

The Daisy Group – Clervaux Nursery School's Nurture Space

The EYFS Nurture Room at Clervaux Nursery School offers children who need additional support to access mainstream school in a calm and supportive environment to enable their additional needs to be met.

All children have additional needs which means they may require full time 1:1 support from an Early Years Practitioner.

The Nurture Room is organised into areas to promote individualised learning and a sensory room outdoors is also available to provide the opportunity for the children to access a safe place where they can stimulate or calm the senses and support self-regulation.

The staff work closely with all outside agencies and professionals regularly, including Educational Psychologists, health care professionals and the SALT team to provide a holistic approach in supporting the child and family.

Example Session

9.05-9.15	Calm time , sensory lights etc– children who would like a piece of toast for their breakfast will be encouraged to sit and eat
9.15	Hello song and individual planning time
9.25	Worktime/Free flow
10.00	Snack on offer for 30 mins children can get up and play but only if mouths are empty
10.30	Group time
10.40	Worktime /free flow / box times
11.10	Tidy up time

11.20	Join main nursery for lunch and outdoor main yard play
11.45	Calm time / sensory time
11.55	Good bye song / home time

Soft Landing

To support the children to transition into school the first 20 minutes is a soft landing where the children are able to freely choose to enable them to self-regulate and acclimatise after the transition into school. Snack is given at this time to enable children to start the day / session with a shared activity promoting independence.

Welcome Time

The children are given a 5-minute warning to prepare them for the transition into welcome time. During welcome time the children each sit on their own cushion and are given a wooden round with their photograph on. We begin by singing a welcome song which features each child's name to welcome them individually. This supports name recognition and a sense of self. The children are then presented with a choice of two objects which represent a familiar nursery rhyme. Their chosen song is then sung along with Makaton signs. We begin the year singing one song and build up throughout the year in accordance with the children's attention span.

Work Time

During this time the children are given an extended period of play to explore the environment and resources available. The environment is set up in a way that supports their understanding of how the toys should be used. There is a mixture of sensory based resources and equipment to aid self-regulation. Practitioners will model play skills and provide language related to their play. The children are encouraged to be independent and make their own choices using a variety of methods for example – Objects of reference, Communication and choice boards. Throughout this time there will also be a small group activity and a 1:1 adult led box time.

Box Time

Box Time is a structured and motivating way to develop a child's ability to focus and communicate. Box Time is delivered daily to each child on a 1:1 basis. The focus of each child's Box Time is determined by their individual targets coming from SALT, EHCP or individual action plans.

Box Time can be used to develop the following skills...

- Making a choice of activity
- Expanding and developing play
- Attention and listening
- Shared engagement
- Anticipation
- Taking turns
- Understanding - by having a clear end to the activity where you show that it's finished and encourage the child to help put the activity away
- Communicating - requesting "more" bubbles / pieces of the jigsaw / cars for car track

Small Group

Every day the children participate in a Small Group time consisting of 5-6 children. The activities vary depending on the interests of the children, their individual needs and topical events for example – the seasons, Christmas, upcoming visits. Small Group time is an opportunity for staff to model specific skills, introduce new vocabulary and expose the children to new experiences. During this time the adults observe the children and assess how to move them forward in their learning.

Song Time

Song Time offers the children the opportunity to be fully immersed in music. The children use musical instruments, listen to music, are encouraged to move and dance along to the music and join in with actions. Adults introduce new songs each half term to expand the children's repertoire of songs and are supported by Makaton signs where possible.

Story Time

Each week we have a 'Book of the week' which is shared with the children daily and in a range of ways. This includes in a small group or pair, 1:1, sensory stories and on screen stories with Makaton signing. The stories are made interactive with the use of props and puppets. The children respond well to books which have flaps, sounds and touch and feel elements. We build up the length and content of the stories throughout the year in accordance with the children's attention. Books are also loosely themed around seasonal topics and the children's interests. The 'Book of the Week' and props are made available for the children to explore independently throughout the week. Books are sent home for parents to participate in their child's

Forest School

The children are given the opportunity to attend our on-site Forest School on a weekly basis. The children are supported to put on their waterproofs and wellies promoting independence and self-care where possible. They get to explore the outdoor environment and experience nature throughout the seasons.

Sensory Room

The children get the opportunity to go to the sensory room several times a week. This allows them to access additional sensory experiences that many of our children require to meet their sensory needs and to self-regulate.

