



LADYBIRDS
NURSERY

Outdoor Play 2021/2022

Promoting Health and Hygiene

Policy statement

Outdoor play is essential for all aspects of a child's development. It can provide children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so it provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.


Outdoor play should be seen as an integral part of early years provision. At Ladybirds Nursery the aim of both indoor and outdoor play is to provide a stimulating environment for the children's learning in all areas of the nursery curriculum.

The provision and planning for outdoor play, must reflect the diversity and richness of the experience and developing interests of the children. Some opportunities for learning can only take place outside. The experience of a change in the weather, finding a colony of ants, making an extremely large scale construction with huge cardboard cartons or painting on long strips of paper, all of these motivate children into mental and physical engagement.


The outdoor space is viewed as an essential teaching and learning environment which is linked with the learning that goes on inside, but with even greater status because it allows for children to learn through movement.

The Outdoor Area


The outdoor area provides for:


 Challenging and exciting play


 Safety

 Grassed, hard and safety surface areas

 Shady areas

 Growing/digging areas - garden soil, compost, tubs, vegetable and flower beds, planting tubs, gardening for different seasons, sowing seeds, harvesting vegetables, providing opportunities for environmental science, caring and responsibility

 Quiet, reflective areas and busy moving play areas


 Opportunities for large scale experiences


Planning Outdoor Play


Adults must consider the following points:


 The specific purpose of outdoor play


 Individual, co-operative and parallel play

 Skills, knowledge, concepts and attitudes to be acquired/developed by the children

 Appropriate use of resources

 Staff interaction, guidance and support

 Balance/breadth of curriculum provision

 Alteration, addition or removal of resources

 Quality play











To ensure balance and breadth of provision, adults planning and outdoor activity need to think carefully about what it should include and why. They need to have

clear goals for children's learning, at the same time they need to be responsive to children's enthusiasm and interests. Within the planning there should be some flexibility to meet individual children's needs as they arise during the session. Resources should be available to enhance and extend their play. Staff will make notes of their achievements through observation to record in their individual profiles.

The Role of the Adult Outdoors

Adults should be actively involved with children in their games and activities where appropriate and should not be solely in a supervisory role.

Adults should be:

-  Talking with children in a variety of ways (conversing, discussing, questioning, modelling and commentating)
-  Helping children to find solutions to problems
-  Supporting, encouraging
-  Extending their activities by making extra resources available and providing new ideas
-  Initiating games and activities
-  Joining in games and activities when invited by children
-  Observing, assessing and recording
-  Being aware of safety issues
-  Being aware of every child's equal right of access to a full outdoor curriculum which is broad, balanced, relevant and differentiated regardless of race, culture, religion, gender or disability
-  Evaluating observations in order to plan appropriate resources and experiences.

In these ways adults are making positive contributions to the children's play and setting up challenging situations for children to experience.

Learning Opportunities in the Outdoors

There are many opportunities for the following developmental areas to be enhanced outdoors in varied and challenging ways:

Prime Areas

Personal, Social and Emotional Development

Physical Development

Communication and Language

Specific Areas

Literacy

Mathematics

Understanding The World


Expressive Arts and Design


Personal, Social and Emotional Development - Prime Area

Successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all areas of learning.

Self-Confidence and Self-Awareness


 Children plant own vegetables/flowers plants and take care of them


 Take equipment to shed at the end of free play sessions/finding ways to move heavy equipment

 Listening to birds sing


 Opportunity to develop an awareness of nature


 Reflecting/a chance to be thoughtful


 Space to play, following their own interests, for extended period of time eg making an obstacle course for others to use


 Freedom to use a wide variety of large equipment eg climbing frame/slide

Making Relationships


 Can choose to work/play with a variety of children/adults in the nursery from any group


 Freedom of movement between outdoor areas for all children at the same time enables children to build a variety of friendships

 Opportunity to talk about real life experiences in the garden eg gardening at home, trips to the shop with their families

 Observe events in the immediate area eg sound of a police car, ambulance passing, aeroplanes overhead

Managing Feelings and Behaviour

 Share tricycles/scooters with others


 Take care of growing plants - watering them in dry weather


Communication and Language - Prime Area


Children are able to try out a lot of the pre-writing skills in the outdoor area, by building up their gross and then their fine motor skills. Opportunities for large scale drawings are numerous eg chalking on ground and boards, using water and brush and painting on a large scale.


