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Section 1

The Welsh government (2014) believes that play is an elemental learning process that we as humans have developed. In natural environment of play children will learn the world around them with others, it is a process of learning and growth that will be beneficial to the child. Play is extremely important to all children that are in the development stages of their physical, social, mental, emotional and creative skills. Play is the first process of the child's own free choice of play, this will have an effective impact on their learning and development, and each child's opinion should also be valued. Riddall- Leach, S. (2010) states that people often believe that children play naturally, children will learn how to play from their parents and family members, practitioners, friends and by repeating the same thing over. Everyone should be entitled to play, both indoors and outdoors. Play is a key factor in a child's life, play should be enjoyable and calming as well as inspiring to the child. Children are in control of their own play and will experiment and explore while playing, mistakes will be made, and the child will have to face different challenges that he/she will be able to correct. It is important to plan inclusive play to support children in their learning and development. Riddall-Leach, S. (2010) believes to encourage children to develop positive attitudes and respect others, is by creating a positive learning environment and planning activities that are inclusive, by having different materials, toys and resources that reflect on different backgrounds, the practitioner should have an open mind. Riddall- Leach, S. (2010) also states that when a practitioner gets to know each child individually you will be able to meet the needs of the child and plan different play activities that will be beneficial and meet their needs. There are ways that practitioners can plan a structure for each child when during play. Practitioners are able to identify what stage the child is at with their development and learning, by this practitioners are able to see the needs of the child or if the child has any additional needs. Practitioners will also learn the likes and dislikes that the child has through play, if the child is fond of what the practitioner has included in the play activities they will enjoy but also be learning when doing so, if the child does not like what the activities includes the child will not stay focus, by taking into account the child's interests and what can motivate the child will have an impact on helping the individual stay on the activity that is set, practitioners will learn the following by observing each child to know their strengths and what they could develop on. According to Play Wales (2017) self- directed play is a freely chosen play in the children own time, the child is able to choose what they will want to include in their play. Self-directed play is increasingly recognised as essential to healthy childhood. Hollis montessori school. (2018) states that self-directed play is when a child is able to play independently without the help of an adult, the website also states that when a child is undertaking self-directed play, the adult should take in consideration that the child is the one who is in control of the play, we

often feel the need to teach children to right ways of doing different things, it is important to let the child to carry on their play and for the adult to observe. The website also shares the benefits self-directed play will have on a child, this includes building up self-confidence where the child is able to explore and use their creative side from this, they are able to see what they can do by themselves by making up their own games this will lead to the child becoming independent, it also allows the child to use their imagination through play they will use their creative side of playing. Practitioner will be encouraging the child problem-solving skills, when playing the child will come to challenges where they will be able to identify what will work and what will not, it allows the child to learn at their own pace, there is no time limited on their play and the child does not have to meet any targets, the child is simply playing as they wish and can have the opportunity to build on their own knowledge. Without the adults input of telling a child what they are able to do and not, the child will find the innate joy in their play. They will have to motivation to try new ideas and tackle challenges when playing.

Section 2

According to Bazley, S. (2018) A child who has been offered or been able to access a risky environment to explore and develop their abilities they are likely to be around risk in places that are less appropriate. One of the largest barriers to a child being able to access risk is the fear of the parental guardian, this will limit the child's opportunity to play. It is natural for a parental guardian to worry and have concerns over their child's safety whilst being exposed to risky play, the worry of the harm that could be caused at play provision. Parents would be informed of the nature in the play provision. Parental guardians have the right to stop their child from attending if they feel the risk of the child being harmed is high and are unhappy with the policies and procedures in place to reduce the danger of serious harm. Practitioners will use play provision to encourage children to explore with different challenges, that will be able to decrease the potential parental fears. Play England (2008) suggests that children in play provision are encouraged to take challenging that explore risks, whilst managing the level of risk so that children will be protected from inappropriate risks, that may lead to the child becoming seriously injured or result in death. The welsh assembly government (2002) recognises the importance of play in children's development and that children will take opportunities through play that will increase risk, which is important to their play and learning. While children are exploring the environment and challenges that have risk, we should have a positive outlook as this will help their process on their physical and well-being. According to play wales (2017) risky play for children will support children to respond to difficult and challenging situations by letting children exposed to risky play will benefit them on their confidence and help the child's brain to develop everyday living, which will keep the child safer as they grow. Adults are able to support children by letting the child decide if they are cable of the risky, for the child to trust their own judgement. Adults need to take inconsideration that accident do occurs when undertaking risky play, that will help the child to learn how to look after themselves. Statistic shows that children are more likely to be harmed from activities at home than outside or in the woods. According to Gray, P (2013) removing risks from children can increase mental health issues in young children, he claims that if you help prevent risks for children to experience, it may lead to the child to suffer from anxiety, stress and depression. Gray, P (2013) research shows the lack of play will have an

impact on emotional and social disorders. Play England (2008) states that children involved in risky play is allowing children to experience challenges whilst protecting them from unacceptable harm, play provision aims to manage the level of risk that the child is encountering to reduce the level of serious harm or death. Children will take chances in play to test themselves and their abilities, children want to get to know the world around them where risk can be high, which can occur in any environment. Risky play will benefit the child to deal with risks that will take through their lives as children need and what to take risk. Play provision aims to manage the level of risk that the child is encountering. According to Early years resources. (2018) risky play will benefit the child from being able to learn how to problem solve and being able to challenge themselves physical, emotionally and mentally which will help their development. A child running fast, further or the child climbing higher, this will challenge the child on their emotions, perhaps the child will overcome their fear when they climbed the tree higher or they or perhaps they felt out of control in their own play, which will help the child develop mentally for being able to identify when the risk is too greater and when the risk is beyond their current ability. Practitioners have a duty to reduce the risk but should take inconsideration the risk that is acceptable. A child playing with large equipment has a risk of falling off, practitioners would put steps into place to reduce the level of risk, from placing the equipment away from walls or windows so that if the child were to fall off, they would not be able to hit the sides and placing a crash mat on the floor that will help with their landing, practitioners should supervise the child using the equipment and the children around to reduce overcrowding.

