

*The Mulberry
Bush
Curriculum
for parents
and carers*





ABOUT US

The Mulberry Bush nurseries are family-run settings, combining a personal, intimate atmosphere with the investment and infrastructure of a large organisation.

We believe passionately that each child is unique and full of potential, and our role is to enable them to fulfil their potential. We provide safe, caring, engaging, and challenging environments where children can learn and develop.



Guided by our highly trained and committed team, each child's experiences are tailored to their individual needs. Our support goes beyond the day-to-day nursery experience—we aim to support parents and families as partners in their child's development. We take pride in preparing children for school; when they leave us, they are confident, happy, and eager to learn.

OUR CURRICULUM

Recall

Children will experience ongoing reading opportunities and will learn to recall the events and order of their favourite stories and memories.

Cook

Children will take part in the growing, cooking and eating of foods and be provided opportunities to prepare something nutritional for themselves and their peers.

Gross Motor

Children will feel confident to take part in gross motor activities, from learning to sit up, crawl, walk, and climb confidently and freely.

Fine Motor

Children will learn fine motor skills from holding age appropriate tools and equipment to learning to make recognisable marks and letters.

Express

Children will learn to express themselves through different artistic mediums and feel confident to express their feelings in a safe and nurturing environment.

Self regulation

Children will learn to be aware of their emotions and how to label them. Connecting with their emotions by following a yoga sequence and engaging in mindfulness.

Connect

Children will learn about all levels of connections from connecting with nature, families, and the local community.

Self-care

Children are supported in learning self-care routines from weaning/eating, dressing, toileting, and personal care routines.

The Mulberry Bush Ethos

The Mulberry Bush: igniting curiosity, inspiring creativity, and celebrating every unique adventure.



What is a curriculum and why do we have it?

An early years curriculum refers to a structured framework or set of educational guidelines designed to support and guide the development of young children, typically from birth to age 5. This curriculum is focused on fostering the cognitive, social, emotional, physical, and language development of children in their earliest years.

An early years curriculum plays a crucial role in setting the stage for a child's future learning and development, guiding them through the formative years of their life. It ensures that children are given the right opportunities, experiences, and support to flourish.



Why do we need it?

- **Foundations for Lifelong Learning:** The early years are crucial for brain development, and a well-structured curriculum provides the foundation for later learning and academic success. It helps children acquire the essential skills that will support their educational journey.
- **Developmental Milestones:** Early childhood is a time of rapid physical, emotional, social, and intellectual growth. A curriculum ensures that children experience a balanced and age-appropriate progression in their development, setting them up for future success.
- **Social and Emotional Skills:** The early years curriculum often focuses on helping children develop social and emotional skills, such as managing emotions, cooperating with peers, and resolving conflicts. These skills are essential for success in school and later life.
- **Preparedness for School:** A good early years curriculum helps prepare children for the transition to formal schooling, both academically and socially. It fosters independence, self-regulation, and an enthusiasm for learning.
- **Equity and Inclusion:** An early years curriculum ensures that every child, regardless of their background, has access to high-quality early education that can help level the playing field. It helps all children, including those with diverse needs, to thrive in a supportive environment.

Key features of our curriculum

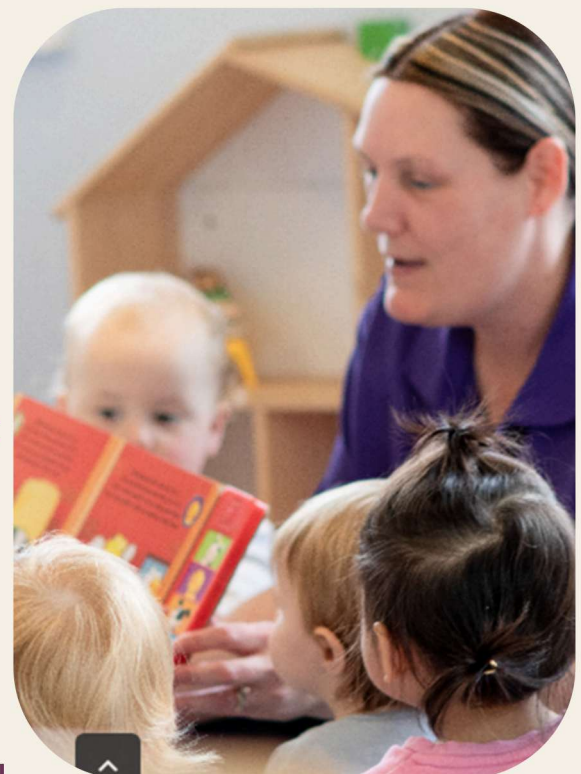
- **Holistic Development:** It emphasizes the importance of developing all areas of a child's growth, including cognitive (thinking), social (relationships), emotional (self-regulation), physical (motor skills), and language development.
- **Play-Based Learning:** Many early years curricula are designed around play-based learning, which acknowledges that young children learn best through hands-on, interactive experiences that are engaging and fun.
- **Learning through Exploration:** The curriculum encourages children to explore, ask questions, and problem-solve in a safe, nurturing environment.
- **Individualized Approach:** It takes into account that children develop at different rates and tailors activities to meet each child's individual needs and interests.
- **Prepared Environment:** It includes creating spaces that are rich in opportunities for discovery, curiosity, and creativity.