Children can retell familiar stories and take part as one of the characters. They can enrich their vocabulary by listening to others exploring, investigating and interacting with peers and adults.


Listening and Attention, Speaking and Understanding


 Children talking together in co-operative play situations eg on the climbing frames, when making play dens


 Adult/child conversations where adult may extend or introduce new vocabulary. Children negotiating for turns or objects eg "Can I come on the bike with you"


 Children recalling particular processes and events they experienced during the session eg "I played with Gemma. We used the hats and bags to be mums"


 Children listening to and solving problems with language and support as necessary eg "I'll get the sand timer to have a go on the bike"

 Inviting others to play collaborative games eg "Let's play Goldilocks together"


 Describing particular objects or natural phenomena eg "It's soft, it's crawling quickly to me"


 Talking about activities they are engaged in eg water, sound, wheeled toys and using appropriate vocabulary


 In all practical activities the adult needs to give children the time and space to describe what they are doing and what is happening and to use opportunities for recalling, questioning, prediction, estimating and discussing cause and effect

 Children using non-verbal communication, particularly body gestures, facial expressions and glancing at things in order to communicate and respond to events and other people


 Listening to natural and man made sounds eg thunder, chime bars


 Listening to instructions, conversations and explanations

 Listening to rhyme, poems, songs and chants

 Looking at books eg sitting on the cushions or a rug with the book box 'reading' to a friend

 Environmental print eg Garden centre banner, Car wash sign

 Enjoy rhyming and rhythmic activities eg traditional rhymes and simple poems

 Chalk or pencil marks





 Following road systems eg pathway and road signs

 Table top and construction toys eg large mosaics


 Making role play signs and displaying these around the garden eg Café

 Imitating adults by jotting down notes eg using a note book and pencil to scribble and draw

 At the garden centre, shop or noting down the orders in the café

 With a clipboard and pencil, moving around the nursery garden

 On the large blackboard, using both fine and chunky chalks


 On the ground using giant chalks


 Chalking up scores on the blackboard

Physical Development - Prime Area

Young children's development is inseparable from all other aspects of development because they learn from being active and interactive. Daily opportunities are planned to develop children's gross and fine motor skills.

Moving and Handling


 Pulling/pushing wooden trucks in fire fighters game


 Carrying house equipment to set up in a different location


 Playing musical instruments in a moving band

 Riding scooters and tricycles, prams and pushchairs

 Large scale painting and drawing


 Obstacle course constructed with planks, spools, tyres, wooden steps and boxes


 Large fixed climbing frame


 Small wooden climbing frame and attachments

 Movement/dance


 Running around the garden area

 Building and climbing inside dens, hidey holes


 Aiming beanbags into buckets and large ball into basketball net

 Bat and ball games, throwing and catching balls, kicking balls into football net


 Range of gardening tools

 Painting with water and paint, large chalk

 Skittles

 Clay, cooking tools, joining and cutting tools

 Washing hands independently after gardening


 Put on wellingtons to play in sand pit or work in the garden

 Change wet clothes if necessary


Health and Self-Care

Adults communicating and explaining, describing and feeding back to children as they access health promoting activities in the nursery environment

 Healthy Eating café

 Vegetable gardening

 Noticing breathlessness after exercise


 Noticing tiredness in body, legs and arms, feet and fingers after exercise


Mathematical Development - Specific Area

A carefully planned outdoor provision offers children opportunities to experience mathematical activities which extend/contrast with those provided indoors and so extend the scope of the curriculum.

Children should have opportunities to experience:

 Mathematical language and measurement

 Sorting and matching number

 Classifying and sequencing

 Positional awareness

 Directions problem solving


 Time

Mathematical language should be encouraged when appropriate. Opportunities could include discussion, questioning, prediction, estimating through working with materials and observation.


Songs, rhymes and playground games are a rich context in which to build a child's language and vocabulary in addition to those areas of development.

