

# Learning Through Play Policy

## Reviews and Amendments:

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|---------------|---------------------------------|--------------------|
| • Implemented | 02 <sup>nd</sup> January 2013   | Laura Leigh Wayman |
| • Amended     | 27 <sup>th</sup> September 2013 | Laura Leigh Wayman |
| • Amended     | 07 <sup>th</sup> February 2014  | Laura Leigh Wayman |
| • No changes  | 06 <sup>th</sup> November 2014  | Laura Leigh Wayman |
| • No Changes  | 08 <sup>th</sup> October 2015   | Laura Leigh Wayman |

# Child's Play Private Nursery Ferryhill

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## Policies and Procedures

### Learning Through Play Policy

At Child's Play Private Nursery we aim to provide children with a high quality edu-care service through which a wide and varied range of activities, experiences, which promotes their learning and all round development. We do this by observing interests and providing appropriate play and learning opportunities. As Howard Gardener said *"Each child has a spark in him/her. It is the responsibility of the people and institutions around each child to find out what would ignite that spark."* – I simple cannot argue with this.

We recognise the importance of play for all children and ensure that we provide the opportunity for play both inside and outside throughout the day. We value the experiences that children have at home and endeavour to build on these at nursery. Provision for children's care, learning and development is based on the Early Years Foundation Stage (EYFS) framework. This is a framework for all OFSTED registered early years settings for children from birth to five and promotes the five 'Every Child Matters' outcomes. The EYFS takes into consideration the care, development and learning opportunities that should be provided for all children.

We aim to ensure that the care, activities and experiences provided:

- Are supported by the child's Special Carer
- Are enjoyable and fun for the children
- Are accessible to all children, including those with special educational needs
- Promote the children's self-esteem
- Appropriately responds to the children's needs and interests
- Promote the children's independence and self-help skills
- Meet the individual learning needs of all children
- Provide the children with challenging and rewarding activities and experiences, creating an environment which allows for adult led but mainly child led activities.
- Include individualised learning opportunities for each child
- Are appropriate for the children's age/stage of development
- Build on the children's own interests and experiences
- Promote the prime and specific areas of development and learning as described in the Early Years Foundation Stage Framework.
- Ensure a balance of activities and experiences across all areas of learning and development which are planned and informed by the use of our on going observations and assessment of each child
- Use every day 'rhythms of the day' and experiences as learning opportunities
- Encourage the children to become active and confident learners
- Prepare children for the next stage of their learning and development.
- Take into account parents views and knowledge about their child.
- Support the characteristics of effective learning as described in the Early Years Foundation Stage Framework.
- Engage families via our Parental Login Domain (see policy)

- Produced parental advice sheets and home learning sheets/resource packs (which can be borrowed)

We ensure that we:

- Use the outdoor area, local community and environment to enhance learning opportunities for children
- Reflect positively the multi-cultural society in which we live
- Reflect positively the diversity of families that live in our society today
- Reflect positively the diversity of differently able people who live in our society today.
- Children are encouraged to create their own play opportunities and make choices about their play. They are given the opportunity to use their imaginations, develop their natural curiosity and take part in a range of challenging activities within a safe environment and within appropriate boundaries of behaviour.
- We recognise the unique opportunities that outside play can provide and the importance of encouraging children to be interested in the natural environment. The outside area is used as much as possible. Outdoor play is not restricted by weather conditions, providing that it does not present a health and safety risk to children or staff.

The setting's Special Carer and unique documentation and planning systems are crucial to the aid the way in which the practitioners are able to observe, document and implement our belief that learning through play is simple the best and most positive practice for furthering children learning and development. This has also been advanced further by our Parental Login Domains Policy.

We ensure that all staff members undergo continued training and development so that they fully understand the importance of observation, EYFS, Child Development, Theoretical thinking, Schemas and other relevant items which will aid their skills to help provide and extend appropriate learning experiences for children which are appropriate to their age and stage of development and further their interests and experiences.

**Other Policies and Procedures to reference:**

- Parents as partners and the role of our special carers
- Documentation Policy
- Equality of Opportunity Policy including SEN
- Out and about in the local community policy.
- Parental Login Domains Policy
- Woodland Adventures and Outdoors Policy