

Exford Little Berries Preschool



Play and Learning Policy

Links with Exford Little Berries Preschool policy: Equipment and Toy Selection

At Exford Little Berries Preschool we believe that all children are capable and competent learners from birth and we recognise the role we play in creating an environment where interaction, opportunity and resources support a child's exploration and investigation and subsequent development. We firmly believe that play and practical experience are the key means through which a child explores their world and makes links in their understanding. Each child creates their learning journey at an individual rate, supported by those around them.

Our learning and play policy is embedded within the themes and commitments of the Early Years Foundation Stage Guidance (EYFS).

OUR AIM:

To support the development of the child as an individual, enabling the acquisition of skills, knowledge and attitudes that form the basis of future learning.

THE EARLY YEARS FOUNDATION STAGE AT EXFORD LITTLE BERRIES PRESCHOOL:

The four themes of this document provide a focus through which we are able to plan and map the unique service we provide. The themes are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child:

We recognise that each of our children is a competent learner and that, with our support, can be resilient, capable, confident and self assured.

Each child and family brings with them a diversity of life experiences and influences. In valuing and respecting this we create an environment where opportunities are equal for all.

Practitioners receive initial and on-going training in order that they are aware of the developmental needs of those in their care and recognise their key role in promoting children's health and well-being.

Positive Relationships

In order that children are enabled to become strong and independent learners and individuals, positive and consistent relationships are fostered within the setting.

Each child has a Key worker who works alongside their family to establish supportive and caring relationships. They plan for each child individually based on their current needs and interests.

Families are encouraged to become active partners in their child's learning journey; this is fostered through the development of professional relationships with families and other multi-agency representatives working with the child.

Enabling Environments

The needs of the children dictate the planning of the environment. Where constraints arise solutions are sought to overcome them.

All children have access to a rich and varied environment (inside and outside), which supports their learning and development.

Partnerships with families and professionals are seen as a crucial part of a child's development particularly at times of transition.

Our practitioner observation, planning and assessment cycle informs the physical and learning environment and the simple but consistent structure of each session fosters security and confidence.

Learning and Development

We recognise and value the importance of play in a child's learning and development and the fact that children develop and progress at differing rates. We see the role of the practitioner as promoting opportunities for the development of children as active, questioning and creative learners.

Planning for each child's learning journey incorporates the seven areas of the revised EYFS; The three prime areas – Personal, Social and Emotional, Communication and Language, Physical Development, and the 4 specific areas as appropriate -Literacy, Mathematics, Understanding the World, Expressive Arts and Design, and is produced as a result of our observation, planning and assessment cycle.

PLANNING FOR PLAY AND LEARNING:

Initial Planning Meeting

Our planning process for individual children begins prior to the child attending. A meeting between practitioners and parents/carers allows discussion of wishes, expectations and the child's strengths and interests. It includes sleep patterns, feeding patterns and times of high and low activity as well as arrival and departure times. Ensuring that we are able to accommodate these needs effectively is our first step in planning for the child.

Key Person System

A setting practitioner is highlighted as the Key Worker for the child, taking into account the child's age, skills and attendance patterns. We aim to provide consistent support for each child, believing that this maximises opportunities for the formation of the positive relationships essential for learning and development.

The Key Worker, where possible, is responsible for the personal needs of their child, such as toileting and feeding, and for their learning and development needs. They make on-going observations of the child, collating these with information received from families and other practitioners to build a picture of the child within the setting. This information is used to plan a range of opportunities and experiences that will enhance the learning environment for that child.

Planning for the Individual

Planning for individual children forms the basis of our planning system. It is a cyclical process. Each Key Worker, through consideration of information gathered about a child over a weekly period highlights particular areas of interest and possible next step developments. These become the focus for the next six week period. This may involve providing certain experiences for the child, supporting them in developing a physical skill, sensitively challenging their understanding or introducing additional resources. The next six-weekly review allows evaluation of the provision alongside monitoring of progress made by the child and so the process begins again.

For greater detail and to see how this fits into our overall planning structure, please see 'Provision Planning at Exford Little Berries Preschool'.

Resources

We endeavour to ensure our resources positively reflect male and female roles, ethnic cultures and disabilities in order that an ethos of respect and understanding can be developed naturally through play and exploration.

We store equipment close to areas where they might be used and use transparent containers and / or clear labelling incorporating pictures to promote their accessibility for all children.

We monitor the resources we have ensuring they are clean and safe and actively seek to fill identified resourcing gaps.

Children are supported to treat equipment with respect appropriate to their age and development.

THE ROLE OF ADULTS

Practitioner knowledge of the children is key to the effectiveness of the role they play. A major focus is to support and encourage the child's natural curiosity and exploration, possibly by introducing additional resources, using talk to extend the child's thinking or role modelling further means of experimenting. Equally, the practitioner role may be in facilitating joint play or signing or translating for a child to ensure communication does not inhibit access. Most importantly, the role of the adult is to be the consistent

individual, offering praise and support, eager to join in and have fun, but tuned in to the need for independence and mistake making.

Reviewed and Adopted : August 2015

Signed :

Role :

<u>Preschool Team</u>		
Name	Signature	Date
Early Years Assistant		
Early Years Assistant		
Early Years Lead Practitioner		