



Frenchay Pre-School's aim is to provide a safe, happy and secure place where children can learn through play, giving each child the freedom of independence and free choice allowing them to develop confidence. Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge.

**Understanding Play**

Play is any freely chosen activity which a child finds satisfying and creative. It may or may not require equipment, have an end product or involve other people. Play may be boisterous or quiet, energetic or contemplative, light-hearted or very serious.

Play is one essential way in which children and young people come to understand themselves and the World around them. Play is a vital component of a child's positive development. Play is essential for physical, emotional and social development. Through play children and young people explore the physical and social environment, ideas and concepts, and how to deal with situations that trouble them. In this way they learn through experiencing things that cannot be taught: Such as self confidence, the sense of themselves as individuals, ability to make choices and to cope with dispute or overcome fears.

**Values and Principles**

Children are entitled to respect, for their own unique combination of qualities and capabilities

Children should have their opinions and reactions taken into account

Children are part of, and contribute to, the cultural life of their communities

Children have a right to play in environments free from unacceptable levels of risk

Children should be able to control their own play activity

Children have the right to expect consistency and clarity in adult's application of values.

**Play and risk**

Children need and want to take risks when they play; we need to create opportunities that allow children to explore themselves through the medium of play. An essential element is the opportunity for children to experience freely chosen activities and situations, where they can take acceptable risks and push against boundaries of their existing capabilities. Allowing them to learn and develop new skills and independently judge risks in a controlled environment.

<b>Written by:</b>	Claire Frost
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<b>Signed off by the Manager of Frenchay Pre-School</b>	Claire Frost
<b>Next Review Date</b>	January 2019
<b>Links to EYFS</b>	Safeguarding and promoting children's welfare. Suitable premises, environment and equipment. Organisation.



During play it is acceptable that children may be exposed to the odd bump or bruise, however children will not be exposed to significant harm.

### Objectives

1. The pre-school extends the choice and control that children have over their, play, the freedom they enjoy and the satisfaction they gain from it
2. The pre-school recognises that children need to test boundaries and responds positively to that need
3. The pre-school manages the balance between children's need, to want and play and the need to keep them from being exposed to unacceptable risks of injury
4. The pre-school maximises the range of play opportunities
5. The pre-school fosters independence and self esteem
6. The pre-school fosters children's respect for others and offers social interaction
7. The pre-school fosters the child's well being, healthy growth and development, knowledge and understanding creativity and capacity to learn.

### Criteria for Play environment

1. A varied and interesting environment
2. Challenge in relation to the physical environment
3. Experiencing the natural elements
4. Movement e.g. running, jumping, rolling, climbing and balancing
5. Manipulating natural and fabricated fabrics
6. Stimulation of the five senses
7. Experiencing change in the natural and built environment
8. Social interactions
9. Exploring identity
10. Experiencing a range of emotions

### Planning for play

Play is emphasised as a key way in which children learn, therefore most play will be child led, with children initiating play and choosing resources and equipment. Children naturally set play at their level, children who play longer will concentrate for longer periods. Play encourages children to learn because they are relaxed, children learn through play because it is a meaningful experience, children set their own

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challenges and boundaries as they play, play helps children negotiate and work together, play allows children to be active as they learn. Some play will be adult led with adults providing resources and offering some direction, it is important to note however that children learn less when they have little control or choice. At Frenchay Pre-school we follow the Early Years Foundation Stage guidance which assists us to plan, this guidance is intended to help practitioner's plan to meet the diverse needs of all children so that most will achieve. The guidance has given effective learning and teaching to help in the planning and teaching of an appropriate curriculum for:

**PRIME AREAS**

- Personal, Social and Emotional Development
- Physical Development
- Communication, Language and Literacy

**SPECIFIC AREAS**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

It also covers The Unique Child via Characteristics of Effective Learning:

- Playing & Exploring
- Active Learning
- Creating and Thinking Critically

To assist our planning we use observations and

assessments combined with the child's individual Learning Journey.

Our role: Resource and Plan for a challenging environment, supporting children's learning through planned play, activity extending and supporting children's spontaneous play, extending and developing children's language and communication in their play.

Children's role:

- to explore, develop and represent learning experiences that help them make sense of the world
- practise and build up ideas, concepts and skills
- learn how to control impulses and understand the need for rules
- be alone, be alongside others or co-operate as they talk or rehearse their feelings
- take risks and make mistakes
- think creatively and imaginatively
- communicate with others as they investigate or solve problems
- express fears or relive anxious experiences in controlled and safe situations

We make observations on the child's current interests and developmental needs and then plan the activities based on these interests and needs.

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