Early Learning Opportunities Statement

At Little Oaks Nursery at RHS we promote the learning and development of all children in our care. We have a highly skilled and qualified team who recognise that every child is unique, placing children's individual needs, interests, learning and development at the heart of everything we do. Our staff plan challenging, meaningful and enjoyable experiences across the seven areas of learning and development, inspiring children to become confident, independent and curious learners. We are ambitious for every child and carefully support their progress, recognising that children develop at different rates and adapting our practice accordingly. Our aim is to help all children reach their full potential within their individual capabilities.

We provide a positive, inclusive and nurturing environment where all children feel valued, respected and supported. We actively promote strong relationships, emotional wellbeing, social development and a sense of belonging, helping children to develop an appreciation of diversity and the rich multicultural society in which we live. We plan learning experiences to ensure equality of opportunity for all children and celebrate each child's unique background, experiences and abilities.

Outdoor learning is a fundamental part of life at Little Oaks Nursery. We believe children learn best through first-hand experiences, exploration and meaningful connections with the natural world. Our curriculum places significant value on outdoor play and learning opportunities in all weathers, recognising the many benefits this brings to children's physical development, wellbeing, resilience, confidence, creativity and problem-solving skills.

Through regular Forest inspired , Beach School and outdoor learning experiences**,** children are encouraged to explore, investigate, take manageable risks, develop environmental awareness and build a lifelong love of nature. Whether digging in the soil, observing wildlife, splashing in puddles, climbing, building dens, investigating seasonal changes or exploring natural materials, children are given opportunities to learn through real experiences that inspire curiosity, awe and wonder. Outdoor learning is not viewed as separate from the curriculum but as an integral part of how children learn across all seven areas of development.

We maintain a personalised record of every child's development, recognising their achievements, interests, abilities and any areas where additional support may be required.

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 whilst supporting language development at home.

- Ensure children have sufficient opportunities to develop their English language skills throughout the EYFS, helping them to reach a good standard of English and prepare successfully for the next stage of their education.

We ensure that our educational programmes are carefully planned, appropriately resourced and provide breadth, depth and challenge across all areas of learning. Experiences are designed around children's interests and developmental needs while encouraging active learning, creativity and critical thinking. We may use Development Matters and Birth to 5 Matters as guidance to support staff in planning and delivering high-quality learning opportunities.

We implement the Early Years Foundation Stage (EYFS) framework set by the Department for Education, ensuring all children learn and develop well. Learning is supported through a combination of child-initiated and adult-guided experiences, both indoors and outdoors. We maintain a flexible approach that responds to children's interests and developmental needs, using observations to inform planning and create meaningful learning opportunities.

If we have concerns about a child's progress in any area of learning, we will discuss these with parents and work together to identify the most effective ways to support the child. Staff will consider whether additional support may be required and, where appropriate, whether specialist advice or intervention may be beneficial.

Assessment is an integral part of our practice. We carry out ongoing formative assessments through high-quality interactions and observations that inform our planning without detracting from our engagement with children. Summative assessments are completed at key points throughout a child's journey, including:

- Assessment on entry (starting points), including parental contributions.
- Progress Check at Age Two (where applicable).
- Transitions between rooms and onward transitions to school.
- The Early Years Foundation Stage Profile (where applicable).

We recognise parents and carers as children's first and most important educators. Strong partnerships between home and nursery help children to thrive and ensure consistency in their learning and development. We actively encourage parental involvement and maintain open communication through regular updates, meetings and shared learning opportunities.

We share information about the EYFS curriculum with parents and signpost them to further support and guidance through the Foundation Years website: **https://foundationyears.org.uk/**

This policy was adopted on	Signed on behalf of the nursery	Date for review
14/09/2026	Michelle Dent	*14/09/2027*