

Egerton Nursery & out of School Club

Early Learning Opportunities Policy



Egerton Nursery and Out of School Club

EYFS: 1.1 – 1.17, 2.1-2.6, 3.1, 3.20, 3.27, 3.59, 3.68, 3.80

Document History

Author	Kerry Hurst
Role	Manager
Approved by	Director Trustees
Approval date	25/09/2023
Review period	1 year
Review date	October 2024

Version History

Version	Date	Changes
1	25/09/2022	New Policy
2	07/09/2023	None

List of Abbreviations Used

EYFS	Early Years Foundation Stage
------	------------------------------

Early Learning Opportunities Statement

At **Egerton Nursery and Out of School Club** we promote the learning and development of all children in our care.

We recognise that each child is an individual and our high qualified staff consider their needs, interests and development to plan a challenging and enjoyable experience across the seven areas of learning and development.

Our staff 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 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.

In addition we have a 'Learning Wall' that celebrates and shares the children's work, this also promotes 'Pride in their Achievements'.

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.

We implement Non-statutory Curriculum Guidance for the early years foundation stage- Development Matters [Development Matters - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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 'Mind Maps' to ensure planning is that of each child's interest.

We implement the Early Years Foundation Stage (EYFS) [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/early-years-foundation-stage-eyfs-statutory-framework) 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, interests and topics 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.

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), including parental contributions.
Progress check at age two (where applicable) [Progress check at age 2 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/progress-check-at-age-2)
- the Early Years Foundation Stage Profile (where applicable) or any other summative assessment e.g. when children transition to new settings or leave for school

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 children’s learning both within the nursery environment and in the child’s home and share children’s progress with parents to keep them up to date with their child’s progress.

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

www.foundationyears.org.uk/

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>September 2022</i>		<i>October 2024</i>