



Stoborough Nursery Play Policy

UNCRC Article 31- Leisure, play and culture, Article 28- Right to an education and Article 29- Goals of education.



Play is an integral theme in the Early Years Foundation Stage and a prime vehicle for delivering the early year's curriculum. Stoborough Nursery agrees that play is essential to a child's development and learning and support with the following beliefs:

- Play is a process that integrates both development and learning.
- Play contributes to a child's development and learning; physically, emotionally and intellectually.
- Play transforms first-hand sensory experiences and physical movement into a vehicle for learning which enables children to learn at a higher level.
- Play is a resource for developing creative and problem solving thinking skills.
- Play supports children to manage their thoughts, ideas, feelings, relationships and physical self.
- Play supports children in developing self-awareness and an ability to relate positively to others and their environment.
- Play is a child's right under the UN Convention's Rights of a Child.

The Play Aims at Stoborough Nursery

We aim to give each child the opportunity to develop their individual skills and abilities through interactive play experiences.

We aim to provide exciting play activities that are based on the children's individual interests and which stimulate curiosity and imagination.

We aim to provide opportunities for children to participate in social interaction, collaborative learning and exploration and development of positive relationships.

We aim to use play to promote learning in all curriculum areas.

We aim to support parents in promoting their children's well-being and learning through play.

Play as a Teaching Tool

At Stoborough Nursery we use play as an effective tool to facilitate young children's learning. During their time at nursery children will have many opportunities to participate in a variety of styles of play. All will have a clear learning objective. Plus all will have been planned and implemented to give the children the opportunity to explore aspects of the curriculum and develop social skills.

Adult intervention and interaction within play is essential in supporting children to develop their understanding of different situations and promote their learning. Adult intervention can take different forms.

- Adult initiates activities based on observations of child's current interests, learning need or child's requests
- Adult supplies resources to initiate or extend an activity.
- Adult participates momentarily in play to support or extend learning.
- Adult participates at children's request and uses opportunity to extend learning.

Types of Play at Stoborough Nursery

Role play and imaginative play is available indoors and outdoors on a daily basis. The children choose the home corner scenario this is used with other role-play resources :-outdoor role-play boxes, the willow structure, small world toys to enhance and extend the learning process. These support children in developing problem solving and social skills. Planned and unplanned drama and dance activities give children the opportunity to develop their creativity, imagination and communication skills in a different media.

Physical play – Stoborough Nursery gives children daily opportunities for both child-initiated and adult led physical play. The setting has access to our own garden for imaginative physical free-play and play with small equipment to promote fine motor skills. Plus we have access to the schools grounds for play with bikes, large climbing equipment, ball and running games. Physical play supports children in developing both physical skills and an understanding of the importance of exercise in keeping healthy; plus it promotes social skills including, sharing, cooperating with others, following rules, being aware of and negotiating with others. It plays an important role in building a child's self-confidence and self-control.

Creative Play- Art, craft, music and technology activities and resources are freely available to the children every day. Children are able to access a range of materials to explore and experiment with to investigate patterns, colour mixing, texture and shape. They are able to explore their own creativity and develop fine motor skills and eye-hand coordination. Musical instruments, singing and dance activities are both adult and child initiated. These support children in developing an enjoyment of rhythm and rhyme a pre-requisite for reading.

Investigation Play- Is available through sand, water, messy play and arrange of large and small construction toys. These are used to promote curiosity, thinking and communications skills like questioning, problem-solving, and reasoning. Skills such as sorting, matching, counting and estimating are essential in developing good mathematical and scientific thinking. When using construction toys children learn about the joy of success and build resilience as they learn to accept failure as a challenge. Plus they again develop fine motor and manipulative skills and how to use tools safely and effectively.

Social Play is the core skill children need to learn to develop to reach their full potential in life. Children are encouraged persist and concentrate on their play for reasonable periods. They are encouraged to choose and carry out activities independently, but have the confidence to ask for adult support or the support of others when necessary. Children are encouraged to share resources and space with others. They are encouraged to cooperate and interact with children and adults. They are encouraged to offer ideas and be sensitive to and incorporate others ideas into their play. Many of the skills learnt in play are integral to a child as a social individual and play a larger role in a person's success in life than their academic ability.

At Stoborough Nursery we aim to have the holistic wellbeing and development of our children at the centre of our 'playing day'.

This policy was adopted at a meeting of Stoborough Nursery Committee on

SignedPosition.....To be reviewed June 2017

