



### **Little Firs Day Nursery Early Learning Opportunities Statement.**

At Little Firs we promote the learning and development of all children in our care. We recognise that each child is an individual and our highly 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. 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.

Our Curriculum is well planned and resourced to have depth and breadth across the seven areas of learning and plans challenging and enjoyable experience that reflects the different rates at which the children develop and is adjusted to meet their needs. Planning is based on a secure knowledge and understanding of child's development, what our children can already do, know, and understand and follows their interests and needs. We use language-based programmes to enhance communication and literacy skills including-Story-Making, weekly Nursery Rhymes/Songs, and Stories, Early Talk Boost, Babbling Babies, Chatterbox, Letters and Sounds/Phonics and Funky Fingers. We use the incredible beginnings programme to support positive behaviour.

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 adult-led and child-initiated opportunities both indoors and outdoors.

We maintain a personalised record of every child's development, showing their abilities, progress, interests, and any areas requiring further support. Formative assessment is carried out through daily observations, and we ensure that this does not take us away from interacting with the children. Summative Assessments are carried out including Baseline Assessment, Two-year-old progress checks and Transition Assessment when the children leave.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents 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 to keep them up to date with their child's progress.

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For further support and advice [www.foundationyears.org.uk/](http://www.foundationyears.org.uk/) **Reviewed August 2024.**