



# Care, Learning and Play Policy

The first five years of life are crucial to a child's development. High quality early years provision has been proven to help children achieve their potential and support parents and their families. The role of the Early Years Practitioner encompasses a wide range of aspects dedicated to enhance children's experiences in a positive and supportive way.

Lavenham Pre-school ensure that we deliver the 3 prime areas and the 4 specific areas of learning development (see EYFS Statutory Framework, pages 4 & 5, Paragraphs 1.4-1.6).

## Prime Areas of Learning

- Personal, Social & Emotional
- Communication & Language
- Physical

## Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

All seven areas are used to promote your child's individual interests and unique learning needs. Children are observed regularly to ensure their learning is effective; which can be seen by them investigating, concentrating and having their own ideas and thoughts.

Please download our Parents Guide to the Early Years Foundation Stage for more detailed information.

## Care

Food – we will endeavour to provide children with the opportunity to experience a well-balanced, nutritional and varied menu with alternatives for individual specific dietary requirements. Food and liquid consumption will be regularly monitored to ensure children do not go hungry or become dehydrated.

Drinking water will be freely available for children to self-select or request throughout the whole day.

Well-being – we will endeavour to support, enhance and promote the wellbeing of all the children in their care. This will be governed by the directives included in all the policies, parents' instruction and

legislative requirements. Personal hygiene is advertised and encouraged to prevent cross contamination, spread of disease and to pronounce children's awareness. The pre-school will help children to distinguish right from wrong by encouraging positive behaviour, and giving praise for a child's affirmative contribution and good behaviour.

Environment – we will endeavour to provide an environment that is both physically stimulating and exciting whilst retaining stringent procedures to safeguard the security and safety of the children in the setting. We aim to keep our areas of learning similar to the natural environment but also challenging to give children the opportunity to take new risks.

Children will be encouraged to take on their responsibilities to promote and enhance their learning whilst understanding how to keep safe within the guidelines and direction of the practitioners and setting rules.

Social Development – we understand, support and promote the social development of the children in its care. Through daily routine, encouragement, reward and the provision of positive role models children should develop a well balance, confident and happy disposition.

Children will be encouraged, whenever possible; to set their own ground rules, correct inappropriate behaviour and express feelings with the support and empathy of the staff deployed as they progress through the natural changes of their growing years. Children will be encouraged to build positive relationships with each other, across all age ranges, as well as with the settings practitioners.

Key Person - Children must feel safe and secure in the early years environment. Through the appointment of the key person the children are encouraged to form attachments within the setting which reduces anxiety as well as developing a genuine bond with the child and offering a settled, close relationship. With the allocation of a key person it is hoped that the children and their parents become familiar with the setting and feel confident and safe within it. This will enable the key person to build positive relationships with the family.

The key person will be regularly writing observations and taking pictures of the children to put in their learning and development files (tapestry) parents will be informed of this and consent will be given when the child starts nursery. The observations will be linked to the EYFS. For discussions about your child's development an arranged meeting can be organised by the key person.

## Learning

Planning – Whenever possible staff will be given opportunities away from the setting to plan activities specifically suitable to the children under their care. These may follow guidelines provided in the Early Years Foundation Stage depending on the age of the children in their Key Worker Group. Planning will, where possible, allow for long, medium and short term objectives with plenty of opportunity for sustained shared learning with both adults and other peers.

Observation and Assessment - It is envisaged that on-going individual observation will be achieved for each child as defined by the child's key person but it is intended that a more formal written assessment will be made periodically. Opportunity for informal parental observation and assessment is also encouraged so that a more defined overall assessment can be achieved. Specific achievements may also be recorded such as colour recognition, jigsaw completion, computer operation etc.

At the end of their attendance at Lavenham Pre-school a summary document of their stage of development will be made available to the new establishment if required and all observation and assessment documentation will be transferred to the parent.

## Play

Free Play - Free play provides the children with the opportunity to have an open choice for what they wish to play with. They can move freely from table to table or around the floor without restriction. A range of toys available for free play may include; duplo, stickle bricks, car mat and cars, train set, books, small world toys, animals etc.

