



Introduction & Terms
Play Policies and Procedures



Learning and Development Policy and Procedure

PRIME AREAS OF LEARNING AND DEVELOPMENT

1. Communication and Language Listening and Attention
2. Physical Development Moving and Handling
3. Personal, Social and Emotional Development

Summary of Requirements

The EYFS comprises of seven areas of learning and development, early learning goals and a need for assessment and therefore record keeping to ensure that every child's individual needs are met.

Play

Children learn through play of which is of great importance to their development. One of my jobs is to monitor and decide when it is appropriate to change between child and adult led play and appropriately provide and empower children with opportunities to explore and reach their next steps. They will then

- develop physically,
- learn about themselves,
- learn about each other and
- the world around them

SPECIFIC AREAS OF LEARNING AND DEVELOPMENT

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design

When these foundations are right children can begin to build on the skills needed to grow into adult life. These include social and emotional skills that are needed to form relationships and adapt to new experiences, building on vocabulary needed to understand and communicate effectively and building on their individual characteristics of learning such as 'having a go' or persevering when faced with a tricky task.

As a child carer delivering the EYFS it is my role to continuously observe to assess likes, dislikes, strengths, weaknesses and individual styles of learning to be able to plan and help them make the next steps in their learning goals to be able to reach their full potential, whilst always remembering family backgrounds, cultures and important events.

Everyone involved in a child's life is a teacher; and so working in partnership with parents and others helps maintain consistency, share the importance of play, where they are in the developmental process and the new experiences created or needed to enable all involved to move children forward.

Often a child decides on their own unique journey and may not always use the tools as we intended. Every experience offers opportunities for communicating and modelling language, questioning, recalling, explaining and providing a narrative.

How I will meet the learning and development requirements of the EYFS

To ensure that the 7 areas of Learning & Development are being delivered to all children as individuals and that it is being promoted effectively there is an ongoing need to continue to keep records by logging the process of learning on a regular basis so it is possible to plan, reflect and notice changes or areas where the development is not as would be expected and respond accordingly.

To enable me to do my job, I will

- Ensure that I collect all important and sensitive information to understand your family and the needs of your child; ensuring that these are clear.
- Information will be collected in the form of contracts, child record forms. My legal basis for collecting this information is based on the need for a contract and legal obligation to consider safety
- Regularly observe and record findings in a learning journal which include all relevant information about your child along with a guide of early learning goals called a tracker that is a consistent guideline used



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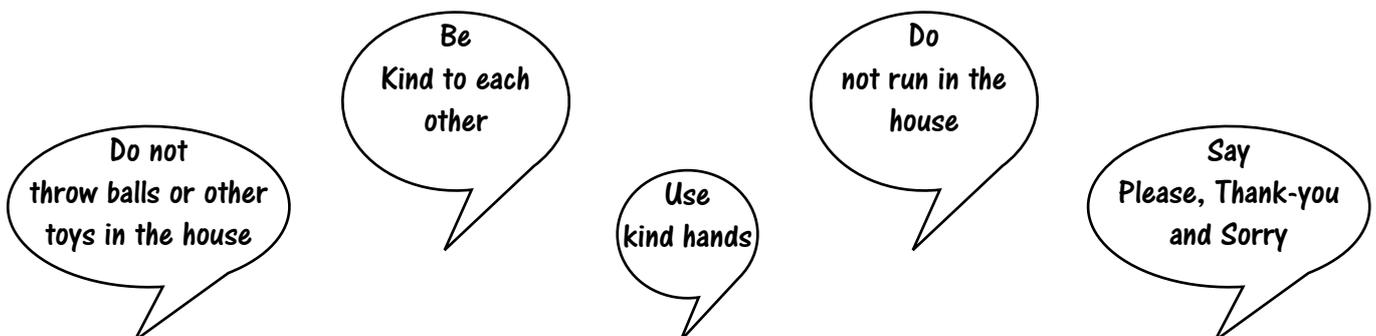
by settings to meet the EYFS. Where necessary daily diaries, text messages, emails, watsapp and maybe online apps such as tapestry to record individual and group learning. My legal basis for collecting this information is

- Files including all the above will be kept for each family in a locked cabinet or file box. Daily diaries will be kept in your child's bag to enable open and regular sharing of information with each other.
- I offer a massive range of toys and equipment to aid me to meet the EYFS; social and communication, indoor and outdoor experiences and craft/messy play opportunities. (Please see inventory list of toys/equipment, activity schedule/ideas) This means children in my care have access to all ranges of play such as sensory, imaginative, creative play to cater for many schemas, likes and dislikes that can be adapted to meet the needs of the children. For example a game of ludo may still be used as a tool to learn the numbers on the dice, begin to count rather than have the understanding to be able to play the actual game.
- I also regularly observe the children to ascertain what steps I need to take to develop them further. I will record my findings, even just in note form and hold these in your child's learning journal or daily diary until it is transferred.
- By assessing these logs and observations it is possible to ensure that the welfare needs are also met as children's age and stages of development change and that plans can be put in place for all instances ie: to reach the next steps, note cause of concern.
- Where appropriate I may subscribe to online learning journals such as tapestry, remembering to check if families will have access
- Where agreed I will share photographs of activities that I take on mobile phone by an agreed means; for example on a memory stick periodically, watsapp, facebook messaging, email.
- The methods of record keeping will be shared with parents and where relevant with other settings to maintain consistent partnership working.
- Information may otherwise be shared with health visitors, social workers involved in the child's care or if there is a cause of concern for a child's safety. (please refer to the confidentiality and privacy policy, child protection policy and partnership with parents policy).
- to offer the best quality of care and also meet welfare requirements all children are treated holistically as individuals

