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| **Section A: Síolta Standard and Component** | | | | |
| Insert Standard Number and Title:  *Standard 6: Play*  *Promoting play requires that each child has ample time to engage freely available and accessible, developmentally appropriate and well-resourced opportunities for exploration, creativity and ‘meaning making’ in the company of other children, with participating adults and alone where appropriate.* | | | | |
| Insert Component Number and Title:  *Component 6.3*  *The opportunities for play/exploration provided for the child mirror her/his stage of development, give the child the freedom to achieve mastery and success, and challenge the child to make the transition to new learning and development.* | | | | |
| **Section B: Level of Practice** | | | | |
| **Level 1**  No evidence of Quality | **Level 2**  Some evidence of Quality | | **Level 3**  Significant evidence of Quality but some issues still outstanding | **Level 4**  Comprehensive evidence of Quality |
| **Section C:**  **Quality Practices**  **With regard to the level indicated, please describe practice within your setting**  **Section C:**  **Quality Practices (continued)** | | **Our play based curriculum will adopts the following standards:**  • Ensure each child has opportunities to make choices, is enabled to make decisions, and his/her choices and decisions respected. • Make sure that each child has opportunities and is enabled to take the lead, initiate activity, be appropriately independent and is supported to solve problems  • Allow children to participate actively in the daily routine, in activities, in conversations and in all other appropriate situations, and is considered as a partner by the adult.  • Ensure that the indoor and outdoor environment provides a range of developmentally appropriate, challenging, diverse, creative and enriching experiences for all children. • Ensure each child receives appropriate support to enable him/her to interact positively. • Make sure the adult interactive style is focused on process as opposed to outcomes. It is balanced between talking and listening, offers the child a choice of responses and encourages expanded use of the language. It will follow the child’s lead and interests, and challenges the child appropriately.  • Ensure that opportunities for play and exploration provided for the child mirror her/his stage of development, give the child the freedom to achieve mastery and success, and challenge the child to transition to new learning and development.  • Planning for the curriculum will be based on the child’s individual profile, which is established through systematic observation and assessment for learning.  The curriculum will be reflected in and implemented through the child’s daily routine, spontaneous learning opportunities, structured activities and activities initiated by the child.  The daily routine and learning environment includes the following: • Table Top Activities, including age appropriate puzzles and jig saws • Books and seated library area • Small World Play • Role play area , including dress up clothes, kitchen utensils, hairdressing/barber shop, shop area, garage, doctors area,  • Home Corner • Block and Construction Area • Wood working bench, • Messy play area, including paint • Sand and Water outdoor digging area  Clay • Art and Crafts Area • Music Centre • Interest and Discovery Area, including nature table • Outdoor Space, including outdoor garden, and large outdoor climbing equipment • Indoor PE area, including wide range of PE equipment  We place a large value on out door activity and all activities are transferrable to the outdoors. | | | |
| **Section D:**  **Supporting Documentation**  **Please provide a list of the evidence you plan to attach to support your narrative** | | Photos  Ulla Beag curriculum | | | |