



## Care, Learning and Play Policy

### Aim

We are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play.

All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development in a warm, caring and secure environment.

Through carefully-planned activities, play opportunities and interactions, staff promote children's self esteem and support them in developing skills, knowledge and understanding as they explore their world. Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly in order to ensure that individual needs are identified and provided for.

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

### Implementation of the policy.

The Headteacher, EYFS Leader, Senior Management and Governors must ensure that:

- all members of staff, including volunteers and students, who look after the children, are suitable to do so.
- all adults have appropriate qualifications and experience to support the care and learning needs of the children.
- adequate supervision is provided for students, other inexperienced staff, and volunteers.
- parents and carers are kept fully informed about the provision of care, learning and play for their child/ren.
- parents and carers are fully aware of the arrangements for delivering and collecting their child/ren.
- a wide range of experiences and activities are provided so that children can learn through first-hand experiences and play.
- there are established systems for planning children's experiences which reflect their individual needs.
- the progress of individual children is monitored and recorded regularly and the information is shared with parents and carers.
- children of three and four, for whom funding is received, make progress towards the Early Learning Goals, as described in the *EYFS Statutory Framework*.

### Helping children to build relationships and develop self-esteem

- We respect and value all the children, whatever their background, and we encourage staff and children to treat others with respect.
- We encourage children in their activities and provide support and reassurance for new experiences. We give appropriate praise to support their efforts and achievements.
- We allocate each child a key worker who monitors progress and ensures that the child's needs are met. This member of staff provides the link between Early years and home. The key worker also manages communication between Early years and the parents or carers, particularly on routine matters, and the child's progress.

### Learning about right and wrong

Children need to learn how to cope with strong feelings and what is, or is not, acceptable behaviour. We support children in managing their feelings and coping with difficult situations.

- We encourage and praise children for behaving appropriately.

- We always treat children with respect and show, by example, appropriate ways to behave with others.
- We acknowledge that children have strong feelings that they may not know how to express. We help them to talk about what these feelings are and how to deal with any situations that arise. We use SEAL to help teach the children about feelings and how to control them.
- We support the children in resolving conflict by talking through the effects of their behaviour on others and helping them to work out appropriate behaviour.
- When inappropriate behaviour occurs, we ensure that the child knows that it is the behaviour that is wrong, not the child who is bad.
- We plan activities which allow children to explore right and wrong in a non-threatening context.

## Learning and play

- We offer the children a broad and balanced curriculum which follows *EYFS Statutory Framework 2014*.
- We offer a variety of activities, both adult focused and child initiated, which provide opportunities to learn through play.
- We run a carefully-planned programme of themes/topics throughout the year to ensure that the children are given a wide range of active, real-life and everyday experiences to enhance their learning about their world. These themes/topics are chosen to reflect the children's interests and include visits in and around the locality.
- We offer a mixture of active and quiet times throughout the day, and the children have opportunities to participate in both indoor and outdoor activities.
- We take every opportunity to further individual children's communication skills in speaking and listening.
- We encourage the children to look at books and seek opportunities to read stories to, and with, them.
- Letters and sounds are taught on a daily basis to help children with communication.
- We develop early mathematical skills through everyday routines, as well as through planned experiences and games.
- We provide activities which engage the children in problem solving and investigation.
- We stimulate the children's imaginative and creative development through a range of activities, including: role play; a variety of painting, modelling and drawing experiences, both planned and free-choice; singing and dancing to music, as well as listening to music and playing instruments.
- We encourage the children to make choices and decisions during free play. We also expect them, supported by adults, to take appropriate responsibility for the care and maintenance of resources.

## Organisation of resources

- We make resources accessible to the children, wherever possible, so that they can choose their activities independently.
- We label all resources so that children can find and return resources and equipment safely and easily.
- We ensure the safe use and storage of resources by the children, but we also support their independence and problem-solving abilities.

## Planning and record-keeping

- Topics/themes used in Early years are attached to this policy
- Planning documentation includes:

medium-term plans outlining each topic/theme. This ensures breadth and balance of the curriculum, as well as a variety of planned and free choice activities

detailed weekly/daily plans for activities

weekly timetables.

- Key workers make observations on progress and achievements and record these in the children's individual records, called *My Learning Journey* and on *Classroom Monitor*. This information is used to plan appropriate activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning.

Key workers are responsible for making sure that these records are updated regularly, and that the information is shared with parents and carers on a regular basis.

## **Links, References and Regulations**

### **Links to other policies**

- Suitable Person
- Organisation
- Physical Environment
- Equipment
- Safety
- Health
- Food and Drink
- Special Needs
- Behaviour
- Working in Partnership with Parents and Carers
- Child Protection
- Statutory Framework for the Early Year FS booklet & the Practice Guidance for the EYFS 2012
- Documentation