and nurturing environment
- Providing a safe, happy, caring, stimulating and secure environment for our children where everyone feels valued, included and respected
- Engaging our children in the highest-quality teaching and learning to maximize success for all
- Fostering well-being and respect
- Promoting high-quality leadership at all levels
- Promoting a culture of ambition and achievement and to value and empower our children and staff by recognizing and celebrating successes and achievements
- Equipping our children with skills for learning, life and work, in order that they might follow their dreams in the future.
- Encouraging family involvement by creating opportunities to engage and get involved in their learning and the life of the Centre

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DIVERSITY

UNDERSTANDING

NURTURING

SELF IMPROVEMENT

CO-OPERATION

OPEN DOOR

RESPECT

EQUALITY

PRIDE

RESPONSIBLE

EXPLORATION

STIMULATING

COMMUNITY

HOME FROM HOME

OUTDOORS

OPPORTUNITIES

LEARNING



BACKGROUND

Dunscore Pre-school Centre is a small rural charity which delivers excellence in early learning and childcare for children aged 3 years until they start school. A baby and toddler group, which very young children attend with their parents, is also provided at the centre. It has been at the heart of our community for over 25 years, and is run by trustees supported by a forum of parents, carers and members of the local community. In partnership with staff, they are responsible for the smooth running of the centre.

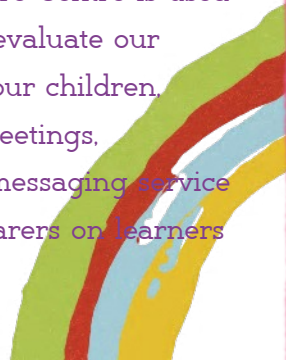
The manager and staff are responsible for organising and running the Early Years sessions and providing a nurturing positive and stimulating environment. At Dunscore Pre-school Centre we are always mindful of the special role we provide and of the dedication required by staff, parents and the community in ensuring its continued success.

