



Quality Practice in the Early Years at Thomas Jolyffe

We believe...

Effective use of high-quality continuous provision alongside well-planned enhanced provision and directed activities, is a highly effective approach to teaching and learning.

We see this approach leads to the most impactful and sustained outcomes for young children.

Starting from the Child (2013) P95

Julie Fisher – Open University Press

“The quality of early learning is stimulated, supported and provoked by the quality of the environment in which young children are being educated.”

PROVISION

Continuous Provision

Curriculum through the high quality indoor and outdoor learning environments.

Enhanced Provision

Curriculum through resource stimulus, interactive displays, visits and visitors.

Directed Activities

Curriculum through focussed discussion and group activities.

Cycle of -

Think – Plan – Do – Review

Intent – Implementation – Impact

CONSISTENCY

Continuous Provision areas must be organised and consistently resourced.

Consistency nurtures confidence and enables children to be more independent – making plans and taking ownership of their own learning.

Children are able to then exercise curiosity, practice self-regulation and build their resilience, all keys to being successful learners.



Quality Practice in the Early Years at Thomas Jollyffe

The powerful potential of continuous provision to support children's learning behaviours

Playing and Exploring – Engagement

Finding out & exploring
Playing with what they know
Being willing to 'have a go'

Active Learning – Motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and Thinking Critically

Having their own ideas
Making links
Choosing ways to do things