



CHILDREN'S ACTIVITIES POLICY

Statement of Intent

Jigsaw Pre-School keeps records which are objective, based on documentation, dated and regularly reviewed. Observing and recording what children do helps staff plan for children's development and progress.

Aims

- to identify significant steps of achievement
- to match experience to what a child can realistically achieve
- to show what a child knows, understands and can do
- to provide accurate information for parents, colleagues and other professionals
- to provide continuity of care
- to show how a child learns and their rate of progress

Method

Children can access the materials needed from self-selection units, in order for them to make choices and use their initiative.

When providing information about activities, children's efforts and backgrounds are reflected, which helps parents understand the purpose of the activities we do with children.

Plans are created and implemented at the start of term, by gathering information and ideas from staff and children. These plans are displayed and given to parents so that parents are informed of the activities planned for the term. Information on the activities completed each day is displayed in the entrance area and a weekly e-mail is sent out at the end of each week.

Building positive relationships and developing self-esteem

Children develop their confidence and independence within a warm and secure environment where staff are friendly, approachable, positive and respectful of children of all backgrounds and abilities. Children's individual

preferences are valued and respected, and staff are encouraged to engage with children within the Pre-School.

Positive relationships with parents are formed by talking to them when they drop-off and collect children. Their progress is discussed during Key Worker meetings and at Parents' evenings.

Learning right from wrong

Children learn to distinguish right from wrong by reassuring them that strong feelings are acceptable, especially when children do not have the language to express how they feel.

Fair and consistent boundaries are set, with the children's input, appropriate to the child's level of understanding, to help them become aware of the effect of what they do and say, and its effect on others.

Children are encouraged to respect the feelings of others by practitioners setting a good example and showing them how to respect and co-operate with others.

Activities are planned that help children learn about right and wrong, for example stories and role-play.

Learning and play opportunities

Learning and play opportunities are provided for children through a wide range of planned and free-play activities both inside and outside.

Staff and resources are deployed and organised to give children a mix of active times where they can take part in energetic play and quiet times when they can rest and relax in a quiet area.

Children need time to play and learn independently, initiating their own activities and exploring freely, and time for activities which need more support and direction from staff.

Language and mathematical thinking

Children's language and mathematical thinking is well supported by staff, who provide good examples of language, listening and responding.

Staff are encouraged and deployed to talk with and listen to children, encouraging them to talk about what they are doing and to ask questions.

Counting and rhyming games are used within the day-to-day routine of Jigsaw, such as working out how many cups are needed for snack time.

Imagination and creativity

Children are encouraged to express their imagination and creativity through activities such as:

- listening to and making music with simple instruments
- acting out stories and role play
- dancing and moving to music
- responding through their senses
- painting, drawing and modeling with a variety of media

Planning and recording

All records are objective, based on observation, dated and regularly reviewed.

Observations are regularly carried out in order that staff can plan for children's development and progress.

Expectations as to what a child can realistically achieve are shown by what a child knows, understands, and can do.

Accurate information is provided for parents, colleagues and other professionals

A variety of activities are planned each day which includes active play and opportunities to be quieter and more reflective.

Children are given time to play and learn independently, initiating their own activities and exploring freely. There also planned opportunities for them to play and learn with support and direction from a member of staff.

Jigsaw Manager	
JMG	
Date	September 2012
Date of review	September 2014

