

Play Policy.

Practitioners must consider the individual needs, interests, and stages of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of the learning and development.

EYFS Statutory Guidance. Pg. 8.

Our policy for Play is:

We believe:

That we promote activities that ensure children learn the skills that will enable them to become confident, independent, imaginative, active learners who are interested, assertive and proud of their achievements. To achieve this aim the experiences and environment offered to the children are planned carefully taking individual children's interests into account. The children are offered play opportunities that support and promote their sensory learning and holistic development. Open ended materials and activities allow children to use resources in a way that meets their individual learning styles and interests as well as encouraging them to problem solve and work independently both indoors and out.

Our procedures for Play is:

We support this by:

- Within our nursery we offer free flow play and access to all play materials both indoors and out and is geared towards sensory experiences and independent learning.
- The provision on offer is available to all children including babies and is planned with individual needs and abilities considered.
- Children and BABIES are encouraged to experience paint, jelly, corn flour, soil and other sensory play with the support of their key person.
- The younger children will often experience these activities wearing as minimal clothing as possible. This enables them to use their whole bodies and all 5 senses to gain information about the different media they are playing with and experience sensations such as warm, cold, runny, sticky, soft etc... Babies are offered treasure baskets which contain a variety of natural materials for them to safely taste and feel allowing them to gather new information and inform their learning.
- Children are encouraged to help set up and clear away activities and independently select them throughout the day developing their existing skills such as building, riding bikes, drawing, painting, counting, classifying and using a variety of weights and sizes.

- All children are supported by their key person and encouraged to be independent and confident learners, ensuring progress through the Early Years Foundation Stage Curriculum.
- As the child develops and becomes older, the child's key person will identify areas of strength that can be built upon, such as their ability to recognize numerals and counting to double figures. The key person will plan group times or one to one times to develop these skills.
- More formal learning will happen as the child grows, this may involve encouraging the child to write their name and recognise letters within their name. These attempts at writing are documented at different stages so that by the time they leave for school their progress can be evidenced.
- This will be along with a whole collection of observations and samples of their work showing progression of their development whilst in the setting.