

Section one

This section will explore how The Foundation Phase Curriculum implements play-based curricula with educational and childcare settings in Wales. This section will look into how resources, environment and support effects the implementation of play based curricula in the current school curriculum.

The current curriculum in Wales, The Foundation Phase, is the statutory curriculum for Wales. This Curriculum framework is carried out in schools for children aged three to seven. This framework was set out in 2010 and has seven key areas of learning where children will develop and growth through learning. A key aspect in The Foundation Phase Framework is that children learn best through play (Welsh Government, 2015).

‘Through own play, children practice and consolidate their learning, ideas, experiment, take risks, problem solve and make independent decisions.’ (Welsh Government, 2015)

A play-based curriculum is set out for children to take charge and be independent of own learning. Forbes, A. and McCloughan, G. (2010) believe that children learn best from exploring and investigating without support from adult support. The adult role in play-based learning is to ensure that children feel safe, stimulated and encourage creativity (E, Perry 2014). Stated in The Foundation Phase Pedagogy learning should take place in both indoor and outdoor environments with opportunity for self-exploring and independent play (Welsh Government, 2008b).

According to Tovey, H (2007) outdoor spaces have many positive impacts on children’s learning and development. Being outdoors provides children with much more freedom and more open space to explore independently. Another important point made in this chapter is that children may feel less supervised and ‘watched’, this means they may be more likely to ‘give something a go’ or to try something new without pressures of full adult attention.

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Foundation Phase environment should promote discovery and independence with a greater emphasis on using the outdoor environment as a resource for children's learning.

(Welsh Government, 2015)

In Contrast to the positives of outdoor play, constant outdoor time may be challenging for educational settings due to a number of factors. Stated in the National Minimum Standards for Regulated Childcare (Welsh Government, 2016), in day care settings staff must follow to child: adult ratio for health and safety measures. These ratios include one adult to every three children under 2years old, one adult to four children aged 2, one adult to eight children aged 3-7 years and one adult to 10 children aged 8-12 years. This means that childcare settings have more staff to support and give children more attention throughout the day. Comparing this to Welsh Government (2015), which states that appropriate delivery in The Foundation Phase is a one to eight staff to children ratio in classes of 3-4 years old. Comparing both these ratios show evidence that schools lack support and staffing in the classroom compared to other childcare settings. This may cause barriers for children to have choice for indoor and outdoor environments to explore due to lack of staffing available to supervise.

Enable to provide a suitable, stimulating and exciting outdoor learning area may be a barrier for some settings. When reading The Foundation Phase final report teachers and practitioners have expressed the challenge of funding to support the outdoor area. Comments such as; childcare settings and schools expressing not feeling physically ready to explore and implement the Foundation Phase due to a lack out outdoor space and resources. Schools have worried about the cost to provide adequate outdoor space with equipment such as outdoor mud kitchens, facilities and appropriate storage. Schools worry that any extra funding would go towards staffing ratios to ensure safety of children but not focusing on improving the setting (Taylor et al, 2015)].

When creating curriculums throughout different countries, Governments and ministers will observe, research and implement ideas and methods found from different curriculum styles and theories used all over the world. For example, Reggio Emilia

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and Te-Whariki. Both these styles of curriculum show approaches and methods that highlight and emphasise active learning, child-lead, play based learning and an independent act of learning (Wainwright *et al.* 2019). Following along from the importance of environments stated in The Foundation Phase Framework (Welsh Government, 2015).

The Reggio Emilia Approach, developed by Loris Malaguzzi, believes that the environment is a key factor of the learning process and how the children learn. The aim for a Reggio Emilia 'Classroom' is to be welcoming and aesthetically pleasing for both staff and children attending the setting. Practitioners who follow The Reggio Emilia approach will draw inspiration for classroom decoration and resources from the children's cultures, the community, nature and ensure to fill the classroom with bright and colourful themes with a big range of resources to spark interest in young children. These resources can be a mixture of natural resources such as seashells, stones, leaves and other outdoor materials. The classroom can also be filled with more traditional resources such as musical instruments, paints or jigsaws. However, all these materials are 'thoughtfully incorporated to encourage creativity, problem-solving work, experimentation, exploration and open-ended play.' Although the children in these settings are provided with different learning resources, the environment is set up in a way that children should be inspired to direct their own learning and have open range to explore freely without much direction (Magnet Schools, 2020).

