

Policy

Play

Safeguarding and Welfare Requirement: The Early Years Foundation Stage and the OfSTED Early Years Registration process

The Statutory Framework says; 'All the areas must be delivered through planned, purposeful play, with a balance of adult led and child-initiated activities.'

1.6 Play Provision

Policy statement

This policy is a summary of the legal requirements GSC abide in offering play provision to children in the Early Years, as set out by the Department for Children, Schools and Families (DCSF)

Summary

The Early Years Foundation Stage (EYFS) frames the learning, development and care, young children should experience when attending a setting outside their family home. As a registered childcare setting (Registered on the Early Years Register) we are inspected by OFSTED. Therefore, we have a duty to ensure that GSC complies with the EYFS requirements - both in terms of welfare requirements and the learning and development framework as set out in the *Statutory Framework for the Early Years Foundation Stage*.

EYFS Principles

EYFS has four guiding principles

- **The Unique child**
Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured.
- **Positive Relations**
Children learn to be loving and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling Environments**
The environment plays a key role in supporting and extending children's development and learning.
- **Development and Learning**
Children develop and learn in different ways and at different rates, all areas of learning are equally important and are interconnected.

Learning and Development Requirements

Areas of learning covered by the Early Learning Goals and educational programmes. These are new proposed areas for 2021

- **Communication and Language Development** (Listening, Attention and Understanding, and Speaking)
- **Personal, Social and Emotional Development** (Self-regulation, Managing Self and Building Relationships)
- **Physical Development** (Gross Motor Skills and Fine Motor Skills)
- **Literacy** (Comprehension, Word Reading and writing)
- **Mathematics (Number and Numerical Patterns)**
- **Understanding the World** (Past and Present, People Culture and Communities and The Natural World)
- **Expressive arts and design** (Creating with Materials and Being Imaginative and Expressive)

GSC make ongoing observations on all EYFS children in our settings which are shared by several means with parents and other settings the child attend.

GSC aim to provide individualised opportunities based on each child's needs, particularly those related to ethnicity, language and disability.

GSC will safeguard and promote children's welfare, including registering all EYFS children that attend our setting, ensure they do not leave unaccompanied and we will promote children's health and well-being needs

GSC will have suitable people, with appropriate qualifications, training, skills and knowledge and adhere to adult/child ratios

GSC has suitable premises, environment and equipment, including access to outdoor space.

GSC has formulated systems and plans in place that ensure that every child receives enjoyable and challenging learning and development experiences that are tailored to their individual needs

GSC maintain relevant documentation, including records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children.

GSC is not required to formally teach reading and writing to non-primary age children but provide opportunities for children to choose to engage in pre-literacy activities in a caring challenging safe environment with supportive professional adults

Legal framework EYFS / EYFS Statutory framework

This policy was adopted by

GSC Ltd

On

May 2021

Date to be reviewed

May 2022

Signed on behalf of the provider

Gaddesby School Community

Name of signature

Linda Dunmore

Role of signatory

Manager
