

EYFS Care, Learning and Play Policy

LEARNING AND DEVELOPMENT: 4.1 Play and Exploration, 4.2 Active Learning, 4.3 Creativity and Critical Thinking, 4.4 Areas of Learning and Development

(supports EYFS 3.1 Observation, Assessment and Planning, 3.2 Supporting Every Child)

(supports EYFS 2.1 Respecting Each Other, 2.2 Parents as Partners, 2.3 Supporting Learning, 2.4 Key Person)

(supports EYFS 1.2 Inclusive Practice, 1.4 Health and Well-being)

Rationale

In the foundation stage at Queen's 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.

Implementation of the policy in Queen's Foundation Stage

The senior management team 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 *Practice Guidance for the Early Years Foundation Stage 2008*.

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.
- The foundation stage staff monitor progress and ensures that the child's needs are met. They provide the link between school and home and manage communication between Queen's 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 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 *The Curriculum Guidance for the Early Years Foundation Stage 2008*.
- We offer a variety of activities, both planned and free choice, 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.
- 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 both reception and nursery are attached to this policy.
- Planning documentation includes:
 - the long-term plan for the year
 - 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.
- EYFS staff make observations on progress and achievements and record these in the children's individual records. 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.

These staff 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
- Documentation

Children Act Regulations relating to our policy

None apply.

References

[DCSF, EYFS September 2008 Statutory Framework: Safeguarding and Promoting Children's Welfare p28, Organisation p37](#)
[DCSF Practice Guidance for the EYFS 2008](#)

Review: The Early Years team will review the policy every two years.

Date: February 2011

Signed: