



BROOMHILL INFANT AND NURSERY SCHOOL

CONTINUOUS PROVISION POLICY

Nursery to Year 2

Purposeful environments. Powerful play. Independent learners.

“Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child’s soul.”

Friedrich Froebel

Policy information	Details
Policy owner	Early Years Leader / Curriculum Leaders
Responsible leader	Headteacher: Hayley Farthing
Approved by	Governing Body: Robin Millard
Approval date	September 2026
Review date	September 2027, or sooner if national guidance changes

Our core commitment

Every child will experience a rich, inclusive and ambitious environment in which they can explore, practise, apply and deepen learning through play, purposeful provision and responsive adult interaction.

1 Purpose, vision and principles

Continuous provision is an integral part of our curriculum, not an activity children complete after teaching.

Our vision

At Broomhill, continuous provision gives children time, space and meaningful resources to become confident, curious and independent learners. It enables them to revisit knowledge, practise skills, make connections, solve problems, communicate ideas and create outcomes that matter to them. Indoors and outdoors, provision reflects our commitment to Nature, Nurture and Knowledge.

Purpose of this policy

This policy explains how continuous provision is planned, taught, enhanced and evaluated from Nursery through to Year 2. It establishes a coherent approach that protects the value of play while ensuring clear curriculum intent, progression and ambition.

We aim for every child to

- feel safe, included, represented and able to participate;
- develop independence, self-regulation, resilience and sustained concentration;
- use communication, language and vocabulary for authentic purposes;
- revisit and apply taught knowledge and skills across different contexts;
- follow interests, ask questions, investigate, imagine, collaborate and solve problems;
- make choices and increasingly plan, carry out, review and improve their learning;
- experience appropriate challenge without adult intervention taking over; and
- learn indoors and outdoors through well-organised, accessible and inspiring environments.

What we mean by continuous provision

Continuous provision is the carefully planned environment and core set of resources that are available for children to use independently across the day. It is continuous because children encounter familiar areas and materials repeatedly, enabling growing fluency, sophistication and ownership. Enhancements are added deliberately to respond to children's interests, current learning, assessment and curriculum priorities.

The Broomhill sequence

Children EXPLORE through play and first-hand experience; PRACTISE through repetition and adult modelling; APPLY taught knowledge in meaningful contexts; DEEPEN learning through challenge, language and connection; and DEMONSTRATE what they know with increasing independence.

2 The Broomhill approach

Engagement, relationships and responsive teaching turn resources into learning.

Child interests and the importance of play

Children's fascinations, questions, experiences and schemas are powerful starting points. Through play they negotiate, imagine, test theories, represent ideas, take manageable risks, solve disagreements and revisit experience. Practitioners value sustained play and understand that deep learning may look different from a finished product.

In the Moment Planning

Our In the Moment approach enables adults to respond when curiosity and motivation are strongest. Adults observe, listen, assess and respond: they may introduce precise vocabulary, model a skill, wonder aloud, offer an additional resource, help a child connect ideas or create an opportunity to return to the learning later. Responsive interaction sits alongside intentional curriculum planning; both are essential.

The enabling environment

Areas are organised so that children can see, select, use and return resources with growing independence. Core resources are open-ended, adaptable and of sufficient quality and quantity. Displays, labels, books, photographs, visual supports and examples help children remember possibilities without limiting creativity.

The adult role

Notice	Decide	Respond	Review
Observe interests, actions, language, relationships and patterns of learning.	Consider whether to watch, join, model, scaffold, challenge or protect uninterrupted play.	Comment, model, extend, demonstrate, add vocabulary, ask a purposeful question or offer a resource.	Notice impact, share relevant learning, adapt provision and identify a helpful next opportunity.

Balanced interaction

Adults do not question continuously or direct every choice. They create conditions for independence, allow processing time, comment as well as question, join sensitively and step back when children are thinking productively.

