

# EARLY LEARNING OPPORTUNITIES STATEMENT



FEBRUARY 2020

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
11 <sup>th</sup> February 2020	L Jessiman	September 2023
Reviewed September 2023	L Jessiman	September 2025

EVELINE DAY NURSERIES

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## Early Learning Opportunities Statement

At The Eveline Day Nurseries Ltd 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 and to attend their maximum potential with 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.

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.

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. 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) 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.



Summative assessment is carried out at set points of the year including:

- Assessment on entry (starting point), including parental contributions. Progress check at age two (where applicable).
- The Early Years Foundation Stage profile (where applicable) or any other summative assessment e.g. when children transition to new rooms 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.

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/)