

Play Policy Updated February 2021

At Free Rangers our aim is to facilitate each individual child’s play in order to benefit and extend their learning and development. The context of our vision for play provision comes from the following backdrop, with thanks to J. Moyles “The Excellence of Play.”

1) Childhood isn’t merely a practice of the ensuing adulthood; it is valid in itself

2) The whole child is important; physical, mental, emotional, and so on

3) Everything links, everything must be contextualized

4) Intrinsic motivation is valued, resulting in child-initiated, self-directed activity

5) Self-discipline is emphasized

6) There are receptive periods of learning at certain developmental times

7) The focus is on what children can do, not what they cannot do

 8) The inner structure of the child emerges during play, including the imagination

9) Anyone that interacts with the child is of key importance

The child’s education is seen as interaction between the child, knowledge, relationships with others and the environment itself. Following on from this it is vital we are clear on the characteristics of play (J.Moyles) we are looking for with regards to the free flow play we aim to provide. Play is:

 1) An active process without product

 2) Intrinsically motivated

3) There is no external pressure to conform to rules, pressures, goals, or tasks

 4) It is about alternative worlds, therefore bringing in to play imaginative, creative, innovative and original worlds to encourage high order level functioning

5) It involves reflecting on and becoming aware of what we know – metacognition.

6) It involves previous firsthand experiences

 7) It is sustained

 8) We use the technical prowess, mastery and competence we have previously developed, and so children can be in control

 9) It can be initiated by a child or an adult (but the adult must be aware of points 3,5 and 11 10) It can be solitary

11) It can be in partnerships or groups

12) It is an integrating mechanism, which brings together every-thing we learn, know, feel and understand. In providing a learning environment in which Play can thrive.

we look at the Pascal / Bertram’s quality evaluation framework; ensuring the child is at the centre of all we do, we ask ourselves the following questions:

1) How do we deliver sessions? – Cater for all learning styles and intelligences

2) Where do we deliver sessions? Where are sessions lead within our outdoor environment

3) What do we deliver? Is our “curriculum” relevant? Does it offer opportunities for awe and wonder?

4) Staffing? Are our ratios appropriate and does each member understand their role?

5) Are the relationships and interactions of high quality? Continued assessment needed.

 6) Equal opportunities, do we offer this within our play opportunities?

7) Do we include parents?

8) What are the purposes of our monitoring and evaluation procedures?

9) Do we have appropriate planning, assessment and record keeping?

10) What are our aims and objectives?

Our play policy aims to demonstrate Why and How we provide an environment rich in play opportunities for your children. We continually ask ourselves the questions at the end of this policy to ensure we always strive to be the best.

Signed Role

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