



Quality of Education



At nursery we set up lots of exciting activities, based on the children's interests whilst ensuring we cover a broad, balanced curriculum.

When planning for these activities we think about the following:

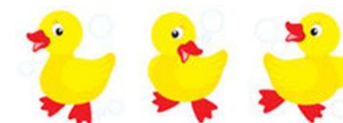
INTENT – What do we want the children to learn from an activity or experience?

IMPLEMENTATION – How do we help each child to progress in the seven areas of learning?

IMPACT – How do we know that what the nursery staff has provided has actually helped each child to learn? What has your child learnt today?



Strategies for supporting sustained shared thinking



This table shows how we encourage good thinking skills.

Tune in: Listen carefully to what the child/children are saying, observe their body language and what they are doing.	Show genuine interest: give your whole attention, maintain eye contact, affirm, smile, nod.
Respect the children's own decisions and choices.	Invite children to elaborate: "I really want to know more about this." "Then what happened?"
Recapping: "So, you think that ..."	Offering your own experience: "I like to listen to music when I cook my dinner."
Clarifying ideas: "So you think this ice cube will melt when I put it into the warm water?"	Suggesting: "You might like to try doing it this way."
Reminding: "Don't forget, you said this ice cube will melt when I put it into the warm water."	Using encouragement to develop further thinking: "You really have thought about where to put the door on your castle, but where will you put the windows?"
Offering an alternative viewpoint: "Maybe Goldilocks was not naughty when she ate baby bear's porridge, maybe she was really hungry and very lost?"	Speculating: "Do you think the three bears would have liked Goldilocks to come and live with them as a friend?"
Reciprocating: "Thank goodness you were wearing wellies when you jumped in those puddles! Look at my feet, they are soaking wet!"	Asking open ended questions: "How did you...? Why does this...? What happens next...? What do you think..?"
Modelling thinking aloud: "I'm not sure if this will work, but I remember when..."	