

POLICY

POLICY 43: CHILDREN'S LEARNING, DEVELOPMENT AND ACTIVE PLAY

OVERARCHING PERSPECTIVE:

Perspective: Quality Service
Policy: Services and Programs

POLICY:

Our Village Family Childcare Service is committed to ensure Educators provide learning experiences which include physical active play opportunities as a part of their daily program with children. Physical activity is particularly vital for children's health

SCOPE:

This document applies to all Educators, Families, Coordination Unit Staff, Volunteers and Students of Our Village Family Childcare Service.

RATIONALE:

To ensure optimal health and wellbeing of all children who attend the service, and to promote healthy active behaviours in childhood, leading to lifelong good health.

PROCESS:

Children's Learning and Development:

Educators are required to plan programs in a format of their preference and inclusive of written information such as diary notes, narratives, learning stories, anecdotal, photographic information and work samples.

A copy of the educational program must be available on request to coordination unit staff, an authorised officer (DEECD) and/or parents/guardians. The educational program must be in accordance with the Education and Care Service National Regulations 2011, Part 4.1 Educational program and practice, Regulation 73 (2), the educational program is to contribute to the following outcomes for children:

- The child will have a strong sense of identity;
- The child will be connected with and contribute to his or her world;
- The child will have a strong sense of wellbeing;
- The child will be a confident and involved learner;
- The child will be an effective communicator

Individual needs should be taken into consideration when the program is planned based on the interests and development of the child. Coordinators can assist with ideas for planning style and resources.

Planning for each child should be inclusive of:

- Gathering information from the child's family
- Observations of the child to determine his or her interests and skill levels;
- The plan of activities/routines need to reflect the observations (interpreting what did you see and how this can be extended)
- The activities are to be put into actions as per the plan and where spontaneous events occur, these need to be recorded
- Evaluations of activities/routines as per the plan . indicating %where to next?+

Interactions:

The manner in which adults interact with children has a significant impact on children's development.

Active Play:

Active play is important for a child's health, growth and development. Regular activity and play have many benefits for a child beyond just maintaining healthy weight and protection against diseases in later life; these include:

- Building strong hearts and bones
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- Strengthening muscles and developing good posture
- Improving sleep
- Developing movement skills
- Improving concentration
- Developing self-esteem and confidence
- Improving physical skills
- Providing opportunities to learn social skills of leading, explaining and following.

The Play Environment

A positive, safe environment is a very important factor in play. Play can take place both indoors and outdoors, but being outdoors is particularly good because it usually gives children space to perform gross motor activities at different paces. Gross motor activities use large muscle groups during movements such as jumping, running, climbing and leaping. Outdoor spaces help children experience their environment and connect with nature.

Babies

It is important that babies are given plenty of time on the floor, where they can kick their legs, practice rolling, moving their arms and generally commence developing their basic gross motor skills. Babies can also spend time outdoors on a rug.

Toddlers

Toddlers are still developing basic gross motor skills. They enjoy rolling, crawling, standing and exploring new challenges. Simple, unstructured free play, outdoor play is ideal for toddlers. Play materials such as tyres, large soft beach balls, buckets and spades, and cardboard boxes encourage imagination and provide opportunities for learning and fun. Music and sounds are a great way to encourage movement and active play.

Kindergarten children

At kindergarten age, children thrive on walking, jumping, running and exploring. Encourage children to do at least 60 minutes (and up to several hours) of moderate to vigorous physical activity every day. The 60 minutes of activity does not have to occur all at one time, it can be accumulated through short bursts of activity over the day. Children at this age begin to showcase a variety of styles of play, these may include mimicking others, imaginative play, making up their own games or activities, and they enjoy movements such as climbing, pushing, pulling, spinning and dancing. Educators provide simple, safe toys or props such as large wooden blocks, dress up materials and balls and beanbags (small hand held bags for throwing activities) for outdoor play.

Primary school children (5 to 12 years)

As for kindergarten age children, five to 12 year olds need to be physically active for several hours a day. Opportunities for movement with stop/start patterns of activity are closest to children's natural play. At this age children will be improving basic movement skills via hand, eye and hand, and foot coordination, balance, speed, and agility. Educators will ensure outdoor free play is available.

Educators must:

- Use opportunities during child initiated play and during routines to provide intentional teaching+i.e. child is sorting pegs, asks the child about the colours or how many there are?
- Position themselves at the child's level wherever possible when communicating/playing
- Use behaviour guidance strategies that encourage positive interactions
- Listen and speak respectfully to children and allow time for responses
- Create an atmosphere that is conducive to being relaxed and happy so that play is fun and fulfilling
- Communicate with families on regular basis about their child's progress and encourage feedback
- Encourage children to be active every day, especially outdoors
- Limit children's sedentary time
- Provide play environments that are positive, safe and supervised
- Support and encourage your children's activity efforts . to the result of the activity
- Include all the children in active play
- Ensure children are wearing appropriate clothing to allow for ease of movement when being active

The **National Early Years Learning Framework; Belonging, Being and Becoming**, the **Victorian Early Years Learning Framework** and **My Time My Place Framework for school age children** should both be referred to on a regular basis for linking curriculum and reflection.

DEFINITIONS:

Active play is essentially physical activity with regular bursts at a moderate to vigorous pace. Active play can occur indoors and outdoors, alone, or with friends and family. Active play is for every child. Even before children can walk, they will be active and engage in play. As they get older and learn more skills opportunities for active play should increase.


REFERENCES:

- Education and Care Services National Regulations, 2011
- www.education.vic.gov.au
- www.raisingchildren.net
- www.ichild.com
- The Early Years Learning Framework for Australia 2009, Belonging, Being and Becoming
- Victorian Early Years Learning and Development Framework 2009, Every Child Every Opportunity
- Transition: A Positive Start to School 2009, **Every Child Every Opportunity**

RELATED DOCUMENTS:

Excursions Policy - 16
 Health and Safety . Sun Protection Procedures - 38
 Interactions with Children & Guiding Children's Behaviour Policy - 19
 (SCH) Duty of Care Policy

This box to be completed after final draft has been approved.

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Owner:	Manager, Family Day Care	<p>Signed in accordance with Deed of Delegation: 1/12/2016</p> <p>X </p> <hr/> <p>Marcus Bosch General Manager, Child, Youth & Family Services Signed by: Marcus Bosch</p>	