



Early Learning Opportunities

Children are competent learners from birth and develop and learn in a wide variety of ways. At the Arc Nursery we recognise that not only what children learn is important but also how children learn is important. Young children learn and develop best when they are in a stimulating environment that is carefully organised and equipped to meet their needs, interests and stages of development, and where each child's progress is carefully observed, managed and enhanced by adults who engage and interact with them to support them in making outstanding progress.

Children learn in different ways and at different rates and so staff plan for this accordingly. Our aim is to support all children attending the Arc to attain their maximum potential within their individual capabilities.

At the Arc Nursery we recognise there are four overarching principles of children's learning and development. These are:

- **A Unique Child**

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Practitioners:

- understand and observe each child's development and learning, assess progress, plan for next steps.
- Support babies and children to develop a positive sense of their own identity and culture.
- Identify any need for additional support.
- Keep children safe.
- Value and respect all children and families equally.

- **Positive Relationships**

Children learn to be strong and independent through positive relationships.

Positive relationships are:

- warm and loving, and foster a sense of belonging.
- Sensitive and responsive to the child's needs, feelings and interests.
- Supportive of the child's own efforts and independence.
- Consistent in setting clear boundaries.
- stimulating.
- built on key person relationships in early years settings.

- **Enabling Environments**

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. They value all people and value learning.

They offer:

- Stimulating resources, relevant to all the children's cultures and communities.
- Rich learning opportunities through play and playful teaching.
- Support for children to take risks and explore.

- **Learning and Development**

Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

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 encourage to participate in all area of the environment and equipment.

We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity. Some children do not like to get dirty so painting and messy play can be a barrier for them. We will provide alternatives until the child is ready and confidence to participate in the messy play. Furthermore, for children with EAL (English as an additional language) we provide literature in foreign languages and opportunities for them to use their mother tongue, as well as encouraging the use of English.

We have trips to places of interest and to learn about the world around us.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas of development needing further staff or parental assistance. We assess the children's development and progress through



observations which we will then use to identify the children's interest, next steps and areas of development.

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.

We conduct our observations through the 2Simple Build-a-Profile application on iPads, which consists of a photo, activity description, next steps, their characteristics of learning and the development matters statements they've achieved according to the EYFS. Each child will collect a series of observations across a six-week period that are then sent to their parents and/or carers.

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, initially through a home-visit then continued throughout their time with us through meetings upon request and daily chats, 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 through posters relevant to current legislation and framework, which are posted clearly around the setting, and signpost them to further support via the following websites:

www.foundationyears.org.uk/

www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs

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