

Learning and Development Requirements:	
Policy Name:	Early Learning Opportunities Statement
Policy creation date:	December 2018
Last review:	February 2023
Next review:	February 2025
Owner:	Children Service Manager

At The Rainbow Centre 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 centre to attain their 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. We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental assistance.

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 (STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE) set by the Department for Education that sets standards and combine it with the principles of Conductive Education 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 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.

[https://rainbowcentreorg-my.sharepoint.com/personal/inigoc_rainbowcentre_org/Documents/Documents/Services/Policies to upload/Early Learning Opportunities Statement.docx](https://rainbowcentreorg-my.sharepoint.com/personal/inigoc_rainbowcentre_org/Documents/Documents/Services/Policies%20to%20upload/Early%20Learning%20Opportunities%20Statement.docx)

We acknowledge parents as primary educators and encourage parental involvement. We build strong home links in order to enhance and extend children's learning both within the centre's environment and in the child's home.

We share information about the STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE curriculum with parents and signpost them to further support via the following websites:

www.foundationyears.org.uk/

<https://www.cepeg.org.uk/>