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| Inset Day – January 2017  The role of the adult in supporting play | FIndings:  We have a plan in order to support focus children and how to support the focused child. We have discussed and decided on a joint gun play, superhero and rough and tumble policy that all staff have shared thoughts and ideas on.  Carey West & Shannen Watts  Role of the adult training |

**Inset day: Tuesday 3rd January 2017**

**Focus children**

**In January we need to focus on re-establishing routines, boundaries and expectations, continue with focus children, Remind staff about their roles and deliver training.**

Shannen read the passages below:

*“****We do not have pre-planned focus activities****… If you visited the nursery, you might well assume that all the adults had been given an activity to complete, but that is not the case. The staff observe carefully and join groups in their chosen activity I they can enhance the activity in any way.”* (Ephgrave, 2015)

*“A skilful adult ensures that every interaction results in progress and this is their most important role.”* (Ephgrave, 2015)

*“Children are operating at the limit of their capabilities when they are deeply involved in an activity. Such deep-level involvement occurs when the children are allowed to initiate their own activity. The learning and development can be hindered whenever the child encounters an obstacle – perhaps they do not know how to use a tool, they don’t know how to negotiate with other children, they can’t reach something or that are not developmentally able to complete one part of the task. When these obstacles arise, the skilful adult will spot them and see them as* ***teachable moments****, moments in which they can join the child, provide the appropriate ‘teaching’ in order for the obstacle to be overcome, and then stand back and allow the child to continue. Thus the deep-level involvement is maintained and learning is maximised. This is the most crucial role of an adult in any early years setting – it is indeed the most crucial role for any adult in education.”* (Ephgrave, 2015)

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| Key people | To get out the 6 areas of learning sheet when it is your key child’s focus week. Keep as a record in the child’s key person file to show the parents at next meeting. | Every Monday |
| All staff | To fill out the 6 areas of learning with interests, activities they have observed the child do, what the child is fascinated about, schemeas noticed. | Every week for every focus child. |

Carey explained how all settings are unique, and although Anna Ephgrave has done it one way we can always tweak what we do. I feel last term was a real test to see how focus children went, and it went ok to begin with, but it was not really working towards the end of term as many children were not getting many observations.

I do feel that there are too many jobs adults do, that children could be doing. For example, setting up snack, washing up, setting up for lunch, getting the garden ready. Staff need to be available to ‘teach’ rather than doing these other jobs.

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| Carey | To contact Kelly to see if we still have to spend £40 at Sainsbury’s. | 6th Jan 2017 |
| Shanen | To buy snacks that children could managed to prepare, with adult support if needed. | 6th Jan 2017 |
| All staff | To encourage the children to prepare snack as independently as possible. | On-going |
| All staff | To encourage the children to wash up, either their own snack item, or a couple of children to wash up. | On-going |
| All staff | To get the children to do as many jobs as possible, and try to ensure staff a ready to ‘teach’ at all times. | On-going |
| Claire/Debs | Move art corner down, put the outdoor clothes dressing area with crates and cushions (as temporary) to promote independence. | 3rd Jan 2017 |
| Carey | To purchase bench for outdoor dressing area. | 30th Jan 2017 |

**Managing behaviour**

Carey reminded all staff that due to 2-week break, we need to remind the children about golden rules, if you want the children to be quiet then adults need to talk in quiet voices in order to encourage this, use conflict resolution at all opportunities.

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| Key people | To take photos of times when children are following golden rules, and discuss this at reflective time. | On-going. |

**Gun, Superhero and rough play policy**

All staff read the first 3 pages about Zero tolerance of war, weapon and superhero play, where does it come from and why do we do it?

Tracy asked “What is our stance on gun play?” And Carey said “This is what we are going to discuss today.”

Carey asked all staff to google, read or find any information on OFSTED, Hampshire Local Authority (SFYC) or government stance on Gun, Superhero or rough play.

Carmen googled it and found OFSTED states “there is no one way of teaching play or how children learn as long as they are learning.”

Cori found someone who started as zero policy, and now they ask why they have shot someone.

Shannen said that there are arguments for both sides.

Tracy said that it is down to personal opinion.

Debs stated that a child at Pre-school’s Dad is in the Navy and the child is aware that Dad shoots pirates.

Claire found on a website that Children need to know the difference between right and wrong. She also found out that many play therapists have toy guns for them to discover and play with them.

Everyone then discussed that we felt it was important that we have rules and boundaries, just like any other type of play. We also discussed how children discovered empathy through using imagination of all types.

Carey asked everyone to think of what influences gun, superhero and rough play?

Some answers were: What they watch on TV, human nature – to rough and tumble, parents ideas, play fighting with other members of the family, life experience, peer pressure.

Everyone wrote down a list of play activities that they did in the setting on 1-day last term. They then put a 1 next to all the quiet, passive or domestically ordinated play. Then put a 2 next to physical, jump about, rough and tumble type of play.

Cori said that she noticed that she needs to spend more time in the role play area, Tracy noticed that she mostly had quiet play activities.

Carey said that we all need to step out of our comfort zone and ensure we are positive and balanced about all play.

