



## **Free Choice and Independent Learning Policy:**

During the session, there are a variety of activities on offer for the children to play with. These activities cover all areas of the Early Years Foundation Stage (EYFS). The children choose which activities and equipment that is stored in child height drawers; these enable the children to expand on their play or choose a new activity. Resources which are stored in boxes are clearly labelled with written text and a photograph so the contents are easily identifiable.

Each room offers a range of spaces which can be used by children to access a wide variety of activities and resources at any one time. Children are able to move freely from one space to another. Wherever possible children have access to both indoor and outdoor play simultaneously.

Play opportunities are freely chosen by children and can either be child initiated and/or supported by an adult. The adult's role is to facilitate children's play experiences and extend opportunities by offering more resources or ideas when the child is ready to accept them.

### Inclusion

Each room has been developed with access and inclusion in mind.

The 0-2 room has low level furniture so young babies can access resources as they wish.

The 2-3 room and 3-4 room have wide spaces between areas to enable wheelchair access.

Sand and water trays are either height adjustable or hour glass shaped to ensure children using wheelchairs and standing frames can access them easily.

### Self Esteem

We offer an environment which promotes children's independence and celebrates individual achievement. We praise children using verbal comments, stickers and through daily discussions with parents. This is done on an individual basis and respects each individual child's progress.

### Managing Risk

Children are encouraged to take responsibility for their own safety and the safety of others through daily conversations between staff and children. Staff also model appropriate behaviour at all times when caring



for children. The safety of the children, however remains the responsibility of the staff team.

We recognise that children need access to a certain level of risk in order to learn and develop new skills. Each child's key person is aware of the development level of each child and will use this information to balance the level of risk a child has access to. Children are shown the correct way to use equipment and are supervised if an activity is deemed to be a potential risk to children. An example of this is children using scissors. A key person will identify when a child is ready and has the fine motor skills and level of understanding to learn how to use scissors. The key person would demonstrate safe use and handling of scissors and support the child in this activity whilst making observations and offer guidance if necessary.

### Parents and Carers

Individual records of children's learning experiences are recorded in the EYFS profiles. These profiles are available for parents and carers to view at any time.

Photographs and displays of children's activities are displayed throughout the nursery for parents and carers to enjoy.

### Use of Displays

Displays play a vital role in our work. It has two main purposes – to support learning in the classroom, and to value children's work and enhance self-esteem. Through our displays we are able to communicate our settings values and help develop respect for individuals and their work. Good displays create a stimulating environment from which children can learn by looking, touching and handling.

Displays should:

- Support learning
- Inform
- Excite and sustain interest
- Stimulate questions and discussion
- Give importance to the individuals work
- Reward special effort or achievement
- Stimulate further work