



Westfield Nursery School

Physical Development Policy

Vision

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

Background

Physical Development is identified as a Prime area under the Early Years Foundation Stage Curriculum. Children enter Nursery with a range of experiences and access to resources at home.

Rationale

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. We believe that a child's physical development takes place over time and that each child will develop at their own pace and children learn best when they feel happy, 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.

Intent

- To become confident in moving in different ways.
- To learn explore a range of large and small equipment that will develop control and co-ordination.
- To be aware of the risks and consider their own and other children's safety.
- To understanding the importance of exercise, healthy eating, good hygiene and good sleeping practices.

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.

- 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.
- 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 and routines 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.

Roles and Responsibilities

Overall curriculum lead is Mrs Andrews, lead teacher. Class leaders take responsibility for planning physical development.

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.

Safety

Staff will ensure all resources that are put out are safe and useable for children, staff will also ensure that the outside and inside area is checked during the morning health and safety check.

Other Opportunities

We see this area as so important 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 and 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.

Assessment, Monitoring and Moderation

Two-year checks are completed for those children starting in our two-year-old class.

Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps.

The school has a program to monitor and evaluate the work of the school through regular scrutiny of policy, planning, assessment, observations and feedback from staff, parents and carers.

The judgements staff make are moderated with outside agencies to support validation of these assessments.

Impact (Based on exit data/ questionnaires from June 2021)

Children make better than expected progress from initial baselines.

Children in receipt of Early Years Pupil Premium make expected progress.

EAL children make better than expected progress.

Children with additional needs made progress against their needs.

Children report they like a range of gross and fine motor activities such as playing tag, using bikes and scooters, painting and play dough.

Reviewed March 2022