



THE IMPORTANCE OF IMAGINATIVE PLAY

MODULE 1 ASSESSMENT

This topic has been developed with Simon Airey, an Experienced Educator (EYFS & Special provision). The course covers imaginative role play and the impact this has on children's development of key skills in the Early Years. This content assessment aims to enhance your understanding of the strategies, resources, and practices that support language development in early childhood settings.

The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded, and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

How will you strengthen relationships between the setting, parents/carers, and children?





MODULE 1 ASSESSMENT CONTINUED

QUESTION 2

How will you strike a balance between stepping in to involve yourself in the children's play and stepping back to watch it unfold?

QUESTION 3

In what ways will you extend the children's play in your setting?





MODULE 1 ASSESSMENT CONTINUED

QUESTION 4

What can you do within your setting and provision to ensure that the children's voice is fully utilised?

QUESTION 5

What can you do within your setting and provision to ensure that the parents' and carers' voice is fully utilised?





MODULE 2 ASSESSMENT

QUESTION 1

How will you strengthen relationships between the setting, parents/carers, and children?





MODULE 2 ASSESSMENT CONTINUED

QUESTION 2

How will you strike a balance between stepping in to involve yourself in the children's play and stepping back to watch it unfold?

QUESTION 3

In what ways will you extend the children's play in your setting?





MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

What can you do within your setting and provision to ensure that the children's voice is fully utilised?

QUESTION 5

What can you do within your setting and provision to ensure that the parent's and carers' voice is fully utilised?





MODULE 3 ASSESSMENT

QUESTION 1

How will you ensure that you and the other adults you work with understand children's language and what to do to enhance it?





MODULE 3 ASSESSMENT CONTINUED

QUESTION 2

How can you present different opportunities for language in your setting?

QUESTION 3

Which types of play have you observed in your setting? How do you develop play types that may be associated with neurodivergent children?





MODULE 3 ASSESSMENT CONTINUED

QUESTION 4

How could you incorporate the different types of imagination into play opportunities in your setting?

QUESTION 5

How could you develop yourself and your team into 'responsive' practitioners?





IS CONTINUOUS PLAY ENOUGH?

MODULE 4 ASSESSMENT

QUESTION 1

What do you understand continuous play to be?

QUESTION 2

What strategies will you incorporate into your setting so that there is effective continuous play?





IS CONTINUOUS PLAY ENOUGH?

MODULE 4 ASSESSMENT CONTINUED

QUESTION 3

Which experiences could you offer children alongside their continuous play that would enrich their language?

QUESTION 4

Choose an area of your provision and can you list the different skills that are involved? How will you provide for these different skills?





MODULE 4 ASSESSMENT CONTINUED

QUESTION 5

What are the key qualities of a practitioner that successfully understands and extends children's play?





IMAGINATIVE PLAY

REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





IMAGINATIVE PLAY

REFLECTION SECTION CONTINUED

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ANSWER SHEETS





THE IMPORTANCE OF IMAGINATIVE PLAY

MODULE 1 ASSESSMENT

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The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded, and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

How will you strengthen relationships between the setting, parents/carers, and children?

Answer 1 (Please note, the below are examples and answers may vary)

- Regular communication: Maintain open and frequent communication with parents/carers, sharing updates, insights, and highlights from the children's experiences at the setting.
- Parent/carer involvement: Encourage and invite parents/carers to participate in setting activities, events, and parent workshops to foster a sense of belonging and collaboration.
- Home visits: Conduct home visits to establish a personal connection with families, learn about the child's home environment, and build trust and rapport.
- Parent/carer feedback: Seek feedback and input from parents/carers regarding their aspirations, concerns, and expectations, ensuring their voices are heard and valued. This could be through stay-and-play sessions, google forms and phone calls.



MODULE 1 ASSESSMENT CONTINUED

QUESTION 2

How will you strike a balance between stepping in to involve yourself in the children's play and stepping back to watch it unfold?

