The Climbing High Approach

Company Ethos | Overarching Principles | Educational Curriculum

Climbing HIGH Day Nurseries

Playbook Timeline

Development Process

01

Ethos

Our foundations that inform everything we do, and why we do it.
Everything starts here.

02

Principles

Our overarching principles that underpin our curriculums aims and aspirations for all children.

03

Relationships

The bedrock of our practice that provide children the security & confidence needed.

04

Curriculum

Our 'Ludo-Centric' approach to the education, activities, environments & interactions we provide the children.

Our

ETHOS

Nurturing Young Brains | Meaningful Relationships | Educated Educators | Stimulating Environments | Connected with Nature

Nurturing Young Brains

Education based on science not outdated theory.

At Climbing High Nurseries we pride ourselves in taking a neuroscience-informed approach to build our curriculum, environments, interactions and ideology behind everything we do! Children are not robots that fit into a 'one size' fits all approach, nor do we have to rely on theories of education developed at the start of the 20th century.

Science is moving forward at a rapid rate, so to is our understanding of how the human brain best develops during it's most sensitive period. The first 5 years of human existence see's brain plasticity at an all time high as children are constantly forming new neurological pathways, forming relationships, developing their understanding of the world and thus, primed for learning!

The importance of the experiences and interactions we provide children with during these fundamental years cannot be understated. Which is why we place so much importance on ensuring that everything we do is focused on healthy brain growth and development.

Meaningful Relationships

Emotional growth & secure relationships, are the foundations upon which everything else is built upon.

Nurturing relationships are undoubtedly the most powerful factor at play when developing young children. Providing young learners with security, affection, and consistency of affirmative caring responses provides children with a nurturing environment, within which they can play, explore, investigate and follow their own innate curiosity.

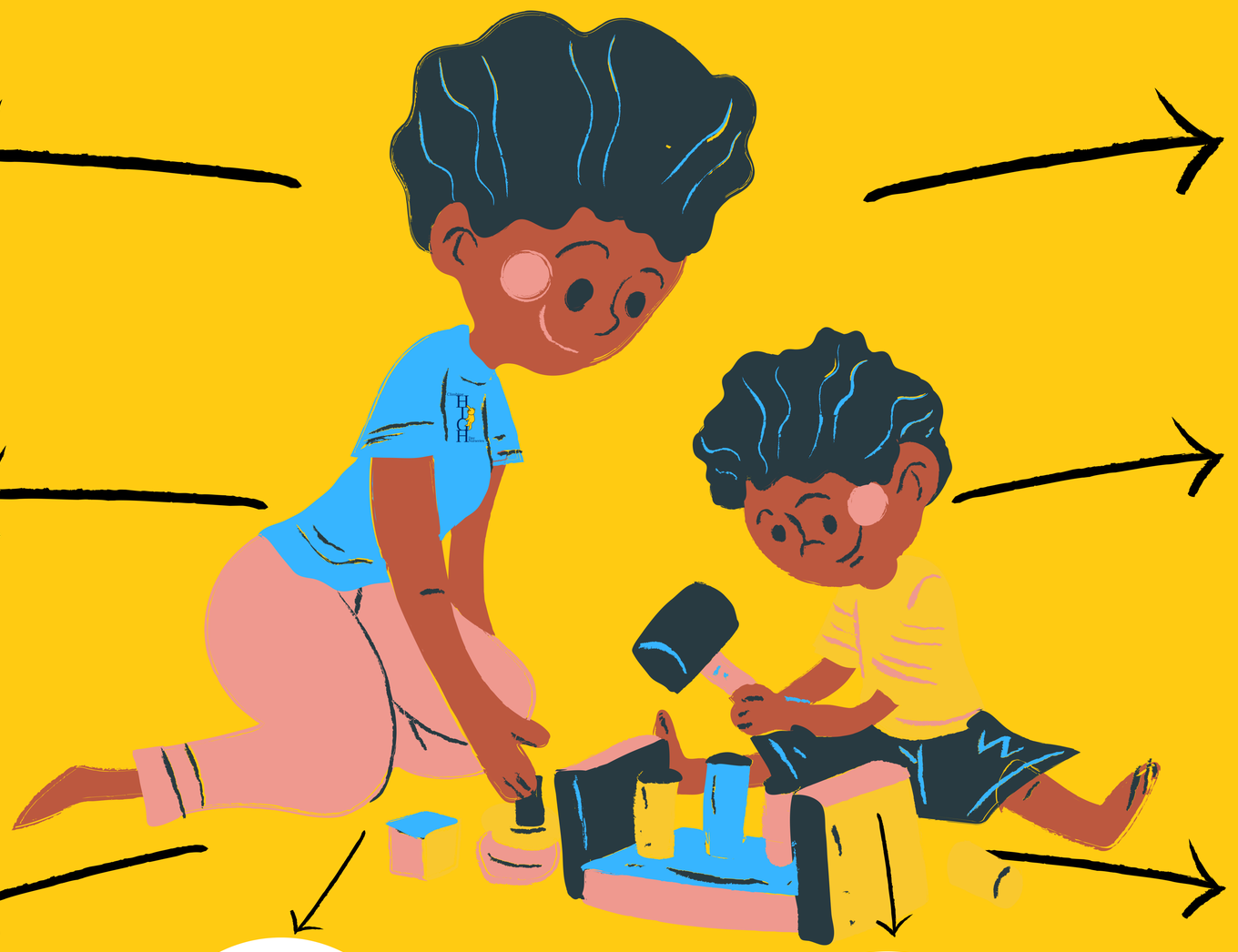
How we recognise and respond to a child's varied (and often intense) emotional states is what helps create the neurobiological foundations for emotional development and how the infant learns to manage their own emotions. Through reflective, not reactionary, responses to children's behaviour we strive to support emotional development, reaffirm safe spaces and build meaningful caring relationships.

