



## **Play Policy**

Play is an essential part of every child's life and vital to their development. It is the way children explore the world around them and develop and practise skills. It is essential for physical, emotional and spiritual growth, for intellectual and educational development, and for acquiring social and behavioural skills. Play is a generic term applied to a wide range of activities and behaviours that are satisfying to the child, creative for the child, and freely chosen by the child. Children play on their own and with others. Their play may be boisterous and energetic or quiet and contemplative, light-hearted or very serious.

Benefits of play:

- Play promotes children's development, learning, creativity and independence
- Play keeps children healthy and active children become active adults
- Play fosters social inclusion. It helps children understand the people and places in their lives, learn about their environment and develop their sense of community
- Play allows children to find out about themselves, their abilities and their interests
- Play is therapeutic. It helps children to deal with difficult or painful circumstances, such as emotional stress or medical treatment
- Play gives children the chance to let off steam and have fun

## **Procedure (how I put the statement into practice)**

I am committed to meeting the individual needs of all children. All children are respected and valued and I aim to provide experiences to support their physical, social, emotional and intellectual development in a warm, caring and secure environment.

Through planned activities, play opportunities and interactions, I 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.

Children in my care are offered a variety of activities, both planned and free choice, which provide opportunities to learn through play.

A programme of themes/topics is run 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.

There is a mixture of active and quiet times throughout the day, and the children have opportunities to participate in both indoor and outdoor activities.

I take every opportunity to further individual children's communication skills in speaking and listening.

Children are encouraged to look at books and seek opportunities to read stories to, and with, them.

I develop early mathematical skills through everyday routines, as well as through planned experiences and games.

I provide activities which engage the children in problem solving and investigation.

Children's imaginative and creative development is stimulated 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.

I encourage the children to make choices and decisions during free play. I also expect them, with supported, to take appropriate responsibility for the care and maintenance of resources.

I promote the development of inclusive play opportunities which take into account and respond to children's different abilities and needs, their age, gender, cultural and religious backgrounds, social, family, economic and environmental situations.

Children are respected and valued so that they can play free from racial or other types of discrimination or abuse.

Children are given appropriate adult time and attention during child-centred play

### **Resources**

I make resources accessible to the children, wherever possible, so that they can choose their activities independently.

Some resources are labelled so that children can find and return resources and equipment safely and easily.

I ensure the safe use and storage of resources by the children, and support their independence and problem-solving abilities.

### **Planning, assessment and record-keeping**

Documentation includes:

- Medium-term plans outlining each topic/theme. This ensures breadth and balance of the Early Years Framework, as well as a variety of planned and free choice activities.
- Detailed weekly/daily plans for activities.
- Regular observational assessments to help plan to meet children's individual needs.
- Recording observations as a means of working towards the EYFS Profile at the end of the Foundation Stage.

Childminder's name	Rachel Wiggins
Childminder's signature	
Date	
Parent(s)' name	
Parent(s)' signature	
Date	

Date policy was written	August 2011
This policy is due for review on the following date	August 2012

### **Meeting the Welfare Requirements**

#### **Statutory Framework for the Early Years Foundation Stage Organisation**

“Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.”