

The importance of play in children

Section 1: Evidence of a clear understanding of the important of a variety of play types including self-directed play.

According to child lifetime play is a fun task and is engaging for the child also play is voluntary and freely chosen by the child, it is also important for the child's holistic development, and when the child is playing, they are motivated and engaged, frequently investigating the edges of their insight and capacities. This makes play a strong and unique learning device. Hywood,R(2022) says that Mildred Parten first identified the six stages of play that children go through between births and five years old and despite that her theory was assembled nearly one hundred years ago, the six stages of play still stand as a basic part of child development studies. The six stages are Unoccupied play which is 0 – 3 months, Solitary play which is 3 months – 2.5 years, Onlooker play which is 2.5 years – 3.5 years, Parallel play which is 2 years plus, Associative play which is 3 – 4 years and the last one is cooperative play which is four years plus and all six stages of play involve exploring, being creative and having fun. Creative play is any activity that includes expressing a child's creativity and imaginations it is also an open-minded activity meaning that this kind of play doesn't have a specific outcoming end and that the results can be anything that the child has created. Empowering creative play activities means that you are developing a love of creative process in your child and that it will set an excellent foundation for them being a creative thinker and an open-main human in their later life. Creative play can be simple but brings many advantages for a child, it encourages creativity, boost their imagination, helps in their fine motor development, expands their vocabulary, improves logical thinking, stimulates senses they are expressing them self and using a wide range of different materials and getting the feel of different textures also they have learned through play element. It also supports the child's mental and physical state, hand -eye coordination. Individual and social confidence, sensory development, helps their concentration and attention and it helps the children understand different environments. Montessori stressed that children learn best by

using their senses and pushing their interests instead of forcing them to learn what is expected also children have talents and innate skills. There are sensitive times that indicate when a child is ready to learn, and Montessori believed that practitioners should provide the necessary resources for the children to learn independently and intrude on the children's learning experiences as little as possible and if they are guided with love they will learn on their own. Montessori's Theories in Practice, Educators will ensure that there are blocks of uninterrupted time for playing, Children explore and use Montessori materials and equipment and children are given hands-on learning opportunities. The program and environment will be ordered, and the children will have the opportunity to be involved in the routine life of the service including meal preparation and cleaning. Encourage independence and let the child choose, be non-directive; the child will show you what they need, Do not yell at the child for unintentional mistakes and educators should construct the child's learning environment also. Absorb learning through different experience. Dramatic play is where the children take on roles and act them out as a way of exploring their surrounding and themselves, they do this by pretending to be someone or something else, Children learn new way to express themselves, share ideas and thoughts and can even get in touch with their feelings and it is a very important part of childhood development. Dramatic play benefits are numerous. In addition to supporting creativity and self-expression, dramatic play can help children learn real life skills and social skills that can serve them throughout their lives also. Technology can play a part in dramatic play as giving children an entirely different arena in which to explore themselves and the world around them. The benefits of dramatic play include, Learning conflict resolution, helping children to learn creative problem-solving skills alongside their peers, Exploring self-empowerment, allowing kids the opportunity to make choices, act out their feelings, and find a new connection to themselves, Learning math and literacy, particularly in play that includes playing with numbers, Blowing off steam, so overly energetic children have another outlet to decompress and have fun, Engaging in language development, encouraging kids to express themselves in different ways, whether playing a role or playing as themselves and Embracing self-regulation, especially in role-playing where children are expected to fulfil a particular part in the play scenario.

Section 2: Evidence of a clear understanding of why it is important for children to choose their own play and the important role of the adult in children's play.

Self-directed play lets the children experience independence from a young age as while the environment is prepared and is all safe. It stimulates their imagination; children cannot help but be creative during self-directed play. By giving the children these opportunities, we are allowing them to flex their creativity muscles. When children embark on self-directed play, it is important for the adults to remember that the children are the ones giving the orders within safe boundaries. It is our natural adult tendency to have pre-determined ideas of what the outcome should be for certain activities. The adult often, instinctually, feels the need to step in and teach the children the right way to do things. The adult needs to give them self-permission to step back, and when they observe the way in which the child discovers their own outcomes, it can be magical to see the process from a different point of view. Self-directed play has lots of benefits, it builds up their self-confidence, it encourages independence, it stimulates imagination, it teaches problem-solving, it cultivates internal motivation, and it allows children to learn at their own pace. With self-directed play, there is no timeline and there are no academic benchmarks to meet. Children have the opportunity to build on their own knowledge, day after day, in ways that make sense to them. Adults can provide opportunities for child-directed play by saying yes whenever possible. There will naturally be a lot of things to which you will have to say no to the child, whether it is to keep them safe or healthy or stay on schedule. Try flipping your perspective so that you look out for potential opportunities to say yes. Let the child pick out their own clothes, even if they don't match. Say yes to their choice of healthy snacks or doing outside in the rain. Giving them the chance to make meaningful decisions and be in control helps build their self-esteem and sense of autonomy and should also decrease power struggles between you and the child, set up toys, books, and/or art materials within independent reach of the child. This gives them the chance to decide when and how to use materials and reduces your need to micro-manage their playtime. Make it clear where to return items so that the child can help with clean up time as well. Notice the child's interests and curiosities and follow up on them. Are they fascinated by cooking and baking? Give them a chance to help chop, stir, and measure ingredients for lunch. Check out some books on cooking from the library for

inspiration. Plan a special baking project for a day or week, or let them play with low-cost, durable kitchen materials: a bowl with spoons, measuring cups, water, and salt can become a whole afternoon's child-directed science experiment and let the child plan a day of activities. Does it really matter if they paint or colour the same bears, penguins, and lions every day. Let your child take charge of the schedule and follow their lead. An older child will enjoy reading books and telling an adult about the book they read, while a younger child can choose from a few colours to use. The play cycle is both an ingeniously simple and yet deeply intriguing way of depicting the child's play process. It is like describing a universal expressive language that children use when they play and as with all languages we can learn the simpler aspects quite easily but it takes time and practice to become fluent and really understand its meanings, and we can use the play cycle to understand play better and how the adults can. We can use the play cycle to understand play better and understand how we can better support plays.