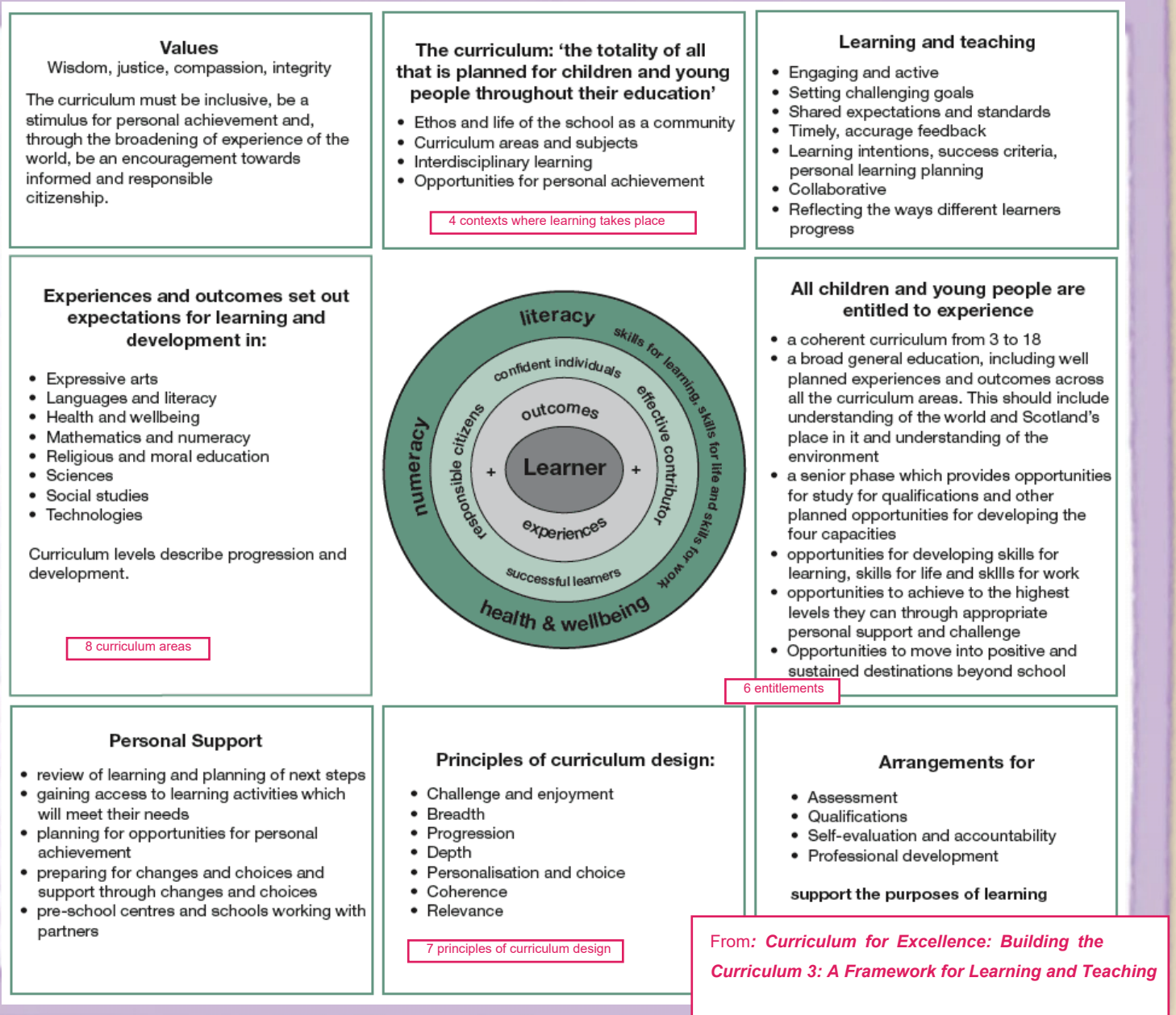
PARTNERSHIPS

Dunscore Pre-school Centre works closely with our associated Primary and Secondary schools. We arrange a range of visits to share learners' experiences and ensure a smooth transition to the next stage in their learning journey. We work in partnership with other Partner Provider and council nurseries both in our cluster and throughout the Region, meeting regularly to share best practice. The Early Years Team and Early Years Scotland support us with advice in order to evaluate and improve our practice. The Pre-school is an integral part of our community, with the children regularly visiting and being visited by individuals keen to share exciting powerful learning experiences, which will enable our children to become responsible citizens and active leaders in their community.

REVIEWING OUR PROGRESS

We are always striving to make the learning experiences our children take part in the best that they can be. How Good Is Our Early Learning and Childcare Centre is used by both staff, parents, carers and our partners in the community to evaluate our provision and identify key next steps. We encourage feedback from our children, parents and the community through discussions; at parent forum meetings, community council meetings, updates in the local magazine, family messaging service and comments book. In addition to the regular updates we give to carers on learners





THE EDUCATIONAL SCENE

Curriculum for Excellence highlights the key values of wisdom, justice, compassion and integrity, the four contexts where learning takes place, the six entitlements for children and young people, the seven principles of curriculum design and the eight curriculum areas where learning takes place.

See diagram above.

All staff at Dunscore Pre-School Centre are involved in developing our curriculum structure; and along with parents and learners have created a vision of what we strive to be, what we aim to achieve in order to make the curriculum meaningful, and the values by which we operate. Active learning through play is at the heart of all the activities planned for the children at the centre..

The staff work hard to ensure that learners can engage in the majority of experiences and outcomes from the Curriculum for Excellence Early Level. This is achieved through the ethos and life of the centre, incorporating events from the calendar year, and paying close attention to the learning environment; as well as through responsive planning. Interdisciplinary learning enables learners to make connections in their learning and where possible this is embedded in real life practical contexts.

WHAT MAKES DUNSCORE PRE-SCHOOL UNIQUE?



Dunscore Pre-School Centre believes that our quality nurturing environment allows children to feel confident and secure. We give a high priority to every learner's personal, social and emotional development, as well as their physical development and ability to communicate their needs and feelings. This allows them to take full advantage of all the experiences on Offer.



