

Early Learning Opportunities Statement

At Roundabout Pre-School we recognise that children learn in different ways and at different rates and plan for this accordingly. We aim to support all children attending Roundabout Pre-School to attain their maximum 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.

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
- Providers must ensure that children have sufficient opportunities to learn and reach a good standard in the English language, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage.

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 "Birth to Five" that sets standards to ensure all children learn and develop well, supporting and enhancing 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 (starting point), including parental contributions
- two-year-old progress checks

- 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 to enhance and extend children's learning both within the environment and in the child's home.

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