

6. Care, learning and play policy

6.1 Statement of intent:

The activities, experiences and atmosphere of our pre-school aims to encourage confidence, independence and enjoyment. Enabling all children to develop their emotional, social, cognitive and physical skills. Building on their desire to explore, discover, think and be creative.

6.2 Aims

We aim to provide a well-planned and organised play environment that offers all children rich, varied and stimulating experiences, alongside opportunities to explore, experiment, plan and make decisions for themselves. The curriculum will recognise and take into account the differing ages, interests, backgrounds and abilities of all children. Staff recognise that children come from a variety of home lives with a unique cultural capital basis, we endeavour to build on and expand their knowledge and worldly experiences to ensure the children receive the best start to their education as possible.

6.3 Methods

Activities and experiences are carefully planned to allow children to -

- build on their natural curiosity
 - advance their thinking
 - use their imagination
 - develop positive social relationships with both adults and children
 - build on what they already know, or have knowledge of
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- At all times staff will recognise, support, promote and acknowledge all children's individuality, efforts and achievements.
 - Staff will empower the children by verbally praising efforts by explaining their reasons behind what they are saying.
 - Adult led activities are kept to a minimum, for those children who are ready for the next level of activities
 - Phonics activities and introduction are kept for the children who are ready for these type of activities, not introduced to all the children who are moving to school within a certain timescale
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- Wherever appropriate, all children will be involved in the process of planning activities so that the programme reflects their interests and opinions.
 - Parents/carers, are also encouraged to share in this process by parent link activities (home challenge sheets), home link book, All About Me, Favourite Things, etc.
 - A 'planning for your child' sheet is sent home every half term asking for parent/carer feedback on where their child is.
 - Staff and children use Wow! stars to celebrate any exciting achievement.
 - Helping children feel a strong sense of self as a member of different communities where they are relaxed and happy to explore, experiment, learn and share these experiences themselves, with other members of the group and their families/carers.
 - With written parental permission we contact other providers or settings where the child has regular contact to gain an insight on what they are experiencing there. This sharing of information continues throughout the academic year between settings.
 - At circle time in the morning, a child will be selected at random to be the days 'helping hand'. This will support them to feel a sense of belonging and fairness

Staff acknowledge the importance of:

- PLAY and how through good quality interaction or observation the children will develop their own curriculum using the environment and staff as support.
 - Children and staff can learn together
 - Reflection and evaluation on practice, sometimes recognising that working with children is a complex, challenging and demanding task and that often there are no easy answers.
 - Understanding that learning is a shared process and that children learn most effectively when, with the support of a knowledgeable and trusted adult, regular involvement and sharing of information from parents, carers and other settings, they are actively involved and interested.
 - Staff are aware of each child's 'zone of proximal development' and encourage them to build on where they are now with support and to extend on this.
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- Staff will respond appropriately to children according to their age, understanding and needs.
 - We will provide all children with an accessible range of equipment and resources appropriate to their age and interests.
 - All children will be offered access to outdoor play every day subject to suitable weather conditions.
 - No child will be left unsupervised during play activities.
 - The planning of activities will be displayed on the main notice board alongside the daily provision being offered.
 - Details on how the session is organised will be displayed on a poster in the quiet room and on a visual timetable which is accessible to all children and their parents/carers.
 - The staff will ensure that the time is managed effectively and is also flexible allowing for the interests of the children.

Care and learning

Staff recognise that learning can happen throughout the whole session -

- Numbers and coloured shapes are always on display in the bathroom as a discussion point for the children
- Nappy and changing times is a calm and unhurried time to enable the child to interact on a one to one basis
- Independence skills are promoted for all children at a level suitable for their individual needs – hand washing, putting on coats and shoes.

Links to other policies, legislation and forms:-

- Planning activities displayed on main notice board.
- Organisation of daily routine displayed in quiet room.
- Visual timetable accessible to all children / parents.

This policy was reviewed at a meeting of Walton Under Fives Pre-School held in April 2021

Signed (Pre School Leader) Date

Signed (Committee Chair) Date