Core and enhanced provision

Core provision remains sufficiently stable for children to build mastery. Enhancements are purposeful additions that strengthen a current curriculum focus, extend an observed interest, address an identified barrier or invite new possibilities. Enhancements do not turn every area into a themed display and are removed when they no longer add value.

3 Areas of provision and curriculum purpose

Each area has clear learning potential while remaining open to children's ideas.

Area	Curriculum potential	Examples of adult contribution
Books, stories and storytelling	language, comprehension, imagination, sequencing, identity	share and revisit high-quality texts; model retelling; introduce props and story language
Role play and small world	communication, narrative, relationships, knowledge of the world	follow children's meanings; model social language; add real objects, texts and relevant vocabulary
Construction and blocks	spatial reasoning, design, mathematics, collaboration, physical control	model joining and balancing; invite prediction; introduce plans, labels and measures
Creative workshop	representation, design, fine-motor control, evaluation, self-expression	teach tool safety and techniques; discuss choices; encourage revisiting and improving
Mark-making and writing	meaning-making, transcription, composition, communication	provide authentic purposes; model writing; support oral rehearsal and independence
Mathematics and manipulatives	number sense, pattern, shape, measure, comparison, reasoning	model precise language; encourage multiple solutions; connect to taught concepts
Investigation and sensory provision	scientific enquiry, cause and effect, vocabulary, regulation	wonder aloud; model careful observation; offer tools and support children to explain
Music, movement and performance	rhythm, expression, listening, memory, confidence	teach songs and movement patterns; invite composition, rehearsal and performance
Outdoors and nature	large-scale play, physical development, science, risk, wellbeing	enable all-weather access; teach care for living things; support investigation and collaboration

Play it, say it, write it

Provision makes the journey from experience to language to representation visible. Children first encounter and explore ideas, then talk, gesture, enact and rehearse them. When meaningful and developmentally appropriate, they record through drawing, symbols, maps, labels, captions, calculations, stories and explanations.

4 Progression from Nursery to Year 2

The form of provision develops as children gain knowledge, fluency and independence.

Stage	Primary emphasis	What progression looks like	Typical examples
Nursery	Explore and connect	sustained play; growing communication; confident choice; repeated sensory and first-hand experience; emerging self-regulation	key-person interaction, schemas, songs, story baskets, role play, sensory exploration, large-scale outdoor play
Reception	Practise and apply	children use taught phonics, writing and mathematics within play; narratives and collaboration become more sustained; choices become increasingly purposeful	message writing, story making, number and shape challenges, construction plans, investigation, purposeful role play
Year 1	Apply and connect	provision increasingly enables children to retrieve and use curriculum knowledge, rehearse new skills and demonstrate understanding in varied contexts	science enquiry, geographical mapping, historical role play, practical maths, reading and writing for real purposes
Year 2	Deepen and demonstrate	children solve more complex problems, justify choices, collaborate, evaluate and create increasingly sophisticated independent outcomes	open-ended enquiry, design briefs, research, debate, data handling, extended compositions and peer evaluation

Progress is not always linear

Children may show different levels of independence across contexts, relationships and sensory conditions. Adults use professional knowledge of the whole child and scaffold access without lowering intellectual ambition. The progression above is a guide, not a checklist or ceiling.

5 Planning, teaching and assessment

Effective provision begins with curriculum intent and is refined through observation.

Planning principles

- Start with the knowledge, skill, disposition or vocabulary children are expected to develop.
- Identify what should be taught directly and what children need to explore, practise or apply independently.
- Maintain high-quality core provision and add only enhancements with a clear purpose.
- Use children's interests as a vehicle for learning, while also widening experience beyond what is already familiar.
- Plan access, representation, challenge and communication supports from the outset.
- Ensure indoor and outdoor provision are connected but offer distinct possibilities.
- Review what children actually do and learn, rather than judging provision by appearance alone.