Child initiated – As children advance through the Early Years Foundation Stage opportunities for child initiation is encouraged. Planning is carried out using the children’s interests as our starting points and next steps are then completed accordingly. Older children may become involved in the actual planning of activities, may request changes to the set up or may independently clear away and choose other resources. Children will be encouraged to take turns, self-select, clear away, maintain aspects of health and safety or take lead depending on their individual development stage.

Key Worker Group Activities - The daily routine will include two sessions of key worker group activity where play is planned specifically to enhance development on an individual basis. These periods may often include an activity linked to the needs of certain “focus children” for that session, e.g. Toddler and Phonics, which may involve individual or group play.

A range of equipment for this area may include; jigsaws, board games, sorting, matching, small discussion groups, large group projects etc.

Creative, Mark making and Malleable Play - Opportunities for creativity includes a wide range of activities which may involve imagination, awareness of colour and design, mark making and malleable materials but above all it encourages experimentation. A range of these activities will be offered to all children on a regular basis and participation encouraged. Thought needs to be given to the younger children and activities adapted to meet their abilities.

A range of creative activities may include; sand, water, play dough, gloop, role play, music etc. These opportunities are further enhanced with the provision of tools; pots, pans, funnels, scissors, spades etc.

This Policy follows the guidelines of good practice as detailed in the Early Years Foundation Stage and is supported by all other policies. Lavenham Pre-school operates a confidentiality policy in all aspects of its operations and procedures. This policy is governed by its contents.

Staff will have the opportunity to attend regular courses to help support the provision of a continually improving quality learning experience for the children in our setting. Bank staff will be used to give staff the time to attend these courses.

Staff will be observing the children regularly to ensure that they know the child’s stage of development and can tailor for each individual child’s needs, they will then reflect on and include

the different ways that children learn in their practise when planning activities. Each individual child's development file will be available for their parents/carers to read and they will be kept up to date daily on how their child is progressing at nursery, please see our working in partnership with parents/ carers policy for more information.

There are plenty of activities for the children to explore of all ages, taking the appropriate age into consideration, children make their own choice on which activities they want to do, we will ask the children what they would prefer to do and do our best to implement their decisions. The staff will plan for children that attend different sessions by meeting the individual needs of all children at the heart of the EYFS and it is important to deliver personalised learning, development and care to help children get the best possible start in life.

Effective assessment involves analysing and reviewing what is known about each child's development and learning so that next steps to learning can be planned to meet their individual needs, this is called assessment for learning under the EYFS.

Formative Assessment - is assessment based on observations, photos, video, things children make or draw, information from parents etc.

Summative Assessment – is a summary of all the formative assessments done over a longer period and makes a statement about a child's achievements. The EYFS Profile is the summative assessment used to review children's progress along the early learning goals

Lavenham Pre-school fully understands supports and endeavours to comply with the ethos devised through "Every Child Matters". It aims to have regard to the Code of Practise on the identification and assessment of Special Educational Needs (SEN), English as an Additional Language (EAL) and Talented and Gifted children in order to provide a welcome and appropriate learning environment for all children. It is our aim to help all children reach their potential. This is how we work in partnership with other settings; professional individuals in the community to support children's development and progress- please see working with other agencies policy for more information.

At 2 years old children will undertake a progress check. The Key person will record a summary on how each child is progressing in the 3 prime areas of learning, this will highlight where children are developing well and any areas where they might need any extra help and support. Parents/carers will be asked to attend a meeting to discuss this giving them the opportunity to also contribute to this information. Where possible, this will also be linked with the health visiting team.

When a child starts attending the setting parents/carers will be asked to inform staff if their child's 2 year check has been completed, this is so we can make sure we carry this out with them if it has not already been done. The 2 year check will usually be done when your child is 2 years and 4 months. If this check has been completed we ask that parents please provide any information that they received from this to help feed into their child's learning journeys and development files.

This policy was adopted by Lavenham Pre-school *(name of provider)*

On 25<sup>th</sup> August 2021 *(date)*

Date to be reviewed 25<sup>th</sup> August 2022 *(date)*

Signed on behalf of the provider



Name of signatory

Roy Mawford

Role of signatory (e.g. chair, director or owner)

Chair of Trustees