



TURRAMURRA
OOSH

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Play

Policy Statement

South Turramurra OOSH (OOSH/service) highly values the role that play has in the growth and development of children. We proudly facilitate the child's right to play and leisure, as stated in the UN Convention on the Rights of the Child. Our program provides children with the opportunity to engage in various recreational and leisure activities which cover a range of age-appropriate play types. We draw on child suggestions, observations and play theorists such as Parton and Piaget when planning our program, aiming to provide every child with an engaging experience. We critically reflect on both planned and spontaneous activities so that we can constantly expand and improve our delivery.

OOSH recognises the particular importance of certain types of play in children's overall development. Risky, messy and technological play are often excluded from programs, but we believe that with proper risk assessment, the benefits of these alternative play types merit their inclusion in ours.

Risky Play at the school age provides key opportunities for children to develop coordination, resilience, problem solving skills and personal risk assessment.

Messy play at the school age fosters a child's sensory development, exploration, connection to nature and play-based learning.

We believe at OOSH that today, technology is fundamental to the development of each child and the promotion of their awareness of the world around them. Technology is described in the national framework 'My Time, Our Place' as providing an avenue for children to connect, communicate and contribute to their world, and in particular, enhance learning and skill development through their play and leisure.

Legislative Requirements

- Education and Care Services National Law Act 2010: 165, 166, 167, 168
- Education and Care Services National Regulations 2011: 73, 74, 75, 76, 103, 107 108, 113, 114, 115, 155, 156, 168, 170. 171, 172
- Work Health Safety Act 2011
- Children's Guardian Regulations 2022

Definitions

Collaboration

- Involves working together cooperatively towards common goals. Collaboration is achieved through information sharing, joint planning and the development of common understandings and objectives.

Engagement

- Associated with attention, curiosity, interest, optimism and active involvement in learning. Engagement amplifies motivation, a sense of success, relationship building and risk-taking in learning in play and leisure pursuits.

Experiences

- Events or activities which contribute to children's sense of wellbeing, learning and development.

Interactions

- Social and play engagement between children and young people, educators, families and communities and their environment. Interactions are an important part of the education and care curriculum/program.

Leisure

- In school age care settings, leisure is generally connected with concepts such as free time, fun and being with friends. Leisure and learning are intrinsically linked and contribute to overall wellbeing. Leisure can be active and passive. Recreational and leisure-based activities in school age care describe the opportunities for children and young people to develop their imagination, social ability and the sense of community including participation, collaboration and responsibility.

Multimodal Play

- Modes are ways or means of communicating meaning in some way; so multimodal play is about children and educators using the many different types of resources and materials around them that can potentially be a mode to communicate and create meaning through play.

Play

- Is fundamental to the healthy development and wellbeing of individuals and communities. It is often defined by a range of characteristics including freely chosen, self-directed, pleasurable, meaningful, symbolic and intrinsically motivating.

Play Based Learning

- A context and process for learning through which children and young people organise and make sense of their social worlds as they engage actively with people, objects and representations.

Play Types

- Hughes (2002) identified at least 16 types of play – Communication play, Creative play, Deep play, Dramatic play, Exploratory play, Fantasy and Imaginary play, Locomotor play, Mastery play, Object play, Recapitulative play, Role play, Rough and Tumble play, Social play, Socio-Dramatic play, and Symbolic play.

Playwork

- Is the specific act of affecting the whole environment with intentionality to improve opportunities for play.

Program

- The program has different formats depending on whether it is wrapping around the school day or vacation periods. The program is a group of experiences that underpin the achievement of the Outcomes with the aid of principles, practices and theorists.

Recreation

- Activities done for enjoyment.

Implementation Strategies – how will it be done?

The Approved Provider/Nominated Supervisor will:

- ensure that the **premises are designed and maintained to facilitate adequate supervision** while considering the need to maintain the rights and dignity of all children.
- **collaborate with Turramurra Public School** to make sure rules align for the shared play spaces where practical, to avoid confusion for children.
- ensure that a **risk assessment is carried out for activities that pose a risk**. The risk assessment will consider the number of educators required to ensure continuous adequate supervision.
- ensure **educators engage in quality interactions with the children**.
- **promote the United Nations Convention on the Rights of the Child** when communicating with children, parents/guardians, the school and other community members.

Educators and Staff will:

- **facilitate play and experiences** that promote play.
- **support children to participate in play** suitable to their individual capacity and interests.
- be familiar with, and **fairly, reasonably and consistently implement the *Behaviour Management policy***.
- **role model and promote appropriate behaviour**.
- **show enthusiasm for participation in play and organise play spaces to ensure the safety and wellbeing** of all individuals in the environment.
- **set up and plan for play activities and equipment** and where appropriate, encourage the children to help with set-ups.
- **listen to children's suggestions on what activities they would like to participate in** and where appropriate, incorporate them into the program.
- **set up indoor and outdoor areas in a manner that promotes and encourages safe play** for all ages and abilities.
- consult with families and resource agencies on **providing play experiences that reflect diverse backgrounds and abilities**.
- **ensure a balance of active and sedentary activities throughout the child's day** and minimise sedentary behaviours unless the child is tired or ill, or weather dictates.

Procedures

Risky Play

- OOSH will complete a risk assessment with strategies to minimise the risk for any area or activity that can be classified as 'high risk'. This is based on the number of children accessing the area or activity and previous incidents that have occurred.
- A Hazard Identification and Risk Minimisation Checklist will be completed at the beginning of each session to ensure all areas, including areas for risky play, are clear of any potential hazards. Refer to *Providing a Child Safe Environment policy*.
- Supervision plans will highlight risky play areas and supervision will be emphasised on areas where risky play activities take place.
- Educators will position themselves in a way that they can see all children. The best positions for staff to stand will be shown on the supervision plans.
- If an activity becomes too risky due to behaviors, the ability level of children involved or weather conditions, educators make a decision to stop the activity.
- Multiple educators will supervise new modes of risky play and other forms of risky play where necessary.

Messy Play

- OOSH will provide opportunities for children to engage in messy play.
- Educators will use paint smocks to protect uniforms as best as possible.
- The educational program will provide equipment and resources where possible to foster children's spontaneous interest in messy play.

Technology

- Technologies available within the OOSH environment include tablets, television and streaming services, projectors, speakers, phones, gaming devices and laptops.
- Refer to the *Safe use of digital technologies and Online Environments Policy*.

References and Related Policies and Procedures

References

- Classification for films and computer games, Classification Branch, Attorney General's Department, Australian Government <https://www.classification.gov.au/classification-ratings/whats-ok-for-children>
- ACECQA My Time, Our Place <https://www.acecqa.gov.au/sites/default/files/2023-01/MTOP-V2.0.pdf>
- Australian 24-Hour Movement Guidelines for Children and Young People (5-17 years) <https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years>
- ACECQA National Quality Standards <https://www.acecqa.gov.au/nqf/national-quality-standard>

Related Policies and Procedures

- Providing a Child Safe Environment

- Safe use of Digital Technologies and Online Environments
- Interactions with Children
- Inclusion
- Sun Protection

Approval and Revision History

Review Date	Reviewed By	Approved By	Next Review
06/08/2023	Courtney Sparkes	Scott Everard	Aug 2024
10/07/2024	Courtney Sparkes	Amy Kitto	July 2025
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