



Early learning framework and opportunities

We recognise that children learn in a variety of ways and at different rates and plan for this accordingly. Our aim is to support all children attending the setting 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. Early learning opportunities offered in the setting encourage children to develop positive attitudes to everyone regardless of differences. It encourages children to empathise with others and to begin to develop the skills of critical thinking. Extra-curricular activities are provided for all age groups at the setting to enhance their learning.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental 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 EYFS, ensuring that children are ready to benefit from the opportunities available

We ensure that the continuous provision is 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 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.

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:
- baselines/starting points on entry, including parental contributions
- two-year-old progress checks (where applicable)
- termly progress trackers to ensure the children are meeting their age and stage of development
- COHORTS completed termly to analyse if there is a pattern or link with regards to particular groups of children's development
- on-going (formative) assessments



We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents as partners' policy. 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. At Rising stars, we make sure all children feel valued and good about themselves by ensuring that all children have equal access to learning and play. We do this by;

- Providing resources that reflect a range of communities and promote diversity.
- Celebrating a wide range of religions, beliefs and festivals
- Implementing 'British values' policy
- Teaching children about similarities and differences
- Making the children aware of the boundaries and routines within the setting
- Giving the children the opportunity to offer their opinions and talk about emotions
- Ensuring all learning opportunities that are offered are inclusive of children with learning difficulties, disabilities or children from disadvantaged backgrounds
- Supporting children with EAL
- Working in partnership with families
- Ensuring the medical cultural and dietary needs of all children are met