Recall

- Children are introduced to books from babies to pre-school, starting with black & white picture cards for small babies, moving onto picture books and eventually engaging in longer story times.
- Brilliant Books' are introduced to each room, monthly, where children are taken through a journey, from hearing the story to dissecting the story, to eventually being able to recall and carry out activities around the story.



- Activities are planned and carried out with children relating to the monthly 'brilliant book' to support children in successfully recalling parts of the story.
- During story times, children are encouraged to recall parts of their favourite stories and rhymes with the support of practitioners.
- During welcome time and small group times, practitioners spark conversation with children about their home lives, weekend adventures, and children's individual interests to encourage children to recall past times.
- Practitioners use familiar and consistent language during activities and interactions to support children's development within recall. Practitioners use visual aids as well as verbal cues to help trigger and support recall.



Cook



- Children will engage in a cooking activity at least once a month.
- Children across age groups are encouraged to self-serve at all mealtimes.
- Children across age groups will support with the preparation of at least one weekly meal, e.g. cutting up vegetables, preparing breakfast, snack or cooking something for their pudding.



- Playdough stations are a permanent feature in all age groups, with playdough made with the children, teaching them to follow a recipe card and participate in measuring, pouring and mixture.



- Children are involved in the process of growing and harvesting their own vegetables in their garden vegetable patches, children learn about the growth process from start to finish and share their finished products with the kitchen to be cooked with meal times

Gross Motor

- Each age group have access to age-appropriate climbing equipment both indoors and outdoors, allowing them to explore freely and safely.
- Children are encouraged to take safe risks with the support of a practitioner, allowing children to climb, jump, run, crawl, crouch, and manoeuvre freely and confidently.



- Activities are scaled and developed, based on children's development stage. Children are supported to reach their gross motor milestones through physical play and movements. Children are given access to the outdoor environment in all weathers, regularly within their daily routine, where free flow is scheduled for most parts of the day, allowing children to move freely.

- Children are offered extracurricular activities such as sports, dance, performing arts, and yoga (only one extracurricular is offered at a time), allowing them to gain new experiences from other professionals and explore new physical experiences.
- Babies are supported and provided with the resources to progress physically, from learning to engage in tummy time, roll, sit, crawl, stand, walk, and climb safely and confidently.



Fine Motor

- From 3 months, babies are supported in holding age-appropriate tools and equipment with a palmer grasp.
- Babies are introduced to pouring and tipping activities, where practitioners demonstrate successfully pouring and tipping with good hand-eye coordination and control.
- Children of all ages are given access to mark-making opportunities from large-scale mark-making, finger painting, and messy/sensory play to beginning to form recognisable marks, shapes, and letters.



- Children engage daily in 'dough disco' sessions, where they build on and gain muscle control whilst engaging in a fun, sensory, and explorative experience.
- Children of all ages are given access to different types of malleable messy play materials, where they are shown how to grip, squeeze, pull, push, sculpt and make connections between their movements and the different marks they make.
- Resources are adapted to the age and stage of each individual child, ensuring that children have the opportunity to progress their fine motor skills as they progress through each room

Express

- Children engage in musical movements to express themselves through music and movement.
- Children have access to resources for expressive art and design, exploring sensory materials and creating artwork that reflects their thoughts and feelings.
- Children are encouraged to make choices and speak freely and confidently in all situations.
- Practitioners model expressing feelings, helping children understand and express their emotions emotionally and physically.



- Children have access to books and participate in active story times to learn about expressing themselves and understanding others' expressions.
- Role-play areas support children in expressing themselves and creating their own narratives.
- Children use a variety of musical instruments and participate in small group activities to express themselves through music.
- Practitioners work together to ensure that Children are given choices, and British values are respected and embedded in line with Children's rights (UNCRC), encouraging Children to make open choices and express themselves through choice.

