

Play and Learning Policy

At Bus Stop Pre-School we believe that children learn through play and that it is the role of practitioners to facilitate children's play by providing them with a balance of child initiated, child-led and adult initiated play, open ended resources and enabling inside and outside environments. At Bus Stop Pre-School we believe that children should be given the opportunities to take risks and to test out their ideas.

Bus Stop Pre-School highly values outside play and ensure activities are planned to take place within the inside and outside woodland environment and within the local community. Bus Stop Pre-School operates a free-flow approach enabling children to move freely between the inside and outside environment whatever the weather. The free-flow approach enables children to choose the direction of their play with the support of experienced practitioners to be there to guide them.

Bus Stop Pre-School follows the learning approaches below and believes when used together, provides children with a holistic learning approach. However, intertwined within these approaches to learning, Bus Stop Pre-School also follows many aspects of different learning approaches, theories and philosophies for example, Montessori, Froebel, the Reggio Emilia approach, Vygotsky and Ferre Laeffer's Involvement Scales to name but a few.

- Development Matters in the Early Years Foundation Stage, 2021 (EYFS) curriculum guidance - This document sets standards for the learning, development and care of children from Birth to 5 years old. All registered Early Years providers must follow the EYFS (www.gov.uk).
- The Forest School - This approach is a long term approach to learning that takes place in the natural environment. It seeks to motivate, engage, encourage and inspire children through positive experiences in nature. Children learn through play, risk taking, freedom, without limited time constraints and adventure.
- Learning Outside the Classroom (LOTIC) - This approach encourages practitioners to use places other than the classroom for teaching and learning. It is about getting children and young people out and about in the local environment, providing them with challenging, exciting and different experiences to help them as they grow and learn (LOTIC - www.lotc.org.uk). This approach encourages practitioners to use the expertise of the local community and the Pre-School parent community i.e. inviting parents into Pre-School to share their skills and knowledge.
- Planning in the Moment - This approach encourages the practitioner to observe the children's play and interests in the moment and create spontaneous activities out of the children's interests. The children's interests inform practitioners

planning, rather than practitioners replying on pre-planned activities (Anna Ephgrave).

Please read the Trips, Forest School and Outings policy and procedure for further information.

Also supporting the above approaches to learning the children at Bus Stop Pre-School join in a weekly a Music and Movement class and French lesson. Every child is encouraged to take part and each class supports a variety of learning areas of the EYFS, 2021: See below, please do not view the areas of learning list as exhaustive:

- Music and Movement - supporting the children's Personal, Social and Emotional Development, Physical Development, Literacy and Expressive Art and Design.
- French Lesson - supporting the children's Communication and Language Development and Understanding of the World (For 3 and 4 year olds only).

How the EYFS, (2021) is delivered:

Activities at Bus Stop take place inside the Bell Tent classroom, in the outside woodland classroom, in and around the Polesden Lacey Estate and within the local community. At Bus Stop children have every day access to the Pre-School's continuous provision and can freely self-select equipment and resources.

Activities are planned each term to support the areas of learning and development of the EYFS (2021):

Prime Areas:

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

Specific Areas:

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

Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creative and Critical Thinking

To support the Prime and Specific areas and Characteristics of Effective Learning for every child, Bus Stop Pre-School uses the following method of planning:

Long Term Planning - This is a yearly plan of how the 'Aspects of Learning' from the EYFS will be delivered to the children. However, many 'Aspects of Learning' are planned to be covered within the day-to day routine. This plan should not be viewed as final, as plans change and adapt, depending upon the children's interests.

Short Term Planning - This is a week-by-week guide of activities, events and outings. However, should not be viewed as exhaustive and they are forever changing and adapting, depending upon the children's interests.

Daily Evaluation of the Days Activities: This includes an evaluation of the activity and future ideas:

- What activities did the children use today/most popular?
- What areas of learning were met during the activities?
- What went well and what could you change next time?
- Did you take a photograph of children playing?
- Highlight the teaching moments (T).
- Were there any unexpected outcomes?
- Ideas and next steps in planning for next Session?
- Were any additional risks identified during the activity?

The Daily Evaluation sheet is also used to celebrate 'Planning in the Moment', the Forest School Approach and the LOTC approach.