Observation and assessment

Adults assess through attentive observation, interaction, discussion and children's actions and outcomes. In EYFS, professional knowledge and Tapestry where useful inform responsive planning; unnecessary recording is avoided. In Key Stage 1, teachers draw on talk, practical application, reading, writing and curriculum outcomes. Evidence is proportionate and used to improve teaching and access.

When to intervene

Step in when...	Step back when...
a child seeks connection or support	the child is deeply engaged and productively challenged
safety, inclusion or dignity requires action	peers are negotiating successfully
a misconception is becoming embedded	trial and error is moving learning forward
modelling will unlock access or possibility	adult talk would interrupt concentration
language or a resource can deepen thinking	children are independently applying taught learning

Assessment should lead to action

Observations may lead to a change in adult interaction, a direct teaching moment, pre-teaching through Time to Connect, a resource adjustment, an enhancement, a conversation with families, targeted support or a referral through SEND procedures. Assessment is never an end in itself.

6 Inclusion, equality and belonging

Every child has equitable access to meaningful participation and challenge.

Universal inclusive practice

- Use predictable organisation, clear routines and visual timetables.
- Provide accessible storage, adapted tools, varied seating and routes through spaces.
- Use Makaton, Widgit symbols, objects of reference, communication boards and agreed AAC systems where appropriate.
- Offer sensory regulation, quieter spaces and smaller-group opportunities without isolating children from rich learning.
- Pre-teach and revisit vocabulary, routines and skills through Time to Connect and meaningful experience.
- Represent children's cultures, families, languages, identities, disabilities and experiences authentically.
- Use open-ended materials that allow multiple entry points and levels of challenge.
- Provide adult support that increases agency and independence rather than creating dependency.

Children with SEND

Provision is adapted to remove barriers while preserving belonging, curiosity and ambition. Children may use support from the Inclusion Base and approaches including Attention Autism, Intensive Interaction, Six Bricks, Lego Therapy, WellComm, Talk Boost, Colourful Semantics, social stories and sensory or physical programmes when these match assessed need. Individual plans and specialist advice inform reasonable adjustments.

Children with English as an additional language

Home languages are valued as assets. Adults use visuals, gesture, real objects, repetition, peer models, songs, stories and familiar routines to support access. Provision offers genuine reasons to communicate and represent meaning, while practitioners distinguish the normal process of acquiring English from possible speech, language and communication needs.

Challenge for all

Challenge comes from complexity, precision, sustained thinking, new knowledge, collaboration, explanation, evaluation and independence - not simply from adding more tasks. Adults avoid limiting children through assumptions about age, attainment, language, SEND, disadvantage or confidence.

7 Indoor, outdoor and safe provision

Risk is managed thoughtfully so children can experience freedom, challenge and responsibility.

Outdoor learning

Outdoors offers distinctive opportunities for movement, scale, weather, nature, uncertainty, collaboration and manageable risk. It is not merely an indoor curriculum moved outside. Children investigate living things, build and transport, explore water and mud, create narratives, grow food, notice seasonal change and communicate through signs, maps, labels and shared projects.

Safety and risk-benefit

- Daily checks identify hazards while protecting appropriate challenge and exploration.
- Children are taught how to use tools, materials, equipment and spaces responsibly.
- Resources are maintained, hygienic, age-appropriate and stored safely.
- Known allergies, medical needs, sensory needs and individual risk assessments are considered.
- Adults supervise according to risk, need and context while supporting increasing responsibility.
- Safeguarding concerns or disclosures are responded to in line with school policy.

Care for resources and the environment

Children participate in selecting, carrying, using, sorting and returning materials. Adults model respect for living things, responsible use of natural resources and repair or reuse where possible. This builds community, sustainability, executive function and ownership.

The environment as teacher

A successful space communicates: you belong here; you can find what you need; your ideas matter; you are trusted; you can take time; and you can make learning visible.

8 Leadership, monitoring and review

Monitoring focuses on children's experience and learning, not decorative presentation.

Roles and responsibilities

Governors: approve the policy, hold leaders to account for implementation and ensure equality of access.

