



Activities

We at Little Professors Nursery recognise that children are competent learners from birth who develop and learn in a wide variety of ways.

We offer children a wide range of multi-cultural activities and sensory experiences on a daily basis in order that they can develop physical, emotional, cultural, intellectual, language and social skills. The children are provided with a balance of adult led and freely chosen or child initiated activities, delivered through indoor and outdoor play. Each child is encouraged to explore and enjoy their surroundings; all activities are geared to the age and the stage of the development of the individual child, in line with the Early Years Foundation Stage and Statutory Framework.

Children are born ready, able and eager to learn. They actively reach out to interact with others, and in the world around them. Development is not an automatic process, it depends on each child having opportunities to interact in positive relationships and enabling environments.

Play is an integral part of the early years' curriculum. It allows children to use their creativity while developing their imagination and dexterity, and physical, cognitive, and emotional strength. Play is important to health brain development. It is through play that children at a very early age engage and interact in the world around them.

There are many different types and stages of play that children go through. Early years practitioners need to be aware of these so they can observe the stages that the children are going through and further support their development.

What is child initiated play?

Child-initiated play is play that is wholly decided upon by the child, based on the child's own motivation, and remains under the children's control. It might involve many different types of play, or it might be a project or an activity with a serious purpose, which the child might not see as pure play. It is guided by certain expectations within an early years setting regarding responsible use of space, time and purposes.

Child-initiated learning encourages children to develop thinking skills, as well as to become aware of the ideas of others. As part of child-initiated learning, children plan what to do and then review what they have done. This enables children to share ideas and discuss how to solve problems, helping them to see mistakes and difficulties as challenges not failures.

What is adult-led play?

Adult-led activities are those which adults initiate and usually include focused activities either one-to-one, with small or larger groups of children. Examples include greeting times, story times, songs and even tidying up. The length of time will vary and need depending on the individual needs of children. These activities should be presented to children open-endedly as possible, with elements of imagination and active exploration that will increase the interest and motivation for children.

Usually adult-led play has a focus or outcome planned to the curriculum. However, adults cannot have control over what the children will learn from the experience, so it is important to be open and flexible within this approach.

Using this approach means that focused activities continue to be planned based on children's interests, are used to scaffold children's learning and move them on to new levels of understanding

The four themes of the EYFS underpin all the guidance:

A unique child: Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Practitioners:

- Observe and understand each child's development and learning, assess progress, plan for and act on next steps
- Support babies and children to develop a positive sense of their own identity and culture
- Identify any need for additional support
- Keep children safe
- Value and respect all children and families equally

Positive relationships: Children learn to be strong and independent through positive relationships

Positive relationships are:

- Warm and loving, and foster a sense of belonging
- Sensitive and responsive to the child's needs, feelings and interests
- Supportive of the child's own efforts and independence
- Consistent in setting clear boundaries
- Stimulating
- Built on key person relationships in early years settings

Enabling Environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

Enabling Environments

- Value all people
- Value development and learning

They offer

- Stimulating resources and spaces inside and outside, relevant to all the children's cultures and communities
- Rich learning opportunities through play and playful teaching
- Support for children to take risks and explore

Learning and Development: (Recognise the) importance of learning and development. Children develop and learn at different rates

Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning.

They foster the characteristics of effective early learning:

- 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.
- Creativity and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The areas of Learning and Development covered by the Early Years Foundation Stage are:

Prime areas

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

To ensure all children develop within the above areas the nursery will deliver a high quality educational programme.

We believe that young children learn most effectively when they:

- Feel safe, secure and confident
- Have the opportunity to try out a wide range of new experiences and to be creative in their ideas
- Become engaged in experiences that interest them for sustained periods of time
- Are involved in activities that build on their prior knowledge and understanding

- Are given time to revisit experiences to consolidate their understanding
- Engage in learning and play indoors as well as outdoors
- Are supported by highly qualified adults who have a clear understanding of young children's learning and development

Each room has a carefully organised enabling environment, which promotes high-quality play opportunities. Children will have time and space in which they can initiate, and invent their own play experiences, where they will be sensitively supported by a practitioner.

Keyworkers will also be responsible for planning and implementing a daily focus activity, through which they will guide children's learning.

Each member of staff must ensure they follow the guidelines below for all areas:-

- To set up your area, ensuring that all seven areas of learning are included in the resources that are provided.
- To plan a specific activity for this area and support children with their learning experience in this area.
- To ensure enough resources are available for children to have free access to throughout the day.
- To Supervise and interact with the children, to extend their learning opportunities
- To ensure that if an activity is not benefiting a child's learning experience it is changed.
- Ensure that children have access to all of the resources.
- Ensure that toys are cleaned in line with cleaning rota's.

Staff are expected to stay in these areas during free play activities, during this time staff are expected to interact with the children to enhance their learning opportunities.

Staff are expected to observe all children that come into their area, and pass on these observations to their child's keyworker.

Staff also need to be aware that children have free access to the outside area and therefore on some occasions this area may be very full of children and staff need to ensure there are enough staff members in the outdoor area to maintain safety for the children.