



The Pavilion Way

Vision, Mission Statement and Values

Our Vision

To inspire a generation of confident, curious and compassionate children who embrace learning, celebrate diversity and thrive within their community and the wider world.

Our Mission

"Holding hands on a journey of learning, adventure and play, stopping along the way to marvel at the beauty and wonder of the world."

At Pavilion Preschool, we are committed to providing a nurturing, inclusive and inspiring environment where every child is valued as a unique individual.

Through play, exploration and meaningful relationships, we support children to develop confidence, independence, curiosity and a lifelong love of learning.

Working in partnership with families and guided by the Early Years Foundation Stage (EYFS), we strive to ensure every child's preschool experience is filled with joy, adventure, discovery and opportunities to learn and thrive.

Our Values

Respect and Teamwork

We value every child, family and member of staff. We listen to one another, celebrate diversity and work together to create a positive and inclusive learning community.

Freedom and Honesty

We encourage children to express themselves, make choices and share their thoughts and feelings in a safe, supportive and respectful environment.

Joy and Enthusiasm

We believe learning should be exciting, engaging and fun. We nurture enthusiasm, curiosity and a lifelong love of learning.



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Care and Nurture

Children's wellbeing is at the heart of everything we do. We provide a caring environment where every child feels safe, secure, valued and listened to.

Adventure and Imagination

We inspire children to be curious, explore their surroundings and use their imagination through rich experiences, discovery and creativity.

Growth and Independence

We support children to develop confidence, resilience and the skills they need to become independent, capable and motivated learners.

Playfulness and Creativity

We recognise play as the foundation of learning. We encourage children to explore, experiment, create, imagine and problem-solve through meaningful play experiences.

Our Curriculum

At Pavilion Pre School (Aigburth) CIO, we provide a holistic, child-centred curriculum that supports children to become confident, independent learners. Our curriculum is built on the seven areas of learning from the Early Years Foundation Stage and is guided by the non statutory framework, Development Matters.

We recognise that children learn best through play, exploration, and meaningful experiences, and we ensure all areas of learning are interwoven throughout daily provision.

We aim to:

- Provide a child-centred, inclusive curriculum that reflects the needs, interests and stages of development of all children
- Promote communication and language as a foundation for learning
- Support children to become confident, independent and resilient learners
- Ensure equality of opportunity and close gaps in learning
- Foster a love of learning through play-based, meaningful experiences



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Inclusion, SEND and Individual Support

At Pavilion, we welcome and support every child as a unique individual, creating an inclusive and nurturing environment where all children feel valued, respected and able to participate. We recognise that children develop at different rates and may require different levels of support to access the curriculum and achieve their potential.

We build on each child's strengths, interests, experiences and individual starting points, adapting activities, resources and interactions where necessary to remove barriers to learning. Our curriculum is flexible and responsive, allowing staff to provide appropriate challenges, support and opportunities for every child.

Where additional needs are identified, we use a graduated approach of assess, plan, do and review. Keyworkers work closely with our SENDCOs to identify needs, plan appropriate strategies and interventions, monitor progress and review the effectiveness of support.

We value strong partnerships with parents and carers, ensuring their knowledge and understanding of their child helps inform our planning. Where appropriate, we also work with external professionals and agencies to access specialist advice and support.

Through this collaborative approach, we aim to ensure that all children are included, supported and given the opportunity to make progress and reach their full potential.



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EAL (English as an additional language)

At Pavilion, we recognise and celebrate the diversity of languages and cultures within our setting. We understand that English may not be the language children hear or speak at home and value the important role that a child's home language plays in their identity, communication and learning.

We work closely with families to learn about the languages children use at home and, wherever possible, incorporate these into everyday practice through songs, stories, greetings, key words and visual resources. Children are encouraged to use their home language alongside English, helping them to feel confident, secure and valued.

Staff support children to develop their English through positive interactions, play, stories, songs and everyday routines, modelling language and providing opportunities for children to listen, understand and communicate. We recognise that children will develop confidence in English at different rates and provide patient, consistent and supportive opportunities for language development.

By valuing home languages while supporting the development of English, we aim to ensure that all children can communicate confidently, participate fully in the curriculum and develop a strong sense of belonging.

Cultural Capital

We recognise that some of our children may have limited access to gardens or outdoor spaces at home. At Pavilion, we therefore prioritise daily outdoor physical play, providing children with a safe, spacious environment where they can run, climb, balance, explore and develop their physical skills.