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| All Staff | Ensure they support both quiet and physical play equally and give it the same amount of respect. | On-going |

The staff separated in to two groups and wrote a list of imaginary play games that they have seen our children do:



Doctors Mums, babies cat and dog hair dressers dressing up marriage Making dinner Making tea Superheroes Fire men Robots making food puppets den/hiding fishing Birthday cake

blocks into things



Dogs and cats Superhero Princess Schools Mum and Dad’s Doctors Farm Zoo Dinosaurs Shops Restaurant Hairdressers Dens/Caves/Houses Camping Fishing Rockets Magic wand

Carey read these reasons why imaginative play is important:

* It is a way of escaping from present reality,
* For reproducing some past experiences
* *“Support for low levels of aggressive behaviour”* (Holland, 2010)
* Teaches empathy – seeing it from someone else’s perspective.

We all then discussed how we managed gun, superhero and rough play now:

* Join in the play
* Listen and support
* Help make props to support play
* Expand ideas
* Conflict resolution for example how can we bring the baddies down?
* Only outdoor guns/weapons
* Saying be careful e.g. don’t wave the stick at other people’s face.
* Risk assess with the child.

We discussed how the children hide the fact they have guns, and how this is just teaching them to lie. We also discussed that they could be running about more due to the fact that they are trying to get away from the adults in the room and having guns indoors might actually promote leaning as adults can support the play with guns, rather them just hide it.

The quiet area is now not quiet, where they are trying to play rough and use guns where adults might not find them.

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| All staff | To allow guns to be played indoors as well as outside | On-going |
| All staff | Remind children that we cannot run inside. | On-going |
| All staff | To join in all types of play. | On-going |
| All staff | To decide with the children rules of games that are more physical. | On-going |
| Carey | To source resources for a 2nd communication friendly area, where children can be a bit more physical. | 30th Jan 2017 |

All staff then wrote any anxieties they may have with changing the policy:

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| **Anxiety** | **Discussion/Action plan** |
| Running indoors and accidents happening | Have rules around the play, and get children to risk assess. Remind children of the walk inside rule.  If the children seem like they need more space, just like the rule: ‘walking inside’ we ask them to play outside, then this should be the same for gun, superhero and rough play. |
| If gun play is brought inside it needs to be carefully implemented as it takes a skilful adult to extend play.  If not it will have a negative effect on gun play in general as it will be “stop running, stop hitting etc.” | Have rules around the play,  Adults need to think how they can extend play, and prevent children running and hurting without stopping the play. For example, lets hide from the baddies, let’s build a den that we can hide and shoot from. |
| Harder to control the running, not listening. | Play with the children encourage positive play e.g. let’s build a fort we can put our cannons on. |
| Getting Children to remember boundaries i.e. walking feet indoors. | Go over golden rules.  Take pictures of children adhering to the rules and talk about these at reflective time.  Remind, Remind, Remind! |
| Someone getting hurt | Children will get hurt occasionally, it is part of learning and risk assessments.  Get children to risk assess if it is safe. |
| Rough and tumble – younger children getting hurt. | Remind children to have space and teach spacial awareness. |
| Other children not wanting to play gun, superhero, rough play. | Have a space where children can go, e.g. quiet area, and remind the children who want to do physical games that these are the areas we cannot play in. |

Carey read a extract from another setting, that had started to allow gun and weapon play after having zero tolerance:

*“ If we hadn’t changed I don’t think they would have moved on into what they have…Whereas before they would have just been shooting and running around mad, now they’ll get into a really good role-play game and it will become part of it, but it’s in the right context.”* (Holland, 2010)

**Notes for the policy:**

* We don’t say no, we encourage imaginative play through playing with them, and developing a different way if the children start running around.
* No brining guns in, making guns needs to be part of the imagination.
* Adult observe rough and tumble, and step in to create other ideas if gets too much.
* Look for ‘teachable’ moments through every type of play.

**Staff training evaluation comments**

*“(The training) Clear instructions, handouts, discussion was interesting.”*

The staff were asked what they will start doing now, some comments were:

*“Enjoy playing both inside and in the garden.”*

*“Being more vigilant and record observations, try to extend children’s play with giving ideas and use conflict resolution to support children not getting hurt.”*

The staff were asked what they will start doing, as a result of the training:

*“Telling the children not to use the guns indoors, make sure write down observations and know who focus children are.”*

The staff were asked how will you ensure positive outcomes for children:

*“Extending play ideas, support then with physical play.”*

*“To ensure we extend the activities in child’s words and ideas.”*

*“To promote further physical development, empathy and imagination.”*

*“Evidence will be recorded by observations so progress is recorded. Allowing gun play will allow children to play together and use imagination.”*

*“Resources, play extending, observations, rules.”*

The staff were asked how the training will help with home learning environment or support parents:

*“It will be easier to explain to parents why we allow rough and tumble etc.”*

*“I hope it will help parents understand how gun play and rough and tumble can support development rather than promoting violence.”*

*“By expanding their knowledge and understanding.”*

Other comments were:

*“The training was entertaining and I enjoyed it as everyone participated.”*