Linking to this, a recommendation given by The Foundation Phase Final Report, it to continue to provide funding to schools to be able to implement play-based learning such as in ways that the Reggio Emilia approach provides resources and equipment and to show more of the importance of impact on how environments can support learning, with emphasis on the outdoor environment, by providing more learning zones and appropriate resources and equipment (Taylor et al, 2015).

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In order to fully engage with learning, children and young people require rich, stimulating environments where they can explore and experiment with ideas and resources.

(Donaldson, 2015)

When reading the Researching Effective Pedagogy in the Early Years it identified three major approaches in early years settings. Teacher directed learning, an open framework which allows children free access to resources and learning environments which adults support their learning and a fully child-centred approach where a stimulating, yet open-ended environment is provided. This report argued that settings which follow a more open-ended child-centred approach, interactions between adult and child are stronger and more effective although they also point out that these interactions are not as frequent throughout the day due to independent learning and exploring by the children. Supporting the idea of children lacking adult interactions, Vygotsky (1978) argued that teachers support and can facilitate learning by adapting and planning opportunities and activities for children to link to previous experiences and learning in order to support new understanding and furthering development (Siraj-Blatchford, *Et, al.* 2002)

Although Governments set out frameworks for childcare settings to follow it may be different for all settings to understand, follow and implement strategies due to a lack of training or understanding. The Welsh Government set out inspections on schools across Wales to ensure that correct procedures are being followed and that children are gaining the best possible experiences and learning in these settings (Estyn, 2020).

Section 163 of the Education Act 2002 states that inspections carried out will highlight standards and to ensure that schools meet standards, safety, safeguarding and care of children and staff attending settings (Education Act 2002).

School inspections in Wales are carried out by Estyn. Estyn is an organisation led by her Majesty's Chief Inspector of Education and Training in Wales. Estyn inspects the

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quality and standards of Educational settings and training in Wales. As stated in Estyn (2021), Schools over Wales worry about Estyn inspections although Estyn have set out a 'mindset' which emphasis that inspections are carried out to provide improvements that support learners in the setting and to encourage innovation and creativity throughout education and The Foundation Phase Framework (Estyn 2021b).

In regard to schools in Wales having regular inspections from Estyn, teachers and staff members have commented on the effects and outcomes from feedback. When reading the Donaldson report (2018), teachers have commented and expressed the need for support when implementing the new curriculum, as schools may feel pressure and need reassurance that taking risks will support children's development (Donaldson, 2018).

Stated recently on a BBC article, Plaid Cymru commented that the New Curriculum for Wales set to start in 2022 has great potential but for the curriculum to be successful and support children's development and growth during their years in education it will the right investment and the need for new, improved and correct resources (BBC, 2021)

In contrast to Donaldson report, A Learning Inspectorate report Donaldson, (2018) shows comments from teachers in a positive light from Estyn inspections in own settings. A number of comments from this report share how by receiving recommendations from Estyn it has increased efforts from staff and practitioners to implement correct pedagogy in everyday practice. Also stated in this report from a Headteacher, their opinion of from having inspections it has shown the effort and care provided by Estyn inspections and how they have shown support in the setting, fully understood pupil's process and again set positive recommendations in line to improve quality in the setting. However, again in this report it states the negative impact on Estyn reports with similar statements as Donaldson, (2018) proving that practitioners feel that pressured and nervous about taking risks when implementing new curriculum due to reactions from Estyn.

As stated by Welsh Government (2015) play-based learning is the most effective way of developing children's development. As stated in the Independent Stock Take of the Foundation Phase, correct training will play a huge role in implementing play-based curricula in all settings as staff will gain a better understanding on how play impacts a child's development and the true importance of carrying out a play-based curriculum (Welsh Government, 2014)

When researching into how the Welsh Government supports practitioners in the Foundation Phase in regard to training, The Foundation Phase Final report states that between the years of 2004-2005, and 2013-2014 The Welsh Government funded ROUND £46 million on training and support for all staff. This training included outdoor learning, implementation of the Foundation Phase, literacy and numeracy training such as read, write, Inc. and other training to benefit the learning of young children (Taylor, *et al.* 2015)

Waters, (2016) agree on this point of understanding the importance of teacher training to provide the best quality of care and education. In her writing Waters, (2016) argues that 'teachers need time and adequate support' as they are responsible for implementing The Foundation Phase Pedagogy and to support in line with creating a stimulating learning environment and acknowledging children's needs and linking personal child's interests and learning styles into the environment.

The Effective Provision of Pre-School Education (EPPE), reported that settings that have staff members with higher qualifications and training has a positive impact on children's progress. It is also argued in this report that for children to develop fully and for interests to be understood and implemented into daily learning staff and teachers should have a great knowledge and understanding of appropriate pedagogy for the setting and children attending. A recommendation from this report included for all staff in childcare or educational settings to have full understanding of curriculum and ways to develop children's learning and personal growth (Sylva, 2004).

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Linking in closely with the EPPE report, the Researching Effective Pedagogy in the Early Years (REPEY), (Siraj-Blatchford, *Et, al.* 2002) report also supports the idea of educational settings benefiting from higher qualified staff and quality training throughout the setting. It was reported during this study that qualified staff in educational settings provided more effective academically activities for young children also it was reported that staff with higher qualifications had excellent skill at encouraging children to engage in activities through one-to-one interactions with each child.

In conclusion, this section has discussed how The Foundation Phase Curriculum in Wales has shown ways of implementing play-based curricula in early years and educational settings. It has explored ways in how The Foundation Phase Curriculum implements pedagogy and ways to improve learning. Although this section has also outlined the barriers and challenges faced when following a set framework such as, lack of support, training opportunities, pressure through inspections and funding for appropriate equipment and resources to support learning zones and environments such as outdoor spaces.

Section 2

According to Oxford Learner's Dictionaries, (2022) the term uniqueness is used to describe 'the quality of being the only one of its kind. In early years settings it is suggested for practitioners to recognise and understand that every child that they teach or care for is unique and should be taught, observed and cared for in a way that best suits and supports them. This is in line with The Foundation Phase Framework for Wales (2015), as it states and recognises that each individual child develops skills and learn at different rates and that practitioners should allow time and support for children to develop at their own unique and individual pace.

A number of different documents, theories and curriculums explore what is the 'unique child' means and how to implement uniqueness in everyday learning. The Early Years

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Foundation Stage in England, (Early Education, 2012) considers the 'Unique Child' as acknowledging that every child is unique who is constantly learning, to be resilient, have confidence, be capable and self-assured. The EYFS also identifies that to follow the 'Unique Child' practitioners need to be able to understand and carry out observations to identify each child's personal development and learning styles, and through these observations plan next steps to improve and support future development.

Tracking progression and development in children is essential for practitioners in The Foundation Phase or any education setting in the world to gain a better understanding on how children enjoy and engage in their learning. Understanding how children learn also gives practitioners knowledge and how to grasp a better way to provide education in the classroom with keeping in mind children's personal interests and ways of learning. Arguably the best way to track progress in young children is through observations. (HWB, 2008).

In Wales, as part of Welsh Government, Early Years Outcomes Framework (2015). The framework uses The Foundation Phase Profile to support assessment of children's learning and development in the Foundation Phase. By carrying out observations and formative assessments on children in The Foundation Phase it allows practitioners to keep track of progress made and how to support children where needed (Welsh Government, 2017).

The Foundation Phase Profile, Welsh Government (2017b) uses a 'skill ladder approach' which includes skills to be developed throughout the seven areas of learning for young children in the Foundation Phase. This skill ladder is reviewed and assessed for each child as the end of the Foundation Phase, once reached the end of Year 2. The outcomes on the skill ladder can include mathematical development such as learning shapes or language skills. Although this is a structured way to record children's development, on the other hand it is a unrealistic way of recording as all children the Foundation Phase are expected to reach these targets by a certain age, this again goes against the concept of the unique child and does not recognise that

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many children have different development stages and find it challenging to complete targets in the different areas of learning.

Other than observations, children in the Foundation Phase can also be assessed through formal testing. In 2013 national reading and numeracy tests were implemented in schools around Wales for pupils in year 2-6. The aim for both the reading and numeracy tests is for teachers and Foundation Phase practitioners to gain a better understanding of pupil's progress and learning development throughout the academic year (Statistics for Wales, 2019). The national reading and numeracy tests have often been critiqued by schools, media and parents of the children taking part in these tests, a BBC Wales (2018) article described the testing protocols as form of 'child abuse' as this is a very bold and upsetting statement the article later on took quotes and statements from individuals who disagree with the tests across Wales. These statements and comments include worries over children's personal and emotional development, with some individuals describing the stress and worry of these children taking these tests. It is important to acknowledge children's well-being while sitting these tests as the reaction to failure or having low scores can affect each child's self-confidence when it comes to learning and education. Also, in this article it shows statements from the Educational Secretary, Kirsty Williams explain that these tests are carried out to track children's progress on average and a good method to see how schools in Wales are coping academically.

Although opinions have been expressed about the negative impacts these tests have on children's well-being and emotional development, the new curriculum in Wales still argues that these tests are necessary and has a positive impact on children's learning. Although in late 2021, The Welsh Government introduced personalised assessments for children in school years 2-9. This style of testing is different from the previous reading and literacy testing as these tests are tailored and adapted to each individual child and takes into consideration own individual abilities and development. From a short clip from an online HWB article a headteacher from an educational setting taking these tests spoke about how these tests can benefit the children as they are personal to each individual child, the questions can be adjusted according to child's ability and that the children can take their time while completing the tests. This way of testing

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children really focuses on the unique child approach as its main focus is to understand each child's abilities and learning stages. Another comment made in this video is that as the children are completing these tests individually it can give teachers and practitioners a better understanding and knowledge of the child's process and development which can help support teachers in finding new resources and how to support the child's future and continuous development (HWB, 2019).

Another way of recorded children's progress and personal develop is through a learning journal style. A learning journal is a learning tool for each individual child, these journals can be used to note down experiences or observations on a child throughout the day and to analysis, demonstrate and capture natural learning development (Victoria State Government, 2007).

In Te Whariki's curriculum they use learning stories as the main technique when assessing children's learning and development. Similar to learning journals, these stories outline observations by practitioners of young children which show how they learn through activities, focus tasks or through play. These learning stories also include photographs to share with parents and carers of the children. These stories can include simple one-to-one interactions or observing children in a group activity and identifying each child's role and noting the learning experience (Kassostis, 2016).

Observing children and using learning journals or stories can benefit when following a play-based curriculum or a fully child-led setting. In the Foundation Phase Pedagogy (2008), it states the importance of continuous provision which means that teachers and childcare practitioners provide children with a stimulating environment and appropriate tools to support their learning (What is Continuous Provision, n.d.). EYC (2016) writes about how teachers expect children's work and learning to all be the same and 'perfect', which is unrealistic and does not agree with the unique child approach, for example in this blog it explains the use of stencils when completing art work, Kimberly EYC, (2016) again states that by giving children stencils or example pieces of work it will lead children to think that their own personal artwork should be exactly like the example given and should be 'perfect' whereas in a child-led or play based curricula setting children are encouraged to use own ideas and resources to

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create artwork. These experiences for children should be positive and help build self-esteem and self-confidence and by allowing children to freely create and explore their creative side independently. By allowing children to explore their own environment and use different tools and equipment in learning areas, practitioners are then able to observe the children in more natural circumstances which can also then show how the child learns without any pressure or worry of completing a task incorrectly. The Foundation Phase Framework in Wales also supports this idea of children taking charge and being encouraged to develop own learning by recognising that, 'Children's own work should be respected, valued and encouraged for its originality and honesty.' (Welsh Government, 2015:4)

Observing children during play has been argued to be the best and a natural way to explore children's development and learning. Welsh Government (2008) acknowledge that by observing children during an activity or free flow play it will allow practitioners to have an insight of children's individual skills and learning development. However, in recent years play based learning has been very controversial. Understanding different definitions and people's perception of play can be challenging and confusing for many parents, teacher and childcare practitioners. From reading 'happiness is here blog' (2016) titled, Why I don't like play based learning, argues against and discusses the meaning of play in educational settings. During one statement this article argues that if childcare practitioners or teachers have a 'plan' or agenda for children during play and worries about making it fun and exciting for the child then it is not seen as natural play and instead seen as adult-led play due to the heavy interactions. In the Foundation Phase Final Report, it was noted that teachers misunderstood role of implementing and creating a balance between free-flow play and focussed provision to ensure that they do not risk literacy and numeracy skills and scores to drop in own settings. This attitude towards learning takes away the importance of children learning and developing these skills such as literacy and mathematical through the act of play (Taylor, *et al.* 2015).

To demonstrate and acknowledge that every child is unique is more than just being assessed in an educational way. As childcare practitioners it is importance to understand and educate own personal knowledge of each child's background, culture,

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interests and care needs. A statement made by Alsubaie, (2015) acknowledges that classrooms and educational settings are increasing and becoming more multicultural, they argue that this may lead to new challenges for practitioners. Reasoning behind the possible challenge for practitioners is caused by lack of knowledge on cultures, religions or background that these children may bring into the classroom.

It is argued that cultural diversity can be undervalued in some settings. In Olszewski-Kubilius and Clarenbach (2012, p10), it suggests ways to improve the multicultural classroom, such as training staff or employing staff that have more awareness and knowledge of cultural diversity as they may ensure that multicultural education is implemented in everyday practice and within the curriculum. This is important to implement as when children and young people feel that their experiences, beliefs, cultures and views are being acknowledged and recognised it will lead them to feel valued, more motivated and included. Again, by recognising these issues it supports the idea of uniqueness in children and differences makes us special.

Understanding cultural diversity is today one of the most important requirements in the educational context across the globe as classrooms are becoming more diverse and more multicultural.

(Chouari, 2016)

Also, in this journal Chouari, (2016) they research how the environment or classroom can be reflect a multicultural classroom in a way of respecting and acknowledging different cultures and celebrations. It argues that teachers and childcare practitioners need to become more aware of culture and how culture may play a role in learning styles and learning process. For example, when lesson or activity planning, to explore the cultural differences in the setting and how to incorporate each culture into everyday learning. It is also important to acknowledge and encourage children to understand own culture and how each may differ from the other children in the setting.

In the new curriculum for Wales starting in 2022 Sally Holland, The Children's Commissioner for Wales, (Holland, 2018) aims to place children's rights at the heart

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of the new curriculum. In this report it argues that children's personal views, attitudes and own opinions develop from a very young age and can be influenced by their environment, which means it is critical for them to understand their rights to support development and personal learning. Understanding human rights at a young age can encourage children to use their voice and can develop skills such as, forming arguments, decision making, sharing, to respect peers and other individuals around them and to examine and evaluate living styles. Understanding their rights can also make them aware that differences such as culture, religion and opinions should be celebrated. Linking to the UNCRC article 2 of The Rights of the Child (UNCRC) expresses that all children should not be discriminated against based on own beliefs, culture, ethnicity or own personal opinions. Children should feel safe, respected and care for while attending education settings, this again links to article 3, 28,29 and 31 Unicef UK. (n.d).

To conclude section 2, by understanding how following the idea and statement of uniqueness in all children within early years sectors, many settings around the world have similar aims to treat all children with respect and acknowledge differences in learning. From looking at The Foundation Phase Framework (2015) and other curriculums based around the world, each have similar outlook on the acknowledgement that all children are unique and that they should be celebrated. Although assessments and how children's development and learning can go against the unique child approach, settings are still able to implement celebrating uniqueness in own classrooms and learning.

Section 3

In the moment play? Is it beneficial to children in nursery settings?

Child-initiated play is play directed by children. This type of play promotes independent play as the child is left to choose freely how, where and what they would like to play with (Twinkl, (n,d)).

How can in the moment play develop the seven areas of learning?

Ephgrave, (2017) thinks of in the moment play as a very simple way of observing and interacting with children. When children are carrying out activities linked to own personal interests and likes, children will show passion and full attention which will allow them to show development naturally.

A big part of in the moment learning is tracking progress and development through observations. Acknowledging how through play and activities it supports learning development. The main way that the in the moment play approach tracks development and learning is through learning scrapbooks. In the moment learning looks into how observations of children while playing can relate to the 7 areas of learning development. Ephgrave (2020) outlines these scrapbooks as being sheets that include, the children's names, minimal notes explaining what areas of learning to support for each individual child and then space to write up observations. The aim of these observations is for them not to be planned but instead for practitioners to acknowledge how they are developing and learning through play, for example understanding the concept of money through a shop role play and learning to exchange money for goods.

Example of in the moment play

There can be many forms of in the moment play, practitioners can set out activities or resources without any direction or children can make their own 'in the moment play'. In the moment play can be something simple as seeing an aeroplane in the sky and running around outside pretending to be an aeroplane or collecting outdoor materials such as flower petals and leaves to make perfumes or potions. In the moment play is about watching children and young people exploring own play (Miles, 2018).

In the moment play environment

When implementing an 'in the moment play' approach, the environment is a key role succeed. The environment should be both stimulating and appealing for young children. Creating an open space with a good amount of resources accessible at all time for young children (Learning journals, n,d). Similar to the Montessori approach, it is argued that without access to resources children cannot be expected to build skills and develop learning (Montessori Academy, (n.d). Again, similar to walking into a Montessori classroom and walking into a setting implementing 'in the moment play' may look similar and have the same outlook on children's learning. A Montessori classroom is set out in a way that children are able to access all areas such as: mathematical or creative areas. In a setting demonstrating in the moment play will also have these resources set out for children to explore have free flow play. It is argued that resources such as paints and construction toys and access to the outdoors should be fully accessible throughout the day which allows children to pick and choose what they would like to do within the day (Jones, n.d). By turning the setting into an overall 'enabling environment' for young children, it means that the environment will allow children to learn through exploration, spark curiosity and to follow children's lead (Ephgrave, 2020).

In the Foundation Phase Evaluation report quote it agrees that children who take charge of own learning they are more likely to engage in learning, for example finding natural resources outside and bringing them into the classroom – painting leaves, study colours, understanding changes in seasons – gaining a better knowledge and understanding of the world (Taylor, *et al.* 2015) This supports the idea of how in the moment play encourages a play based learning approach and helps support children to be independent thinkers, which again links to the 4 main purposes in the new curriculum for Wales Welsh Government, (2020).

Role of the practitioner during in the moment play

Children need adults who respect, support, and facilitate their learning, but also know when to leave well alone.

Miles, 2018, p86).

Practitioners play a huge role when implemented in the moment learning. As previously mentioned, Practitioners use learning journals or scrapbooks to document children's learning and development. The role of the practitioners is to interact when needed with the child, ask open-ended questions such as, 'how could we improve this' or 'what could we do next'. The language used for in the moment learning is a big part of allowing children to plan ahead and to prepare next steps of learning (Ephgrave, 2020)

It is also important for practitioner to create a safe space for children as in the moment play focuses on well-being and making sure the children in the setting feel safe, comfortable and happy (Ephgrave, 2020).

Exploring own play

First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core of this phase

(WAG 2008 p.6).

In the moment play allows children to explore and initiate own learning. A big part of independent learning is learning that it is okay to make mistakes, not to understand and to build resilience to learning and developing. In Arky, (n.d.) it is described that

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experiencing failure is an important way to learn and grow. In this article it states that children are put under too much pressure to succeed and as practitioners it is important to show children that it is okay to fail or to not understand a task or not being able to complete an activity and instead use encouragement for them to try again.

In the moment play also supports the idea of risky play, Brussoni, et al (2012) argues that without sufficient risky play, children may not learn how to deal with and overcome fears and may have lower self-confidence and worry about facing new experiences. The Welsh Government also agree that through play and risky play children are exposed to problem solving and improving physical development and emotional development (Welsh Government 2008).

Barriers to 'In the Moment'

With all play-based curricula's, practitioners may have a negative opinion towards the learning approach. Some practitioners may see play as unstructured learning, for example Drew, (2021) lists that play based learning may not lead to any form of traditional learning and argues that without a guide or structure children may stay in a comfort zone such as the creative area or construction area. Although, this point is valued it demonstrates how practitioners may not understand how to adapt to play based learning to be beneficial to many children in education settings.

Another challenge and barrier to play based learning is lack of training and funding in the setting. Unicef (2018), acknowledges that for teachers to understand the positives of play based learning there is a much need for such hands-on materials and resources, and also that there may be a lack of training to help teachers find or create play materials with low cost-locally available materials. Many teachers have not seen learning through play in practice and as a result lack confidence in implementing in their classrooms.

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To conclude, in the moment play and learning really explores how children learn through independent play, which The Foundation Phase Framework in Wales (2015) focuses on and agrees that it is the best way for children to learn and develop. It is important to note that in the moment play recognises the idea of unique child and that all children have the right to explore and take charge of own learning with resources and exciting environments created by practitioners in childcare settings.

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