

Yarram Early Learning Centre

Physical Activity and Movement

Purpose

The educators, staff and management acknowledge the importance of physical activity and movement behaviours, such as active play, that contribute to good health and overall wellbeing. This policy confirms our commitment to:

- encourage children to engage in a range of child-initiated and adult-guided physical activities within the educational program
- promote the importance of a healthy lifestyle, which includes being physically active every day.

As a health promoting service, we will promote physical activity and movement for children, educators, staff and families through learning, policies, creating a safe and healthy physical and social environment and developing community links and partnerships.

Scope

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisors, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Yarram Early Learning.

Policy statement

Background

Active play is about moving, being and doing. Children may engage in active play by themselves or with other children. Active play uses large muscles and provides children with a range of physical, emotional and social benefits. Outdoor play is very important as it helps develop gross motor and fundamental movement skills. Active play also helps develop a strong and healthy body, builds skills, creates feelings of wellbeing and helps protect from disease.

Active play (play that involves using the gross muscles in the body) develops a strong and healthy body, builds motor and co-ordination skills, creates a sense of wellbeing and helps protect from disease. Active play is about moving, being and doing. Yarram Early Learning children enjoy outdoor play throughout all seasons, weather permitting.

A strong sense of health and wellbeing, supported by good nutrition and an active lifestyle, can provide children with confidence, energy and optimism that will contribute to their ability to concentrate, co-operate and learn (*Belonging, Being & Becoming – The Early Years Learning Framework for Australia*, p30 – refer to *Sources*). Learning about healthy lifestyles, including nutrition and active play, links directly to Outcome 3 in both the *Early Years Learning Framework* and the *Victorian Early Years Learning and Development Framework* (refer to *Sources*). Guidelines for Healthy Eating and Physical Activity

Adequate Supervision

In relation to this policy **supervision** entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used. Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that staff are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary.

Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of staff
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)

- developmental profile of each child and of the group of children
- experience, knowledge and skill of each educator
- need for staff to move between areas (effective communication strategies).

Guidelines for Physical Activity

The Australian Government has produced guidelines, recommendations and resources for physical activity in early childhood settings, including the Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood resources (refer to Sources). Early childhood education and care services can also register for the Achievement Program (refer to Sources). This program is designed to create safe, healthy and friendly environments for learning, by promoting physical, mental and social health and wellbeing.

Active Play

Active play (play that involves using the gross muscles in the body) develops a strong and healthy body, builds motor and co-ordination skills, creates a sense of wellbeing and helps protect from disease. Active play is about moving, being and doing. Yarram Early Learning children enjoy outdoor play throughout all seasons, weather permitting. A strong sense of health and wellbeing, supported by an active lifestyle, can provide children with confidence, energy and optimism that will contribute to their ability to concentrate, co-operate and learn (*Belonging, Being & Becoming – The Early Years Learning Framework for Australia*, p30 – refer to Sources). Learning about healthy lifestyles, including nutrition and active play, links directly to Outcome 3 in both the *Early Years Learning Framework* and the *Victorian Early Years Learning and Development Framework* (refer to Sources).

Comfortable Clothing

The Yarram Early Learning environment is filled with opportunities for play, and children are encouraged to explore a wide range of materials, including many sensory activities such as sand/mud play, finger paint and clay. It is important that parents provide clothes for children that allow them to feel comfortable, move freely and can stand a little dirt. Children are also encouraged to dress and undress by themselves. It is therefore important that parents avoid 'lace up' sneakers and boots, braces and belts, garments that button or zip at the back and any item of clothing that is beyond the child's ability to put on or take off by themselves. Each child should bring a complete change of clothes. All clothes should be clearly labelled, as no responsibility is taken for lost clothing. Wet or dirty clothing will be sent home in a sealed plastic bag.

Clothing Safety

With regards to general clothing safety, a few tips to remember:

- Dress your child/ren at all times in low fire risk clothing.
- Remember to purchase low fire risk sleepwear.
- Select colourful clothing as bright colours will improve the chances that your child/ren can be seen by motorists, cyclists and pedestrians.
- Ensure shoes are well fitting, comfortable and suitable for outdoor play, climbing and self-help.
- Remember to always assist children with bike helmets. Pull on boots or Velcro shoes are recommended (most 3 – 5 year old children are unable to tie laces). In the interests of child safety, parents are not to send children to YELC wearing thongs or Crocs.
- Children are allowed to remove their footwear both indoors and outdoors while at the centre.
- From September through to April all children are required to wear an approved sun hat when playing outdoors – refer to Sun Protection Policy. Throughout the winter months Yarram Early Learning recommends that parents provide a warm hat (e.g. beanie) to be worn outdoors.
- Dress your child/ren in a hat and light protective cotton clothing during the summer months and apply sunscreen before coming to childcare.

