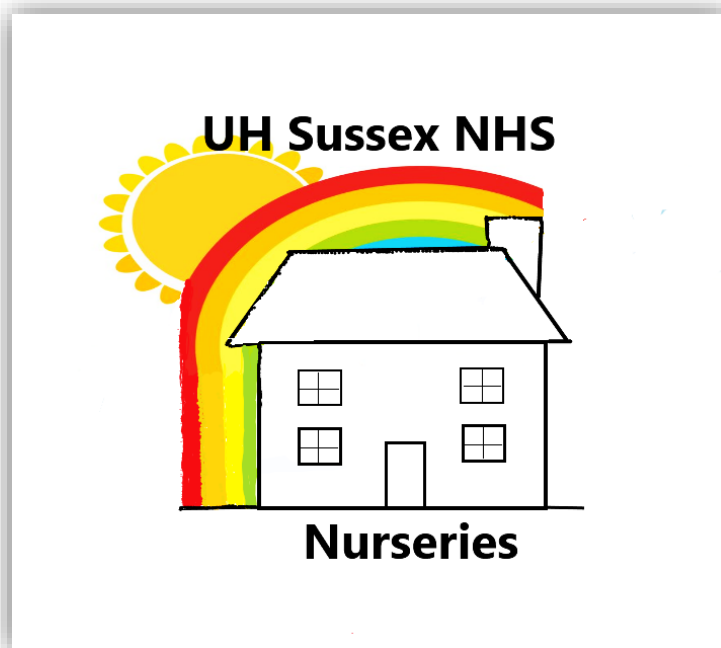


TRUST POLICY

Nursery Handbook – Learning, Play and Care Policy



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1. Policy Statement

University Sussex NHS Foundation Trust nurseries understand and value the importance of play in the holistic development of young children as they learn about the world in which they live.

The nurseries aim is to provide a wide range of experiences and play opportunities which will develop the children's, Emotional, Physical, Social and Intellectual capabilities.

Sussex House and Wendy Houses nurseries acknowledges the importance of play within the Early Years Foundation Stage (EYFS) and incorporates free play as a key element in the learning experiences we offer and within the daily routine.

2. The Role of the Adult

Nursery Practitioners will provide an enriched curriculum under the guidance of the Early Years Foundation Stage Curriculum, Development Matters and Birth to 5 years.

Staff to provide firsthand experiences and activities within an interesting environment where children can freely investigate explore and learn.

Through careful planning and sensitive interaction, the staff will help develop the children's knowledge, skills and understanding through individuals 'Centres of Interest'.

Developmental progress is monitored to ensure staffs meet the needs of the children. Records are regularly shared with parents and carers. The information is collated within a 'Personal Learning Journal' based on the Development Matters guidance and used as a working tool to support children's learning through all seven areas of learning.

Staff will provide a termly monitoring sheet to Parents and Carers, demonstrating achievements and strengths the child has displayed during that period. Parent and Carers are invited to give input in future planning such as interests and strengths from home.

The management team will monitor 'Key Persons' records of individual developmental progress per term to ensure consistency of care and teaching and to monitor staffs understanding of the curriculum and development needs.

The staff will endeavour to ensure that the nursery has a welcoming and friendly atmosphere where each child is respected and valued.

3. Imaginative Play and Role Play

Role play is a crucial part of learning that touches on most curriculum areas. It gives children understanding of the world around them by acting out roles of adults or familiar characters known to them.

Through imaginative play and role play scenarios children learn social interactions with others, encouraging confidence and boosting self-esteem as well providing opportunities for developing flexible thinking skills.

4. Superhero Play

The nurseries acknowledge the positive aspects of a Superhero character and how the character contributes positive attributes to those around them such as kindness, courage, determination and righteousness.

Superhero play tends to be more prevalent in preschool children (4 years old) when they start to demonstrate control, dominance in play, strength but also can show worries and fears. This provides good opportunities for nursery staff to explore those feelings with the children as a group and individually.

Superhero play should be enjoyable and motivate and challenge children.

Superhero play can provide other learning opportunities, developing language and communication skills though exploring plots and scenarios, role playing and characters interacting with each other. Literacy interest by reading books and creating their own stories and much more complex physical skills both with fine and gross motor movements.

When Superhero or weapon play is taking place, a practitioner will be nearby to observe and extend this play. The practitioner may introduce other storylines or characters to develop this in a creative or imaginative way.

Nursery staff will highlight the negativity of weapon use and physical violence at a level that is appropriate to the age and needs of the child [ren]. This is mainly through story, drama and appropriate discussions.

If children within the setting do not show an interest in superhero play, then this will not be encouraged. We will only support this if their play revolves around the theme.

5. Outdoor Environment

Sussex House and Wendy House nurseries both are fortunate to have large outdoor spaces for children to explore. We believe that play and learning that flows seamlessly from an indoor to an outdoor environment enhances concentration, provides more opportunities for exploring, adapting resources and materials and for children to be more active learners in their cognitive abilities as well as their gross and fine motor skills.

The outdoor areas are risk assessed and are fully checked on a daily basis. Staffing procedures are in place to ensure staff/child ratios are followed; areas are all safe, play is monitored with high levels of supervision when children are accessing large play equipment such as slides and climbing frames

When children are having 'free flow' for indoor and outdoor environments staff will deploy themselves in all areas to ensure all children are accounted for.

The nursery asks that all parents/carers be aware of our outdoor learning and to dress their children appropriately for the weather conditions.

On occasions children may have the opportunity to go on a local walk or outing. The purpose of the trip, risk assessments and parental consent will be required.

6. Further Supporting Information

All children's emotional welfare, wellbeing and involvement should be assessed in relation to this style of play.

Styles of teaching and learning should meet the developmental needs and understanding of children through recognised interaction and observation.

Children should always enjoy the play opportunity.

Approaches to teaching and learning in role play should reflect the interests of the children and not exclusively those of the adults planning for role play.