Answer 2 (Please note, the below are examples and answers may vary)

- Observe and assess: Regularly observe and assess children's play to gauge their engagement and level of independence, allowing you to determine when support or intervention may be necessary.
- Follow children's lead: Encourage child-led play, where you join in when invited or when you notice an opportunity for scaffolding or extending their play.
- Promote autonomy: Encourage children to take the lead in their play, allowing them the freedom to explore, problem-solve, and make decisions on their own without unnecessary adult interference.
- Foster a responsive approach: Be attentive to cues from children, stepping in only when safety, social-emotional well-being, or learning opportunities require your guidance or support.
- Research evidence base about the adult role. A good starting point is **Interacting or Interfering? Improving Interactions in the early years by Julie Fisher**

QUESTION 3

In what ways will you extend the children's play in your setting?

Answer 3 (Please note, the below are examples and answers may vary)

- Introduce new materials: Offer new and engaging materials that spark children's curiosity and invite them to explore and incorporate them into their play.
- Pose open-ended questions: Prompt children with thought-provoking questions that encourage critical thinking, problem-solving, and imaginative play.
- Suggest new perspectives: Offer alternative viewpoints, suggestions, or ideas to expand children's thinking and encourage them to consider different possibilities within their play. (involvement of the adult in play)
- Provide additional resources: Offer something that can enhance the play experience, deepen their understanding, or support the development of new skills.
- Provide enhancements that will enrich the continuous provision offer. This will provide the 'wow' factor for the children

MODULE 1 ASSESSMENT CONTINUED

QUESTION 4

What can you do within your setting and provision to ensure that the children's voice is fully utilised?

Answer 4 (Please note, the below are examples and answers may vary)

- Encourage self-expression: Create a welcoming and inclusive environment that values children's thoughts, opinions, and ideas, and provide multiple opportunities for them to express themselves through art, discussions, and group activities.
- Implement child-led decision-making: Involve children in decision-making processes within the setting, such as choosing activities, selecting books or materials, or planning events, allowing their voices to shape the environment and experiences.
- Regular reflection and feedback: Facilitate reflective conversations with children, encouraging them to share their reflections on their own learning, play experiences, and their preferences for future activities.
- Documentation and display: Display children's work, thoughts, and ideas in visible areas within the setting, showcasing their contributions and honoring their voices.

QUESTION 5

What can you do within your setting and provision to ensure that the parents' and carers' voice is fully utilised?

Answer 5 (Please note, the below are examples and answers may vary)

- Welcoming environment: Create a warm and inviting atmosphere within the setting that encourages open communication and active participation from parents/carers.
- Parent/carer input: Regularly seek parent/carer input through surveys, suggestion boxes, or meetings to gather their insights, suggestions, and concerns about the setting and their child's experiences.
- Collaborative decision-making: Involve parents/carers in decision-making processes that impact the setting, such as policy development, event planning, or curriculum design, ensuring their perspectives are considered and valued.
- Parent/carer workshops and forums: Organize workshops, seminars, or discussion forums where parents/carers can actively engage and share their expertise, experiences, and perspectives with the wider setting community.



MODULE 2 ASSESSMENT

QUESTION 1

How will you strengthen relationships between the setting, parents/carers, and children?

Answer 1 (Please note, the below are examples and answers may vary)

- Regular communication: Establish open and frequent channels of communication with parents/carers, such as newsletters, emails, or a dedicated communication app, to share updates and important information, and celebrate children's achievements.
- Welcoming environment: Create a warm and inviting atmosphere within the setting, where parents/carers feel comfortable and included. Organize events like open houses or family days to foster positive interactions and strengthen relationships.
- Parent involvement: Encourage parental involvement in setting activities through volunteer opportunities, parent workshops, or inviting them to share their expertise or cultural traditions with the children.
- Parent feedback: Seek input from parents/carers through surveys, suggestion boxes, or scheduled meetings to understand their perspectives, address concerns, and involve them in decision-making processes.





MODULE 2 ASSESSMENT CONTINUED

QUESTION 2

How will you strike a balance between stepping in to involve yourself in the children's play and stepping back to watch it unfold?

Answer 2 (Please note, the below are examples and answers may vary)

- Observe and assess: Regularly observe children's play to gauge their engagement, interests, and needs. Assess when and how your involvement would be beneficial or if stepping back would allow for independent exploration and problem-solving.
- Child-initiated interactions: Encourage children to take the lead in their play and provide opportunities for independent decision-making and creativity.
- Responsive facilitation: Intervene when necessary to support conflict resolution, provide guidance, or scaffold learning experiences. Otherwise, promote an environment where children can freely explore and create without constant adult intervention.
- Flexibility: Be flexible in your approach, recognizing that each child and play scenario may require a different level of involvement. Adapt your role accordingly, striking a balance between active participation and respectful observation.

