

Orchard house Early Learning Opportunities Statement

At Orchard house nursery we promote the learning and development of all the children within our care. We have a highly experienced and qualified team of practitioners, who recognises that each child is an individual, we focus on their needs, interests, learning and development using next steps to build on these.

Practitioners plan challenging and enjoyable experiences across the seven areas of learning. Our team of practitioners are ambitious for the learning opportunities that we provide on a daily basis, they are able to guide and plan what children learn reflecting on the different rates at which they develop. Our aim at Orchard house is to ensure that each and every child attains their maximum potential within their individual capabilities.

We provide the children with a positive and inclusive play environment for every child, so they develop good social skills and an appreciation of all cultures in a multi-cultural society by celebrating a range of festivals and events to widen children's knowledge and experiences within cultural capital. Encourage children to celebrate diversity within our nursery.

We maintain a personalized record of every child's development on our Family app, demonstrating their abilities, progress, interests and any areas that require further support.

For any 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 with words provided by their parents, books and having words such as for the toilet in a variety of languages.
- Ensure that children have sufficient opportunities to learn and reach a good standard of English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they start reception.

We ensure that our activities are well planned and resourced to bring depth and breadth across the seven areas of learning. Practitioners provide interesting and challenging experiences that meet the needs of all the children and reflect the wide range of skills, knowledge and attitudes. Daily planning is based on secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. We use Developmental Matters and Birth to 5 Matters for guidance to support our practitioners to plan and deliver the EYFS learning and development requirements.

At Orchard house we implement the Early Years Foundation Stage (EYFS) set out 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 development needs. We carry out observations, which link to the areas of the EYFS seven areas of learning, which inform future planning and draw on children's needs and interests. We promote this through adult-led and child-initiated opportunities throughout the day indoors and outdoors.

If we have any concerns about a child's progress in any areas of learning, practitioners will discuss this with the child's parents and agree how best to support the child. Practitioners 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.

Assessment is an integral part of our daily practice: we carry out ongoing assessments through daily observations and ensure that this does not take up the time we spend with the children.

Summative assessments are carried out at set points of the year including:

- Children's starting point, including parental contributions
- Progress check at the age of two
- The Early Years Foundation Stage Profile (where applicable) or any other summative assessment such as when transitioning to school

We at Orchard house recognise parents as primary educators and encourage parental involvement at all times.

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.

Donna Bachelor

25th November 2024