

GREAT COATES VILLAGE NURSERY SCHOOL

POLICY FOR PHYSICAL DEVELOPMENT

Reviewed every year 3 years.
Spring Term 2020
To be reviewed Spring Term 2023

GOVERNOR:-

Physical Development has a linked Governor

INTRODUCTION

Nursery education is the foundation upon which children build the rest of their lives and is an education that encompasses all learning. This policy outlines the purpose, nature and management of Physical Development within our school.

The implementation of this policy is a requirement and the responsibility of the whole staff, in order to achieve the agreed objectives.

1. What Physical Development means for the children

Every Area of Learning and Development is important in its own right but they are all interconnected and therefore must shape educational programmes in early years' settings. The three 'Prime Areas' are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Physical development is one of the three 'Prime' Areas of Learning and Development.

Physical Development involves providing opportunities for children to be active and interactive: and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. (*EYFS Statutory Guidance 2012*)

2. Aims

To establish firm foundations for the child's physical development through the provision of well planned experiences in a stimulating and secure environment. We will build on each child's existing capabilities and encourage him/her to develop in confidence and reach their full potential.

3. Entitlement

All children will have access to: -

- ❖ A well thought-out, planned and organised curriculum for physical play which is relevant and appropriate to the social, emotional, spiritual, intellectual and physical development of individual children, including those with special needs.
- ❖ An atmosphere of love and caring, during their physical play where young children will feel secure, valued and confident, and where motivation, eagerness and enthusiasm to learn are fostered and encouraged.

- ❖ An environment to develop physical play, which is organised with due regard to the health and safety of young children.
- ❖ Physical activities appropriate to their stage of development. These will extend and develop their physical skills, both fine and gross motor, in preparation for the next stage of their school life.

Children are entitled to being treated as individuals with specific needs and strengths in their physical play. These needs and strengths will be met in appropriate ways, with individuality being encouraged. Each child's independence is fostered and everyone is encouraged to reach his/her full potential.

4. Implementation

a) Organisation

We organise the children's learning and move them forward in their development through one-to-one interaction and input in small groups, as well as a whole group and a whole school approach where appropriate. As in all other areas of experience, physical play needs to be carefully planned and executed if it is to be of value to the children. Child-initiated activities, as well as the children's individual interests, will feature strongly within the planning process.

The Physical Area of learning and development encompasses the development of both fine and gross motor skills. During all elements of play, Key Persons are concerned with the development of manipulative skills, motor skills, physical control, co-ordination, spatial awareness and mobility. Therefore, children will have the opportunity to experiment freely with a variety of media, tools, construction equipment, large and small, as well as climbing apparatus, balls, cycles and other appropriate resources which will enable their physical development. Activities to develop fine motor skills may take place indoors or outdoors whilst gross motor skills will be developed predominantly through activities outdoors.

With appropriate interaction, help and support from the staff, children will develop their physical skills, control, co-ordination and confidence at their own individual rate as well as their social and language skills.

Attention will be paid to personal hygiene and healthy lifestyles at all times, and children will be encouraged to feel positive about themselves and their bodies. Whenever possible, physical play will be linked to and extend the play that is going on in the classroom and will be included on our planning sheets at all levels.

Successful Physical Development provision concentrates on developing both elements of learning in this area, therefore, it is our responsibility, as early years' educators, to provide opportunities for the children to develop their knowledge skills and understanding in each of them so that, by the end of their reception year, most children will be able to achieve the appropriate learning goals.

The Physical Development Area of Learning is made up of the following aspects:

- ❖ **Moving and Handling** – is about how children learn to move with confidence, imagination and safety, with an awareness of space, themselves and others and about the ways in which children use a range of small and large equipment, including mark making tools (pencils, crayons, etc.)
- ❖ **Health and Self Care** – is about how children learn the importance of keeping healthy and the factors that contribute to maintaining their health and how they develop their

understanding and independence in self care e.g. dressing, feeding, communicating need, etc.

b) Delivery

The learning experiences of children in their early years form a good, broad foundation for developing their education. How children learn, their attitude to learning and the building up of self-disciplined learning are equally as important as what they learn. Therefore, it is the role of all early years educators to nurture their eagerness and positive attitude to learning.

In order to achieve this, we must give particular attention to the following:

Positive Relationships

- ❖ Build children's confidence to take manageable risks in their play.
- ❖ Motivate children to be active and help them develop movement skills through praise, encouragement, games and appropriate guidance.
- ❖ Provide time to support children's understanding of how exercise, eating, sleeping and hygiene promote good health.