The relationships and attachments we form with children under our care are everything to these young children. Which is why it is paramount that everyone who works with children understands the importance of these relationships and how to successfully develop them.

Educated Educators

Practice shaped by science

Partners not teachers



Play Specialists

Co-Learning

Positive & Meaningful Relationships

Trauma Responsive

High Quality Interactions

Behaviour is everybody's responsibility

Stimulating Environments

The environment is the most important factor in child development.

Far from just the activities or continuous provision we provide children with on a daily basis. Our environments are an embodiment of everything that a child is exposed to, from forming attachments, to the conversations we have, the behaviours we model and of course the play, curiosity and investigation we encourage.

Climbing High Nurseries recognises that children are social learners who's social, emotional and cognitive development thrives with high quality interactions, communication and co-learning.

As professionals it is our responsibility to react to the needs of each and every unique child through our environments by providing them with high quality opportunities to explore their own innate curiosity, awe and wonder. By providing access to real open ended resources, new sensory experiences, exposure to lots of rich language, opportunities to engage in group projects and follow their own inquiry through play and artistic expression, we hope to provide children with the stimulus needed in their environments to grow happy and healthy brains!

Connected with Nature

Outdoor learning at the very heart of our curriculum

This approach to education moves beyond the traditional confines of a classroom, allowing young children to explore, engage, and learn in the natural world. By immersing themselves in nature's classroom, children are provided with a wealth of opportunities to develop physically, emotionally, and intellectually

The sights, sounds, smells, and textures of nature provide endless sensory experiences, fostering curiosity and enhancing their ability to observe and explore their environment. In addition to sensory stimulation, outdoor learning plays a crucial role in supporting children's emotional well-being. Nature offers a safe and nurturing space for children to express themselves freely, fostering a sense of calmness and tranquility. Spending time outdoors has been shown to reduce stress and anxiety levels, allowing children to regulate their emotions more effectively.

By embracing nature's classroom, children are provided with endless sensory experiences, opportunities for emotional regulation, and a deep connection with the natural world. Through outdoor learning, children can develop essential life skills such as self-regulation, resilience, and problem-solving abilities. Our educated educators prioritise creating rich and meaningful outdoor learning environments that foster holistic development. Ultimately, by embracing outdoor learning, we can empower young children to become lifelong learners and stewards of the environment.

Our

PRINCIPLES

Climbing High Nurseries 12 overarching principles that underpin our curriculums aims and aspirations for all children.

The Power of Play

Play is THE most important ‘thing’ a child can ever do. Nothing prepares children and helps them develop the cognitive, physical, educational, social and emotional skills and resilience they need for later life more effectively or efficiently than play. Scientific research shows that it’s through active participation in play that children build and develop the neurological infrastructure of their brains. This is why at Climbing High Nurseries we treat play as the vital brain building component it is. Our team’s of educated educators curate our environments and the experiences the children receive to best foster meaningful play for the unique child. Play is not frivolous or a childish act, it is an integral component for developing healthy brains and providing children with the strong neurological foundations and physical skills they require for further learning and the challenges they will come up against in the wider world.

Green Learners

At Climbing High Nurseries we’re all about getting outside and embracing the amazing environments and resources that nature has to offer. There’s no better environment to stimulate healthy brain growth and development than what mother nature has to offer. Across all our settings we strive to deliver stimulating outdoor environments that provide the children under our care with the opportunities to explore the wonders of outdoor play. Getting outdoors has so many incredible benefits for children including cardiovascular excercise, risky and challenging play, a calmer environment in which many children can better self-regulate and endless amounts of natural materials for open ended play and exploration.

