Fledglings Day Nursery

# Care, Learning and Play Policy

Date Reviewed: August 2023

Review Due: August 2024

Reviewed by: Miss A West

## 1 Introduction

The Revised EYFS (Sept 2014) states that “*Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them*”.

## 2 Aims and objectives

The aim of this policy is to provide an environment that is happy, warm, secure and stimulating for all children and to ensure that all children in our care become confident and independent, and enjoy exploring and learning.

 The policy objective is to enable children to develop a strong sense of self, while also learning to play, negotiate and cooperate with others.

**3** **Care, learning and play**

Meeting the individual needs of all children lies at the heart of the EYFS.

**3.1** We will provide a well-planned and organised play environment, offering children rich and stimulating experiences, alongside opportunities to experiment, explore, plan and make their own decisions.

**3.2** The programme of activities will recognise and take into account the differing ages, interests, backgrounds and abilities of the children; a curriculum which is accessible for every child, planning opportunities for children’s learning and experience, ensuring that the different areas of learning are interlinked and that each is of equal importance (a broad and balanced curriculum).

**3.3** We will ensure that:

* all children are included regardless of ethnicity, culture or religion, home language, family background, special education needs, disability, gender or ability;
* we use assessment as a key tool that enables appropriate and suitable planning that is challenging for all children;
* we start with the child when planning: this makes the process of observation, assessment and planning meaningful;
* Early Years experience is meaningful, of interest to the child, challenging and achievable;
* all staff have a sound knowledge of child development;
* we understand and acknowledge each parent’s/carer’s central role in their child’s education and develop partnerships based on mutual respect and shared responsibility;
* we make all the children feel included, secure and valued.

**3.4** All activities are carefully planned (starting with the child); thus allowing children to build on their natural curiosity, advance their thinking, encourage them to use their imagination and develop positive social relationships. At all times, we recognise a child’s individuality, effort and achievement.

**3.5** Learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play, which is guided by adults.

**3.6** In planning and guiding children’s activities, staff reflect on the different ways that children learn and mirror these in our school/setting, using assessment as a key tool.

**3.7** Through the appointment of a key person the children will be encouraged to form attachments within the school/setting which reduces anxiety as well as developing a genuine bond with the child and offering a settled, close relationship. The key person helps ensure that every child’s learning and care is tailored to meet their individual needs. With the allocation of a key person it is hoped that the children and their parents/carers become familiar with the school/setting and feel confident and safe within it.

## 4 Monitoring and review

This policy was agreed and implemented in August 2023 and is due for review in August 2024.

 There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

**Name: Miss A West**

**Signed: A West**

**Date: August 2023**