

	Paradise Primary School 1 Bretton Street Dewsbury WF12 9BB	Issued and Approved by: Paradise Primary School Governing Body	Date of Next Review: August 2020
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PLAY POLICY			

Playing is the first step to successfully integrating your child into a social circle. Playing with peers spurs growth and development, even if the child is still too young and only interacts through parallel play – playing alongside each other, rather than with each other. By mixing with children at an early age, parents find that children learn to share, communicate, become independent and learn patience.

Aim

Paradise Primary aims to meet the criteria of the Early Years Foundation Stage by providing a stimulating environment both for indoor and outdoor play where children can play in a safe and secure setting. We provide opportunities for children to make choices for themselves and to experience spontaneous, unplanned activities.

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

It is our aim to ensure that children can play and to learn the following skills whilst enjoying themselves:

- Explore, develop and represent learning experiences that help them make sense of the world;
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings;
- Practise and build up concepts, ideas and skills;
- Learn how to control impulses and understand the need for rules;
- Take risks and make mistakes in a controlled environment;
- Think creatively and imaginatively;
- Communicate with others as they investigate and solve problems;
- Express fears to relieve anxious experiences in controlled and safe situations.

Inclusion

All children regardless of their age, ability, mobility, gender or culture will be included as much as possible in the opportunities offered for outdoor as well as indoor learning.

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The role of the adult

Staff will be actively involved with the children in their play and activities where appropriate and will not be solely in a supervisory role.

Staff will be

- Talking with the children in a variety of ways;
- Narrating children's play;
- Asking questions about children's play;
- Helping them find solutions to any problems;
- Supporting the children and encouraging them;
- Initiating games and activities;
- Joining in when invited by the children;
- Observing, assessing and recording the children's progress;
- Aware of safety issues, being aware of every child's equal rights;
- Evaluating observations to plan appropriate play;
- Extending the activities by providing them with new ideas and making available extra resources.

During play, the children will be observed by their key person to monitor the child's progress and ensure appropriate opportunities are being provided to meet each of the child's own individual needs. The provision and planning for play will reflect the diversity and richness of the experiences and developing interests of the children.

The indoor area

- Set out into different areas;
- All areas are self-selection;
- All areas have an up to date completed risk assessment;
- All areas are checked regularly;
- All areas 'are equipped with the appropriate equipment';
- A quiet area is provided for the children to sit and read a book or just relax;
- Opportunities for messy play and exploration.

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Planning for indoor play

When planning for the children's play, staff will plan for:

- The specific purpose of play;
- Individual, co-operative and parallel play;
- Skills, knowledge, concepts and attitudes to be developed by the children;
- Use of appropriate resources;
- Interaction and deployment of staff, guidance and support;
- Quality play.

To ensure a good balance of the provision, staff will plan carefully about what it should include and why. The staff will have a clear view of the children's learning goals but at the same time they will take the children interests into account. Within planning there will be flexibility and differentiation to meet the individual child's needs. Resources will also be available to enhance and extend their play.

Outdoor Play

At Paradise Primary School, we believe that outdoor play is crucial to children's development for the following reasons:

- Fresh air and exercise are important factors in promoting good physical health and wellbeing;
- Movement is a vital component of play and other forms of learning requiring space;
- Growth and development of body and brain are inseparable;
- Ample experience in running, climbing and balancing is necessary if children are to learn to read and write successfully;
- Outdoor play is crucial to providing the Early Years Foundation Stage curriculum for children from birth to five years.

Planning for indoor play

When planning for the children's play, staff will:

- Plan for a good balance between child-led and adult-initiated experiences;
- Ensure free access to outdoor environment throughout the whole day;
- Provide continuous provision to encourage independent learning in the outdoor environment;
- Observe, assess and record children's learning in the outdoor environment to inform future planning;
- Ensure the outdoor environment is a continuation of the indoor environment.

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Safety

Safety will always be of prime consideration and the following measures will be taken to minimise the risks of playing outside:

- A member of staff will always inspect the area before taking the children outside;
- After the area has been inspected and is safe the children will be escorted outside. A member of staff will verify that all children are accounted for and are outside the building;
- Children will be supervised always. If a child wishes to use the toilet a member of staff will accompany them inside;
- If a member of staff has cause to leave their designated position / area they will advise another member of staff that they are doing so;
- A minimum of two staff will be outside at any one time;
- Risk assessments will be carried out on resources and equipment daily.
- Child-adult ratio maintained;
- Should a child have an accident, a first aider will administer first aid;
- When children are independently free flowing from indoors to outdoors health and safety will be considered as a priority.

Clothing

To enable children to fully experience play opportunities offered, parents are requested not to send children to nursery in expensive clothing that could restrict play opportunities that children are able to participate in. The following factors will be taken into consideration in different weather conditions:

Hot weather

- Children will be encouraged to play outdoors, however a risk assessment will be taken to determine if in the interest of children's safety whether outdoor play should be restricted at the hottest parts of the day;
- At the start of each summer term parents will be reminded by letter to send their child with a hat and that they should apply sunscreen to their child before sending them to the nursery. For those who stay full day, parents will be asked to sign a form if they wish staff to reapply sun cream to their child after lunch as necessary;
- Children will wear sun hats and sun cream will be applied before the child attends the session;
- When applying sun cream to children more than one adult will be present and staff will only apply to exposed skin.

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Wet Weather

- Suitable waterproof clothing will be used to enable children to be able to experience splashing in puddles, playing in the rain or snow;
- We request that parents leave a waterproof coat/jacket and wellies in school for these occasions.

Cold Weather

- Children will be dressed appropriately with coats, hats and gloves before playing out;
- Where possible the nursery will try to build up a spare bank of additional clothing that can be used in emergencies to enable the children to continue to access the outdoors.