

## Children's Activities and Play Policy

### AIM

All Knowle Nursery staff are involved in planning activities which aims for a high quality learning experience that is based on play. The best way children learn is through play. Children enjoy playing and this helps them to become confident. They are able to develop imagination, language and strategies to enable them to think for themselves. Activities can be planned which sometimes lead to spontaneous play and vice versa.

### CARE, LEARNING AND PLAY

Building positive relationships and developing self esteem

We adapt activities to allow for children's current capabilities.

Our staff identify if children need extra support.

All children have equal access to all activities.

We work alongside parents to reflect and respect the child's cultural needs.

Children have opportunities to learn about other cultures through themes, stories, cooking, food tasting from different countries and inviting visitors into the setting to talk to the children about their culture.

We plan activities in small groups to allow staff time to listen to children.

We value each child and encourage and praise them.

We encourage them to try new activities.

We work in groups to enable the children to work as part of a group and express their feelings and encourage them to understand others feelings.

We have tidy up music to encourage children to help look after their environment and be pleased with themselves when it is achieved.

We are available to talk to parents/carers at drop off and pick up times.

Children's records are updated regularly. These will include end of term feedback and there is a reply feature on the online learning journal so there can be a more regular dialogue with the parents.

Children who are dropped off and collected by child-minders are provided with contact diaries to enable parent's continuity with the setting.

We operate a key person system.

We have an outside information board to inform parents/carers of the main events of the day.

### Learning right from wrong

Rules and boundaries are made clear to children. We have picture rules displayed and children are given the opportunity to discuss the pictures and the effect of what they do and say on others.

Staff model good appropriate behaviour at all times.

We have stories, puppet shows and acting out situations that help children learn right from wrong.

### Fundamental British Values

See below form. All values are displayed in both rooms of the nursery.



### Learning and play opportunities

We plan indoor and outdoor activities including outings outside the nursery.

Our planning includes the organisation of resources and the nursery area, to include energetic and quiet activities. The planning also includes staff deployment.

Children have access to resources with accessible trays clearly marked with pictures and words.

The first part of the morning is free play and staff interact with the children giving them support if needed but allowing children to play independently.

### Language and Mathematical thinking

We invite parents/ visitors from the community to come to the setting and talk to the children about their experience. This introduces the children to new words and ideas and gives them a chance to listen and ask questions.

We have small activity groups to encourage the children to communicate with adults and each other.

We have story, listening and show and tell time.

We encourage the children to communicate through art, drama, singing, music and dance.

We will work closely with parents whose first language is not English. We are sensitive to the children's needs and provide extra support to encourage the child to feel comfortable within the setting. We have found it helpful to have a few familiar words written down in the child's home language.

We encourage mathematical thinking by providing new and exciting materials and asking questions that make the children think. These activities are inside as well as outdoors.

### Imagination and creativity

Children are given the opportunity to express themselves through various creative activities. There is a strong link between creativity and emotional development so therefore it is important to remember that children are not concerned with the end product but the process of doing the activity and exploring the materials.

The children have access to an art and craft station which includes various materials that allows the children to explore and discover.

Scissors, tape, Pencils and crayons are always available.

We have a large painting easel allowing six children to paint together.

Large scale painting can be planned outside.

The children have the opportunity to experiment with play dough, salt dough, clay and corn flour gloop.

Children are able to use their imagination in the home corner and when playing with small world play.

We plan music and movement, singing, dancing and musical instrument activities.

### Planning and recording

Children's progress and development stage is recorded in their Online Learning Journal – Tapestry. These records will include observations, photos and then these are linked the seven areas of development.

Parents are asked to contribute to their child's record by recording their interests at home and their mile stones.



## PLAY

Our nursery motto is:- LEARNING TO PLAY, PLAYING TO LEARN

The best way that children learn is through play. It helps children develop their confidence, language and imagination.

We get to know the children when they start our setting by using the information supplied by parents/ carers and knowing the children's likes/dislikes we are able to take these into account when planning. Parents are also able to supply us with information about their children's culture and religion. This is extremely useful to ensure these needs are being met to celebrate any festivals that may be appropriate. Through observations, staff is able to find out the individual child's interests and experiences. We will be able to support this interest/ experience and take it further through carefully planned activities.

All activities are planned as a team so colleagues understand the aims of the activity and we can identify any need for extra resources

We record all children's learning and development to ensure it covers the correct areas from the EYFS Statutory Framework

We aim to achieve high quality learning by making activities varied and exciting, a mix of structured and spontaneous activities, allow children to mix play activities and materials, allow children to repeat activities, allow enough time for the activity to be explored and extend children's learning by asking questions and offering suggestions.

Well planned play is extended to the outdoors. We recognise the children should have the opportunity of playing outdoors in all weathers. It is a key way that young children learn with enjoyment and challenge.

We plan outings within our community and this ensures children are familiar with their environment

Our resources support equal opportunity and positive images as children have the opportunity to enjoy books, puzzles, dressing up clothes to experience different races, customs and diverse family groups.

Our equipment is well labelled in picture and word form to enable the children to choose an activity and tidy away.

We ensure equipment is age appropriate and checked at the end of session for any damage

We provide aprons and parents are asked to dress their children in suitable clothes and provide a change of clothes (information can be found in the 'information book')



Staff role

Provide planning and resources for challenging activities and support and lead the activities

Set up and ensure equipment is stored safely

Observe key children/focus children

Be an active role model, interacting and supporting children in planned play

Provide varied opportunities to support, encourage, explore and extend experiences

Extend language and communication in play

Ensure appropriate ratios are maintained

Wear appropriate clothing

Support colleagues

