



## **Early Learning and Play Opportunities Statement**

At Loversall Farm Day Nursery we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities and individual characteristics of learning being considered.

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of the diverse society in which we live. We plan learning experiences to ensure 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 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 their early years, ensuring that children are ready to benefit from the opportunities available to them when transition to school.

Loversall Farm Day Nursery have a planning coordinator in place who will oversee the planning, observation and assessment process. The planning coordinator will support all staff to ensure they are planning for children's individual needs, based on their interests and experiences, and ensure they are provided with an appropriate level of challenge based on their characteristics of effective learning.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. Staff will provide interesting and challenging experiences that meet the needs of all children. Loversall Farm Day Nursery have published their own Early Years Curriculum. The curriculum evolves and is used as an ongoing document.

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) 2025 as set by the Department for Education which 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 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 a 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 within their learning including:

- evidence of assessment that includes the progress of different groups of children:
- assessment on entry, including parental contributions (Parental Baseline)
- two-year-old progress checks (where applicable)
- on-going (formative) assessments, including any parental contributions
- The Early Years Foundation Stage Profile (where applicable), for reception aged children, or any other summative assessment when children leave.

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.

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

[www.foundationyears.org.uk/](http://www.foundationyears.org.uk/)

[www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs](http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs)

<b>This policy was adopted on</b>	7 September 2018
<b>Signed on behalf of the nursery</b>	
<b>Signed on behalf of nursery owner</b>	
<b>Date for review</b>	September 2026