At **Coalway Early Years** we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive play environment for every child, so they have the opportunities to develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure that, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

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 (EAL), 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 delivered through the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin in their reception year.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning of the EYFS. 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) delivered from the Department for Education, that set 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. This includes evidence of assessment of each child, and evidence of the tracking of progress for different groups of children. We use the ‘Parenta’ tool to support the observation-assessment-planning cycle for each child. During the child’s time at our nursery we will carry out the following assessments:

* Parents base line assessment – this is completed by parents ahead of a child starting at the setting. It will inform staff of what parents know their child can do as well as giving indications of areas in which their child may need support.
* Practitioners knowledge assessment – After a child has been in the setting for 6 weeks their key worker will complete a knowledge update on the child. This will take into account their starting points (drawn from the parent baseling) and the knowledge that the practitioners have built up of the child through observations and play. We will also take any contributions from former and/or partnership settings. We will focus on the prime areas of learning, but may include assessment of the specific areas if appropriate.
* Two-year-old progress checks (where applicable – prime areas of learning)
* Half-Termly summative assessments to include parent contributions
* Transition records for when children leave to move onto their reception year.

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/](http://www.foundationyears.org.uk/)

[www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs](http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs)

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| **This policy was adopted on** | **Signed (nursery manager)** |  | |
|  | **Signed (Chair or Committee)** |  | |
| **Date for review** |  | **Date for review** |  |
| **Date for review** |  | **Date for review** |  |