QUESTION 3

In what ways will you extend the children's play in your setting?

Answer 3 (Please note, the below are examples and answers may vary)

- Provocations: Provide open-ended materials, props, or thought-provoking questions to spark children's curiosity and extend their play into new directions.
- Collaborative play: Encourage group play and cooperative activities that foster interaction, negotiation, and shared ideas, expanding the possibilities of play.
- Resourceful environment: Create a rich and varied play environment with a range of materials and resources that inspire creativity and imaginative play.
- Adult involvement: Engage in children's play when appropriate, offering support, asking open-ended questions, and introducing new perspectives or challenges to deepen their exploration and learning.





MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

What can you do within your setting and provision to ensure that the children's voice is fully utilised?

Answer 4 (Please note, the below are examples and answers may vary)

- Create a culture of respect: Establish an environment where children's opinions and ideas are valued and actively listened to, fostering a sense of belonging and ownership.
- Child-led activities: Incorporate opportunities for children to have a say in planning and decision-making processes within the setting, such as choosing topics for projects or selecting preferred play areas.
- Reflection and documentation: Engage children in reflection on their play experiences through discussions, journals, or visual documentation, allowing their voices to be heard and shared.
- Regular feedback sessions: Organize regular group meetings or circles where children can express their thoughts, offer suggestions, and contribute to improving the setting and provision.

QUESTION 5

What can you do within your setting and provision to ensure that the parent's and carers' voice is fully utilised?

Answer 5 (Please note, the below are examples and answers may vary)

- Parent surveys and questionnaires: Regularly gather feedback from parents and carers to understand their perspectives, preferences, and areas of improvement.
- Parent advisory groups: Form an advisory group consisting of parents and carers to actively involve them in decision-making processes, policy development, and program planning.
- Parent feedback meetings: Schedule regular meetings with parents and carers to discuss their concerns, suggestions, and any updates they may have regarding their child's progress or well-being.
- Collaborative projects and events: Involve parents and carers in setting activities, projects, and events to encourage their active participation and contributions.





MODULE 3 ASSESSMENT

QUESTION 1

How will you ensure that you and the other adults you work with understand children's language and what to do to enhance it?

Answer 1 (Please note, the below are examples and answers may vary)

- Attend professional development workshops or training sessions focused on language development in children.
- Engage in ongoing self-study by reading books, articles, or research papers on language development and strategies to enhance it.
- Collaborate and share insights with colleagues through team meetings or discussion groups to exchange knowledge and experiences.
- Seek guidance from language specialists, speech therapists, or other professionals who can provide expertise and guidance.
- Plan specific opportunities for children to develop their language and share this with the team so that there is a shared understanding of the next steps for the children.





MODULE 3 ASSESSMENT CONTINUED

QUESTION 2

How can you present different opportunities for language in your setting?

Answer 2 (Please note, the below are examples and answers may vary)

- Create print-rich environments with labelled items, visual aids, and written prompts to encourage language exploration and literacy.
- Incorporate storytelling sessions, puppet shows, or dramatic play to foster narrative skills, vocabulary development, and imaginative language use.
- Integrate open-ended questioning techniques and encourage group discussions to promote critical thinking, expressive language, and active listening.
- Provide a wide variety of age-appropriate books, magazines, and writing materials to stimulate reading, writing, and communication skills.

QUESTION 3

Which types of play have you observed in your setting? How do you develop play types that may be associated with neurodivergent children?

Answer 3 (Please note, the below are examples and answers may vary)

- Examples of play types observed: imaginative play, sensory play, constructive play, solitary play, parallel play, and cooperative play.
- Develop play types associated with neurodivergent children by providing sensory-friendly play spaces, visual supports, and structured routines.
- Offer alternative play materials and tools that cater to specific sensory needs, such as fidget toys, weighted objects, or noise-cancelling headphones.
- Collaborate with specialists or therapists to gain insights into specific play strategies and adaptations that support the unique needs of neurodivergent children.
- Value the play that the children are initiating and engaged in such as lining up play, special interest play, again and again play (Reference Kerry Murphy)





MODULE 3 ASSESSMENT CONTINUED

QUESTION 4

How could you incorporate the different types of imagination into play opportunities in your setting?

