



Early Learning Opportunities Statement

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

At Play2Day Nursery we promote the learning and development of all children. We recognise that children learn in different ways and at different rates and plan for this accordingly to ensure a challenging and enjoyable experience across the seven areas of learning and development. 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 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, 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 or 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 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 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. 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. We may use the Development matters and Birth to 5 matters for guidance to support staff to plan and deliver the EYFS learning and development requirements. 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.

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 a balance of 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 as below.

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 the progress of different groups of children:
 - assessment on entry (starting point), including parental contributions
 - two-year-old progress checks (where applicable)
 - on-going (formative) assessments, including any parental contributions
 - the Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave.

We acknowledge parents as primary educators and encourage parental involvement. 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 keep parents 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>May 2025</i>	<i>Heidi Cable</i>	<i>May 2026</i>