



Early Learning Opportunities Statement

April 2024

At Elsworth Pre-School we recognise that children learn in different ways, at different rates and plan for this accordingly. Our aim is to support all children attending the pre-school to attain their maximum potential within their individual capabilities.

We provide a positive 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 parent/carer 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.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the Early Years Foundation Stage (EYFS), ensuring that children are ready to benefit from the opportunities available to them when they begin.

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 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.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including evidence of assessment that includes the progress of different groups of children. This includes:

- Assessment on entry, including parent/carer contributions.



- Two-year-old progress checks (where applicable).
- On-going (formative) assessments, including any parental contributions.
- Summative assessment when children leave.

We acknowledge parents/carers as primary educators and encourage parent/carer 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 pre-school 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 websites:

- www.foundationyears.org.uk/
- www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-yearsfoundationstage-eyfs

Adopted on:	14 th April 2024
Adopted by:	Sophie Mills, Interim Pre-School Manager Hannah Holland, Chair of Trustees
Next Review Date:	14 th April 2025