

Play Policy

We at Wishing Well Family Centre see play as the major vehicle to children's development and learning. Every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. We at Wishing Well Family Centre respect and promote these rights and encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity. (UN Convention on the Rights of the Child).

Play opportunities enable children to develop confidence, self-esteem, independence and perseverance. The importance of emotional, personal and social development in the early years cannot be underestimated and has an impact on all areas of children's development and learning. We at Wishing Well Family Centre want to ensure high quality learning and teaching opportunities and offered consistently to all children.

- We are committed to offering high quality learning experience which takes account of national and authority guidelines and updates are made in line with these regulations.
- We aim to build partnership with parents and value their contributions.
- We aim to create a safe, secure and stimulating learning environment.
- We aim to provide a wide range of high quality resources, well matched to the needs and interests of the children. Resources are well organised, easily accessible and well maintained.
- We are committed to equality and inclusion.
- The centre is committed to providing a programme of staff development and review.

We at Wishing Well Family Centre will strive to provide your child with an environment that will be caring, fun and stimulating. A child who feels happy, safe and secure is free to explore, learn and achieve to the best of their ability. A positive, consistent, inclusive and caring environment will help children develop self-esteem, confidence and independence.

We implement ideas from Early Years Foundation Stage framework by providing activities that support the main learning areas:

- Personal, Social and Emotional Development
- Problem Solving, Reasoning and Numeracy
- Communication, Language and Literacy
- Knowledge and Understanding of the World
- Creative Development
- Physical Development

The learning environment within our setting is stimulating, challenging and reflects children's interests and experiences. It takes account of different stages of development and allows for choice, offering a good balance between free play and directed activity.

Through Emotional, Personal and Social development we hope children will learn to:

- Develop confidence, self-esteem and a sense of security
- Care for themselves and their personal safety
- Develop independence, for example in dressing and personal hygiene
- Persevere in tasks that at first presents some difficulties
- Express appropriately feelings, needs and preferences
- Form positive relationships with other children and adults, and begin to develop particular friendships with other children
- Become aware of and respect the needs and feelings of others in their behaviour, and learn to follow rules
- Make and express choices, plans and decisions
- Play co-operatively, take turns and share resources
- Become aware that the celebration of cultural and religious festivals is important in people's lives
- Develop positive attitudes towards others whose gender, language, religion or culture, for example is different from their own
- Care for the environment and for other people in the community

Communication and Language

- Listen to other children and adults during social activities and play
- Pay attention to information and instructions from adult
- Listen and respond to stories, songs, music, rhymes and other poetry
- Make music by singing, clapping and playing percussion instruments
- Move rhythmically and expressively to music
- Participate in simple dances and singing games

Knowledge and Understanding of the World

- Ask questions, experiment, design and make, and solve problems
- Be aware of feeling good and the importance of hygiene, diet, exercise and personal safety
- Recognise familiar shapes during play activities

Staff child interaction

All our staff have a sound knowledge about the processes of children's development. Staff interact effectively to support and extend children's confidence and skills. Staff take into account the different stages of development when providing activities for the children as well as the pace of learning, appropriate resources and experiences to meet individual needs of each child.

Our staff facilitate learning by:

- Providing a safe, secure and happy environment
- Encouraging children to co-operate with others in play situations
- Encouraging independence through nursery routines
- Promoting positive behaviour and children's self-esteem through effective use of praise
- Providing opportunities for children to express their feelings
- Encouraging perseverance
- Offering the opportunity for children to make choices and participate in decision making
- Providing opportunities for children to share and take turns
- Celebrating a range of multi-cultural experiences and family occasions
- Encouraging children to care for their environment
- Promoting good habits in safety and hygiene
- Demonstrating appropriate attitudes to others (respect, tolerance, consideration)
- Staff child interaction

Planning, Recording and Evaluating

- Staff plan effectively to promote children's learning
- Planning establishes clear goals for learning, matching the needs and achievements of individual children
- Planning ensures that staff are clear, confident and well prepared for what they are trying to achieve in children's learning
- Planning is flexible to respond to learning experiences and to allow learning to develop spontaneously
- Planning information is shared with children and parents to assist the learning partnership
- Staff use observations to plan next steps in learning
- Staff use observations of the child at play for assessment purposes, these records are available to parents at any time
- Focused observations and assessment identifies particular goals for learning
- We welcome any suggestions from parents which would assist our planning which would be of benefit to the individual needs of their child
- An effective recording system ensures relevant information is passed on with each child at transition points and this promotes continuity of learning

Staff and children are consulted when purchasing new resources. Effective use is made of the outdoor play area and good use is made of the local environment to support all aspects of emotional, personal and social development.

Staff are committed to further developing their skills through relevant training at every available opportunity.