



# GHANSHYAM NURSERY SCHOOL

**SKSS Temple**

Westfield Lane, Kenton, Harrow, Middlesex HA3 9EA

Tel: 020 8909 9389 - Email: enquiries.gns@sksst.org

## Introduction

The 3 I's in education come from the 2019 Ofsted Inspection Framework. The ways in which early years settings like Ghanshyam Nursery School plan, observe and assess fits in very well with the 3 I's. They stand for:

**Intent**

**Implementation**

**Impact**

In order to truly understand what exactly the 3 I's are in our setting, and how they relate to planning cycles, let's look at each one in more detail.

### Intent:

At Ghanshyam Nursery School, we place great value on the overall development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges beyond. Our aim in the EYFS is to build strong foundations and resilience, so that the children in our care can grow to become successful, life-long learners and successful members of society. Our curriculum is based on our five ethos which are our 5 C's that are:

1. **Care & Respect**
2. **Communication**
3. **Community**
4. **Confidence**
5. **Culture**

We support our children and provide them various opportunities to make them **Early Explorers in Blue bell, Curious learners in Tulip and Independent learners in our Sunflower class**. In addition, we also ensure that our children understand culture and values of where they come from. We support our children in developing the skills needed in order to learn to listen, speak and meet the high expectations for behaviour by working together and being kind. Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy (CLL) are curriculum areas which are prioritised within our nursery. At Ghanshyam Nursery School, children will experience an enabling environment which is warm and supportive in our state of the art secure building. This in turn supports the children to begin to link learning to their play and exploration through our holistic, rich and safe provision.



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Charity Nr 1122165  
Registered in England No. 5854972  
Company Limited by Guarantee



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## Implementation:

Our children learn through their engagement with a range of learning opportunities which are made up of a balanced initiative of child-initiated and adult-directed activities. Our nursery day is structured around the provision of extensive opportunities for children to develop their learning and skills in PSED and Communication, Language and Literacy. The provision within our setting delivers challenging experiences which support the development of the children. This includes our well-resourced sensory and outdoor play areas. The EYFS curriculum is accessible both indoors and outdoors. The provision is designed in a cross-curricular manner, which supports holistic learning and development including understanding the world and expressive art and design, as well as to promote sustained thinking and active learning. Our planning is child-led with our experienced staff ensuring that our children's next steps and individual stages of development are incorporated. By implementing our planning, assessing, and observation cycle in this way we are able to ensure that the children have ownership over their environment and learning. Our inclusive approach to curriculum delivery ensures that all children are able to fully participate and learn alongside one another. It also enables our practitioners to support the children's learning by identifying their zone of proximal development and furthermore, scaffolding their learning

## Impact:

The EYFS curriculum is centred on the needs of the children, inclusive of disadvantaged children and those with SEND. All children are observed and their learning evaluated via talking to children, looking at their achievements, observing their learning experiences and analysing data and progress by age, gender, and group. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. This information is tracked which enables us to measure our starting points against a national data set. We use this information on a regular basis to plan learning experiences and next steps. During each assessment period, we are able to update the progress children have made which allows us to assess the impact of our provision and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs and contributions from parents are kept in 'learning journals'. Our curriculum and its delivery ensure that children make good progress. During their time in our EYFS, children make rapid progress towards their age-related expectations before transitioning. Our high standards of progress and achievement are driven by an enriched curriculum, enabling environment, and rigorous assessment processes. This is based on our aim of ...

**'Laying the foundations for life' through our ethos, we strive to provide the highest quality childcare facilities and personnel for the social, personal, cultural and religious advancement of the child.**



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