

## **Observation, assessment and planning**

Neatishead and Barton Pre-school believes that all children have the right to play and that learning through play is the most powerful way of learning and exploring the world. We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore we believe that children learn best by doing. We believe that play both indoors and outdoors is an ideal vehicle for young children's learning. Play helps children to explore, investigate and make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practice and independently repeat new skills. Children can access all areas of the indoor and outdoor environment at all times, taking into consideration health and safety monitoring.

Children's play must have a sense of value and be respected, thus the staff and children refer to their play as their work. The word 'work' is meant to convey the positive connotations associated with enjoyable activities in which the child and adult takes pride. Activities will come from the children, our environment and events throughout the year. The staff at the pre-school will follow the children's play interests, developing their learning through the play that they direct. The children will be consulted regularly about their learning and what they would like to explore as well as the staff using careful observations of the children to show an interest that can be developed.

### **Aims for Play:**

- To promote the importance of play for all children.
- To recognise that all children have the right to play (as stated in the 1989 United Nations Convention on the Rights of the Child).
- To enable all children to have equal access to good quality play opportunities.

### **Objectives for Play:**

- To support and encourage children's own ideas and decisions about what they do and how they do it, ensuring children are given opportunities to make choices within play to support their development.
- To ensure that children are given appropriate adult support during child-centred play.
- To value each child's cultural heritage.
- To promote the development of inclusion play opportunities which take into account and respond to children's differing abilities and needs, age, gender, cultural and religious backgrounds, social, family, economic and environmental situations.

### **Planning and Assessment:**

All children will have a Learning Journey book which will show a holistic approach to their developmental progress. Children are continually observed at 'work' both indoors and outdoors, these are recorded in their books often through an annotated photograph and linked to Early learning stages with suggested next steps. In addition parents are encouraged to add comments, photographs and notes on their interests, achievements and home learning.

Children and parents are also encouraged by their keyworker to share the book with other settings, professionals and any other people significant to their family. Longer observations will also be written bi-annually on each child focused on the three prime areas. If there are individual concerns for particular children further longer observations may be recorded throughout the year.

## Parents

Parents will be encouraged to understand the importance of play as a child's primary learning tools, through discussion with staff and through the children's books. The pre-school also recognises the importance of parental involvement and it is our aim to support parents as their child's first and most important educator thus involving them in their children's learning and development.

### Links to other relevant policies:

- Safeguarding policy

This policy was adopted at a meeting of \_\_\_\_\_ name of setting

Held on \_\_\_\_\_ (date)

Date to be reviewed \_\_\_\_\_ (date)

Signed on behalf of the management committee

Name of signatory \_\_\_\_\_

Role of signatory (e.g. chair/owner) \_\_\_\_\_