



Chelsea Open Air Nursery School

Outdoor Play & Physical Activity

The policy above will be monitored and evaluated following the policy cycle at

Chelsea Open Air

Date of establishment: 1997

Date of Last Review: 2024

Date of next Review: 2027

Approved by *Governors* on:

Signed on behalf of Chelsea Open Air Nursery School: _____

Signed on behalf of the *Governing Body*: _____

Outdoor Play & Physical Activity Policy

Introduction

"Play is an essential part of every child's life and vital to the processes of human development. It provides the mechanism for children to explore the world around them and the medium through which skills are developed and practised. It is essential for physical, emotional and spiritual growth, intellectual and educational development and acquiring social and behavioural skills"

N.V.C.C.P. Charter (National Voluntary Council for Children's Play 1992)

COA Ethos

We believe that children learn through play and other experiences indoors and out.

We aim to:

- Promote good quality, challenging, safe and accessible play for all children.
- Provide well-planned engaging activities outside similar but different to indoors.
- Provide an environment to extend and improve children's learning and well-being regardless of the weather.
- Expand children's horizons of what learning can be experienced outside.
- Fulfil the requirements of the Early Years Foundation Stage outdoors as well as indoors.
- Support children to meet the guidelines on Physical Activity set out by the Chief Medical Office. (See Appendix 1)
- Promote movement and physical activity wherever possible or appropriate

Learning, Teaching and Caring Opportunities

1. Be independent.
2. Be inventive and creative.
3. Make their own choices and decisions
4. Take risks and solve problems
5. Learn and play in diverse groupings, which are not always controlled or supported by an adult.
6. Develop individual interests and find own boundaries.
7. Communicate, negotiate and co-operate with others.

8. Experience a sense of adventure, excitement and fun.
9. Develop fine and gross-motor skills
10. Opportunities for physical activity and movement
11. Develop physical skills for supporting emotional well being.
12. Develop an appreciation of things seen, touched, smelt, tasted and heard.
13. Develop a sense of awe and wonder in and respect for the natural world.
14. Experience the seasons in all their richness.
15. Develop knowledge and understanding of the natural environment, for example life cycles
16. Develop and extend cognitive skills (maths, science, geography, language, reasoning, logic) through active experience, discovery and practice.
17. Engage in new experiences
18. Revisit, repeat, re-live, recall, build-on and adapt previous experiences.
19. Opportunities to experiment, observe, hypothesise, draw conclusions.
20. Experience quiet and secluded areas, for example, dens, tents

...But as well as all this, there is something more...something very, very special, which we delight in and value enormously about our garden. Something which we believe to be part of the very essence of childhood. This is the world of imagination, fairy-tale, magic, pretend, enchantment, story...that whole exciting world of fantasy.

Policy into Practice

1. There must be two members of staff in the garden (not including staff who support children with individual needs) at all times, unless there are very few children outside (8 or less).
2. We teach the children care and respect for each other, plants, animals, wildlife and the environment.
3. Children may move large or heavy objects, planks, boxes, or ladders when appropriate around the garden to make their own constructions. We show the children the best way to move these objects independently, or with a friend and encourage the children to ask us to help test their construction for safety.
4. The children may sit or kneel next to the pond but not walk on the protective grid or throw things into the water.
5. Children may use woodwork tools following our guidelines for woodwork, and gardening tools with adult supervision.
6. Sand should stay in the sand pit, unless being specifically used elsewhere.

7. Children are encouraged to wear Wellington boots when the garden is wet and muddy.
8. Any climbing construction put up by the School for the children must be tested for safety before the children use it.
9. To teach children safety rules when climbing. Never to climb with toys in their hands. Never to push, pull or hold onto their friends when climbing. Not to play in role-play shoes, long flowing dressing up clothes or coats like cloaks for safety reasons.
10. To provide children with the broad and balanced curriculum indoors and out.
11. To designate areas for specific equipment for example, wheeled toys, space hoppers and stilts.
12. Wheelchairs to access all areas of the garden where possible.
13. The wooden edge of the amphitheatre or the perspex is not a climbing area.
14. To provide children with honest appropriate answers to their questions about the world around them.
15. Children can go barefoot when the weather is warmer. Socks and shoes will be stored safely.
16. When using the fire bowl it will be supervised constantly by a staff member following a full risk assessment.
17. Make full use of prevailing weather conditions after risk assessing the circumstances.

