

## **PARENT/CARER POLICY** **POLICY ON PLAY**

Play is a vital part of children's learning. Through play children are able to explore ideas, feelings and relationships. They can take risks and make mistakes without risking failure. Children can be creative and imaginative, develop themselves and who they are, whilst building confidence and self-esteem. It is our role to provide activities and an environment to enhance these skills to the highest possible degree. Children gain knowledge through playing with their peers and adults both parents and carers.

Play provides opportunities for:

- Imagination
- Confidence and self-esteem building
- Independence
- Social Interaction - sharing, taking turns
- Language Development - through conversation
- Problem Solving - through experimentation
- Exploring and investigating
- Physical Development and Co-ordination
  - Large movements – limbs
  - Small movements – hand/eye
- Emotional Outlet and expression
- Watching, listening, observing and practising

### **Physical Play**

A young child needs space in which to move about whether he/she crawls, runs, jumps or climbs this will enable the child to develop his/her body and to control movements. In addition it enables the child to use up some of his/her energy thus making it easier for the child to settle down and concentrate on other activities.

Physical play includes developing a range of skills including fine and gross motor.

### **Imaginative Play**

From approximately 2 years up-wards imaginative play is almost always the most popular type of play. Children enjoy playing with dolls, cars, role play and dressing up etc. This type of play, aided by these props, allows the child the opportunity to re-enact their home life and experiences. Imaginative play is constantly encouraged and is vital to children's social and emotional development.

### **Creative Play**

A child should be able to work with a huge variety of materials to ensure they are able to express ideas and feeling. The results of these efforts are most often greatly thought of and adults working with the child should make time to praise and discuss any work produced - never criticising or arguing with the child on colours or what has been created. Painting provides an emotional release and helps the child to express his/her fears and anxieties as well as favourite subjects.

Creativity is stifled by an adult providing the outlines and asking the child to fill them in – this is not children's creative work!

All painting materials should be kept clean and attractive looking e.g. the table should be wiped after

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each painting is removed. A child should be allowed to paint over or destroy his/her work if they so desire. The doing is more important than the end product!

We must remember that creativity is not only painting and collage etc., it includes exploring sound, colour, texture, shape in two and three dimensional forms and responding in a variety of ways to what they see, hear, taste, touch, smell and feel. Developing their imagination, listening and observing through art, dance, music and stories. Developing skills to use a wide range of materials, tools and instruments to express ideas and communicate their feelings.

A variety of play activities are always provided for each session, if you would like any further information please talk to a member of staff, look at play rotas or the planning file.

### **Our Role**

Given an appreciation of how children benefit through play the following skills and approach are needed when working with children.

- Good supervision is essential with assistance only being given if required
- Positive verbal communication during creative play will encourage the child to expand his/her skills
- Encouragement should be offered throughout play, praising achievements
- Helpfulness through suggestions, although not taking control of play opportunities
- Support and understanding to help a child to gain confidence
- Spontaneous play should be used, encouraged and developed
- Consistency so that a child may learn your way and character and know what to expect
- Friendliness so allowing a child to relax
- Loving and caring attitude to enable a child to feel able to turn to you for support
- Sensible approach so that a child may trust your judgement
- Non-stereotyping
- Non-prejudiced
- Enthusiasm with the aim of transferring that enthusiasm to the child in his/her approach to different activities.

### **Early Years Education**

At the nursery we operate a full educational programme. Educating children in their early years is much more than teaching colours, shapes, letters and numbers, it is about developing confidence and curiosity. It involves developing fascination, concentration, commitment and deep involvement. It is about exploring real and imaginary worlds and forming positive relationships. Children need to learn from their mistakes and build confidence. Children who 'have a go' and acquire these skills have a head start in their personal learning.