The Centre is welcoming to both learners and families. By reflecting something of the home environment we make the transition from home to the centre a more positive experience. Attractive displays of the children's work, nurture attitudes which promote self-esteem and self-worth whilst encouraging dialogue between the children and their parents about their child's learning. The Class Dojo app allow parents to see regular observations of their child, along with suggestions for their next steps and how these fit in with the curriculum.



We encourage dialogue with parents, so they can share their hopes and fears for their children, and staff can in turn share observations. Learning conversations with parents help explain the curriculum, promoting a positive attitude to early years learning and supporting parents to assist their child at home through everyday activities. Learning sacks and resources are developed so that progress can be shared and consolidated with parents at home.



We understand that children learn most naturally and effectively when they are actively involved and interested, by doing rather than by being told. We place great importance on actively listening to our children, encouraging them to express themselves. In this way we can help them develop their own interests. This child centred learning approach ensures that children are engaged with their learning and are keen to share it through Personal Learning Portfolios and family messaging service and on-line learning.

WHAT MAKES DUNSCORE PRE-SCHOOL UNIQUE?



We believe there should be no boundaries to children's learning and that it should not be constrained to learning within four walls. We have an active outdoor learning program that stimulates learners' interest in their environment and takes full advantage of the experiences offered by our rural setting. Our outdoor learning promotes interdisciplinary learning, reinforcing numeracy and literacy and challenging the children to be co-creators of their learning.



Dunscore Pre-School Centre places a high priority on learning for sustainability and encourages learners to engage with and play their part in supporting our local community. We play an active role in our community and are working towards becoming a Fairtrade nursery



Staff are encouraged through regular appraisals to develop their own field of interest. Training in Special Educational needs, Modern Foreign Languages, Outdoor Learning, Speech and Language, and bookbug has led to increased benefits for all the learners at the centre.

SUPPORTING LEARNERS

Dunscore Pre-School Centre adopts a child centred learning approach. A high staff to learner ratio ensures that staff invest time listening to learners in order to be aware of their interests, and to identify strengths as well as areas for improvement. Informal daily and planned fortnightly learning conversations enable staff to share observations. As a result of this they are able to plan learners' next steps and to evaluate provision in order to achieve these. Staff share these next steps with learners and parents in an appropriate way so that we can work together with parents to help support their child.

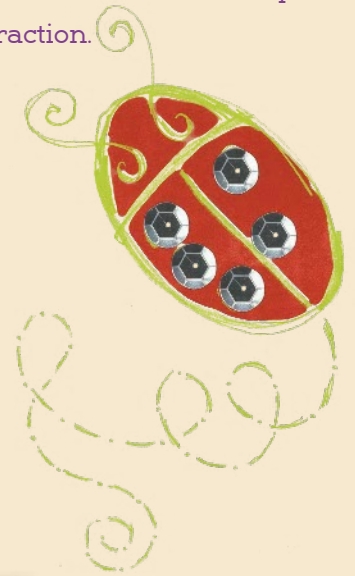
THE LEARNING ENVIRONMENT

The setting is welcoming and inviting for learners, with resources attractively labelled and displayed so that they can be accessed independently. Learners' interests and developmental next steps are taken into consideration and staff regularly discuss and update the room layout and resources in conjunction with learners. Learners are encouraged to plan for and construct their own learning areas and to display their learning, thus developing pride in their achievements.



Guidance material is used to ensure that literacy and numeracy is embedded in all areas of the learning environment and these are regularly evaluated by staff through observations of how learners use the areas. Literacy and numeracy pathways are used in conjunction with the learning experiences and outcomes to assess learners' progress. Staff support learners in asking questions, exploring and investigating areas that interest them. Learners are therefore engaged, inspired, and motivated to become active in their learning.

Regular provision is made for active outdoor play in our weekly forest school where learners are encouraged to investigate natural materials and their environment and to develop the key skills including problem solving, critical thinking, inquiry and investigation as well as communication and personal interaction.





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