



Early Learning Opportunities Statement

April 2026-April 2027

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

At Acorn Childcare Centre 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 support 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.

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 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.

In the moment 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 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. Formative assessments are completed 3 times during each academic year to identify any gaps in learning. These are also used to support cohort tracking and parent consultations.

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

- Parents are invited to complete an assessment of their child's development as part of the registration process, this then forms the baseline assessment from which the practitioners will use to inform their planning and assessments during the settling in period.
- Progress check at age two are completed (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 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.

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>April 2024 Reviewed April 2026 - SK</i>	<i>Lorna Hodgett</i>	<i>April 2027</i>