We make full use of our growing garden, giving children opportunities to grow and care for fruit and vegetables, explore nature and develop an understanding of where food comes from. Children can observe the life cycles of plants, insects and other animals, supporting their curiosity and understanding of the natural world.



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We recognise that family circumstances and routines are different, and our experienced staff provide a nurturing and supportive environment where children can develop confidence, independence and positive relationships. We also provide rich experiences that some children may have fewer opportunities to access at home, including messy play, painting, creative activities, sensory experiences and exploration of different materials.

Pavilion is proud to reflect the multicultural community in which we are based. We celebrate the diversity of our children and families through our curriculum and regular planning, providing opportunities for children to learn about different cultures, languages, traditions, celebrations and ways of life. This helps children to develop respect, curiosity and an appreciation of the diverse world around them.

Safeguarding

Keeping children safe is our highest priority and safeguarding is at the heart of our practice. All staff receive regular safeguarding training and updates, enabling them to recognise concerns, respond appropriately and continually reflect on their practice.

Robust policies, procedures and risk assessments are in place and regularly reviewed to ensure children are safe and protected. Safeguarding Officers are present throughout opening hours, providing support and guidance to staff, children and families.

We value children's voices, encourage them to talk about their feelings and experiences, and ensure that concerns are listened to and acted upon appropriately. We work closely with parents, carers and relevant professionals to promote every child's safety, wellbeing and development.



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Planning and Assessment

Our planning ensures that the individual needs of all our children are promoted and developed. Planning at Pavilion encompasses:

Individual Planning

Keyworkers build a strong understanding of each child through ongoing observation, assessment and meaningful interactions. They use what they know about the child's interests, strengths, developmental stage and individual needs to identify appropriate next steps and plan experiences that support their progress.

Planning is flexible, responsive and child-centred, rather than following a rigid programme. Children's interests, ideas and experiences are used to inform the curriculum, with opportunities to extend learning through both adult-led and child-initiated play. Keyworkers use **Development Matters** alongside their professional knowledge and observations to support assessment and planning across all areas of learning.

Where children require additional support, individualised activities, targeted interventions and appropriate adaptations are planned to help remove barriers to learning and ensure every child can make progress from their own starting point. Planning is regularly reviewed and adapted in response to children's progress, ensuring that learning remains relevant, purposeful and appropriate to each individual child.

Weekly Planning

The weekly plan is developed by the Pre-School Manager and staff and provides a flexible framework for learning experiences across the week. It reflects the children's current interests, developmental needs, fascinations and experiences, alongside seasonal changes, festivals, celebrations and events that are meaningful to the children and wider community.



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The plan is not rigid and can be adapted throughout the week in response to children's interests and learning. Staff use in-the-moment planning to recognise opportunities to extend children's thinking, language, creativity, problem-solving and independence as they arise during play and everyday experiences.

Planned experiences provide a balance of adult-led and child-initiated learning, both indoors and outdoors, supporting progression across all seven areas of the EYFS. The weekly plan is informed by observations, assessments, children's individual next steps and the guidance within Development Matters.

Children's ideas and voices are valued and incorporated wherever possible, ensuring that the curriculum remains responsive, engaging and purposeful. This approach allows staff to build on what children already know and can do, while providing meaningful opportunities to introduce new experiences, develop skills and deepen learning.

Focused Activity

Across the academic year, our curriculum provides balanced and purposeful coverage of knowledge and skills across all seven areas of learning within the EYFS. Learning experiences are carefully planned to ensure children have repeated opportunities to develop, practise and apply their knowledge and skills, while recognising that children progress at different rates and have individual starting points.

Staff work with small groups of children to provide focused teaching, meaningful interactions and opportunities for children to participate, explore and share their ideas. Working in smaller groups enables staff to observe children more closely, identify their strengths, interests and areas for development, and assess their understanding and progress.

Information gathered through these observations and interactions is used to identify individual next steps and inform future planning. Activities can then be adapted or extended to meet the needs of particular children, ensuring appropriate challenge and support.



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Small group learning is complemented by child-initiated play, adult-led experiences and in-the-moment planning, allowing staff to respond to children's interests and extend learning as opportunities arise. This ensures our curriculum remains flexible, inclusive and responsive, while maintaining clear progression across all seven areas of learning.