Self-Regulation



- Children participate in daily yoga sessions to learn body movements, stretches, and strategies for calming their mind and regulating emotions. Yoga helps strengthen core muscles and connects inner thoughts with outer body experiences, providing skills for self-regulation during uncertainty and distress.

- Children's mental well-being is supported with a nurturing approach, including safe spaces and guidance from practitioners to help regulate emotions and act calmly. Some practitioners are trained as Early Years ELSAs to work with children struggling with emotional management, offering resources to address early trauma, anxiety, and behavioral issues.
- A nurturing approach is embedded in everyday practice, with Golden Rules promoting kindness, forgiveness, and empowerment.
- Children are celebrated for their differences and encouraged to embrace their individuality





Connect

- Parents and carers share family photos for each room's "family tree" to help children feel connected to their families.
- Children connect with nature through outdoor exploration, mud kitchen activities, planting, and growing fruits/vegetables, sharing the harvest for meals.
- Cultural opportunities are provided through worldwide celebrations, parent involvement, trying new foods, and diverse play equipment (books, roleplay).
- Children have opportunities to go on trips outside the setting, such as to the library, local nursing home, and places of worship (church, temple, mosque).
- Different occupations are introduced through professional visits from local police, ambulance crew, firefighters, dentists, and other professionals.
- Practitioners engage with parents and carers through online systems and social media to share children's learning, such as Makaton sign of the month, books, and updates.
- Parents and carers are regularly invited to "stay and play" sessions to engage with their children, connect with other parents, and learn about the setting's ethos.
- Practitioners conduct daily, weekly, and monthly observations, sharing children's progress, interests, and next steps with links to the curriculum to help parents understand and engage.
- Each setting has a parent committee where parents and carers can share ideas, views, and suggestions to support the setting's growth and event planning.
- Practitioners plan activities based on children's interests, connecting them to EYFS milestones and the setting's curriculum.



Self-care



- Children will engage in a cooking activity at least once a month.
- Children across age groups are encouraged to self serve at all mealtimes
- Children across age groups will support with the preparation of at least one weekly meal, e.g. cutting up vegetables, preparing breakfast, snack or cooking for their pudding.
- Children are involved in the process of growing and harvesting their own vegetables in their garden vegetable patches. Children learn about the growth process from start to finish and share their finish products with the kitchen to be cooked with meal times.
- Playdough stations are a permanent feature in all age groups with playdough being made fresh daily with all children, teaching them to follow instructions and participate in measuring, pouring and mixing.
- Cultures and diversity are celebrated within our weekly menus and activities, including different foods and festivals from around the world, specifically from cultures of children within the setting. This welcomes children from diverse backgrounds to feel included and allows them to share their culture with their peers.
- During adult-led activities and free flow, food play is encouraged across all age groups to allow children to explore different and unfamiliar textures and give children the opportunity to try new foods.





OBSERVATIONS

We love sharing your child's learning journey with you! Here's how we keep you updated on their progress and special moments at nursery.

- **Focus Observations:** Twice a year, your child's key person will carry out a detailed observation. This includes photos and notes about their learning, play, and development.
- We'll contact you before to ask if there's anything you'd like us to focus on, and afterwards we'll share the outcomes and next steps with you.
- **Development Updates:** Also twice a year, you'll receive a written update about your child's progress across the areas of learning. If extra support is needed, we'll explain how we're supporting them.
- **Snapshots of the day:** We aim to share at least one snapshot per week on Famly, a quick photo and note showing what your child has been enjoying.
- Our priority is spending quality time with the children, so while we do our best to post regular snapshots, they may not be uploaded every single session.
- **Working Together:** We love hearing about your child's adventures at home too! Please share special moments and achievements on Famly, it helps us plan activities that link to their interests.
- **Our Approach:**

We follow Development Matters guidance (EYFS) which supports children's progress in:

- Communication & Language
- Physical Development
- Personal, Social & Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design
- If you ever have questions or would like to chat about your child's development, their key person will be happy to help.



FAMILY APP

Famly is a secure, easy to use app that helps us share your child's nursery journey with you. It allows you to stay connected, see updates in real time, and communicate with us directly.

What is Famiy?

Famly is a nursery management app where you can:



- View your child's learning observations and snapshots
- Stay updated with news and daily information
- Manage bookings, invoices, and permissions all in one place

Daily Diaries:

Every day, you'll receive a Daily Diary through Famly. This includes details such as:

- Meals, snacks, and drinks
- Sleep times
- Toileting information (where appropriate)
- Activities and experiences your child has enjoyed

It's a great way to see how your child's day has been and keep track of their routine.

News Feed:

We use the Famly news feed to share updates, reminders, and announcements with all our families. It's a quick way to keep everyone informed about what's happening in the nursery.