Willow Curriculum Map 23/24

We link all of our curriculum to our key principles goals

Key skills in the prime areas of learning (Personal, social, emotional, Communication and language, Physical development)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> ● Children are supported with Settling in and exploring the environment – Be independent / Be inquisitive ● Time is spent developing strong relationships between staff and the children, building trust. Be a good friend ● Staff use box time to discover motivators for each child as 	<ul style="list-style-type: none"> ● All children should now be joining welcome time for welcome song plus 1 nursery rhyme with support. Be confident, be an interested reader and writer ● Children will begin to follow the daily routine with adult support using objects of reference. Be confident, be independent, be 	<ul style="list-style-type: none"> ● Welcome time now consists of the same 3-5 songs. The children should be able to make a choice between two songs when offered. Be confident, be resilient, be an interested reader and writer and be inquisitive ● Children will follow the daily routine with adult support using objects of 	<ul style="list-style-type: none"> ● Some children are beginning to choose a song from a wider selection. Be confident, be an interested reader and writer and be inquisitive ● Children are now consistently following the daily routine using a picture symbol / visuals Be confident, be independent, be resilient ● Children develop their 	<ul style="list-style-type: none"> ● All children will be joining in for welcome time with less adult support. Be confident, be independent, be resilient, be inquisitive ● Children will be introduced to a first and then board to follow the daily routine. be independent, be resilient ● Adult use box time to introduce 	<ul style="list-style-type: none"> ● The children accept welcome time as a consistent part of the routine and are actively engaged and involved and includes a wide variety of familiar nursery rhymes. Be confident, be independent, be a good friend, be resilient, be a problem solver, be an interested reader and writer and be inquisitive

<p>well as ways to help them self-regulate. Be confident, be independent, be resilient, be a problem solver</p> <ul style="list-style-type: none"> ● Adults introduce areas and resources to the children throughout work time and small group. Be confident, be independent, be a problem solver, and be inquisitive ● Staff observe children's preferred modes of communication Be confident, be a good friend, be resilient ● Adults introduce snack and lunchtime with a light touch approach. Be confident, be independent, be resilient ● Adults observe children's 	<p>a problem solver</p> <ul style="list-style-type: none"> ● Children will choose a box time activity when offered a choice two by an adult. Be confident, be independent, and be inquisitive ● Children are able to play with support on activities of their own choosing. Be confident, be independent, be a good friend, be resilient, be a problem solver, be an interested reader and writer and be inquisitive ● Children use their preferred mode of communication to get their needs met. Be confident, be independent, be at one with nature, be a good friend, be resilient, be a 	<p>reference alongside a picture. Be confident, be independent, be a problem solver,</p> <ul style="list-style-type: none"> ● Children begin to accept working on an adult led box time activity lasting 1-3 minutes. Be confident, be resilient and be inquisitive ● Children are beginning to allow an adult to join in with their play. Be confident, be a good friend ● Children develop their communication modes and are beginning to use it to make choices. Be confident, be independent, be resilient, be a problem solver, be inquisitive 	<p>sustained attention to adult led box time activities 3-5 minutes. be resilient, be a problem solver, be an interested reader and writer and be inquisitive</p> <ul style="list-style-type: none"> ● Children engage in play with an adult and begin to tolerate playing alongside another child. be a good friend, be resilient and be inquisitive ● Children can make a simple choice when offered and beginning to express their wants. Be confident, be independent ● Children are beginning to understand the expectations around snack and lunchtime 	<p>children to activities outside of their comfort zone lasting up to 5 minutes. Be confident, be resilient, and be inquisitive</p> <ul style="list-style-type: none"> ● Adults support children to engage in play with another child. Be confident, be a good friend ● Children want to communicate with an adult to get their needs and wants met. Be confident, be independent, be a problem solver, ● Children are no longer getting up from the table during snack and lunchtime and are beginning to eat what is offered. be independent ● Children are 	<ul style="list-style-type: none"> ● Children will be following the daily routine with the aid of a first and then board. Be confident, be independent, be resilient, be a problem solver, ● Adult use box time to challenge children further and develop their skills and tolerance. 5-10 minutes. be resilient ● Children are able to play with another child for a short period. Be confident, be independent, be a good friend, be resilient ● Children are consistently using their preferred mode of communication to communicate for a variety of
---	--	--	--	---	---

<p>self-care abilities. Be confident, be independent</p>	<p>problem solver, be an interested reader and writer and be inquisitive</p> <ul style="list-style-type: none"> ● Children come to the table and sit for up to 1 minute and are given their preferred food. Be confident, be independent, ● Children cooperate with nappy changing and having their coat/wellies put on. Be confident, be independent, be a problem solver 	<ul style="list-style-type: none"> ● Children have an understanding of the lunchtime / snack time routine and are beginning to cooperate with it. Be confident, be independent ● Children begin to help adult during changing time by moving arms and legs cooperatively. be independent 	<p>and the importance of sitting when they are eating. Be confident, be independent, be resilient, be a problem solver</p> <ul style="list-style-type: none"> ● Children are beginning to assist in dressing themselves i.e. pulling up their own trousers. They are attempting to put on their own coat and wellies. be independent, be a problem solver 	<p>beginning to indicate if they need changing. Children are able to put on their own coat and wellies with support. be independent</p>	<p>reasons. Be confident, be independent</p> <ul style="list-style-type: none"> ● Children are sitting at the table for snack and lunchtime and are eating what is offered. ● Children clearly indicate when they need changing. They are able to put on their own coat and wellies independently. (This is dependent on physical and medical difficulties and times may vary) be independent,
---	---	--	--	--	--