Tracking

Tracking takes place three times during the academic year and is completed by the child's Keyworker, with the Pre-School Manager reviewing the assessments to ensure consistency and identify any areas requiring additional support.

A baseline assessment is completed during the Autumn term to establish each child's starting points. Further assessments take place in the early Spring term and towards the end of the Summer term to review progress and identify next steps.

Assessment information is gathered through observations, interactions, children's interests and ongoing practice, and is used to inform individual planning, interventions and future learning opportunities. This ensures that teaching remains responsive to each child's needs and supports progress across all seven areas of learning.

Parent Partnership

At Pavilion, we recognise that parents and carers are their child's first and most important educators and know their child best. We work in close partnership with families to support each child's learning, development, and wellbeing. Regular communication between parents and key workers helps us build a full understanding of each child's individual needs, interests, and achievements.

Parents' evenings provide dedicated opportunities to discuss progress, share observations, and agree on next steps together. In addition, parents are encouraged to speak with their child's key worker at any time to discuss concerns, celebrate successes, or exchange information, ensuring a strong and supportive partnership throughout their child's time at Pavilion.



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Behaviour

At Pavilion, positive behaviour is modelled and encouraged by all staff. Children are supported to make good choices, understand the impact of their actions, and develop respect for others. When behaviour becomes challenging, staff work closely with parents to create a consistent support plan. Where appropriate, advice from external agencies will be sought and implemented to promote positive outcomes.

Our Code of Conduct

Kind words

Gentle hands

Listen to each other

Help each other

Share with each other

Physical Development and Active Learning

At Pavilion, physical development is an important part of our holistic curriculum, supporting children's physical, social, emotional and overall wellbeing. Children have daily opportunities to be active through both child-initiated play and adult-led experiences, indoors and in our secure, self-contained outdoor environment.

Children are encouraged to run, climb, balance, jump, move, explore and develop their coordination through a wide range of experiences. Staff use children's interests to provide in-the-moment opportunities to extend physical skills, confidence and independence.

Our environment and resources provide appropriate challenges for children at different stages of development. Staff observe children as they play and use these observations to identify individual next steps, adapting experiences to provide support or challenge where needed.

Physical development is also embedded throughout the curriculum, including opportunities to develop fine motor skills, hand strength, coordination and control through mark-making, construction, creative activities, cooking, puzzles and using a range of tools and equipment.



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Through these experiences, children develop increasing strength, coordination, confidence, independence and control, while learning to manage risks, work with others and develop a positive attitude towards physical activity and their own health and wellbeing.

Mental Health

At Pavilion, children's personal, social and emotional development is woven throughout our holistic curriculum and everyday experiences. We create a warm, nurturing environment where children feel safe, valued, listened to and confident to express their feelings and ideas.

Through play, positive relationships, meaningful conversations, stories, songs and everyday routines, staff help children to recognise and understand their emotions and develop appropriate ways to express and manage them. Adults model kindness, respect, empathy and positive relationships, supporting children to develop an understanding of how their actions and feelings can affect others.

Staff use children's interests and experiences to provide in-the-moment opportunities to develop confidence, independence, resilience and self-regulation. Children are encouraged to make choices, solve problems, take appropriate risks and develop increasing independence in their personal care and daily routines.

Through observation and ongoing assessment, staff identify each child's individual needs and next steps, providing appropriate support and challenge.

This ensures children develop the confidence, emotional security, social skills and resilience they need to build positive relationships and become confident, independent learners.



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Healthy Eating

At Pavilion, we promote healthy eating as an important part of children's physical development, wellbeing and independence. Healthy choices are embedded throughout our everyday routines and curriculum, helping children to develop positive attitudes towards food and understand how it supports their growing bodies.

Children have opportunities to explore, taste and talk about a variety of healthy foods through snack times, cooking and practical experiences. Staff use children's interests to create in-the-moment learning opportunities, introducing language and concepts around healthy choices, food, nutrition and where food comes from.

Cooking and food experiences also support learning across the curriculum, including mathematics through counting and measuring, communication and language through conversations and new vocabulary, and physical development through mixing, pouring and using tools.

Staff model positive attitudes towards food and encourage children to make choices, try new foods and develop increasing independence with eating and personal care. We work closely with families to understand children's individual dietary requirements, preferences and needs.

Through these experiences, children develop an understanding of healthy choices, good hygiene, independence and the importance of looking after their bodies, supporting their overall health and wellbeing.

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