Metaphors: inner reverie or contemplation that precedes play,
Cues: a lure or an invite to a person, to something in the environment, to another part of self. Play cues can be by a look, gesture, verbal invitation, provocation, testing out, facial or bodily display, presentation of an object or an action, **Return:** the response by a child, by a playworker, by the environment, by oneself. **Frames:** initiated by the child to provide the context, the enclosure. It is the stage to contain and constrain the play and it is organic and can change in shape and size, **Flow:** when there's a response and a frame, flow occurs and can last seconds or weeks, **Annihilation:** child chooses to end and move on, **Adulteration:** we all do it in multiple ways. Wanting to rescue, educate, improve, make better, control, play ourselves, **Intervention:** Play maintenance; play is self-contained, Simple involvement; adult acts as a resource for the play, Medial involvement; playworker becomes involved can be invited but temporary, Complex involvement; direct and extended overlap between child and playworker, need to keep frame intact and **Integrity:** playworker may be involved in disputed or conflicting frames from a witness position and the last one is **Dysplay:** not to be confused with ordinary lack of return. The speedy misfiring of cues due to having got used to a pattern of non-responses. Children improve their emotional well-being when they receive activities as play rather than not play. Discoveries support the suggestion that play should be visible as a discernible way of behaving yet additionally as a psychological state. As well as giving significant proof concerning the worth of play for upgrading children's emotional well-being, discoveries are examined corresponding to proficient practice in children's services.

Section 3: In depth discussion and understanding of an observation method for young children.

Observation is the act of checking out and paying attention to children to figure out how they are creating, what they like doing and what they are realizing through their play and the encounters on offer, Observation of children are crucial. Since every child has a remarkable arrangement of capacities and gifts, perceptions in various circumstances catch these direct. The beginning stage is generally with the child Seeing what children decide to do, what their inclinations are and who and what assets they appreciate playing with, gives grown-ups solid data about children as individuals. The Leuven Scale's establishment in significant perceptions focuses on the child at the focal point of learning, re-enlivening Piaget's idea of child development. Research demonstrates that perception-based directions act as the best early years educating assets. The fundamental benefit of the Leuven Scale is that it depends on significant perceptions and puts the child at the focal point of learning. Research proposes that perception-based directions act as the best early years educating assets and the Leuven scale divides a child's emotional wellbeing into 5 levels which are Extremely low, low, moderate, high and the last one is Extremely high. Piaget found that all children's intellectual improvement advanced through four phases, starting in outset and are finished by adolescence and Thinking turns out to be increasingly more complicated as the child ages. Each phase of reasoning makes the child see the world another way. He showed that a child must 'dominate' one phase before they can continue toward the following stage. Piaget accepted that scholarly improvement controls each part of advancement. He accepted that there is an example to the way children figure out how to think and this example goes in stages. Piaget says that telling children bunches of realities about a thing, without allowing them to learn about the thing for themselves, isn't extremely useful. They should have the option to see, contact, taste, smell, move, and hear the things they are finding out about. This is called 'concrete learning'. Leuven scale can be performed on individual child or gatherings of children. Learning is believed to be restricted in the event that a child is working at moderate, low or very low degrees of Leuven Scales. Be that as it may, children will most likely be unable to stay at high or very undeniable levels constantly. Their degrees

of association and prosperity might change all as the day progressed. Generally, the Leuven Scales offer a nuanced point of view on early childhood education, underlining the meaning of prosperity and profound commitment. They line up with a holistic view of child development and furnish teachers with devices to guarantee that children have significant, enhancing encounters in their early stages. Involvement focuses on the length which children are operating to their full capabilities. It refers to whether the child is focused, interested and engaged in various activities, there are five levels of involvement which are Low Activity, A Frequently Interrupted Activity, Mainly Continuous Activity, Continuous Activity with Intense Moments and the last one is Sustained Intense Activity.

Section 4: Demonstrate an understanding of the role of play when undertaking observations and assessment of children and consider how this affects the child's engagement and the accuracy of the observation.

Play is a fundamental viewpoint with regards to noticing and surveying children learning and improvement. Observing play permits us to check what individual children know and can do and by focusing on their play, we can distinguish their inclinations and comprehend how they learn best. It also allows us to have a look into children's world. By an adult watching them carefully and sensitively, they will witness their learning in action, which can mean they have understanding of what individual children know and can do, it will show their strength and weakness, interest and their preferred style of learning and this information will help us put support to their unique needs and abilities. There are multiple reasons why we observe children's play these may be influenced by certain factors however the regular purpose will be to: find out about the child, evaluate the provision, observe and monitor practitioner practice, find out how the child's skills are developing and how they respond to certain activities, observe the child's language development and how they interact between adult and child, observe the child behaviour patterns, find out how the child friendship patterns are and evaluate the effectiveness of the room routines. During play, when it is unconstrained and child started, he contended, children practice command over their own movement, set themselves suitable difficulties, thus make their own 'zone of proximal improvement' inside which learning is generally intensely upgraded.

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