Fledglings Day Nursery

# Child-initiated and Adult-led Activities Policy

Date Reviewed: August 2023

Review Due: August 2024

Reviewed by: Miss A West

## 1 Introduction

The revised EYFS (Sept 2014) indicates that it is the responsibility of the provider to ensure that there is an appropriate balance between child-initiated and adult-led learning and development opportunities.

*“There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults”.* (EYFS Statutory Guidance, 2014 )

## 2 Aims and objectives

The aim of this policy is to support the delivery of an appropriate balance between child-initiated and adult-led learning and development opportunities.

The objective of the policy is to create a secure team knowledge and understanding of child-initiated and adult-led learning and how this can best be established, supported and maintained for all stages/ages of children in our school/setting.

**3** **Child-initiated and adult-led activities**

The revised EYFS indicates that the provider should support children’s identified needs, interests and what they need to learn.

**3.1** This can be best achieved through a ‘planned educational programme’ that is delivered through child-initiated and adult-led learning and development that is of a stage-appropriate balance, takes place both indoors and outdoors, and covers all the required areas of learning and development.

**3.2** To achieve this requirement we will ensure that all staff and volunteers:

* clearly understand their roles and responsibilities;
* have a good knowledge and understanding of child development;
* set up and maintain a challenging and supportive stage-appropriate learning

environment (indoors and outdoors).

**3.3** Each area of learning will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

**4 The characteristics of effective learning**

The characteristics of effective learning underpin children’s learning in all seven areas.

These are:

* playing and exploring; children investigate and experience things, and ‘have a go’;
* active learning; children concentrate and keep on trying if they encounter

 difficulties, and enjoy achievements;

* creating and thinking critically; children have and develop their own ideas, make links between ideas and develop strategies for doing things.

**4.1** These will be supported by staff through child-initiated and adult-led learning and will be recorded/captured through observations made of children by adults.

**4.2** Adult-led activities will be differentiated at appropriate levels so as to meet the needs of all children and their stage ofdevelopment.

**5 The learning enviroment**

This will be enhanced both indoors and outdoors in line with the planned educational programme and children’s observed interests and identified needs to support both child-initiated and adult-led activities.

**6 Supporting this policy**

We will support this policy by:

* providing staff training and development opportunities;
* monitoring (by the management/ leadership of the EYFS) the effectiveness and consistency of practice across the EYFS in the school/setting;
* ensuring that staff have a good working knowledge and understanding of child development;
* using supervision sessions to discuss the implementation of this policy.

## 7 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**