Documenting Children's Learning Journey's

At Bus Stop Pre-School a Learning Journey is created for every child. The Learning Journey is evidence in the form of formative written observations and photographs which are gathered on each child and placed in a Learning Journey profile.

All team members are responsible for recording daily formative observations of the children's learning and taking photographs of the children's experiences. Practitioners are encouraged to use the Ferre Laever Involvement scale (Level 1-5) to show how involved a child was during their activity and to highlight the teaching moments (T).

At the end of each half term the observations made of each child are gathered together and recorded on an Observation sheet alongside the child's photographs. These observations are placed in their individual learning journey's.

Throughout the term the staff team also track individual children's learning and development on the Flower/Leaf Learning and Development Trackers (Please see wall in the Lockdown shed). The trackers are used to monitor each child's learning and development and supports the team members to understand each individual child's stage of learning and development. The trackers are included within a child's Learning Journey when moving onto a new setting/Infant School.

At the end of each term the Key person's review the observations/trackers and if a concern arises relating to an individual child's learning and development, they will create a summative report following the EYFS curriculum and identify areas of development and monitor a child's progress. The Key Person will invite the parents/carers in for a consultation and discuss strategies that can be put in place at Pre-School and at home to support the child to reach these areas of development. Advice can also be sought from the settings SENCO and or outside professional, with the permission of a child's parent/carer if required.

At Bus Stop families receive Summative reports relating to their child's learning and development at different points of their Learning Journey, these are:

- 2 Year Old Checks - When a child turns 24 months a developmental check is carried out by the child's Key Person and shared with parents. Parents are encouraged to share these with their Health visitors.
- School Transition Forms - When a child is moving on to a new setting/Infant School they will receive a Transition form to pass onto the new setting.
- Children with Special Educational Needs and Disabilities (SEND) will receive Summative reports as required.
- Children who are receiving support from an outside agency i.e. Children social care, will receive Summative reports as required.
- End of Autumn/Summer Term Summary and Next Step - These are carried out for children in the event that their Key Person/staff team has identified areas of concern relating to their learning and development.
- Flower/Leaf Tracker - Included within a child's Learning Journey when leaving the setting.

(Following the Statutory Framework for the Early Years Foundation Stage (2024).

How are Parents/Carers involved in their Child's Learning Journey:

Parents are invited to attend two parent evenings with their child's Key Person during the academic year to celebrate their child's learning and development, these take place:

- Autumn Term - Available to every child.
- Spring term - Available to children continuing at Pre-School for the next academic year.
- Summer term - Available to parents of children moving on to Infant School.

- Children with SEND will receive regular communications from the settings SENCO and Key person.
- Children who are receiving support from an outside agency i.e. Children social care, will receive regular communication from the settings DSL and key person.

Parents are welcome to ask to read their child's Learning Journey at any time as the document shows a detailed account of their child's learning experiences and development. Parents/carers are encouraged to read the termly newsletters/weekly emails, for activity ideas to do at home with their children.

Bus Stop Pre-School values parents/carers knowledge and understanding of their children's development and encourage them to complete Parent/Carer Observation sheets at home. The observations made are added to children's individual Learning Journey. Please see Parent Observation sheets located by children's coat pegs.

Bus Stop Pre-School has two appointed practitioners who are responsible for planning activities, trips, outings and events to support children's learning and development. Please see below:

Kate Rice - Owner and Forest School Trainer

- BA (hons) in Early Childhood Studies.
- Level 4 Forest School Trainer.

Kelly Haines - Pre-School Manager and Forest School Trainer

- Early Years Professional (EYP).
- BA (hons) in Early Childhood Studies.
- Level 4 Forest School Trainer.

Use Information for Parents/carers

- Surrey Family Information Services - Tel: 01372 833844
- Bookham Baptist Children Centre - Tel: 01372 811313
- Statutory Framework for the Early Years Foundation Stage, 2024.
- Birth to 5 Matters: Guidance by the Sector for the Sector, 2021.
- Anna Ephgrave - Planning in the Moment with Young Children, 201

This policy was adopted in September 2014, to be reviewed annually.

This policy was reviewed in September 2024, to be reviewed in September 2025.

Owner: _____ Manager: _____