See National Childcare Association Council Inc website:

http://ncac.acecqa.gov.au/educatorresources/factsheets/qias_factsheet_15_children's_clothing%20.pdf

Yarram Early Learning staff respect individual children's clothing preferences and will at all times acknowledge cultural differences in relation to clothing / dress codes.

Whole service engagement

It is recognised that every member of the service impacts on the children's health and can contribute to creating an environment that promotes active play and physical activity. All members of our service, including educators, staff, children, families and volunteers, will be supported to meet this policy.

Yarram Early Learning is committed to:

- encouraging physical activity by providing a range of active play experiences for all children at the service.
- Ensuring outdoor play is offered to children throughout all seasons and staff and parents/guardians.
- Ensure children are dressed appropriately for varying weather conditions.

Definitions

Physical activity and movement: For the purposes of this policy and for the Healthy Early Childhood Services Achievement Program, the 'Physical Activity and Movement' health priority area focuses on physical activity participation, fundamental movement skills and reducing sedentary behaviour.

Active play covers a range of activities, including climbing, throwing, jumping, running, lifting, pushing and pulling appropriately-sized objects, sweeping, raking, digging, and being active to music, movement and games.

Child-initiated active play is developed by the child through exploration of the environment, equipment and games.

Adult-guided active play encourages children's physical development through promoting movement skills in a non-competitive environment.

Physical activity includes sport, incidental exercise and many forms of recreation.

Active travel includes walking, cycling, scootering or any similar transport where physical activity is used to travel.

Procedures and responsibilities:

Leadership and commitment

- Educators, staff, families and children are active participants in the development and implementation of the whole service physical activity and movement policy and are encouraged to promote and support active play initiatives in the service.
- Educators, staff and families are provided with information about policy requirements, with opportunities to provide feedback and input.

Healthy physical environment

- The layout of buildings and grounds and equipment encourages physical activity and movement all day and is inclusive of all children.
- Facilities support active travel and road safety for children, staff, educators and families.
- Screen based activities do not exceed the recommendations in the [Australian 24-Hour Movement Guidelines for the Early Years](#) (see Appendix 1).

Healthy culture

- Diversity and cultural practices are considered when implementing this policy and physical activity and movement practices.
- Children are not sedentary or inactive for more than one hour at a time, with the exception of sleeping.
- Active travel is promoted and encouraged.
- Educators and staff engage with children in active play and role model being physically active.

Child teaching and learning

- Children are provided with a range of active play and movement experiences throughout the day and are taught about the importance of being active.

- Children are taught how to use equipment safely.
- Educators and staff are supported to access professional development and resources about physical activity and movement.

Supported staff and educators

- Educators and staff are supported to be physically active and minimise sedentary behaviour, both inside and outside of work hours.
- Physical activity and movement information and policy requirements are included in educator and staff orientation/induction.

Families and community partnerships

- Physical activity and movement information is provided to families and the wider community, such as information about minimising sedentary behaviour and strategies for increasing physical activity.
- Partnerships are established with relevant organisations and health professionals to support physical activity and movement practices where appropriate.
- Local parks, bike paths and recreation facilities are used and promoted where appropriate to encourage physical activity.

Relevant legislation policy documents and sources

- [Education and Care Services National Law Act 2010](#)
- [Education and Care Services National Regulations 2011:](#)
- PART 4.2—CHILDREN'S HEALTH AND SAFETY 97 Division 1—Health, safety and wellbeing of children — Regulations 77, 78, 79, 80
- PART 4.7—LEADERSHIP AND SERVICE MANAGEMENT Division 2—Policies and procedures — Regulation 168 (2) (a) (i)
- [ACECQA National Quality Standard 2018 – Quality Area 2](#)
- [Belonging, Being and Becoming. The Early Years Learning Framework for Australia. Commonwealth of Australia, 2009](#)
- [Victorian Early Years Learning and Development Framework For all Children from Birth to Eight Years. Department of Education and Training, 2016](#)
- [Australian 24-Hour Movement Guidelines for the Early Years \(Birth to 5 years\)](#)
- [Australia's Physical Activity and Sedentary Behaviour Guidelines for Adults](#)
- *Child Wellbeing and Safety Act 2005*
- *Disability Discrimination Act 1992 (Cth)*
- *Education and Care Services National Law Act 2010*
- *Equal Opportunity Act 2010 (Vic)*
- *National Quality Standard, Quality Area 2: Children's Health and Safety*
 - Standard 2.2: Healthy eating and physical activity are embedded in the program for children
 - Element 2.2.2: Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child
- *Occupational Health and Safety Act 2004*
- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia:*
http://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
- Better Health Channel: www.betterhealth.vic.gov.au
- Cancer Council Australia – for information on sun safety: www.cancer.org.au/sunsmart
- *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood:*
- Kidsafe: The Child Accident Prevention Foundation of Australia – for information on preventing childhood accidents in children under the age of 15 years: www.kidsafe.org.au Oberklaid, F (2004), *Health in Early Childhood Settings: From Emergencies to the Common Cold*. Pademelon Press, NSW

