**Early Learning Opportunities Statement**

| EYFS: 1.1 – 1.19, 2.1-2.6, 3.1, 3.26, 3.34, 3.37, 3.51, 3.68, 3.76, 3.82 |
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At Ashridge day nursery we promote the learning and development of all children in our care. We have a quality workforce with highly qualified staff who recognise that each child is an individual, focusing on their needs, interests, learning and development. Staff plan challenging and enjoyable experiences across the seven areas of the curriculum. Our staff are ambitious, and nurturing, for our children and guide and plan what children learn, reflecting on the different rates at which they develop and adjust their practice appropriately. Our aim is to support all children, attending the nursery, to attain their maximum potential within their individual capabilities.

We provide a positive inclusive play environment for every child, so they develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and any areas requiring further support.

For children whose home language is not English, we will take reasonable steps to:

* Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
* Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year one.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children and reflect the wide range of skills, knowledge and attitudes they will need as foundations for learning. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. We use the Birth to Five document for guidance, to support staff to plan and deliver the EYFS learning and development requirements.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children’s learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children’s learning and developmental needs. We develop tailor-made activities based on observations, which inform future planning and draw on children’s needs and interests. This is promoted through adult-led and child-initiated opportunities both indoors and outdoors.

We understand the vital role that learning outdoors has on children’s learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children’s large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We go out to play with all children in all weathers (unless it is deemed unsafe).

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

We plan all outdoor play opportunities and outings to complement the early years curriculum, this includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practise new skills, knowledge and behaviours.

If we are concerned about a child’s progress in any areas of learning, staff will discuss this with the child’s parents and agree how best to support the child. Staff will consider whether a child may require any additional support, or if they may have a special educational need or disability which will require specialist support.

**Assessment:**

Assessment is an integral part of our practice, we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

Summative assessment is carried out at set points of the year including:

* assessment on entry (starting point/baseline)
* Progress check at age two
* Transition reports each time a child moves to a new room
* the Early Years Foundation Stage Profile (where applicable)
* Transition forms to new settings if requested

We acknowledge parents/carers as primary educators and encourage parental involvement as outlined in our Parents as Partners policy. We build strong home links in order to enhance and extend children’s learning both within the nursery environment and in the child’s home and have termly meetings with parents/carers to keep them up to date with their child’s progress.

Where a child attends a second setting, we liaise termly with the other provider, to ensure we are working together to provide consistent support for the child.

We share information about the EYFS curriculum with parents/carers and signpost them to further support via the following website:

[www.foundationyears.org.uk/](about:blank)

| **This policy was adopted on** | **Signed on behalf of the nursery** |
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| *March 2024* | *Lisa Hubbard* |