



Preschool Care,
Learning and Play Policy

Gainsborough Primary
School

PRIMARY
ADVANTAGE

SCHOOLS ACHIEVING
MORE TOGETHER

Primary Advantage



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Care, Learning and Play

The preschool plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

The preschool will provide an environment that is happy, warm, secure and stimulating. It will aim to ensure that all children in its care become confident and independent, and enjoy exploring and learning. The setting should enable children to develop a strong sense of self, while also learning to play, negotiate and co-operate with others.

Key Principals

- Children are active learners who are physically, emotionally and mentally involved in learning, for young children play is the natural and most important vehicle for active learning.
- The curriculum is accessible for every child – in planning opportunities for children's learning and experience the practitioners should ensure that the different areas of learning are interlinked and that each is of equal importance (broad and balanced curriculum).
- No child should feel excluded or disadvantaged because of ethnicity, culture, or religion, home language, family background, special education needs, disability gender or ability.
- Start with assessment – this is a tool that enables appropriate and suitable planning that is challenging for all children.
- When planning, start with the child – this makes the process of observation, assessment and planning meaningful.
- Early years' experience is meaningful, of interest to the child, challenging and achievable.
- Practitioners have a sound knowledge of child development and the ability to implement the Early Years Foundation Stage (EYFS).
- An acknowledgement of the Parent's/Carer's central role in their child's education and developing partnerships based on mutual respect and shared responsibility.
- Practitioners ensure that all the children feel included secure and valued.

- Early years settings base their curriculum on the Early Years Foundation Stage (EYFS).

EYFS

Meeting the individual needs of all children lies at the heart of the EYFS. Research shows that high quality experiences in the early years, including a good home learning environment, have a significant positive impact on children's social, emotional and cognitive development and therefore, their progress at school and into adult life.

The EYFS is a Framework to support children in their earliest years. The principles that underline the Framework are:

- A Unique Child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- Positive Relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.
- Enabling Environments – the environment plays a key role in supporting and extending children's development and learning.
- Learning and Development – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Observation, Planning and Assessment

Observation, record keeping, evaluation and planning are inter-related and inter-dependent. They are the cornerstone for ensuring the provision is of high quality and appropriate for all children.

Effective planning enables staff to provide meaningful learning experiences that will bring out the full potential in each child. Research has confirmed that Early Years staff must observe and listen

to children to enable them to make a match between the curriculum offered and the development needs and current interests of the children.

All planning should start with individual children and their families – their cultures, religions, languages, family compositions, economic background, homes interest, concerns and abilities.

Planning takes place in many ways and on many levels within the Early Years environment. Planning should enable the organisation of learning for the development of the whole child – including their physical, intellectual, social, linguistic and emotional needs.

There are four essential aspects for the provisions of an effective Early Years curriculum that provides for quality learning:

- Observation
- Record keeping
- Evaluation
- Planning

Record keeping and planning are only successful if they are inspired by detailed observations of the children and their response to different activities.

Planning for children aged 0-5 follows the EYFS framework guidelines and plans show clear links to both the interest and characteristics of the children and the development matters stages.

Records Should Include:

- Early Years Record of Learning Journals with dated photographs and samples of artwork and mark-making.
- Relevant observations
- Parent/carer comments
- Samples and observations from home

- Summary reports of progress and next steps
- Settling in reviews and initial information provided by the Parent/Carer
- Weekly plans
- Medium term plans
- Long term plans
- Group observations
- EYFS assessment book

Records should be stored so that they are easily accessible to staff, children and Parents in the child's group room. All records must be kept in a confidential way.

Displaying Children's Work

We display children's work to show off what they are doing, to value and celebrate a child's achievements and efforts.

- Displays include children's individual and group work, planned and spontaneous and other materials and activities that are included in the learning environment.
- Displays should reflect learning in all areas of the curriculum equally e.g. 2D and 3D construction models, growing plants, objects to stimulate discussion.
- Ensure children are involved in creation displays and have ownership of them.
- Displays are accessible and at a level for babies and children to appreciate, enjoy, and explore them.
- Art and creative work should be the children's own original shape of the paper it was created on.
- Name and date all display work on labels apart from the work to a good effect and maintained to a good standard by all practitioners.
- The value of the displays should be monitored and changed regularly.

Policy written:	April 2020
Amended/Updated/Reviewed:	June 2022
Adopted by Governing Body:	July 2020
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The Federated Governing Body have reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, January 2020.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