- Kids and Traffic – Early Childhood Road Safety Education Program: www.kidsandtraffic.mq.edu.au
- Go For Your Life www.goforyourlife.vic.gov.au
- National Health and Medical Research Council (2005), *Staying Healthy in Child Care: Preventing infectious diseases in child care*: www.nhmrc.gov.au/guidelines (Note: this publication is currently being revised and will have significant changes. It is important that services refer to the most up-to-date version of this resource.)
- *Victorian Early Years Learning and Development Framework*: www.education.vic.gov.au/earlylearning/eyldf/default.htm
- *Achievement Program*: <http://www.achievementprogram.health.vic.gov.au/index.htm>

Related service policies

- Curriculum Development Policy
- Excursions and Incursion Policy
- Staff Health and Wellbeing
- Safe Environments
- Incident, Injury, Trauma and Illness Policy
- Inclusion and Equity Policy
- Sun Protection Policy

Reviewed: October 2023

Next review date: October 2026

Appendix – Additional information:

Appendix 1: Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)¹

Babies (Infants) Under 1 Year of Age

¹ Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)
<https://www1.health.gov.au/internet/main/publishing.nsf/Content/npra-0-5yrs-brochure>

- Physical activity: Being physically active several times a day in a variety of ways, particularly through supervised interactive floor-based play, including crawling; more is better. For those not yet mobile, this includes at least 30 minutes of tummy time, which includes reaching and grasping, pushing and pulling, spread throughout the day while awake.
- Sedentary behaviour: Not being restrained for more than 1 hour at a time (e.g. in a stroller, car seat or high chair). Screen time is not recommended. When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.
- Sleep: 14 to 17 hours (for those aged 0–3 months) and 12 to 16 hours (for those aged 4–11 months) of good quality sleep, including naps.

Toddlers (1–2 years)

- Physical activity: At least 180 minutes spent in a variety of physical activities, including energetic play, spread throughout the day; more is better.
- Sedentary behaviour: Not being restrained for more than 1 hour at a time (e.g. in a stroller, car seat or high chair) or sitting for extended periods. For those younger than 2 years, sedentary screen time is not recommended. For those aged 2 years, sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.
- Sleep: 11 to 14 hours of good quality sleep, including naps, with consistent sleep and wake-up times.

Pre-schoolers (3–5 years)

- Physical activity: At least 180 minutes spent in a variety of physical activities, of which at least 60 minutes is energetic play, spread throughout the day; more is better.
- Sedentary behaviour: Not being restrained for more than 1 hour at a time (e.g. in a stroller or car seat) or sitting for extended periods. Sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.
- Sleep: 10 to 13 hours of good quality sleep, which may include a nap, with consistent sleep and wake-up times.

Appendix 2: Australia’s Physical Activity and Sedentary Behaviour Guidelines for Adults²

Physical Activity Guidelines

- Doing any physical activity is better than doing none. If you currently do no physical activity, start by doing some, and gradually build up to the recommended amount.
- Be active on most, preferably all, days every week.
- Accumulate 150 to 300 minutes (2½ to 5 hours) of moderate intensity physical activity or 75 to 150 minutes (1¼ to 2½ hours) of vigorous intensity physical activity, or an equivalent combination of both moderate and vigorous activities, each week.
- Do muscle strengthening activities on at least 2 days each week.

Sedentary Behaviour Guidelines

- Minimise the amount of time spent in prolonged sitting.
- Break up long periods of sitting as often as possible.

² Australia’s Physical Activity and Sedentary Behaviour Guidelines for Adults

<https://www1.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines#npa1864>