Physical Activity

As an Open Air nursery setting which provides free flow movement between inside and outside we are constantly encouraging and supporting movement. The children are expected to sit for short periods of time for example during whole school gatherings, Listening Time, story times and at lunch time, the rest of the time spent at nursery encourages and naturally provides opportunities for movement. Constant provision within the garden such as the climbing trees, the slide, climbing frames, stairs, rocks and sandpit provide challenging opportunities for movement in different ways. There is space to run where children have to negotiate around obstacles and changes in surface and levels. Activities such as parachute games, circle games, obstacle courses, running races and What's the Time Mr Wolf? provide further opportunities for movement.

Opportunities for fine motor development are provided through various activities inside and out. Tactile activities such as water and sand play are in constant

provision along with mark making opportunities using different tools. Chalk is always available in the garden and painting is carried out with different sized brushes. Other activities include, clay, playdough and sewing.

Our Community Programme supports and encourages families and younger children to be more physically active and to adopt a healthy lifestyle. We provide information and ideas to families via newsletters, leaflets and our Parent Notice Board.

Stay and Play sessions support younger children and babies through information and activities. Sessions include opportunities for free movement on their tummies with activities such as treasure baskets, which encourage them to reach for and grasp objects. Children who are walking have space to move around with equipment at their level to encourage and aid balance. Tactile activities and circle games further support physical development. Children are offered the chance to explore our garden, benefitting from the physical opportunities provided.

Children are encouraged to walk, cycle or scoot to school. This is promoted via our newsletters and space is provided for families to leave bikes and scooters.

Our Forest School Programme provides physical opportunities onsite and off. Younger children are supported via our Forest School Taster sessions.

Please see our Curriculum Policy and Forest School Information for more information on how we promote physical activity.

Appendix 1

The Chief Medical Office provides guidance on how much physical activity children under five should be doing:

Physical activity guidelines for infants (less than 1 year):

- *Infants should be physically active several times every day in a variety of ways, including interactive floor-based activity, e.g. crawling*
- *For infants not yet mobile, this includes at least 30 minutes of tummy time spread throughout the day while awake (and other movements such as reaching and grasping, pushing and pulling themselves independently, or rolling over); more is better*
- *Tummy time may be unfamiliar to babies at first, but can be increased gradually, starting from a minute or two at a time, as the baby becomes used to it. Babies should not sleep on their tummies.*

Physical activity guidelines for toddlers (1-2 years):

- *Toddlers should spend at least 180 minutes (3 hours) per day in a variety of physical activities at any intensity, including active and outdoor play, spread through the day; more is better*

Physical activity guidelines for pre-schoolers (3-4 years):

- *Pre-schoolers should spend at least 180 minutes (3 hours) per day in a variety of physical activities spread throughout the day, including active and outdoor play. More is better; the 180 minutes should include at least 60 minutes of moderate to vigorous physical activity.*

Appendix 2 - Additional Advice

<https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/> (30/6/20)

NHS Physical activity guidelines for children (under 5 years)

Exercise

Being physically active every day is important for the healthy growth and development of babies, toddlers and preschoolers.

For this age group, activity of any intensity should be encouraged, including light activity and more energetic physical activity.

Babies (under 1 year)

Babies should be encouraged to be active throughout the day, every day in a variety of ways, including crawling.

If they're not yet crawling, encourage them to be physically active by reaching and grasping, pulling and pushing, moving their head, body and limbs during daily routines, and during supervised floor play.

Try to include at least 30 minutes of tummy time spread throughout the day when they're awake.

Once babies can move around, encourage them to be as active as possible in a safe and supervised play environment.

For more ideas, see Keeping kids active.

Toddlers (aged 1 to 2)

Toddlers should be physically active every day for at least 180 minutes (3 hours). The more the better. This should be spread throughout the day, including playing outdoors.

The 180 minutes can include light activity such as standing up, moving around, rolling and playing, as well as more energetic activity like skipping, hopping, running and jumping.

Active play, such as using a climbing frame, riding a bike, playing in water, chasing games and ball games, is the best way for this age group to get moving.

Pre-schoolers (aged 3 to 4)

Pre-schoolers should spend at least 180 minutes (3 hours) a day doing a variety of physical activities spread throughout the day, including active and outdoor play. The more the better.

The 180 minutes should include at least 60 minutes of moderate-to-vigorous intensity physical activity.

Children under 5 should not be inactive for long periods, except when they're asleep. Watching TV, travelling by car, bus or train, or being strapped into a buggy for long periods are not good for a child's health and development.

All children under 5 who are overweight can improve their health by meeting the activity guidelines, even if their weight does not change. To achieve and maintain a healthy weight, they may need to do additional activity and make dietary changes.

Physical activity ideas for children under 5

All movement counts. The more the better.

tummy time, playing with blocks and other objects, messy play, jumping, walking, dancing, swimming, playground activities, climbing, skipping, active play - like hide and seek, throwing and catching, scooting, riding a bike, outdoor activities

<https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/>