**Care, Learning & Play Policy**

Date of Policy: March 2019 Responsibility: Kallie Barrington-Light Review Date: March 2020

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| Play underpins all development and learning for young children.  Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.  Well-planned experiences based on children’s spontaneous play, both indoors and outdoors, is an important way in which children can learn with enjoyment and challenge.    In playing, children behave in different ways: sometimes their play will be responsive or boisterous, sometimes they may describe and discuss what they are doing, sometimes, they will be quiet and reflective as they play.  Children learn when they are in a safe and caring environment where they are stimulated through play.  Babies and young children develop best when they are in a caring relationship with an adult.    A baby will learn to walk faster when they have a safe pair of arms to walk towards and learn to talk, when they have an adult listening and responding to them.  I will strive to provide your child with an environment that will be caring, fun and stimulating.    Through play, a child acquires; practices and adapts skills in all developmental areas.  **The three prime areas of learning** **are:**     * Communication and language * Physical development * Personal, social and emotional development   There are four specific areas, through which the three prime areas are strengthened and applied.  **The four specific areas of learning are**:     * Literacy * Mathematics * Understanding the world * Expressive arts and design   Children all achieve levels of development and progress when they are ready.  I will provide activities that support these areas of learning.  Learning does not just happen in short bursts at specific times of the day, but is integrated into the care provided for the child and the normal daily routine.    Children learn by direct, first hand experiences (real life), organising their learning experiences, using language, asking questions, interacting with others, imitation, repetition, opportunity and effective teaching.    I have appropriate qualifications and experience to support the care and learning needs of the children.    I offer a variety of activities, both planned and free choice, which provide opportunities to learn through play.  I plan active, real-life and everyday experiences to enhance their learning about their world that reflect the children’s interests and include visits in and around the locality.    I am committed to meeting the individual needs of all children.  The welfare of the children is central to my provision of care, learning and play. All children are respected and valued and I 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, I will 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 need to learn how to cope with strong feelings and what is, or is not, acceptable behaviour.  I support children in managing their feelings and coping with difficult situations.  I encourage and praise children for behaving appropriately. I always treat children with respect and show, by being a good role model, appropriate ways to behave with others.  I acknowledge that children have strong feelings that they may not know how to express.  I will help them to talk about what these feelings are and how to deal with any situations that arise.    I 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, I ensure that the child knows that it is the behaviour that is wrong, not the child who is bad.    I encourage the children 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.  I 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.    If there is a particular activity that you would like me to do with your child, please let me know. I am very happy to support activities that you are doing at home or events that have happened. For example if you have been to a wedding I can continue this theme by providing the children with material to use as wedding clothes and help them understand through books and other resources.  You can connect to the online system Tapestry and see a detailed journey of your child's learning and development.  Your child’s online learning journey details all the observations, next steps, achievement dates and photographs of their development. |