

Howard Street Nursery School
Outdoor Play Policy

Rationale:

The quality of the learning experiences we provide for our children is of key importance. Research proves that high quality early years provision has a fundamental role to play in the development of children's self-esteem and of their positive attitudes towards learning.

The Early Years Foundation Stage recognises that learning for all young children should be a rewarding, enjoyable experience in which they explore, investigate, discover and consolidate their developing knowledge, skills and attitudes.

Overall Aims:

Outdoor activity is integral to the whole learning environment. It offers particular opportunities to promote physical skills and to satisfy children's sense of adventure.

Outdoor physical activities have the potential to satisfy our human need for excitement and challenge in a positive way.

It encourages the children to make decisions about the equipment they use in their play and they become instantly involved in solving movement problems.

Additionally they learn to trust their bodies, assess risks, co-operate with others, and use various physical skills and actions in active physical involvement.

Planning and Organisation:

At Howard Street we provide access to the outdoor play area in balance with time indoors. Nursery School has access to outdoor areas with bike tracks, woodland area, ball area, climbing equipment. Both areas are planned for based on the children's developmental needs and interests

Links to the Early Years Foundation Stage and the potential for learning:

Learning in the outdoors provides children with opportunities to develop a number of skills, competencies and concepts across several areas of learning. For early years' children all learning links together.

Assessment Opportunities:

Opportunities are made available to observe and assess children in outdoor provision. The nursery recognises that some children prefer their learning experiences to be out of doors and may perform at a higher level in the outdoor environment.

Integrated Outdoor Play

On occasions children centre staff, parents and children may use the outdoor area simultaneously with the two year old nursery children. Written permission has been agreed with the parents of children in the nursery for their child to have integrated play times with the staff, children and parents/carers who are involved in activities at the children's centre. All of the staff are suitably checked. Any adult whose suitability has not been checked would never have unsupervised contact with the children. They would always be under the supervision of the children centre staff or the school staff. Ratios will be adhered to at all times by Children's Centre staff, School staff and Child-minders in accordance with their registrations. Parents/carers and Child-minders will supervise their own group of children in the outdoor play area. In order to ensure consistency they will adhere to the outdoor rules and the role of the adult in outdoor play.

Rules Outside:

The rules for outdoor play are firmly and positively promoted

Clarity is established through positive child friendly language and the use of some visual cues.

We take care with sand – sand hurts if it gets in our eyes.

We take care when we are on the outdoor apparatus with others

We dry the climbing frame after rain before climbing on it.

We take turns on the bike.

We climb up the steps before we go down the slide.

We put things back on the trolley where we found them at tidy up time.

We are kind to our friends.

The role of the adult:

The expectation of the adults outside is to:

- Consider and implement necessary safety features including the safe use and storage of resources and equipment
- Understand the value of, and be enthusiastic about, outdoor learning.
- Plan and resource for cross-curricular learning out of doors. To include the continuous provision and specific adult activities.
- Act as a role model by engaging with outdoor learning alongside the children sometimes providing starting points for the children's play.
- Observe and get involved in child initiated and spontaneous learning (e.g. a sudden snow storm) either through a planned/focused observation or through spontaneous observations.
- Introduce language and pose challenges e.g. how could we make sure all the bean bags are returned to the basket at the end of the session?
- How could we remember how many you have each scored? (When playing skittles) which material would make the best umbrella for teddy?
- Teach physical skills.
- Make good use of the wider outdoor community.
- Assess children's learning out of doors and record the outcomes.

Equality of opportunity outside:

Maintenance of the equality of opportunities outside should be carefully upheld including accessibility for all children, taking care to promote equality in gender and race, monitoring procedures and respect for cultural issues.

Date: November 2015

Date of Review: November 2016