Social Learners

At Climbing High Nurseries we recognise that social interaction is the fundamental driving force behind early childhood brain development and provides the stimulation necessary to create a network of neurological connections. As human beings we are innately social creatures that thrive off interactions with others and learn most effectively in scenarios with face to face interaction, meaningful attachments, effective role modelling and being surrounded with lots of rich vocabulary and language. Producing these types of environments and conditions is a major aspect of our curriculum and overall approach towards healthy early childhood brain development.

Unlocking imagination, wonder & awe

All children have an innate curiosity within them to explore the world around them and to investigate through play and trial & error. Through our environments, interactions, activities and resources it is our role to unlock a child's curiosity, wonder & awe and to expose them to new ideas, concepts and possibilities through their play and inquiry. By engaging with loose parts play, accessing open ended resources and being allowed the time and space to follow their own ideas and investigations we hope to promote high levels of independence, self discovery and unlock deeper cognitive and educational skills. When children enter a Climbing High Nurseries setting they enter a world of endless possibilities, imagination and discovery that ultimately is the catalyst for educational development and a cornerstone for promoting happy and healthy brains.

Unique Child

Autonomous & Responsible

Can communicate with my peers and adults

Loving, empathetic & altruistic

Like to share my ideas, interests & feelings

Confident, happy and sociable

Manage my feelings & impulses

An active investigator & problem-solver

Playful & eager to joi in!

Open Ended Play & Investigation

Open ended play and child-led investigation, based upon their own unique interests and inquiry, is a major component of our educational curriculum and defines our approach to the activities and environment that we offer children. Open ended play refers to activities and opportunities to play that have no pre-determined limitations or fixed answers, so that children are able to take their play down any avenue, or explore any interest they desire. Allowing children to follow their own interests, imagination and ideas helps to develop countless cognitive skills, as well as the holistic educational opportunities available.

Independent Learners

Building independence is a major component of early childhood as children build an image of themselves, start to understand their own capabilities, and engage with the world around them. At Climbing High Nurseries we actively help them along the way by building meaningful positive relationships and providing emotional security, as well as challenging them to navigate their day with progressive increments of further independence. Across all of our settings we define independence as so much more than just toileting and the ability to eat food! An independent child can follow their own ideas and curiosity, they can take risks, express different emotions they are feeling and build healthy relationships.

Consistent Connections & Attunement

In order for a young child to play and explore their environment they need to feel safe and secure, such security can only be achieved through nurturing attachments and positive relationships. Our teams of empathetic and caring professionals prioritise establishing meaningful attachments with all children in order to enable them to settle as quickly as possible, and begin to feel confident enough to explore their environments and engage with play! Each child builds and establishes meaningful connections at different speeds and in different ways but through consistent and attuned care our teams of professionals build strong emotional bonds with all children.

Fostering Emotional Intelligence

Emotional resilience refers to a child's ability to adapt and cope with stress, adversity, and setbacks. It is a crucial aspect of their overall wellbeing and development. Research has shown that children with higher levels of emotional resilience are more likely to have positive mental health outcomes, stronger social relationships, and better academic performance. Learning to manage one’s emotions occurs over time as a result of complex interactions both within and external to the infant. What is of great importance during this rapid time of growth and change is how the child’s varied (and often intense) emotional states are recognised, acknowledged and nurtured by significant adults

