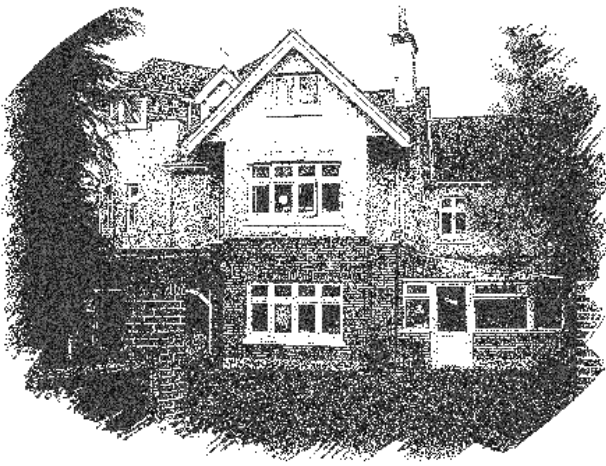




QUEENS PARK MONTESSORI DAY NURSERY

**155 Richmond Park Road
Bournemouth
Dorset
BH8 8UA**

Telephone: (01202) 523293

Proprietor: Mrs Alison Toms

Ofsted Reg: EY242933

EARLY LEARNING OPPORTUNITIES POLICY

At Queens Park Montessori Day Nursery we promote the learning and development of all children in our care. We have [a quality workforce with](#) highly qualified staff 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. [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.

We provide a positive inclusive 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 in the form of an online learning journal, showing their abilities, progress, interests and any areas requiring further support.

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 1.
- 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 may use the Development matters and Birth to 5 matters for guidance to support staff to plan and deliver the EYFS learning and development requirements](#).

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets 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.

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.

Assessment is an integral part of our practice, we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

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.

Summative assessment is carried out at set points of the year including:

- Assessment on entry (starting point), including parental contributions
- Progress check at age two (where applicable)
- The Early Years Foundation Stage Profile (where applicable) or any other summative assessment, e.g. when children transition to new rooms or leave for school.

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 and have regular meetings 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: www.foundationyears.org.uk/

Methods

Each room has a flexible planning system, taking into account the developmental stage of each individual child. This plan is updated frequently and is a working document which is adaptable depending on the children's interests and abilities. All groups provide a mainly free choice environment, with some structured activities. Each plan is on display in the individual rooms.

Each room uses a key worker system to ensure that each child has a named member of staff with whom to form a relationship and who plans alongside parents for the child's well-being and development in the setting. The key worker meets regularly with the family for discussion and consultation on their child's progress, and is responsible for ensuring each child is getting what they need from the nursery environment.

The EYFS framework (2025) is covered through all of the following, and more, adult initiated and child led activities:

Baby room (aged 4 months to 2 years)

Singing/dancing
Stories
Sensory activities, e.g., paints, messy play, etc.
Playdough
Shape sorters
Puzzles
Building bricks
Musical baby toys
Outdoor play

Conservatory group (aged 2 to 3 years)

Singing/dancing
Story time
Craft activities, e.g. paints, glue, crayons, etc.
Messy play, e.g. sand and water, shaving foam, etc.
Playdough
Small world toys
Home corner/role play
Games
Construction, e.g. Lego and Duplo
Montessori activities
Number and shape activities
Outdoor play/free flow

Montessori room (aged 3 to 4 years)

Practical Life exercises, e.g. pouring, threading, polishing, etc.
Sensorial exercises, e.g. matching and grading colours
Language materials, e.g. learning phonic sounds and pre-writing exercises
Mathematical materials, e.g. numerals, sorting boxes
Cultural activities, e.g. multicultural puzzles, globe, displayed pictures, etc.
Craft activities
Talk time/register
Circle time
Outdoor play/free flow
Singing/dancing/music
Computer skills
Role play/small world play
Language games such as rhyming, listening skills, music, etc.
Physical activities such as balancing, throwing and catching, music and movement, etc.
Construction

As a Montessori nursery all groups follow the Montessori curriculum. The following are principles we adopt throughout the nursery:

- We promote independence in every child to the best of their abilities
- Children have un-restricted access to most equipment allowing freedom of choice
- Every child is treated as an individual
- All children are taught to treat others with kindness and respect
- Every child is given the same opportunities to learn
- All staff are given frequent opportunities to train in order to give each child the best of our knowledge
- Children should have fun whilst learning and enjoy their time with us
- There are a strong set of rules and routines in place which give children consistency and a feeling of safety
- Equipment and activities are provided to give the best opportunities to each child inclusively
- Extension activities are provided to enable all children to access the activities at the required level
- Every child is given the opportunity to acquire extensive social skills through a wide range of activities

This policy was adopted on:

Signed on behalf of the nursery:

Date for review: