

Nursery: Learning, Play and Care Policy

POLICY AND PROCEDURE

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1 POLICY STATEMENT

University Sussex NHS Foundation Trust nurseries understand and value the importance of play in the holistic development of young children as they learn about the world in which they live.

The nurseries aim is to provide a wide range of experiences and play opportunities which will develop the children's, Emotional, Physical, Social and Intellectual capabilities.

2 THE ROLE OF THE ADULT

- 2.1 Staff to provide first hand experiences and activities within an interesting environment where children are able to freely investigate explore and learn
- 2.2 Through careful planning and sensitive interaction the staff will help develop the children's knowledge, skills and understanding through individuals 'Centres of Interest'.
- 2.3 Developmental progress is monitored to ensure staffs meet the needs of the children. Records are regularly shared with parents and carers. The information is collated within a 'Personal Learning Journal' issued by the local education authority and used as a working tool to support children's learning through all seven areas of learning.
- 2.4 Staff will provide a termly monitoring sheet to Parents and Carers, demonstrating achievements and strengths the child has displayed during that period. Parent and Carers are invited to give input in future planning such as interests and strengths from home.
- 2.5 The management team will monitor 'Key Persons' records of individual developmental progress per term to ensure consistency of care and teaching and to monitor staffs understanding of the curriculum and development needs.
- 2.6 The staff will endeavour to ensure that the nursery has a welcoming and friendly atmosphere where each child is respected and valued

3 IMAGINATIVE PLAY & ROLE PLAY

Role play is a crucial part of learning that touches on most curriculum areas. It gives children understanding of the world around by acting out roles of adults or familiar characters known to them.

Through imaginative play and role play scenarios children learn social interactions with others, encouraging confidence and boosting self-esteem as well providing opportunities for developing flexible thinking skills.

4 SUPERHERO PLAY

- 4.1 The nurseries acknowledge the positive aspects of a Superhero character and how the character contributes positive attributes to those around them. However nursery staff will highlight the negativity of weapon use and physical violence at a level that is appropriate to the age and needs of the child[ren]. This is mainly through story, drama and appropriate discussions.
- 4.2 Superhero play should be enjoyable and motivate and challenge children.
- 4.3 When superhero or weapon play is taking place a practitioner will be nearby to observe and extend this play. The practitioner may introduce other storylines or characters to develop this in a creative or imaginative way.
- 4.4 If children within the setting do not show an interest in superhero play then this will not be encouraged. We will only support this if their play revolves around the theme.

5 FURTHER SUPPORTING INFORMATION

- 5.1 All children's emotional welfare, wellbeing and involvement should be assessed in relation to this style of play.
- 5.2 Styles of teaching and learning should meet the developmental needs and understanding of children through recognised interaction and observation.
- 5.3 Children should always enjoy the play opportunity.
- 5.4 Approaches to teaching and learning in role play should reflect the interests of the children and not exclusively those of the adults planning for role play.

6 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Written Amendments 20/04/2021	Tracey Gregory, Childcare Services Manager
Reviewed Amendments	
Next Review Date	November 2022

Approval and Amendment History	Details
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