

Early Learning Opportunities Statement

At Tarleton day Nursery we recognise that children learn in different ways and at different rates, we always plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive play environment for every child, so they may 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, that 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 areas needing further staff or parental assistance.

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

- Provide opportunities for children to develop and use their home language in play and learning and support their language and development at home.
- 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 reception.

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. 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 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 balance of adult led and child initiated opportunities both indoors and outdoors.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including

- Evidence of assessment that includes progress of different groups of children.

- Assessment on entry, including parental contributions
- Two year progress checks (where applicable)
- On-going (formative) assessments, including any parental contributions.
- A Transition report when children leave to go to school or to another setting.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend individual child’s learning both within the nursery environment and in the child’s home.

We implement the Fundamental British Values into all we do within Tarleton Nursery, we use these within the children’s learning journeys, planning procedures and display boards as we know how important it is to teach these at such a young age.

We share information about the Early Years Curriculum with parents and sign post them to further support via the following websites.

www.foundationyears.org.uk/

www.education.gov.uk/school/teachingandlearning/curriculum/a0068102/earlt-years-foundation-stage-eyfs

This policy was adopted on	Signed on behalf of the nursery	Date for review
May 2018	Christine Pearse	April 2019