Enabling Environments

- ❖ Provide equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of ways, or to support specific skills.
- ❖ Allow sufficient space, indoors and outdoors, to set up relevant activities for energetic play.
- ❖ Provide time and opportunities for children with physical disabilities or motor impairment to develop their physical skills, working in partnership with relevant specialists, such as physiotherapists and occupational therapists.
- ❖ Use additional adult help, as necessary, to support individuals and encourage increased independence in physical activities.

Learning and Development

- ❖ Plan activities that offer physical challenges and plenty of opportunities for physical activity.
- ❖ Give sufficient time for children to use a range of equipment to persist in activities, practising new and existing skills and learning from their mistakes.
- ❖ Introduce appropriate vocabulary to children alongside their actions.
- ❖ Treat mealtimes (and snack times) as an opportunity to promote children's social development, while enjoying food and highlighting the importance of healthy choices.

We maximise the use of the outdoor area by ensuring that the children spend approximately 50% of their time outside, except in extreme weather conditions. The resources and activities available to the children outside reflect and extend the learning opportunities which happen inside. They allow the children to develop similar skills on a larger scale as well as focusing on their physical development. Members of staff are able to become involved in the children's play, interact with them, observe them and assess their physical development.

All children, regardless of gender, race, or capability, are given equal access to, and encouraged to take part in, all physical activities. We have sets of waterproof clothing to enable the children and staff to access outside activities in all weathers.

5. Special Educational Needs

We ensure that all children, including those with special educational needs, have access to a range of activities, resources and experiences that will help them to make maximum progress within all areas of learning and development. The children's rate of progress will vary, as will individual achievement; therefore, staff will plan activities to ensure that all children have opportunity to reach their full potential. We must be aware of the particular needs of all our children so that we can plan and assess to ensure progression and continuity.

6. Planning & Assessment

Weekly planning is always displayed in the classroom. The planning will detail the learning opportunities for Physical Development which may be introduced by the Key Persons, be enhancements to the continuous provision, spontaneous opportunities instigated by the children or a mix of all three.

Parents have an important role to play in the assessment process. They are invited to attend weekly 'Stay and Play' sessions with their child during the term before their admission which enables them to learn more about the Early Years Foundation Stage. They are asked to complete a 'profile' about their child's achievements before admission to the Nursery and are also given a Home to Nursery Sharing book which they can use to share information about their child on a regular basis.

The Stay & Play sessions also enable Key Persons to begin to gather all important evidence to support baseline assessments, which are completed within the first two weeks after the child's admission date. Baseline assessments enable us to assess the child's stage of learning and development and thus form a starting point for future teaching and learning. Key Persons will continue to gather evidence, to support the children's progress, throughout their time at the Nursery, using the '2 Simple' online system. Summative assessments are completed two weeks after admission and once every term thereafter. This information is shared with parents at our termly Parents meetings.

7. Background Information

This policy was informed by reference to the Early Years Foundation Stage Guidance 2008 and the revised Early Years Foundation Stage 2012.

8. Policy Review and Evaluation

The Co-ordinator will review the policy and discuss any amendments with all staff on a bi-annual basis. Any changes will be presented to the governors at the appropriate meeting.

Policy prepared Spring/Summer 2008 to meet requirements of EYFS

Date policy agreed...November 2008

C. Penszor Co-ordinator

Review Record

Policy reviewed Autumn Term 2009 References to Day Care removed following closure in July 09

- ❖ Policy reviewed and agreed by the Governing Body **Autumn Term 2 meeting 16/11/11**
Change of Governor with responsibility noted.
- ❖ Policy reviewed and agreed by the Governing Body **Autumn Term 2 meeting 21/11/12**
Change of Co-ordinator noted and further changes as a result of the revision of EYFS.
- ❖ Policy reviewed and agreed by the Governing Body **Autumn Term 2 meeting 19/11/14**
Change of Co-ordinator and Governor with responsibility.
- ❖ Policy reviewed and agreed by the Governing Body at the **Spring Term 1 meeting 23/01/17.**
Change of Governor with responsibility. 'Finger Tips' changed to '2 Simple'.
- ❖ Policy updated January 2019. Reference to staff Co-ordinator removed.
- ❖ Policy reviewed and agreed by the Pupil Outcomes Committee at the **Spring Term meeting 27/02/2020.**
Some references to the original EYFS document taken out.