

# Early Years Foundation Stage

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Shilbottle Primary

Fun, Respect & Friendship



## Early Years Foundation Stage Outdoor Policy

2017

## **Rationale**

*“Outdoor learning environments are as varied and diverse as each setting and the children and adults that make use of the space. Each space, whether large or small, shared or segregated, sunny or shaded, will have unique features that affect the way it can be developed and used”. (EYFS 2007)*

*Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It gives children first-hand contact with weather, seasons and the natural world. Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant. (EYFS 2007)*

## **Aims & Objectives**

- To provide opportunities for all children to access a well-planned outdoor environment meeting their needs and interests through a range of resources and experiences on a daily basis. This is a stimulating, challenging, safe, secure environment for children to play and learn with enjoyment.
- To give children the opportunity to relax, enjoy and have fun outdoors
- To make good use of outdoor space so that children are enabled to learn by working on a larger, more active scale than is possible indoors.
- To plan outdoor learning experiences which compliment and extend indoor provision that are stimulating and varied
- To provide opportunities to work independently and collaboratively with enthusiasm and perseverance.
- To support the children's learning in the outdoors by sharing in their experiences and interests and to promote PSED and negotiating skills through talking with friends and sharing in their outdoor play.
- To provide the opportunity for children to develop their gross motor skills and their general health and fitness in the outdoor environment.
- To provide space/areas to take part in energetic, noisy, large-scale activities as well as opportunity for quieter, more reflective experiences
- To plan opportunities for problem solving, practising skills, conversation, investigation, exploration, inventiveness, creativity and imagination which ensure children experience a broad balanced curriculum accessing the learning objectives and goals across the EYFS.
- To use the outdoor environment as a context and a natural resource for learning which should enable children to develop an appreciation of natural beauty and a sense of wonder about the world
- To respect the outdoor environment and to care for living things
- To plan for a balance between child initiated activities and adult directed activities and include the outdoor area when planning for learning
- Observe, assess and record the learning that happens in the outdoor area (this will often be captured on camera)
- To use tools safely and effectively
- To dress children appropriately so they access the outdoor area and activities in most types of weather
- To ensure health and safety at all times this includes supervision, checking equipment regularly and reminding parents about sun awareness and suitable clothing

### **Organisation and resources**

The outdoor environment should be

- Inviting and stimulating
- Defined for children to understand the space and where they can feel safe, secure and confident.
- Carefully planned for
- Monitored and evaluated
- Maintained and replenished
- Safe
- Clean and tidy
- Accessible
- Organised and resourced as appropriate, e.g. footwear, tools, etc.
- Encouraging children to use a variety of natural resources
- Watched by adults who will provide appropriate intervention to engage children in the learning process and offer opportunities for self-initiated activities under adult supervision
- Using a range of large, small equipment and cross-curricular activities which help to promote interactive and independent play and sharing and physical skills.
- Offering access to the wider environment of the school field, playground and pond area under adult supervision.
- Have space for growing and caring for plants.

### **Monitoring, evaluating and reviewing**

Will include

- staff observations, discussions and feedback from children and parents
- discussions about and reviewing of the policy to ensure it is meeting the needs of the children
- The EYFS staff are continually looking at ways to improve and develop the outdoor area in order to provide the best opportunities and experiences for the children in our EYFS. Staff regularly discuss how, and if, the equipment outside is being used. Changes are made accordingly.

### **Assessment**

- Outdoor play is monitored in terms of the children's learning. Assessment procedures for outdoor play are the same as those used inside during child initiated and teacher led activities. Any observations and assessments undertaken feed into individual Foundation Stage Profiles and Nursery Learning Records. Assessment is by systematic observations of each child's achievements and interests and by interaction with the children during their play. Many assessments are captured on the digital camera. All assessments inform current and future planning.

### **Equal opportunities and inclusion**

- We understand that it is crucial to treat all children with equal respect as individuals regardless of age, gender, ability, religion, race and ability. We understand that it is vital to prevent any obstacles that stop children from playing together. We are aware that each, individual child has his/her own needs and we aim to meet them in an inclusive way.
- The outdoor area is managed to provide learning opportunities for all abilities. We ensure all children have provision suited to their needs and where appropriate matched to their IEP/statement objectives. The outdoors curriculum is an important part of a child's overall development. We are committed to providing for each child, whatever their

individual and/or special need, the opportunity to access all areas of the EYFS curriculum. We adapt the facilities and activities whenever possible, to enable all children to use them. All outdoor areas are accessible by wheelchairs. Please refer to our school inclusion policy.

### **Risk assessment**

- We encourage all members of staff to have a part in development of the outdoor area. We share responsibility for the monitoring of equipment, the provision of play equipment and the supervision of children at play. We understand that the outdoor area is an extension of the classroom and that any adult outside is involved in the children's play and development as they would be inside.
- Children are told to be careful of fingers when using doors.
- Children are told the importance of using equipment correctly.
- Children are encouraged to think about the risks attached to specific activities / equipment and think how they should act / respond.
- Adults demonstrate the use of any large equipment and safety rules are explained to all children.

### **Development**

Our aim is constant improvement through continually reviewing our resources and facilities. Although we enjoy access to the outdoor areas, we feel there is even greater potential for their use as positive learning environments.

Our objectives are, subject to available funding:

- To provide equipment on a more permanent basis so that activities are more easily accessible at any time.
- To provide a sit and rest area alongside the curricular, physical and creative activities.
- To develop the garden allotment to enrich the outdoor experience for all our children.

### **Related policies**

- EYFS policy
- Play policy