Section 3

According to west Sussex county council (2019) When practitioners observe children, they will need to watch what that child is doing to have an understanding what stage the child is at their development. Parents would be able to pass information on about the child to the practitioner to help the practitioner to know what stage the child is at also. Practitioners should pay attention to how the child interacts with other adults and children, practitioners should also note down the child's behaviour, learning development and how the individual reacts to different activities. According to a website <https://www.onlineschoolsreport.com/what-is-a-running-record-in-early-childhood-education/> the running record method of observation is a record and capture the child taking part in an activity to monitor their performance and behaviour, which it must be confidential. The purpose of the running record is for practitioners to have an understanding of the child's behaviour, interests and the skills the child has developed throughout the activity, and to identify a plan for moving forward. The running record can be used to show any delays or challenges the child might have in their development, all information gathered would be shared with parents or guardians of the child. Running records should be clear and easily understood for other readers. When a practitioner is writing a running record, they should focus on what the child does and say while taking part in the activity, practitioners should try and use common abbreviations and running record conventions to create the record readable by someone else. After the observation is complete the final draft should be done neatly and organized as possible.

According to [Running records - Infants & Toddlers - CCDMD](#) when the practitioner are using the running record to observe a child, the practitioner will need to record all behaviours and interaction as they happen, whereas anecdotal records are written after the observation has taken place. Practitioner will record what the child is doing by writing down what is happening, in the order that the practitioner sees. The running record is used for the practitioner to collect as much of important on the observation as possible.

According to Seehorn, A. (2020) the running record method advantages are that little of training is needed for the practitioner to observe the child's behaviour as this becomes a part of their every day to day. The running record is a time-consuming process, that is ideal for an individual child, but not ideal for observations in a group as the practitioner must maintain neutrality.

Section 4

According to Kelly. (2016) observing a children's play will enable the practitioners to gather Important information on the child, it is the practitioner's duty to observe the children confidently with understanding the importance and the purpose of observations. Practitioners observe children, when the child is taking part in play provision to see how the child responds to activity, what the child's behaviour is like and how they interact with other children and adults, the practitioner will also see if child's skills are developing and their language is improving. Kelly. (2016) also tells us that practitioners observe children as part of everyday life for children to be able to develop on milestones when exploring learning and through play. Observing children is a simple but effective way of identifying the child is developing. Practitioner's will learn more about the individual child. According to Franciso, E. (2020) During observation practitioners gain a better understanding of what the child is capable of, and where they need more support during their development. Observation may be the simplest and most effective way to assess a child's development. According to Neaum, S. (2016) when observing children the practitioner are watching them carefully with an open mind. When practitioner are observing the child's learning through play and interaction, practitioners will be able to understand what the child able to do and any needs. By observing children individually, it will allow practitioners to have a sense of how the child develops their language, how the child communicates with others, maintains relationships and how the child's develop their feelings. Practitioners observe children to know what the child can do and what practitioners can put in place to support the child's learning and development further. By Practitioners having observations in place, practitioners have a better understanding of the child's interests, where the child plays, what they play, who do they play with and what engages the child. When a child is interested in an activity or experience, the child is more likely stay on the activity and learn. Athey, C (2007) suggest that schemas that are evident in a child's play are a reflection of children's learning preference and intrinsic brain patterns. Smith, S. (2015) states if we observe children carefully it will give practitioners a perspective outlook into the richness of their learning. Practitioners observe children to make sense of what we see the child doing. All the information a practitioner will gather on the areas the child can develop will be through observation,

it is through watching and analysing, practitioners are able to support and expand their learning. According to Drake, J. (2006) Practitioner have a duty to collect information on the child as presented, all information that has been gathered in the setting will not show the capability of the child's play and learning, as the child will form different relationships with different adults showing different perspective to the child's assessment through observation. Parents or guardians will know the child better than anyone else, it is important for them to pass on any information in the assessment equation. Howard and McInnes (2012) states that when children take part through activities of play, show more signs of emotional well-being as they would of taking part in the activity without play, the health and development of the child is considered important, the practice would have a guidance to increase the children's emotional well- being and for children to be happy. Children who took part in the activity like play were more interested, smiled more and moved more freely, which would increase their emotional well-being than the children that took part in the same activity without play, when a child is learning an activity through play the child is in control of the outcomes of their actions that will have an impact on the child developing independence that will increase their confidence. The children that did not take part in the play activity were more distracted from the activity, the children were able to move but tended to stay still in their chair. The activities that involves play created by the practitioner might not be considered as play by the children, the practitioner could use the children's ideas of play by asking the children to reflect on their play experiences, this would help the practitioners to get a better understanding and knowledge of the children's play environment and what play is for them.

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