

Care, Learning and Play Policy

Rationale

At Peasmarsh Flying Start Pre-School 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 Peasmarsh Flying Start Pre-School

The supervisor must ensure that:

- All members of staff, including volunteers and students, who look after the children, are suitable to do so through relevant checks.
- 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 are making progress which is evident in their learning journals.

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 the Pre-School and home. The key worker also manages communication between the Pre-School 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.
- 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.
- We offer a variety of activities, both planned and free choice, which provide opportunities to learn through play.
- Continuous plans for individual children are ongoing.
- 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 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

- Key workers make observations on progress and achievements and record these in the children’s learning journals. 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.

Adoption of Policy

This policy was adopted at a meeting of the committee of Peasmarsh Flying Start Pre-School on Pre-School premises on:

Date:

Signed on behalf of the Pre-School:

Print name of signatory:

Witnessed by:

Print name of witness:

Agreement to adhere to policy by Pre-School staff

I confirm that I have read and understood this policy:

Name of staff member: Dawn Bull

Signature:

Date:

Name of staff member: Julie Stevens

Signature:

Date:

Name of staff member: Sarah Sturmer

Signature:

Date:

Name of staff member: Vonni Haydon

Signature:

Date:

Name of staff member: Rowena Tucker

Signature:

Date:

Name of Student/ Volunteer:

Signature:

Date: