

Children's Play :Theory and Practice.

Section 1

Play in a natural and fun way that children explore, learning and be curious about the world around them that has no limits and can be what the child wants it to be.

Through play children follow their own interests and ideas freely Play Scotland (1)(2024). Isaac understanding the role of play and the importance of play in a child's development. She stated that play was a way of a child self-expression that allow them to express their feeling and be able to practise ways of coping with a range of emotions. Play was a 'breath of life to the child' give them all the skills that needed to develop holistically and a way to learn and investigate with the world around them. she also stated that children play need to be respected and left free to develop on their own terms Mickelburgh(2018).

Play is a vital part of a child lives because when children are playing there are having fun and through this enjoyment children are learn by having the freedom to explore and making the own choose and mistakes. That's meet the holistic development needs Which build the child confidence and independency support the children's wellbeing and health Children's right to play (2019). Research show that children not have the opportunity to play or play been replace with screens and are under constant adult supervision. Has an physical impact on the children's brains, bodies. Not giving them physically and mentally life skills that is needed thrive through out life The children play policy forum statement(2019) as is stated in the UN convention Article 31 and 23 all children have the right to play that is inclusive to all children unicef united kingdom(No date). In the Reggio Emilia approach they talk about The 100 languages they believe play is a part of learning and that children express themselves in more than one way. Show that give children the opportunity to follow their ideas and interests provides them with the knowledge and understanding of the world around them. it also states that children see things and play in multiple ways given the children the right to express them self as an individual person will fulfil their holistic development need Weebly(2015)

Play can take place in many different ways and stages that children go in their early years . Unoccupied play happens for birth to 3months this stage is when a baby make lots of movement which there are leaning and finding out how their body move, solitary play happens from birth to 2 years this stage is when child play alone and have no interested in playing with other yet, onlooker behaviour children from 2 year are being to take notice and watch other children play but not yet play with them , parallel play this happen at 2 year and upwards children play alongside or near other , associate play this stage happens when children are 3-4 years this when children start playing with others during their play and cooperative play is when children play together and build strong relationships from the age of 4 years and upwards pathways(2023) .

There are many different types of play that children engage with by give children opportunity to play there building and developing their skills that is need in life which support children holistic development. The curriculum for Wales supports this by providing play based learning where children can follow their own interests give them the experience to learn Wales Government (2022)

Creative play is a way for children to express them self's on experience which is their own interpretation. That's explored with their imagination and use of lots of different types of materials and open ended resources. To create what the child wants express for example a children using playdough to create a cake or a child exploring in paint Hughes(2002). Supporting these types of play in practice is to have a stimulating safe environment that give the child experience and confidence to explore that has loads of different materials that all children can access freely gov.uk(no date)

Role play is a type of play that children act out roles in real life context for example children pretending to cook in the play kitchen copying. What they have seen adults do in real life or playing shops acting out on their real life experience. Children use role play to understand the world around them and to develop their knowledge. the role of the early years work is to support this play by extend their learning and experience by asking open ended questions to help the child think on what their acting out. this support the children holistic development pacifically communication and social skills make sure that all children have the opportunities to role play and having the resources to act out this play for example dressing up clothes having an area for a play kitchen that all children can explore freely and that is support from the early year practitioner Vlaicu(2014)

As early years practitioner are role is to support play in the early year setting by having an understanding and knowledge of the different play types. providing a safe place and a wide range play experience for all children with different development needs and ability Scotland(2)(2024)

Section 2

The role of self-directed play is allowing children to play freely and natural by fowling their own interested and ideas by making their own decision. this builds own children confidence and independence given the child a positive play experience allowing the child to develop their skills in their own time without having specific goals to meet. helping the child build their self-esteem giving the children confidence to explore that type of play again. Ledendecker(2020) research shows that play is vital part off a

children well-being and happiness play is where children build the skills to cope in situations and how problem solving in areas of their lives family action (2022) following that study shows that children having free play at an early age develops the self-regulate skills give a positive outcome throughout their lives Colliver(2021) Maria Montessori believe that children should have the choses in their play which give the children hands on experience which leads to the children learning. she stated the importance of having a positive and nurturing environment that is individual to each child needs. Having open ended nature materials that is freely accessible for each child which develops the holistic needs pacifically language, mathematical ,science music and social skills. making the environment indoor and out the most important aspect in an early year setting. She also talks about the role of the early years partitioner she quoted "Help me to do it by myself" showing that self-directed play needs to be child lead and the role of the early year work is to create an indoor and outdoor positive environment that has all the tool that needed for the child become independent learn Montessori(no date) as well early year practitioner create a positive child centre play environment that children can express themselves. the role of the early year worker is been a play advocate, showing and model play in a fun and joyful way that's encourages curiosity enabling the child to learn that meet all children needs Education Wales(2022) Supporting children in their play by knowing when the children have invite the adult into their play. This can be verbal or though body language picking up on these play cues and responding to the play cues appropriate way giving guidance to the adult to know when to engage in there play or when not too. Play Work Wales (2021) Research as show that children having play-based learning where the early years practitioner to following the child leads by communicating with opened questions the children will carry out and conduct more effective learning. rather then children following adults lead activities that not play-based. Play based learning is now the mean focus in the curriculum Mcinnes and Howard (2013)

Section 3

Observations are watching, listening and recording children go about their day in an early year setting weather that playing or following the routine of the setting. it a way for that early practitioners to find out the child individual needs and interests. To highlight if the child has got any learning delays West Sussex county council(2021).

Observations have a great importance that has a vital part in early years settings. Through observing practitioners are able to get to know children in their setting. Understand their likes and dislikes find out what they enjoy and interests are. Though observation early years practitioners are able to plan and support their children individual needs and helps them develop the skills. Observations are used for recording children developmental achievements and highlight any additional learning needs. Using this information early years works can find out the children

schemas their preferred way the child like to play enable them to extend and support children learning. When look after with children that have challenging behaviour issues .Observations are used to see pacific patten in child behavior to find out what the child trigger area. observing this the early year practitioner can support the child to over come this triggers. With children that have epilepsy observing the child the early practitioner can pick up early signs of the child having a seizure Welsh Government (2)(2022)

When early year practitioner that are following the curriculum of Wales they are observing child skills in each of these five development areas which are belonging ,communication, exploration ,physical development and well-being following these skills to look at for the early years practitioner can see where the child needs to develop on and where their need support with. by give the children different learning experience that follows the children play schemas. Education Wales(2023)

Which feed in to the early years practitioner planning that called observation ,assessment and planning (OAP) cycle practitioner observe child playing by themselves or with others , assessment where the practitioner reflect on what they have observed how to extend and support the child learning. planning link the observation and assessment together the early year practitioner can planning play opportunities to developing the child's holistic learning birth to 5 matters(no date)

There are mean types of observation that early year practitioner use in their settings. Each observation types have their strength and weaknesses.

Running record is observation a period time in this time the practitioner will write the time the date of the observation. Practitioner will pick a specific skill to observe for a child or a group when playing. This observation can be used at look at a specific needs or behaviour of a child. provides an information about the child's skills and abilities easy to track children progress and development over period of time

practitioner find using this observation type time consuming and difficult if the early year work is counted in child to adult ratio because other children may want the practitioner attention and guidance. Some early year practitioner may find it difficult to keep up with the child/children play when observing because children move quickly around the play environment Peterson and Elam(no date)

Time or event sampling this observation style to find out child interests, their social skills and their play schemers in a set timeframe. When the early year partitioner observe children at play they keep a record by making a tally of every time the see a behaviour or when a child play in a certain area in the early years play environment. using this type practitioner can see time of specific behaviour or challenging behaviour and can being to understand a patten of this behaviour. Collecting this information the early years worker can put a plan in place to support the child to overcome this behaviour. This method does not time consuming and easy for the early year work to use.

The disadvantage of the early year practitioner using this method it dose's not give a details or allow the practitioner to see the whole child and their holistic development. Dose's not give the early year work the a detailed evidence Peterson and Elam(no date)

Another type of observation is a checklists that the early year practitioner tick of a chart what skills that they have observed a child achieved where the early years work can put a brief comment next to the skill. The disadvantage to this observation type is that the early years partitioner has limited information dose's not get a holistic view of the child develop needs and skills. this type is used for finding out more of a specific skill like physical development or to focus on a child milestones
Observational methods(no date)

Having document evidence on what the child has learnt and the achievement the early year partitioner dose this by observation and examples of children work that kept in a learning journal that early year works ,children and the child's parents can input into the journal. This is involving parent and the child in their own learning. In Reggio Emilia inspired school the early year practitioner document children learning by taken photo of the child engaging in play experience with a written observation by the photo and comment from the children and explanation of the activity. Example of children work that has been reflected of the child processes is displayed in the early year setting to in everyone in the child learning journey study sage (no date)

Section 3

When observing children play the early years petitioner this watching the children learn. Because children learn though play by having different play experiences Research show that having play in the early years is a fundamental for children learning and development Hirsh-Pasek et al (2009)McInnes and Howard collected observations on children problem solving a task though play he found that children a more focused observant and motivated towards the task. Then in learning in a formal way. this support the fact that children learning though play more effectively then learning the formal way McInnes et al(2)(2013).

Play is a natural fun way for children to learn the role of play when observing children is to give the early year work a better understand of the child's interests. Know these interest will engage in their learning. Having play based observation that are knowable of child development and the five development pathways. Using these observation The early year practitioner can assess and analysis their development. Giving the early year worker a significant understanding of the child holistic needs and identify children that may need more support. Allowing the practitioner to see

which way the child like to learn so that they can extended the child learning experience. Giving the children all the skills and confidence they need to start their learning journey Education Wales (3)(2022)

The early year practitioner support children when observing is to have a great knowledge and understanding of early years development and know how to do different observation types because all children play and learn differently. Having a enabling environment that is accessible for every child's needs. Where the children can have the freedom to learning thou their curiosity and follow the instructions. By Listing and responding to children's play cues and knowing when to take a step back to follow the child lead so the child can be an independent leaners. As is talk about in section 2 children play and lean better when adult are not infolded in their play. Asking opened end quartinos to help the child reflect on their own learning. Support the children ideas and interests by extending and following their leaning in finding out what the child play pedagogy needs are. Treating all children as an individual and seeing the signs when the children my need additional support. For example a child with additional needs having a play plan put in place so all the early year practitioners knowing the child's targets with input from multi agencies for the child to get the right support needed. Understanding the child holistic needs when it comes to observing children play to get the best out for the child Birth to 5 matter(no date)

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