Numbers

 Counting buckets in the sand

 Throwing bean bags into a bucket

 Planting seeds


 Ordering first, second and third with cars, skittles tubes in the sand etc

 Cooking the sand with bun tins

 Picnics

 Laying the table in the house


 Tallying when skittles knocked over

 Reading numbers on objects


 Writing numbers on chalkboards, on the path etc

 How many more? When laying the table

 Tidy up time, solving problems, are they all there?


 Lining up care, more than less than

Shape, Space and Measure


 Use of indoor table top activities

 House play


 Block play


 Sorting seeds into colours shape and size

 Making collections of natural objects

 Obstacle course (hoops, tunnels, boxes, barrels, planks and logs)
giving opportunities for positional language eg high/low, under/
over, through, along, upside-down, in/out


 Assorted puzzles

 Volume and capacity in sandpit and water tray

 Lengths of ribbon on windy day


 Weaving

 Using tape measures

 Sand timers

 Changes to garden

 Seasonal change


 Use of speed on wheeled toys


Understanding The World - Specific Area

In this area children are given opportunities to make sense of their world. The outdoor area provides many opportunities for real experiences including exploring the weather, the natural environment and building on a large scale.


Children should have opportunities to develop the following knowledge/skills:

The World

 Noticing different weather conditions and the impact of the weather on them


 Noticing plants in the garden/taking care of them

 Planting seeds and bulbs

 Exploring mini-beasts


 Identifying objects that float and sink

 Exploring different speeds cars go down a ramp


 Noticing changes in the garden through the seasons

 Talking about when different things happen in the garden

Technology

 A variety of constructional toys

 Large blocks


 A variety of large equipment


 Wet sand

 Wood bench and tools

 Den making equipment

People and Communities


 Talk about different parts of nursery, eg outdoors area, steps, front and back


 Notice feature of the local area when walking to the park


 Role play resources from a variety of cultures

Creative Development - Specific Area


Exploring and Using Media

 Looking at colours of leaves and flowers


 Building obstacles courses, towers, bridges, sculptures


 Describing texture of grass, wood, soil, worms, snails, snow, ice


 Mixing sand and water

 Playing with cardboard boxes

 Large scale painting, weaving, chalking

 Playing a variety of musical instruments


 Singing songs inspired by the things outdoors like worms, snails, the weather, plants, trees

 Playing ring games

 Making up dances to music made by children on the instruments

 Marching and being a band


 Noticing weather


 Listening to birds, sirens


 Making maps


Being Imaginative


 Large scale painting in 2D and 3D

 Drawing with large chalk/pastels

 Mark making with large paint brushes and rollers

 Pattern making with found objects

 Designing and building dens, sand castles, sculptures, collages,
weaving


 Obstacle course, props for role play (boats, rockets, helicopters)


 Large block building


 Dens

 Dressing up

Safety in the Outdoor Area

 When setting out the equipment each day and during sessions, staff must look out for safety and remove any objects such as cans, bottles etc which may have been thrown over the fence by passers-by.

 Before children go outside staff must check the back gate is closed.

 Staff on duty must always be aware of the safety of the children in their care, be vigilant at all times and never leave the play area for any reason unless it is an emergency.



Ratios must be maintained at all times while outdoors



It is important for staff to move around the area constantly so that all the areas are adequately supervised. Each person must position him/herself in separate areas so that no area is left unsupervised.



All equipment must be stored away after each session, not just at the end of the day. Each group is responsible for tidying the garden after they have used it, it must be tidy ready for the next group.



If a child is injured he/she should be taken indoors for treatment as quickly as possible, staff should

Covid 19

Due to the impact that the virus has had, we have removed lots of equipment that we feel we cannot clean inside the nursery.

We feel that children benefit from being outdoors, and during this virus, it is proven for people to be outdoors as much as possible.

Therefore, we will continue to use our outdoor space as much as possible.

The outdoor equipment will be sprayed with antibacterial spray and wiped after each room has been outside.

The outdoors will be sprayed again at the end of the evening, ready for the next day.

Policy Issued January 2016

Date to be Reviewed January 2017

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Date Reviewed June 2020 (Additional Covid 19 Information)

Date to be Reviewed August 2020

Date Reviewed September 2021 (Covid information amended)

Date to be Reviewed September 2022

Date Reviewed December 2021

Date to be Reviewed December 2022

Date Reviewed

The policy will be reviewed sooner than the review date should any new information be obtained.