‘Real Work’ & Materials

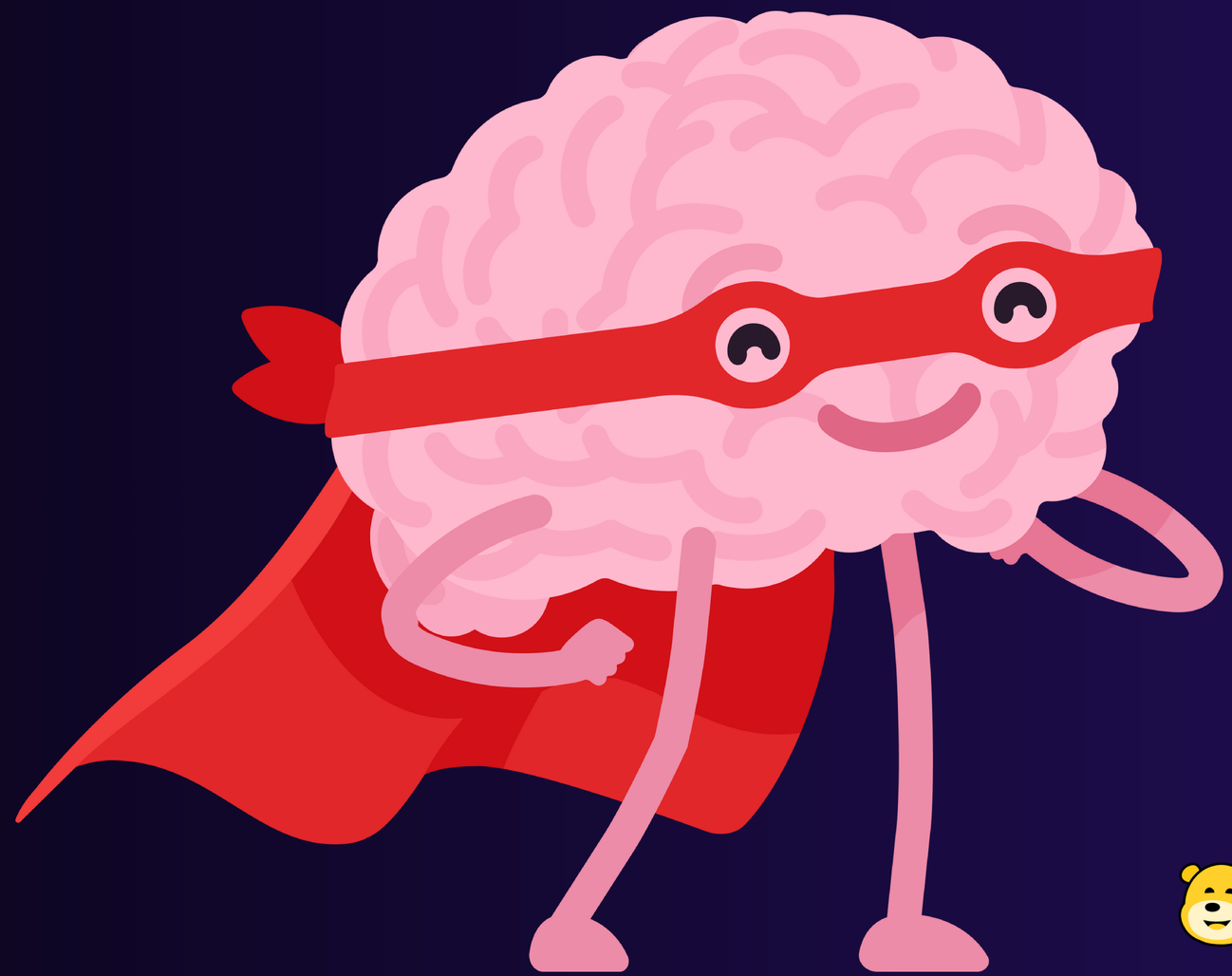
Nothing beats the real thing! This is why at Climbing High Nurseries we focus on providing children with time and opportunity to explore and play with real life things and take part in ‘real work’. This can be as simple as a weekly cooking activities or the chance to plant some seeds and tend to a flower bed. These types of real life experiences have major positive effects on a child’s cognitive processing, as well as their understanding of the world and people around them. The toys and equipment within our settings will largely be real life objects or natural materials (so no plastic food or toy hammers) instead we challenge children to learn to use real things in a safe and controlled environment.

Intelligent Interactions & Co-Learning

Children are not empty vessels waiting for adults to fill them up with information by telling them, they’re instead curious and intelligent beings needing the correct environments, resources and adult interactions to guide their own investigations and free play. This is where our concept of co-learning and intelligent interactions comes into play as our teams of professionals are trained to seek moments and opportunities to expand a childs play or inquiry through scaffolding or modelling. Our teams are not there to tell children what to do or ‘teach’ them, instead they’re there to provide a learning partner on a journey of discovery and exploration with the children. Through detailed observations and regular assessments we quickly build a clear picture of each unique child giving us the ability to shape or environments and the types of thought provoking interactions we have with children during their play in order to expand their ideas and widen their understanding.

Practice Shaped By Science

Advancements in science and technology over the past two decades has greatly altered our understanding around early childhood brain development and the important role both positive relationships and opportunities to play have on healthy brain growth. At Climbing High Nurseries we believe it is important our actions and practice are informed by and responsive to our growing scientific understanding of early neurological development. Children only get one opportunity to develop a neurological framework during this sensitive period of heightened neuroplasticity (the first 5 years of life), so it's incredibly important early years settings get it right and support parents/carers throughout the process. Our team of early years professionals are trained extensively in line with our ethos and principles, through our modern online training provider to ensure the quality of care and education is befitting the wonderful children we work with.



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