I will also remember at all times the following

Building positive relationships and Developing Self Esteem

At different ages and stages of development, children will have their own schemas (preferences of play that they are drawn to; maybe they do it laying down, pretend play a lot more than others, prefer to play in dens etc). No matter what the schema all children will be encouraged to learn some ground rules and how they are a step towards building positive relationships as they learn right from wrong become more confident in their learning.



Concerns about Learning and Development



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By regularly observing children's play I will ensure that I have a good understanding of each child and of the expectations of the prime and specific areas of learning and development and so it will be easier to monitor where a child may not be reaching an expected goal. In such cases I would discuss this with parents and encourage them to compare my findings with their own and any other setting. A better plan can then be put in place should everyone involved agree there may be a cause for concern. At all times I will be mindful of families needs, cultures, beliefs and values and it would never be my intention to offend or cause any upset but this would be an expectation of my role as a child carer.

Supporting a Child whose Home Language is not English

I would take reasonable steps to provide diverse equipment in my everyday practice but will take additional steps where I care for a child who is from another country, to help them better feel included whilst in my care. Full encouragement to learn English as well as use their own language will aid their development as they are included at all times is important. As with babies we all understand their needs as not all communication is verbal and so until I get to know your child and understand the signs of what they are communicating additional resources may include lots more reading or pictorial cues until a level of understanding is reached between myself and the child.

I am no expert in other languages so when assessing communication, language and literacy skills of a child whose home language is not English, I will rely more on exploring the child's skills when at home with parents and/or carer's until my own confidence develops to establish whether or not there is cause for concern about possible language delay. A good method would be to update pages of the learning journal more frequently to begin with and maybe asking parents to duplicate activities in their home language and give me pointers too.

Child's progress check at age two years?

As it is a requirement of the EYFS to share information with other settings and those involved in the child's care I will provide my summary of early learning goals to the health visitor doing the 2 year old check when requested. Clearly the purpose of this check is to find inconsistencies in the child's development to ensure there are no illnesses or other learning diagnosis to be made. Consent will be needed to be able to properly do my job.

Risk Assessments

By regularly assessing risk it is noted that I am capable of ensuring that all play opportunities are varied and are able to cater for various age groups and their individual needs in their development while keeping all children stimulated and safe.

Sleep Policy

Younger children need naps and these will be kept in line with what the parents do at home as much as possible, some will sleep with a dummy and so on. I currently accommodate sleep in my hallway in a pushchair, I also have a conservatory and living area that is used for childminding and so when necessary these spaces can also be used. Sleep depends upon the age of the child, what they are used to and how easily they are disturbed by others/or if there are any others in my care at that time so its difficult to say exactly where I sleep your child. I can provide carrycot for babies or sleep mats for toddlers if the pushchair isn't working; perhaps it's not age appropriate or the child has just begun to climb out. I will also invest in a travel cot if necessary.

Self Evaluation

Self evaluation ensures I keep up to date with what is expected of me as an important person in your child's learning and development as well as my own. I will undertake training where necessary, regularly monitor children's learning journals, plan their next steps in play and share findings with parents to maintain consistent partnership working to enable every child to reach their full potential.

Date created:

Date updated:



Inventory list of toys & equipment and activity ideas

Activity Planning

I deliver the following activities and resources to support individual learning and development of the children in my care.

Lots of careful thought, common sense and risk assessment is a natural daily occurrence that sometimes may not be recorded but evidenced in learning journals.

Planning how I use the indoor and outdoor spaces will have to take into consideration how I can

- also meet routine of different age groups such as those who need a sleep
- what is age appropriate
- activities needed to develop individuals specific early learning goals/next steps needed

I believe I can suitably meet individuals needs by not just observing but adapting equipment and considering variety of the spaces but by offering organised and free play activities spontaneously as well as planned.

I may also share ideas to further develop at home.

Activity Timetable

Below is a list of possible activities I would choose from during a normal week. As this is subject to change and is different during term times I will discuss activities with you frequently and highlight those that are applicable to you.

