



# Westfield Nursery School

## Physical Development Policy

### **Vision**

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings; outstanding futures'.

### **Philosophy**

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. (Early Years Foundation Stage- EYFS)

As a prime area, Physical development helps towards 'igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.' (EYFS)

We believe that a child's physical development takes place over time and that each child will develop at their own pace. The children will learn best when they feel happy, and in a safe, secure environment. They learn most effectively if given the opportunity to learn through play and exploration, active learning, and creating and thinking critically. They learn best through first hand experiences and in an environment that allows for opportunities to explore a range of large and small equipment that will develop control and co-ordination and become confident in moving in different ways. Children should be encouraged to become aware of the risks and consider their own and other children's safety. Children also need support in understanding the importance of exercise, healthy eating, good hygiene and good sleeping practices.

### **Guidelines for implementation**

Early year's practitioners should:

- Have a positive attitude to physical development in children
- Have a good understanding of the learning outcomes for physical development in the EYFS document.
- Ensure that planned small and large group activities are provided to encourage physical development, and that the activity has differentiated learning outcomes to meet children's individual needs.
- Ensure that opportunities are provided for children to move freely and creatively.
- Support and encourage children to develop both their gross motor skills and their fine motor skills, inside and outside as appropriate.
- Ensure that appropriate resources are easy for children to access and to find.
- Model how to use equipment correctly and safely and use the correct vocabulary when talking about physical development.
- Have a secure knowledge of the resources available, and to ensure that all the resources are used, not just the more familiar ones.
- Have high expectations and provide appropriate challenge.

## **Guidelines for implementation- Moving and Handling**

Early years practitioners should provide opportunities for children to:

- Move in a variety of different ways, according to their ability, such as crawling, shuffling, walking (supported or unsupported), running, jumping and hopping.
- Develop spatial awareness and be able to change speed and direction to avoid obstacles.
- Use climbing equipment safely and confidently, travelling over, under and around it.
- Use large and small equipment, such as balls for throwing, kicking, catching and pushing.
- Use steps safely.
- Develop their gross motor skills, by drawing lines and circles on a larger scale.
- Identify a dominant hand
- Reach for, pick up and hold objects in their hands and with their fingers
- Use one handed equipment with good control, such as scissors.
- Use tools, such as hammers from the tap tap shapes, balance blocks, pour from jugs and turn pages in a book to develop their fine motor skills.
- Hold mark making tools with their hands, starting off with a palmar grasp and then developing a three-finger tripod grip.
- Develop their mark making skills, eventually beginning to write letters with the correct formation.

## **Guidelines for implementation – Health and Self- Care**

Early years practitioners should provide opportunities for children to:

- Hold their own cup and feed themselves (children use open topped cups and doidy cups are available if children need more support).
- Communicate their need for the potty or the toilet, eventually encouraging them to use the toilet on their own and gain more bladder and bowel control.
- Encourage children to dress themselves e.g. children may learn to put on their coat before doing up the zip.
- Develop their understanding of good practices with regard to exercise, eating, sleeping and hygiene.
- Use equipment safely and learn how to transport equipment safely, such as scissors.
- Develop their understanding of danger and safety when tackling new challenges or taking risks.
- Eat healthily at lunchtime if they stay at Nursery all day- see leaflet Healthy packed lunches.

## **Resources**

Outside and inside we have a wide variety of small and large equipment that can be used for physical development. Examples of resources outside include static equipment, bikes, scooters, blocks, garden tools and small games equipment. Examples of resources inside include mark making equipment, scissors, tweezers, jugs, construction, malleable materials and threading. All the staff are aware of the equipment that can be used to enhance physical development for children. Children should be encouraged to share in the responsibility for the equipment and have clear expectations regarding storage, use and care. It is everyone's responsibility to ensure

that all resources are in good working order and appropriate for the children's stage of development.

### **Other Opportunities**

We see this area as so key that we are proud to hold the Healthy Smiles Award, there is a display board and evidence file in the school entrance hall for parents/ carers to access. All children who attend a morning session have a weekly physical activity provided by Activ8. This fun activity, held in Beecroft Community Centre, supports children in their acquisition of literacy and numeracy through physically active sessions including basic movement skills, small games equipment and dance moves. The Nursery also promotes health in other activities such as the sponsored bounce held during the summer term.

### **Equal Opportunities**

All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or culture/social backgrounds. Any observed inequality such as an activity only being accessed by a particular group, needs to be discussed and addressed. It is important to consider the cognitive and English language abilities of the children for whom is an additional language and for children with special needs.

### **Working with Parents/ Carers**

We actively encourage our children in their families in this area. Parents/ carers can learn more about physical development at the curriculum stay and play day. The expectations of the EYFS are shared via the website.

### **Monitoring and Evaluation**

Overall curriculum lead is Mrs Andrews, lead teacher. She is supported by the physical team (Miss Gatward and Miss Copeland) who monitor, evaluate and implement necessary changes to ensure effective provision of physical development opportunities. This is done through regular scrutiny of planning, assessment, observations and feedback from other members of the nursery.

Policy updated March 2020

To be reviewed March 2021