



## **'Paving Pathways' at Little Smarties**

### **How we plan for and implement Continuous Provision**

#### **What is Continuous Provision?**

Continuous provision refers to the resources which are always available within the Nursery rooms for the children to access. The times children access these resources are referred to as 'Paving pathways' at Little Smarties Nursery.

At 'Little Smarties', the areas included when planning for continuous provision are Sensory, Role-Play, Small world, Construction, creative, mark- making and Malleable. The sand and water trays are also accessible for the children daily.

#### **What does it look like at 'Little Smarties Nursery'?**

The continuous provision in each room remains consistent throughout the week. This enables the children to revisit and build upon previous learning, as well as explore new learning within a familiar environment.

The continuous provision is planned for in both the indoor and outdoor environments weekly. The resources and activities are carefully planned for and differentiated, giving the children the opportunity to learn new or develop skills and progress their learning across the 7 areas of the curriculum. We aim to motivate children to challenge themselves. A large proportion of learning occurs whilst children are accessing the resources alone or with their peers.

We aim to organise this provision in a way which enables children to access the resources independently and that will engage them and stimulate curiosity.

To maintain children's learning and interest we enhance the continuous provision. This allows practitioners to follow children's interests, add challenge and link the provision to current topics and themes. These enhancements take a variety of forms. The practitioner may add specific resources to the area throughout the week. We use challenge cards, suggesting a particular task that could be carried out with the resources provided.

#### **How do we set up continuous provision at 'Little Smarties'?**

Each room is split into areas for the children to access the resources independently. These areas are Sand and water tray, sensory, role-play, small world, construction, malleable, mark-making and creative. The children are able to access these independently and are clear about the expectations during continuous provision (e.g. Can they take playdoh into the role play area?) They are expected to tidy the activities away when they have finished using them so they are ready for others to use.

The activities and resources provided in the outdoor area are different from those indoors. Outdoor messy play e.g. mud kitchens, diggers in the construction area and large scale mark making are just some examples of the activities that the children experience.

Practitioners monitor the continuous provision during our 'Paving pathways' time and use their interactions with the children to extend and challenge the children. Some activities are adapted throughout the week according to observations and evaluations of the continuous provision through the day.



### Expectations for Continuous Provision at Little Smarties

- Clear areas for provision that give children the opportunity to access the 7 areas of learning. These must include:
  - Sand tray
  - Water tray
  - Mark making area
  - Malleable area
  - Sensory tray
  - Construction area
  - Small world area
  - Creative area (A mixture of tools and media for the children to access throughout the day/week)
- 'Paving Pathways' sessions to be included on timetable and carried out daily.
- Continuous provision activities to remain the same for a whole week (with enhancements made through the week where necessary to extend learning and meet children's interests and needs)
- Differentiation for each activity clearly identified on planning, resourced for and implemented during the 'Paving Pathways' sessions.
- The use of challenge cards to enhance children's learning and enable them to develop and practise their skills and make progress throughout the week.
- All children are aware of the continuous provision expectations (e.g. Can they take playdoh into the role-play area?) and all expected to tidy up when they have finished with the activity they are using and when the session has finished so it is ready for the next 'paving pathways' session of the day.
- Practitioners observe the use of the continuous provision within their room and outside and adapt accordingly.
- Practitioners use their observations and the outcomes of their focused activity sessions to inform continuous provision planning for the following week.

The information on the first two pages outlines what we already do at Little Smarties and includes some practice that I would like to develop and embed in our weekly planning over time.

I understand that resources available at this moment can create challenges for you, however, please be patient with this and if there is anything you feel you need that would support the children's learning and skill development that we haven't already got then please come and see me and we can discuss this further.