



## Early Learning Opportunities Statement

In the EYFS at Rossall, 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.

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, 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 the EYFS, ensuring that children are ready to benefit from the opportunities available to them in school.
- When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of the English language, we will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

### **Curriculum:**

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 and enjoyable experiences that meet the individual needs, interests and development of all the children in our care. 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. Our practitioners working with the youngest children, ensure a strong foundation for their individual development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Throughout the EYFS, if a child's progress in any prime area gives cause for concern, the child's key person and EYFS Senco will discuss this with the child's parents and/or carers and agree how to support the child. We consider whether a child may have a special educational need or disability which requires specialist support. The EYFS Senco will link with, and help families to access, relevant services from other agencies, as appropriate.

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 plan activities that stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the Reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for Year 1. 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.

**Key person:**

Each child is assigned a key person. Our well qualified and skilled staff strongly increases our ability to deliver the best possible outcomes for children. We inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending our Nursery. The key person will help ensure that every child's learning and care is tailored to meet their individual needs. The key person will seek to engage and support parents and/or carers in guiding their child's development at home. They will also help families engage with more specialist support, if appropriate.

**Assessment:**

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Direct day-to-day 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)
  - ongoing (formative) assessments, including any parental contributions
  - the Early Years Foundation Stage Profile (where applicable) and other summative assessment, such as PUMA and PIRA.

Regular assessment involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share. When assessing whether an individual child is at the expected level of development, practitioners will draw on their knowledge of the child and their own expert professional judgement and will not be required to prove this through collection of physical evidence.

In the final term of the year in which the child reaches the age of five, and no later than 30th June in that term, the EYFS Profile must be completed for each child. The Profile reflects the Reception teacher's own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

We share the results of the Profile (via the Summer Term Report) with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. Year 1 teachers will also be given a copy of the Profile report and involved in the moderation process.

We will report EYFS Profile results to our local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department.

**Parents:**

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.

Parents and/or carers are kept up-to-date with their child's progress and development. Practitioners will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment will inform an ongoing dialogue between practitioners and Year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website: [www.foundationyears.org.uk/](http://www.foundationyears.org.uk/)

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>Lent Term 2022</i>	<i>Alison Trippier</i>	<i>Lent Term 2023</i>