



PHYSICAL ACTIVITY POLICY

Aim:

To ensure that children attending the Rumpus Room are supported and encouraged to engage in active play, develop fundamental movement skills and develop healthy attitudes towards caring for their bodies and fitness.

Rationale:

Adequate physical activity promotes bone health, is protective against obesity and is beneficial for child social, psychological and fundamental movement skill development. The importance of building a physical connection with the natural environment is acknowledged as benefiting physical and spiritual development, as well as resilience and wellbeing.

Through active movement children become stronger, coordinated and can explore the capabilities of their bodies. For babies, providing opportunities to move freely helps to develop their senses, develop good posture, strength and balance, and teaches them about their bodies and the world around them. The time spent at the Rumpus Room may be their best opportunity to engage in active play each day.

Fundamental Movement Skills (FMS) are the building blocks for more complex and specialised skills that children need throughout their lives, so they can competently and confidently play different games, sports and recreational activities. These include running, catching, jumping, kicking, galloping, leaping, hopping, dribbling a ball, side –stepping, striking a ball, underarm rolling and overarm throwing.

Strategies:

At the Rumpus Room we:

1. Promote physical activity and skill development.
 - Provide babies (0-12 mths) with supervised floor based learning daily. This includes 'tummy time' and free movements.
 - Provide opportunities for active play for at least 25% of daily opening hours
 - Ensure educators provide verbal prompts to provide children with encouragement and positive reinforcement to participate in active play.
 - Ensure educators role model and join in active play.
 - Adopt a participatory approach, rather than a competitive one, emphasising fun.
 - Aim to provide structured, educator-involved Fundamental Movement Skills development daily. This will include educator demonstration of the correct FMS technique and provision of appropriate feedback in a fun and supportive manner.
 - Ensure inclusive practices for all children including those from culturally or linguistically diverse backgrounds or with special needs.
 - Encourage children to participate in adventurous and challenging physical play through educator's consideration of risk versus hazard. Educate children to also assess risk and hazard during physically adventurous play. Risk assessments (form) will be carried out by staff and children where needed.
2. Provide a physical environment that promotes physical activity, skill development and a connection with the nature.
 - Ensure that indoor and outdoor physical environments provide adequate space and resources to facilitate active play and allow children to engage in fundamental movement skills



- Place high importance on outdoor spaces providing opportunities for children to explore and connect with the natural environment.
 - Provide space, time and resources to support children to create their own opportunities for physical activity.
 - Follow safety procedures and risk management strategies when implementing physical activity.
3. Limit the time children spend being sedentary.
- Aim to limit the time children spend being seated or inactive (other than during meal or nap/rest time) during their time in care.
4. Ensure staff members have appropriate knowledge and skills in the area of physical activity.
- Provide opportunities for regular training and research into the benefits and importance of physical activity for children 0-5 years.
 - Promote physical activity as a high priority in planning and development throughout the service by raising staff awareness of issues relevant to children's physical activity.
5. Ensure communication with families regarding physical activity, skill development, nature play and limiting sedentary play.
- Routinely consult with and inform families of physical activity practices and policies when undergoing development and review.
 - Communicate regularly with families and provide information and advice on active play, fundamental movement skill development and limiting sedentary recreation. For example, newsletters, orientation days, information sessions and informal discussions.
 - Invite families to attend and participate in physical activity experiences with their children where appropriate.

Monitoring and Review:

The Rumpus Room will:

- Record and monitor children's physical activity progress as part of observations and documentation related to children's development.
- Report on physical activity goals in the Quality Improvement Plan (QIP) where appropriate, annual reports and staff meetings
- Review the physical activity policy annually

This policy links to the following:

National Quality Standards 2.1.3, 1.1.3

National Regulations Part 4.3 Sections 107,108,113

National Physical Activity Recommendations for Children 0-5 years

Commonwealth of Australia 2009

<http://www.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines#rec05>

Get up and Grow: healthy Eating and Physical Activity for Early Childhood Directors Handbook

Commonwealth of Australia 2009

<http://www.health.gov.au/internet/main/publishing.nsf/content/phd-gug-directorscoord>

Good for Kids

www.goodforkids.nsw.edu.au