



Little VIPs Learning Opportunities Statement

Our Vision

Achieving, Caring and Enjoying

Little VIPs is part of the Lowther Endowed School community since it transferred from private ownership in July 2024. We provide day care for children from nine months up to school age in our premises adjacent to the school.

Achieving

We enable all our children to develop to achieve their full potential through quality provision and a deep understanding of the needs of each individual child

Caring

We provide the highest standards of care, modelling behaviours that show kindness to others, how to care for yourself and the world around us

Enjoying

We engage children and parents in learning, providing engaging and interesting resources within a thoughtful and purposeful learning environment, making best use of our outdoor spaces

Intent

Our curriculum intent draws on the Curiosity Approach. From experience, this approach is best suited to the children in our care, matches our Vision and is in line with our Forest Schools ethos. We have a highly skilled and established staff team who recognise that each child is an individual, focusing on their needs, interests, learning and development. Staff plan challenging and enjoyable experiences across the seven areas of the curriculum which spark curiosity and encourage further exploration. Our staff are ambitious for our children and guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

Implementation

We implement the Early Years Foundation Stage Framework set by the Department for Education which sets standards to ensure all children learn and develop well.

We support and enhance children's learning and development holistically through play-based activities and through constant high quality interactions with children – meeting them where they are in their development and learning. 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 combination of child-led and adult-supported opportunities both indoors and outdoors.

We provide a positive inclusive play environment for every child, so they 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 have a daily rhythm or routine for all our age groups so that children have consistency and feel comfortable and secure. This includes a focus on stories and reading.

Our continuous provision is thoughtful and consistent. It is designed to spark curiosity and allows for creativity and the development of skills across the 7 key areas. Staff will engage with children in their exploration, prompting new vocabulary and suggesting but not leading the child's activities. We supplement this with enhanced provision where an adult-led activity is designed to build on skills and reinforce key vocabulary.

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 one.

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 and reflects the wide range of skills,

knowledge and attitudes they will need as foundations for learning. 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 have access to a wide range of up to date best practice from Westmorland and Furness Early Years team, training and guidance from our membership of the National Day Nurseries Association, and we refer to the Development Matters and Birth to 5 matters for guidance to support staff to plan and deliver the EYFS learning and development requirements.

Impact

Assessment is an integral part of our practice. We carry out ongoing assessment by recording observations of key moments in the child's development which are noted in FamlyApp and shared with parents. We are careful to ensure that observations are proportionate and easy to record in the moment so that we are not taken away from interacting with the children.

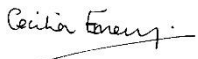
A baseline assessment is carried out when a child joins Little VIPs and is completed with the parent/carer on the "All about Me" record. We also complete a formal progress check "the 2 year check" using the template provided by Westmorland and Furness Early Years team, when a child is between 24 and 30 months.

If we are concerned about a child's progress in any areas of learning, staff will discuss this with the child's parents and agree how best to support the child. Staff will consider whether a child may require any additional support, or if they may have a special educational need or disability which will require specialist support. We will initiate an Early Help where appropriate and seek the support of Westmorland and Furness Early Years Team and external agencies as required in partnership with parents.

Partnership

We acknowledge parents as primary educators and encourage parental involvement in their child's journey with Little VIPs. All parents/carers are automatically logged in to FamlyApp which provides two way communication between parents/carers and the Little VIPs team. Parents are able to see in real time what has been eaten at mealtimes, when a nappy has been changed, photos of activities, give consent for medication. 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 and we have regular face to face dialogue with parents to keep them up to date with their child's progress.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website: <https://foundationyears.org.uk/>. We also share latest information such as Healthy Eating, Safe Sleeping and provide targeted take home resources.

This policy was adopted on	Signed on behalf of the nursery	Date for review
1 st October 2024		1 st October 2027