



Essex After School Clubs

# **Play, learning and Development Policy**

## ***Play, Learning and Development***

The programme of activities and the atmosphere of our Club aims to encourage confidence, independence and enjoyment. Our work has, as its core, the aim of enabling children to develop their personal, social, emotional and physical skills, their desire to explore, discover and be creative and to develop language and communication skills. *(EYFS Requirement: 1.3-There are seven areas of learning and development that must shape educational programmes in early years settings. These three areas, the prime areas are: communication and language, physical development and personal, social and emotional development.)*

Providers offering care exclusively before and after school or during the school holidays for children who normally attend Reception (or older) class during the school day do not need to meet the learning and development requirements. However, providers offering care exclusively before and after school or during the school holidays for children younger than those in the Reception class age range, should continue to be guided by, but do not have to meet, the learning and development requirements. All such providers should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer *(EYFS 1:1)*.

The Club will provide a well-planned and organised play environment that offers children a range of activities and experiences. The programme of activities will recognise and take into account the differing ages, interests, backgrounds and abilities of the children. This will be achieved by adopting effective characteristics of learning which are: *(EYFS Requirement: 1.9-In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.)*

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

The program of activities will also reflect the EYFS (2017) guidance to ensure children receive varied activities that include all seven areas of learning and development. *(EYFS Requirement: 1.3-there are seven areas of learning and development that must shape educational programmes in early years settings.)*

The seven areas of learning and development are: *(EYFS Requirement 1:5-Educational programmes must involve activities and experiences for children as follows;)*

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional** development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Activities are carefully planned to allow children to build on their natural curiosity, advance their thinking, use their imagination and develop positive social relationships. At all times, the Club will recognise a child's individuality, effort and achievement.

*(EYFS Requirement: 1.6-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 areas of learning and development.)*

Children will be involved in the process of planning activities so that the programme reflects their opinions, and so that children feel some ownership over their Club. Such processes will be governed by the procedures set out in the Involving and Consulting Children policy.

Staffing arrangements will provide opportunities for:

- reflection on practice.
- that learning is a shared process and that children learn most effectively when, with the support of a knowledgeable and trusted adult, they are actively involved and interested.

Staff will display flexible styles of leadership and respond appropriately to children according to their age, understanding and needs.

Staff will support, recognise and promote achievements by all children.

The Club will provide children with a range of equipment and resources appropriate to their age and interests, according to the provisions of the Equipment policy.

Children will be offered access to outdoor play every day, subject to weather conditions. *(EYFS Requirement 3:58-providers must provide access to an outdoor play area.)*

The Manager will ensure that time is managed properly, so as to allow for activity sessions to be reviewed and evaluated.

## ***Learning and Development***

**Planning is carried out with the interests of the children in mind and we follow the guidance of the EYFS (2017)** *(EYFS Requirement: 1.1- Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.)*

The club carries out the following procedures for observation and planning:

**Continuous Provision:** This is the provision that is available daily for the children and is freely accessible at all times. A plan of the 'continuous provision' is available for parents and staff.

### **Daily / Weekly planning:**

- All children will have the opportunity to input into the planning process. *(EYFS Requirement 1:8-Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.)*
- Children's ideas, observations and suggestions will lead the planning for the following week.

Children who attend nursery and reception classes will have an 'All about me' book. This book will be a celebration of that child's interests and progress throughout their time at the club. This is shared with parents. *(EYFS Requirement: 2.2-Parents and/or carers should be kept up-to-date with their child's progress and development.)*

'All About Me Book' Guidance for staff and parents.

- All contributions have to be decided by the child and be the child's own work.
- The child owns the book and therefore is allowed to add photos from home, home experiences and events to the book.
- All work entered must be dated.
- Practitioners may add Ideas for extending a child's interest and this should be added to weekly planning.
- All written captions must be the child's own words (not an adult's interpretation of what they believe a child is thinking or saying)