

Beeding and Bramber Pre-School Playgroup,  
 Memorial Hall  
 High Street  
 Upper Beeding  
 Sussex  
 BN44 3WN



Registered Charity Number: 1020931

### Planning for Play Policy

#### General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

This Policy has been written in recognition of the importance of quality learning. The Beeding and Bramber Pre-school recognises quality learning as:

- When children feel secure and happy in the learning environment
- Where children are clearly enjoying and showing interest in the activities
- When progress in children's development can be seen and described
- Where children are engaged in first hand experiences involving exploration, experimentation and risk taking
- Where children are given opportunities to practice, consolidate and extend their previous learning and experiences
- When positive attitudes and habits of learning are being established
- When children are given opportunities for spontaneous interaction and for learning from each other
- Where children are involved in practical activity, inquiring and purposeful play.

Appearances may be deceptive. The important question is not how much activity is going on but how much learning.

The Beeding and Bramber Pre-School intend to provide the following:

- A suitable environment
- One which is safe and secure
- Space outdoors and indoors
- Separate areas for energetic and quiet activities
- An environment which promotes confidence
- An environment which celebrates children's achievements
- Adequate and appropriate staffing, who are sensitive to children's individual needs
- Opportunities for children to interact with adults and to talk about their activities
- Staff who encourage, praise and provide in order to raise children's standards of achievement
- Staff work together as a team with children, parents and carers to provide the best learning development plan for each individual child that then links to the EYFS( Early years foundation stage)& ECM(every child matters)
- A range of sufficient quality resources which promote learning in all areas
- Resources set out to be accessible to children, allowing them to select their own materials
- Equipment which is of high quality, clean and stimulating
- An appropriate allocation of time children need and we give them to pursue activities at their own pace.
- Time to reflect on their activities and achievement
- Time to tidy away following discussions on their activities

The Beeding and Bramber Pre-School has a short term and long term plan as stated below.

### **The Pre-School's short term plan.**

Our short term plan are our individual child observations, input from parents and carers highlighting interests and needs and our reflections which identify how to extend and enhance play opportunities and link to workshop plans. The Pre-school staff ensure that their planning:

- Has a daily routine for our setting with meals, rest, exercise, collection and arrival of children and staff.
- Includes special events, either regular, such as walk in the park over the road, to the toy library or occasional, such as an inspection visit from Ofsted
- Individual needs of specific children such as a new starter, a child with a statement of special educational need, a child with behavioural or language needs requiring one to one work
- Involves team discussions. With staff, children, parents and carers
- Includes children's ideas. Suggestions and interests
- Provides opportunities for children to be independent, make their own choices and display their own work.
- Includes the whole setting inside and out.
- Includes all areas of learning.
- Includes evaluations to link one week to the next which informs future planning and provides continuity in children's learning.
- Is flexible allowing for the change in children's interests and needs.
- Is available for parents and carers to see and contribute to.

Our short term plans are recorded and stored in files.

### **The Pre-School's Long Term Plan.**

We have drawn up and agreed the policies and procedures which ensure everybody in our setting is cared for. We keep these all together in a pack, reviewed annually and signed by everyone to say they have read and will abide by them. We are able to show and explain these policies and procedures with parents and other interested parties.

Weekly policy review on parents notice board for all to read and comment.

Our long term plan is the Early Years Foundation Stage (EYFS) files as well as the workshop areas that we provide, review restock and move on, these include according to each child's needs and interests:-

- Book
- Graphics
- Math and Science investigation
- Make and do
- Malleable
- Home/Roleplay
- Music
- ICT
  
- ECM ( every child matters) outcomes
- Staying safe
- Being healthy
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing
- SEND guidelines
- British Values

Activities which relate to the Early learning goals in the EYFS. These activities are led by the child's interests and needs and will give children opportunities for repeating and practising skills they have developed. They are essential for consolidating children's learning.

Signed .....Chairperson

Signed.....Supervisor

Signed.....Supervisor