



EARLY YEARS LEARNING EXPERIENCE POLICY

At My Sunshine Day Nursery & Pre-School we recognise that children learn in different ways and at different rates and plan for this accordingly. Our intention is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

With each activity we undertake we look into the intent of the activity, how best to implement the activity and what impact this activity will have on the children.

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. Cultural Capital is embedded naturally throughout our play and practice. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

Note: Cultural Capital Definition

We know that our children arrive at Nursery having had different experiences than others, in their learning and play. As an example, research tells us that there is correlation between the number of words a child knows and their future success - so is it fair that some children do not hear the same number of words than others? Through our EYFS curriculum and through interactions with adults, our children can experience the awe and wonder of the world in which they live, through the seven areas of learning. Cultural capital is about preparing children with the knowledge and skills for what comes next. This is so important in early years because what children learn in those vital first years of life will stay with them forever.

Personal Records

We maintain a personalised record of every child's development. This will show their abilities, progress, interests and areas needing further staff or parental assistance. Through our FAMILY software programme parents can easily access all of their child's Nursery activities and communicate directly with their child's Key Person.

Language

- 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; and



- 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.

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 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:
 - assessment on entry, including parental contributions
 - two-year-old progress checks (where applicable)
 - on-going (formative) assessments, including any parental contributions
 - the Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave.

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 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 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

Signed on behalf of My Sunshine Day Nursery by Harriet Ballardie (Nursery Manager)	Date Policy Disseminated to Staff	Date for next Policy review
	16 April 2021	February 2022