



ST BERNADETTE'S CATHOLIC PRIMARY SCHOOL

Outdoor Provision Policy

This policy should be seen as a product of regular review and revision undertaken by all staff working together, and subject to amendment when necessary. This review and revision will take place as part of the school curriculum planning cycle (see School Improvement Plan). It should be read in conjunction with the Teaching and Learning policy statement, Behaviour policy and Health & Safety policy.

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.

It is the policy of the nursery school that outdoor play is an integral part of our provision available to those children who wish to access it for as much of the session as they require. When children are involved in self-chosen activities, they move freely between indoor and outdoor areas using the resources which best meet their needs.

We believe that outdoor play is equally as important as indoor play and in fact some children learn best when in the outdoor environment.

The aim of both indoor and outdoor provision is to provide a stimulating environment for children's learning in all areas of the Early Years curriculum.

The Outdoor Area

The outdoor area at St Bernadette's Primary school consists of Reception play area, and a large school playground and field area. This abundance of space offers the following opportunities for children in Early Years,

- challenging and exciting play
- safety
- different levels of play - flat and sloping
- grassed and hard areas
- shady areas
- growing/digging areas
- quiet, reflective areas and busy, moving play areas
- developing exploration and imagination
- opportunities for large scale experiences

We also take opportunities to use the local outside area, visiting the park, lakes and the woods.

When Planning Outdoor Play our staff consider the following points

- the specific purpose of the 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 an outdoor activity will think carefully about what it should include and why. They will have clear goals for children's learning, at the same time they need to be responsive to children's enthusiasm and their interests. Within the planning there should be 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 children's achievements (through observation) to record on individual key experience sheets.

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.

SAFETY

When setting out the equipment each day and during sessions, staff must look out for safety and remove any objects such as cans, bottles, or glass which may have been left by others.

Staff on duty outdoors must always be aware of the safety of the children in their care, be vigilant at all times and never leave the garden for any reason unless another member of staff has taken over responsibility.

Children should be discouraged from using sticks as weapons and becoming involved in chasing games and aimless play.

It is most important for staff to move around the garden constantly so that all areas are adequately supervised. If more than one adult is in the garden, each person should position self in separate areas so that no area is unsupervised.

If a child is injured he/she should be handed to a member of staff indoors as quickly as possible for treatment so that supervision of the garden is interrupted for as short a period of time as possible.

Details of the accident must be written up as soon as possible in the first aid book. The child's parent must be informed of the accident and treatment.

Children's clothing should be monitored carefully e.g. unfastened shoelaces and buckles and scarves on anoraks which are too long can easily cause accidents, particularly on wheeled toys. Children must be encouraged to wear their coats outside. Waterproof clothing will be available for groups of ten.

Encourage children always to look before they move on the slide, or when jumping off apparatus; also encourage children to leave space between themselves and the child in front when crossing

planks or climbing up/down apparatus.

Whenever children carry equipment (clearing away) they should be taught how to do it and adults should be aware of the risks involved and minimise them to ensure safety.

Evaluation and Review

Written by Mrs Anslow. August 2017

Next review: Summer 2018