

## Largs Early Years Centre

### Play Pedagogy Policy



Play is at the heart of our practice at Largs Early Years Centre as our practitioners value play as the most important tool for learning. Playful Pedagogy is a way of integrating children's play experiences with curricular learning, giving pupils the flexibility to find their own solutions to both new and existing problems. It engages children in personally meaningful activities, learning about themselves and others, and encourages autonomy and their independent motivation-to-learn.

**At LEYC our practitioners should consider these key elements of being a positive leader**

- Being responsive to the children's interests and needs
- Being adaptable and flexible to lead children's learning and follow their lead
- Observe children to try and interpret what they need and respond with experiences and resources to support and extend this.
- Developing skills in when to step in and facilitate learning further and when to observe children's play from afar.
- Building strong relationships with children and knowing their individual needs (this supports above)
- Children feel secure and valued as they can trust the adults within our centre.
- Meeting the needs of all children and adapting communication style to suit different learning styles (Visual, Auditory, Tactile, and Kinaesthetic). Including the use of Makaton.

**To ensure quality practice within our centre our staff should**

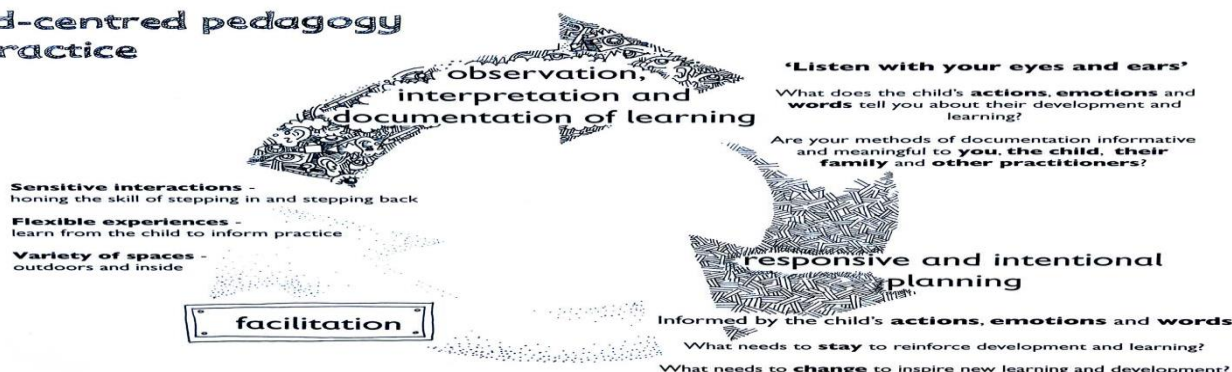
- Provide a welcoming, inclusive environment where children and families feel valued (Listening and respecting parental knowledge of their child)
- Create spaces within the environment that are inviting and motivate children to learn
- Provide experiences that engage children in challenging, risk appropriate play.
- Provide a nurturing environment where children have positive interactions from adults and peers
- It is crucial the adult is at the child's level during interaction.
- A blend between child led and adult initiated play, taking the lead from children's interests and ideas.
- Children's voices are heard and valued and are at the heart of decision making.

*"We know **how** babies and children learn best. They learn best in an environment of quality **interactions**, interesting **spaces** and when the **experiences** on offer*

*are set in meaningful contexts. They learn best in environments that inspire them to be curious and creative."*

*Realising the Ambition, Education Scotland*

## child-centred pedagogy in practice



We have established systems and processes which have been developed as a staff team in order to assist us in following the above cycle. There are different ways in which we ensure quality observation, interpretation and documentation of learning.

- Observations through 28 day settling in period.
- Keyworker system to establish relationships. This is key to developing the skill of when to step in and step out of children's play.
- Planned learning through our planning linking it individual learning plans
- Staff based within areas to observe children closely
- Using 'planned learning observation stickers to record and document observations
- Keyworkers can audit observations are significant of the individual child and include these within special books
- Opportunities for children to be listened to and share their thoughts, ideas (free play within stimulating environments and key group small group time)
- Using floorbooks to document children's voices, thoughts and achievements
- Facilitating exciting play environments and resources (This is discussed as a staff team at in service days and using our interactive planning wall, as well as professional dialogue throughout sessions) for children to lead their learning and play, including real life experiences where children can share their skills with peers and staff

Staff referred to Realising The Ambition document and this information and research underpins what has been included within our Play Pedagogy Policy

*"Play creates a brain that has increased flexibility and improved potential for learning later in life."*

*- Lester & Russell, Play for a Change*