

## **Children's Activity and Play Policy**

### Flying Start Pre-School

At Flying Start Pre-School we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play.

All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development within a happy, warm, caring, stimulating and secure environment.

Through carefully-planned activities, play opportunities and interactions, staff promote children's self esteem and support them in developing skills, knowledge and understanding as they explore their world. Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for.

We will aim to ensure that all children in our care become confident and independent, and enjoy exploring and learning. The setting enables children to develop a strong sense of self, while also learning to play, negotiate and co-operate with others.

#### **Managers will ensure that:**

- All members of staff, including volunteers and students, who look after the children, are suitable to do so.
- All adults have appropriate qualifications and experience to support the care and learning needs of the children.
- Adequate supervision is provided for students, other inexperienced staff and volunteers.
- Parents and carers are fully informed about the provision of care, learning and play for their children and are encouraged.
- A wide range of experiences and activities are provided so that children can learn and through first hand experiences, play in a stimulating environment with an element of risk whilst under supervision.
- There are established systems for planning children's experiences which reflect their individual needs through observations.
- The progress of individual children is monitored and recorded regularly and the information is shared with parents, carers, childminders and dual settings through tracking sheets and Individual Summaries and Plans.
- Children make progress within their Learning Journeys and celebrate and plot their individual achievements.

#### **Helping children to build relationships and develop self-esteem:**

- We respect and value all the children, whatever their background, and we encourage staff and children to treat others with respect.
- We encourage children in their activities and provide support and reassurance for new experiences. We give appropriate praise to support their achievements.

#### **Learning about right and wrong (please also see the Behaviour Policy)**

Children need to learn how to cope with strong feelings and what is, or is not, acceptable behaviour. We support children in managing their feelings and coping with difficult situations.

- We encourage and praise children for behaving appropriately.
- We always treat children with respect and show, by example, appropriate ways to behave with others.
- We acknowledge that children have strong feelings that they may not know how to express. We help talk about them, what these feelings are and how to deal with any situations that arise.
- We support the children in resolving conflict by talking through the effects of their behaviour on others and helping them to work out appropriate behaviour.
- When inappropriate behaviour occurs, we ensure that the child knows that it is the behaviour that is wrong, not the child that is bad.

- We plan activities which allow children to explore right and wrong in a non-threatening context e.g. with our Persona Doll, Samson.
- We model appropriate behaviour to the children by the staff behaving respectfully towards each other.
- We have information available to support parents when they are experiencing difficult behaviour at home.

### **Care, Learning and play.**

- We offer the children a broad and balanced curriculum which follows the EYFS.
- We offer a variety of activities, both planned, free choice and self selecting which provide opportunities to learn through play.
- We run a carefully-planned programme, of theme/topics throughout the year to ensure that the children are given a wide range of active, real-life and everyday experiences to enhance their learning about their world. The themes/topics are chosen to reflect the children's interests thus motivating them to learn.
- We offer a mixture of active and quiet times throughout the day, and the children have opportunities to participate in both indoor and outdoor activities.
- We take every opportunity to further individual children's communication skills.
- We encourage the children to look at books and seek opportunities to read stories speak and listen to and with them.
- We develop early mathematical skills through everyday routines, as well as through planned experiences and games.
- We provide activities which engage the children in problem solving and investigation.
- We stimulate the children's imaginative and creative development through a range of activities, including: role play; a variety of painting, modelling and drawing experiences, both planned and free-choice; singing and dancing to music, as well as listening to music and playing instruments.
- We encourage the children to make choices and decisions during free play. We also expect them, supported by adults, to take responsibility for the care and maintenance of resources.
- Children have the opportunity to rest when needed please see the 'Sleep Policy.'

### **Organisation of resources.**

- We make resources available to the children, wherever possible, so that they can choose their activities independently.
- With zoned areas the children can access the Creative Trolley, Construction materials, Mathematical Trolley, Graphics Trolley, Imaginative play resources, Sand and Water Play, Tactile Play Area, Role Play and Dressing up Areas, Laptop, Light Room, Quiet Area, Book Corner. With access to both tables and play mats.
- We have 3 outside areas: the Playground, Grass Area and Sensory/Wildlife Garden.
- Outside equipment consists of tables and play mats with a variety of trolleys and equipment duplicating the inside choice. Larger equipment is also available such as the Play House, tool shed, sand and construction pits, climbing frames and slides, tunnels, Tricycles, Scooters, Cosy Coup Cars, Buggies, hoops, Balls, Bats, Balancing Beams, loose parts bin, large construction materials and many more please see Continuous Provision Sheets.
- Chalk boards and information boards are displayed to encourage mark making and early 'reading' skills.
- We label all resources so that children can find and return resources and equipment safely and easily.
- We ensure the safe use and storage of resources by the children, but we also support their independence and problem-solving abilities.

### **Planning and record-keeping.**

- We have identified topics and themes that are used throughout the year but also include the children's ideas and interests.
- Through continuous provision sheets, we gain ideas to take the children's learning and development further incorporating this into planning.

- Events in the calendar help ensure breadth and balance of the curriculum, as well as a variety of planned and free choice activities.
- Detailed short term weekly/daily plans for activities based around the observations completed on the children through the week.
- Daily Routine.
- We make observations on progress and achievements and record these in the children's online individual Learning Journey. This information is used to plan appropriate activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning.
- We are responsible for making sure that these records are updated regularly, and that the information is shared with parents and carers on a regular basis.
- Information on our planning is given to parents and carer through our Newsletters and some 'Home Learning' activities provided.
- 'Feeder' settings are asked to pass onto us any assessments and information they have on the child and their development.
- 'Dual Settings' and childminders are sent assessments/next steps these are sent termly.
- We use transition sheets, tracking sheets and transition meeting to pass information onto other settings and schools.

### **Displaying Children's Work.**

When and where possible we display children's work to show off what they are doing, to value and celebrate a child's achievements and efforts.

- Displays include children's individual work, planned and spontaneous and other materials and activities that are included in the learning environment (this may include photographs.)
- Displays reflect learning in all areas of the curriculum equally e.g. 2D and 3D construction models, growing plants, objects to stimulate discussion.
- Ensure children are involved in creation displays and have ownership of them.
- Displays are accessible and are at a level for children to appreciate, enjoy and explore them.
- Art and creative work should be the child's own original shape of the paper it was created on.
- Name displayed work and add quotes and comments from the children.
- The value of the display should be monitored and changed regularly.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>
<i>07/01/2024</i>	<i>Sarah Maynard</i>