

Early Learning Opportunities Statement

At The Orchard Day Nursery Kingston, we are committed to providing every child with the highest quality early education and care in line with the Statutory Framework for the Early Years Foundation Stage (EYFS). We recognise that every child is unique, capable and full of potential, and we provide a rich, nurturing and ambitious curriculum that enables all children to thrive, make progress and develop the knowledge, skills and attitudes they need for lifelong learning.

Our curriculum is designed around children's interests, developmental needs and individual starting points while ensuring that all children experience a broad, balanced and progressive education across all seven areas of learning. We recognise that learning begins from birth and that secure relationships, responsive interactions and meaningful play form the foundations for future success.

We are committed to ensuring every child feels safe, valued, respected and included. Through high-quality teaching, meaningful interactions and effective assessment, we support children to become confident, resilient, independent learners who develop curiosity, creativity and a love of learning.

Our Curriculum

Our curriculum reflects the requirements of the EYFS and is carefully planned to provide ambitious learning opportunities that build children's knowledge and skills over time. Practitioners understand what they want children to learn and why, and experiences are sequenced to support progression rather than isolated activities.

Learning is delivered through a balance of:

- Child-initiated play
- Adult-led experiences
- High-quality interactions
- Purposeful routines
- Real-life experiences
- Indoor and outdoor learning
- Small group and individual teaching.

Our curriculum promotes children's development across all seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

Particular emphasis is placed upon the three Prime Areas of Learning, recognising these as the foundations upon which all future learning is built.

High Quality Teaching

Children learn best through warm, responsive relationships with adults who know them well. Our practitioners spend time interacting, modelling language, extending vocabulary, asking meaningful questions and supporting children to think critically and solve problems independently.

Staff understand that their role is not simply to supervise play but to actively engage in children's learning by:

- Following children's interests
- Introducing new vocabulary
- Modelling language
- Supporting sustained shared thinking
- Encouraging independence
- Extending children's ideas
- Helping children make links in their learning.

Teaching is responsive and adapted to meet children's changing developmental needs.

Observation, Assessment and Planning

Assessment is an integral part of effective teaching and learning. Staff complete ongoing formative assessments through high-quality observations, conversations with children and professional knowledge of child development. Assessment is purposeful and never detracts from time spent interacting with children.

Information gathered through assessment is used to:

- Understand children's current development
- Identify strengths and interests
- Recognise any gaps in learning
- Inform future planning
- Ensure children make good progress
- Identify when additional support may be required.

Every child has an individual learning journey which celebrates their progress and achievements throughout their time at nursery. Parents are encouraged to contribute regularly to ensure assessments reflect children's learning both at nursery and at home.

Starting Points

Before a child begins attending nursery, we work closely with parents and carers to gain a thorough understanding of the child's interests, routines, health needs, culture, home language and previous experiences.

Baseline assessments are completed during the settling-in period to identify each child's starting points. These are used to plan a personalised curriculum that supports children from where they are rather than where we expect them to be.

Progress Reviews

Children's progress is reviewed regularly to ensure they continue to make good progress.

Where applicable, we complete the statutory Progress Check at Age Two and share this with parents. If concerns are identified, these are discussed sensitively with parents and, where appropriate, referrals are made with parental consent to relevant professionals.

Transition assessments are completed when children move rooms or transfer to school to ensure continuity of learning.

Communication and Language

Developing communication and language is central to everything we do.

Staff create language-rich environments through stories, songs, conversations, role play and everyday routines. Practitioners model ambitious vocabulary and ensure children hear a wide range of language throughout the day.

Children are encouraged to express themselves confidently, listen attentively, ask questions, solve problems and develop secure conversational skills.

Where delays are identified, early intervention is implemented promptly and referrals made where appropriate.

Supporting Children with English as an Additional Language

We recognise that a child's home language is an important part of their identity.

Children are encouraged to use and value their home language while being supported to develop their English language skills. Staff work closely with families to understand key words, phrases and cultural practices that support children's emotional wellbeing and communication.

Children are never viewed as having delayed development simply because they are learning English as an additional language.

Inclusion and Additional Needs

We believe every child deserves the opportunity to achieve their full potential.

Our curriculum is adapted to meet individual needs, including children with Special Educational Needs and Disabilities (SEND), medical conditions, disabilities or those requiring additional support.

Where concerns arise regarding a child's development, practitioners work closely with parents, the Special Educational Needs Coordinator (SENCO) and relevant professionals to implement appropriate support as early as possible.

Reasonable adjustments are made to ensure every child can access our provision and fully participate in nursery life.

The Key Person

Every child is allocated a Key Person who develops a secure, trusting relationship with both the child and their family.

The Key Person supports children's emotional wellbeing, learning and development, monitors progress and acts as the main point of contact for parents.

Secure attachments are recognised as fundamental to children's confidence, resilience and readiness to learn.

Learning Through Play

We recognise that play is the primary way young children learn.

Children are provided with uninterrupted opportunities to explore, investigate, imagine, create and problem solve. Staff understand the importance of allowing children sufficient time to become deeply engaged in their play while sensitively extending learning where appropriate.

Both indoor and outdoor environments are carefully planned to promote curiosity, physical development, communication, mathematical thinking and creativity.

Working in Partnership with Parents

Parents and carers are children's first and most important educators.

We work in genuine partnership with families, recognising that children make the best progress when learning at home and nursery is connected.

Parents are encouraged to:

- Share observations from home
- Attend progress meetings
- Contribute to learning journals
- Discuss concerns promptly
- Celebrate achievements
- Support next steps in learning.

Information about the EYFS curriculum is shared regularly to help parents understand how children learn and how they can continue learning at home.

Safeguarding and Wellbeing

Children can only learn effectively when they feel safe, secure and emotionally supported. Learning and development is closely linked with children's welfare, emotional wellbeing and safeguarding. Staff remain alert to any changes in children's behaviour, presentation, attendance or development that may indicate additional support or safeguarding concerns. Any concerns are managed in accordance with our Safeguarding and Child Protection Policy, Working Together to Safeguard Children, Keeping Children Safe in Education (where applicable) and local safeguarding partnership procedures.

Monitoring Quality

The Nursery Manager and leadership team regularly monitor the quality of teaching, assessment, curriculum implementation and children's outcomes through observations, supervision, learning walks, peer support, moderation and professional development.

Staff receive regular coaching, training and reflective supervision to continually improve practice and ensure the curriculum remains ambitious, inclusive and responsive to children's needs.

This policy is reviewed annually, following changes to legislation or statutory guidance, or sooner where improvements in practice are identified.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>07/08/2026</i>	F.Joyce	<i>December 2026</i>