

# Abacus Nursery - Early Learning Opportunities Statement

EYFS: 1.1 - 1.12, 2.1-2.6

At Abacus Nursery we recognise that children learn in different ways and at different rates and all staff are committed in working together to ensure every child has the opportunity to reach their full potential (also see our Cultural capital statement and Nursery Intent policy for more information).

All staff are familiar with the Early Years Foundation Stage guidance and use this to support their practice. This document sets the standards and provides 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. Through observation and discussion with other members of staff, children's needs and interests inform future themes and planning. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. Staff 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 plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity. Through our enabling and positive play environment children develop good social skills and an appreciation of all aspects of this country's multi-cultural society.

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;
- 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.

Our Key person system (also see Key person guidelines) ensures every child has a dedicated person carrying out in-the-moment or planned observations which along with photographs and discussions with other staff members allows them to provide activities and generate individual next steps in line with the child's interests to encourage further development. An online journal is used at Abacus to record children's development whilst allowing us to also provide parents with an opportunity to inform their child's learning.

We recognise the importance of parents as being the child's first educator and involving them in their child's learning. Along with daily feedback when they drop off and collect they

are encouraged to add posts to their child's tapestry account, complete Termly 'All about me's' (to update staff on their child's interests, likes, dislikes, concerns etc). Parent chats are also offered to not only keep them updated on their child's development but also to help build secure parent partnerships.

Direct observation is used along with appraisals to monitor the quality and impact of staff involvement. Individual targets and training are used to improve their practice.

The impact staff have on the progress children make in their learning and development is monitored through:

- Parental input through 'What to expect when' completed on starting
- Early day assessments, including Key person questions to create a baseline
- Two-year-old progress checks (where applicable)
- On-going (formative) assessments (including any parental contributions) on Tapestry
- Summative assessment on Tapestry
- Termly Data analysis
- Learning walks and discussions
- Staff reflections and supervisions
- The 'Transfer form' when a child leaves for School

Parents evenings in readiness for their child transitioning downstairs and 'School readiness' are held to share relevant, valuable information including how we use the EYFS curriculum to inform and support our planning. Parents are given the following link

[www.foundationyears.org.uk/](http://www.foundationyears.org.uk/) should they wish to find out more.