Headteacher and senior leaders: establish expectations, protect resources and professional learning, and evaluate impact.

Early Years and curriculum leaders: support progression, model effective practice, review environments and planning, and coordinate improvement.

SENDCo and Inclusion Team: advise on access, communication, regulation, reasonable adjustments and targeted support.

Teachers and practitioners: plan purposeful environments, teach routines and skills, interact responsively, assess learning and adapt provision.

Learning support staff and other adults: use agreed approaches consistently, support independence and share significant observations.

Children: contribute ideas, make choices, care for resources, collaborate and reflect on their learning environment.

Parents and carers: share knowledge of children's interests, communication, cultures and experiences and support continuity between home and school.

Monitoring and evaluation

Leaders evaluate implementation through learning walks, observation of children's engagement and interaction, staff and pupil voice, review of planning and assessment, curriculum outcomes, inclusion and participation, and discussion with families. Monitoring asks whether provision is purposeful, ambitious, inclusive and enabling - and whether children can explain, apply and extend what they know.

Broomhill non-negotiables

- Core provision is high quality, accessible, organised and sufficiently stable for mastery.
- Every area has a clear curriculum purpose while remaining open to children's ideas.
- Adults know when to model, interact, challenge and step back.
- Children encounter rich language, high-quality texts and authentic reasons to communicate and record.
- Play, first-hand experience and outdoor learning are protected across Nursery to Year 2.
- Enhancements are purposeful and evaluated for impact.
- Assessment is proportionate and leads to useful action.
- Inclusion, regulation, communication and independence are planned from the outset.

9 Practice guide and annual review

A concise companion for day-to-day implementation.

Questions for reviewing an area

Review question	RAG / note
What curriculum knowledge, skills, vocabulary and dispositions can children develop here?	
Can all children access, understand and use the area with appropriate independence?	
Are core resources open-ended, well organised, complete and of sufficient quality?	
What are children actually doing, saying, thinking and learning?	
Are adults interacting purposefully and stepping back at the right times?	
Does the provision enable children to revisit and apply direct teaching?	
Are enhancements responding to assessment, curriculum intent or genuine interests?	
Is challenge visible through depth, precision, connection and independence?	
Do indoor and outdoor spaces offer complementary possibilities?	
What should be maintained, removed, adapted or taught next?	

Statutory and evidence-informed reference points

- Department for Education: EYFS statutory framework for group and school-based providers (effective 1 September 2026)
- Department for Education: Development Matters - non-statutory curriculum guidance for the early years foundation stage
- Department for Education: National curriculum in England - programmes of study for Key Stages 1 and 2
- Education Endowment Foundation: Early Years and Key Stage 1 evidence on communication, self-regulation, metacognition and effective teaching

10 Implementation and review

An annual reflection keeps the policy active, consistent and useful.

Annual implementation questions

Review prompt	RAG / note
Is the progression from Nursery to Year 2 understood and visible in practice?	
Does provision enable children to explore, practise, apply, deepen and demonstrate learning?	
Are children's interests used thoughtfully alongside ambitious curriculum intent?	
Do children with SEND, EAL and differing starting points participate with belonging and appropriate challenge?	
Is outdoor provision distinctive, purposeful and available consistently?	
What do pupil voice, family voice and observation show about independence, engagement and learning?	

Related school documents

Curriculum Policy; Teaching and Learning Policy; Early Years Policy; Oracy Policy; English, Reading, Writing, Phonics, Mathematics and Science policies; Inclusion Strategy and SEND Information Report; Equality Policy; Behaviour and Relationships Policy; Safeguarding and Child Protection Policy; Health and Safety Policy; Assessment Policy; and Online Safety / Acceptable Use policies.

Review record

Key strengths:

Priority for development:

Action / lead / timescale:

PURPOSEFUL ENVIRONMENTS • POWERFUL PLAY • INDEPENDENT LEARNERS