

## 10.1 Early Learning Opportunities Statement

At Wonderland Day Nursery we promote the learning and development of all children in our care. We have a quality workforce with 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 for our children and guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

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 reflects 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 may use the Development matters deliver the EYFS Guidance, both Statutory and non Statutory Frameworks

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 celebration of diversity.

We maintain a personalised record of each child's development, showing their abilities, progress, interests, and any areas requiring further support. We do this through our Termly tracking, All About Me's, Bridging the Gap, board leaves and Terrific Talkers termly trackers.

The staff are very aware of the importance of a positive play environment as this enables good social skills and an appreciation of all aspects of this country's multi-cultural society. Planned activities support individual children's needs, stage and interests as well as ensuring a broad curriculum meeting the Early Years Foundation Stage and offering learning opportunities which include cooking, investigating seasonal weather and events, festivals, and other topics such as animal life cycles.

We implement the Early Years Foundation Stage (EYFS) set by the department for education that sets the 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 equally and ensure a flexible approach 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 a balance of adult-led and child-initiated opportunities both indoors and outdoors.

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 to enhance and extend children's learning both within the nursery environment and in the child's home and have regular meetings with parents/carers to keep them up to date with their child's progress.

For a child, whose home language is not English we will take reasonable steps to

- Provide opportunities for the 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 Early Years Foundation Stage, ensuring the children are ready to benefit from opportunities available to them when they begin year 1.

We ensure that planning covers the breadth of the 7 areas of learning in the development matters and that they provide interesting and challenging experiences that meet all the children's needs.

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. We will introduce a 'Bridging the Gap' for 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.

Summative assessment is carried out at the beginning of each term including:

- Assessment on entry (baseline point), including parental contributions. Progress check at age two (where applicable).
- Termly assessments on each child and 'Bridging the Gap' as required
- The Early Years Foundation Stage Profile (where applicable) or any other summative assessment

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We share information about the EYFS curriculum with parents and signpost them to further support via the following website: <https://foundationyears.org.uk/>

