

Care, Learning and Play Policy

Aim

In Sidcup Baptist Church Playgroup 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 Sidcup Baptist Church Playgroup

The management committee 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 children.
- parents and carers are fully aware of the arrangements for delivering and collecting their children.
- 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 make progress towards the Early Learning Goals, as described in the *Statutory Framework for the Early Years Foundation Stage (2014)* – a copy of which is available at all times for parents and carers to look at.

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 person who monitors progress and ensures that the child's needs are met. This member of staff provides the link between our playgroup and home. The key person also manages communication between our playgroup 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 Statutory Framework for the Early Years Foundation Stage (2014)*.
- 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 may 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 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 our playgroup 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.
- Key persons 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.

Key persons 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.

References and Regulations

Reference to the Early Years Foundation Stage

Practitioners must consider the individual needs, interest, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

The key person must help ensure that every child's learning and care is tailored to meet their individual needs.

Children Act Regulations relating to our policy

None apply.

References

Department for Education: Statutory Framework for the Early Years Foundation Stage (2014)