	7.00 to 9.00 am	9.00 to 12.00 am	12.00 to 3.30 pm	3.30 to 7.00 pm
Monday	Breakfast School run	Toddler group, Broadfield Community Church 9.30-11.30 Snack time	Lunch Sleep This can be time for more organised play and time to focus on ELG Walks Outdoor play School run	Get changed Snack Homework Baking Board games Arts/crafts Trampoline
Tuesday	Breakfast School run	Toddler group, Greenfields Church, Tilgate 9.45-11.30 Snack time	-/-	Get changed Snack Adventure playground
Wednesday	Breakfast School run	Toddler group, Jungle Tots 9.30-11.30 Snack time	-/-	Get changed Snack Homework Board games Arts/crafts Trampoline
Thursday	Breakfast School run	Toddler group, Poundhill Church 9.30-11.30 Back-up option Springboard, Wacky Warehouse Snack time	-/-	Get changed Snack Adventure playground
Friday	Breakfast School run	Toddler group, Teddies B/F Back-up option Three Bridges Church 9.30-11.30 Snack time	-/-	Get changed Snack Homework Board games Arts/crafts Trampoline



Inventory list of toys & equipment and activity ideas

Toys / Equipment	Prime Area of Learning		Specific Area of Learning					Approx age range
	CLL	Phy	PSE	Literacy	Maths	UKW	EAD	
Role Play <ul style="list-style-type: none"> ● Play Cooker ● Dolls and Crib ● Medical Trolley ● Play Tent ● Make your own Puppet show ● Make your own Rocket ● Dressing up Costumes and Hats Accessories <ul style="list-style-type: none"> ● Play Food, Plates, Cups and Cutlery ● Baby Clothes, Bags, Baby Bath, Toilet, Bike, Pushchair and pram ● Stethoscope, Blood pressure kit, Costumes ● Blankets ● Hand and Finger Puppets 	x	x	x	x		x		
Construction <ul style="list-style-type: none"> ● Stickle Bricks ● Mega Block ● Duplo ● Wooden Building Blocks ● Giant Meccano ● Knex ● Lego ● Meccano 	x	x	x	x	x	x	x	x



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	CLL	Phy	PSE	Literacy	Mat hs	UKW	EAD	
Small World Toys <ul style="list-style-type: none"> ● Duplo Train Track ● Brio Train Track (wooden) ● Happyland Train Track ● Happyland Houses, Shops etc ● Dolls House ● Garage/car park ● Range of cars ● Road Map Play Rug ● Farm Yard and Animals ● Castle ● Range of Barbie dolls ● Barbie House ● Horses ● Action Men and Accesories 	x	x	x	x		x	x	
Board Games <ul style="list-style-type: none"> ● Snakes and Ladders ● Draughts ● Various Dice Games ● Speak Out ● Scrabble ● Who Wants to be a Millionaire ● Cranium 	x		x	x	x			
Games <ul style="list-style-type: none"> ● Cards ● Dominoes ● Jigsaw puzzles ● Floor puzzles 	x		x		x			



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Toys / Equipment	Prime Area of Learning							Approx age range
	CLL	Phy	PSE	Literacy	Maths	UKW	EAD	
Other Imaginative Play <ul style="list-style-type: none"> ● Bob the Builder House ● Hot Wheels Track Pieces 	x		x	x			x	
Other creative <ul style="list-style-type: none"> ● Threading Cards ● Fuzzy Felt ● Marble run ● Hama Beads ● Normal Play Beads 	x	x	x	x	x		x	
Story & Singing Time <ul style="list-style-type: none"> ● Range of Books ● Singing Sack ● Musical Instruments 	x	x	x	x	x	x		
Art and Craft <ul style="list-style-type: none"> ● Stencils ● Rubber Stamps ● Paper and Card ● Stickers ● Paints ● Glues ● Pens and pencils ● Playdough (homemade) with cutters and shaped utensils 	x	x	x	x	x		x	



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Toys / Equipment	Prime Area of Learning			Specific Area of Learning				Approx age range
	CLL	Phy	PSE	Literacy	Mat hs	UKW	EAD	
Outdoors <ul style="list-style-type: none"> ● Trampoline ● Large Play Shed ● Mud/Sand Kitchen ● Various assortment of Little Tikes play equipment ● Slide/Car/Tubes ● Water Play ● Bubble play ● Action Man cars ● Basket Ball Hoop ● Dolls House ● Scooter ● Bike ● Chalk board ● Bats and Balls (various Types) 	x	x	x	x	x	x	x	

Activity and Outing list/Places often visited

Toddler Groups, Springboard, Wacky Warehouse

Baking, pizzas, savoury pies, making sandwiches, buttering own toast, preparing salad etc

Making Playdough, cards, decorations, collages,

Picnics

Walks; Tilgate Park, Buchan Park

Parks, local play areas, Southwater Country Park, Tilgate park

Paddling pools; Southwater Park,

Adventure Playgrounds, Broadfield, Waterlea, Bewbush, Langley Green

Beaches; Littlehampton, Bognor, Chichester