Permissions:

All parental permissions and policies are stored in Famly. This means you can easily give or update consents (e.g. for outings, photos, or suncream) through the app or easily access any parent policies quickly.

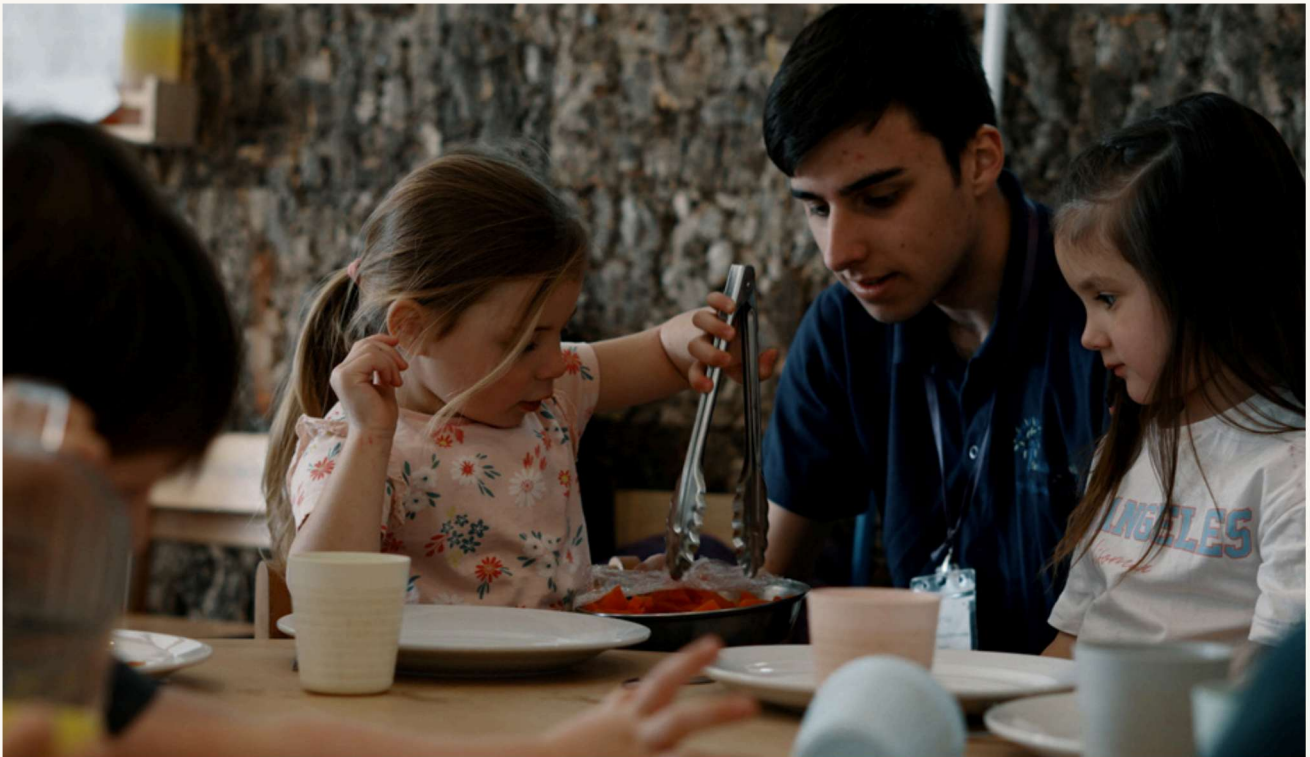
Bookings and Invoicing:

Famly also manages your child's bookings and invoices. You can request extra sessions, check your schedule, and view or pay invoices directly through the app.



FOOD AND NUTRITION

At The Mulberry Bush, we take great care in planning every meal and snack to ensure that children enjoy healthy, balanced, and nutritious food every day. All of our menus are carefully designed to follow the EYFS 2025 Nutrition Guidance, using the Provide, Limit, Avoid framework to offer a variety of foods that support growth, development, and healthy eating habits from a young age.



Our meals are delicious, colourful, and appealing to children, featuring a wide variety of fresh fruits, vegetables, wholegrains, proteins, and dairy alternatives. Each dish is prepared to be child-friendly, both in taste and presentation, making mealtimes an enjoyable and engaging experience.

Parents are welcome to taste our menu during the open day, so you can see for yourself the care and attention we put into our food.

From freshly prepared breakfasts and wholesome lunches to healthy snacks and drinks, every part of our menu is thoughtfully planned to nourish children physically, emotionally, and socially, helping them grow happy, confident, and ready to learn.

