

Quality Area 5 – ‘Play and Development

Quality Area	Examples of practice	Examples of documentation
<p>5.1 Programs encourage children to initiate and participate in play and recreational experiences.</p>	<ul style="list-style-type: none"> ▪ Space made available and arranged for a variety of play and recreational experiences. ▪ Choice and variety is provided in the program (for example, indoor/outdoor, quiet/active, group/individual) ▪ Children are informed of choices available to them. ▪ Programs and resources are appropriate for children at their level and take into consideration ages, interests and abilities. ▪ Staff talk to children about their choices. ▪ The space and program are organised to ensure resources can be accessed and used by the children (for example, open shelves, items at children’s level, multiple sets of popular equipment) ▪ The program includes a combination of experiences that allow children to practice skills and extend interests as well as new stimulating experiences. ▪ Resources are available for staff and children to access ideas and information for play and recreation experiences. ▪ Staff acknowledge children’s attempts. ▪ Programs are on display. 	<ul style="list-style-type: none"> ▪ Programs ▪ Examples of children’s participation (photos) ▪ Evaluation of the program and resources. ▪ Resources and equipment list/ Inventory. ▪ Resources information/ books ▪ List of services that offer resources and equipment.
<p>5.2 Programs support physical development.</p>	<ul style="list-style-type: none"> ▪ Resources and experiences are used to promote physical development (for example, sport and climbing equipment, games, scissors, art/craft materials, music and dance). ▪ Routines support physical development (for example, eating, exercise, rest). ▪ Resources and experiences are used to promote construction and manipulative play (for example, building, junk and cubby materials, clay, play dough, scissors, art/craft materials) ▪ Examples of children’s constructive work are displayed. ▪ Resources are used to promote active play (for example, music, cubby materials, sports equipment, games, excursions) ▪ Photos are displayed of children’s participation in active play. 	<ul style="list-style-type: none"> ▪ Programs. ▪ Resources and Equipment list/ Inventory. ▪ Resources information/ books. ▪ Examples of children’s participation (photos) ▪ Daily routine outline

<p>5.3 Programs support the development of life skills.</p>	<ul style="list-style-type: none"> ▪ Children’s ideas and interests are part of the program. ▪ Children are encouraged to be involved in the planning. ▪ Resources and materials are available for children to initiate their own play. ▪ Children are given opportunities to solve problems, reason and think for themselves (for example, group and 1:1 discussions, problem solving posters displayed, open-ended experiences) ▪ Special interest people are invited to share information with children. ▪ Children are given opportunities to make choices and try things for themselves. ▪ Children are involved in the day-to-day operation of the program (for example, setting up experiences, cleaning up, preparing snacks). ▪ Staff show positive attitudes towards children’s attempts (for example, preparing snacks) ▪ Opportunities for developing life skills are provided through play (for example, sharing, taking turns, conflict resolution, dramatic play) ▪ Staff model collaboration and cooperation as they work ▪ Information is gathered on individual children’s interest, strengths and abilities and experiences are planned using this information ▪ Opportunities for verbal communication techniques are provided through play (for example, games, dramatic play, group discussions, etc.) ▪ Photos and examples of children’s participation are displayed ▪ Opportunities for encouraging children to share ideas, experiences and ask questions is provided (for example, staff interactions and group discussions) ▪ Staff model sharing ideas and asking questions 	<ul style="list-style-type: none"> ▪ Programs ▪ Documentation of consultation and collaboration with children ▪ Examples of children’s participation (for example, photographs) ▪ Invitations to special visitors ▪ Feedback and evaluation records
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<p>5.4 Programs support creative and aesthetic development</p>	<ul style="list-style-type: none"> ▪ Opportunities are provided for children to have input into the environment ▪ Records of discussions are kept (for example, group meetings) ▪ Resources and experiences are used to promote involvement in expressive experiences (for example, dress-ups, musical instruments, music, etc.) ▪ Special guests are invited to share cross-cultural experiences (for example, music, dance, drama, imaginative play) ▪ Opportunities are available for children to explore different materials and media (for example, music, paint, camera, natural materials, creative experiences from different cultures) ▪ Children are encouraged to collect and share a variety of materials of interest outside the program and then share with each other in the program ▪ The program includes opportunities for choice, exploration and experimentation (for example, open ended experiences) ▪ Staff use a variety of media to document children's works in progress, as well as displaying finished work (for example, talk to them as they work, take photos, etc) ▪ Staff discuss creative expression with the children and ask them for their ideas ▪ Staff consistently provide a range of opportunities for children to be creative ▪ Staff encourage and support children's effort and skill development ▪ Children's work is discussed and/or displayed 	<ul style="list-style-type: none"> ▪ Programs ▪ Examples of children's participation ▪ Documentation of consultation and collaboration with children ▪ Resource and Equipment list ▪ Resources information/ books ▪ Documentation of children's work in progress
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