Answer 4 (Please note, the below are examples and answers may vary)

- Foster pretend play by providing props, costumes, and themed play areas that encourage children to engage in imaginative role-playing.
- Create open-ended play spaces where children can freely explore their creativity, such as art corners or building stations with loose parts.
- Introduce storytelling activities or puppet shows to ignite narrative imagination and encourage children to express their thoughts and ideas.
- Incorporate nature-based play opportunities that stimulate imaginative play, such as outdoor exploration, natural materials, and pretend camping or gardening experiences.

QUESTION 5

How could you develop yourself and your team into 'responsive' practitioners?

Answer 5 (Please note, the below are examples and answers may vary)

- Engage in regular professional development opportunities to stay updated with the latest research, theories, and best practices in early childhood education.
- Foster a culture of reflective practice within the team, encouraging ongoing self-assessment and evaluation of individual and collective practices.
- Seek feedback from colleagues, parents, and children to identify areas for improvement and growth.
- Collaborate with mentors, consultants, or experienced practitioners who can provide guidance and support in becoming more responsive to children's needs and interests.



MODULE 4 ASSESSMENT

QUESTION 1

What do you understand continuous play to be?

Answer 1 (Please note, the below are examples and answers may vary)

- Continuous play is an uninterrupted flow of play where children engage in activities and experiences without significant breaks or disruptions.
- Continuous play allows children to explore, create, and learn in a seamless and immersive manner.
- It involves children being fully engrossed in their play, maintaining focus and interest for an extended period.
- Continuous play fosters deep concentration, imagination, and the development of various skills.

QUESTION 2

What strategies will you incorporate into your setting so that there is effective continuous play?

Answer 2 (Please note, the below are examples and answers may vary)

- Create a safe and inviting play environment that encourages children to explore and engage in activities freely.
- Offer a variety of open-ended materials and resources that promote creativity and imagination.
- Foster a balance between child-led and guided play, allowing children to take the lead while offering support and scaffolding when needed.
- Implement flexible schedules and routines that allow for extended periods of uninterrupted play and minimise transitions.

MODULE 4 ASSESSMENT CONTINUED

QUESTION 3

Which experiences could you offer children alongside their continuous play that would enrich their language?

Answer 3 (Please note, the below are examples and answers may vary)

- Provide opportunities for storytelling, role-playing, and dramatic play, which enhance language skills through narrative creation and dialogue.
- Set up language-rich play areas, such as a pretend grocery store or a restaurant, where children can engage in conversations, make requests, and practice vocabulary.
- Integrate books, poems, and rhymes into the play environment, encouraging children to explore and engage with written and spoken language.
- Encourage group activities and social interactions that promote communication, negotiation, and collaboration among peers.

QUESTION 4

Choose an area of your provision and can you list the different skills that are involved? How will you provide for these different skills?

Answer 4 (Please note, the below are examples and answers may vary)

Example area: Outdoor play area

Skills involved:

- Gross motor skills: Provide a variety of climbing structures, balancing beams, and opportunities for running, jumping, and physical exertion.
- Fine motor skills: Offer sand and water play areas, art stations, and manipulative toys to promote hand-eye coordination and dexterity.
- Social skills: Encourage group games, cooperative play, and sharing activities to foster communication, turn-taking, and conflict resolution.
- Problem-solving skills: Provide open-ended materials, puzzles, and construction sets that challenge children to think critically, plan, and problem-solve.

To provide for these different skills, ensure a well-equipped outdoor play area with a range of age-appropriate equipment and materials, promote opportunities for social interaction, and provide guidance and support as children navigate challenges and problem-solving situations.

MODULE 4 ASSESSMENT CONTINUED

QUESTION 5

What are the key qualities of a practitioner that successfully understands and extends children's play?

Answer 5 (Please note, the below are examples and answers may vary)

- Observation skills: A practitioner who actively observes children's play can understand their interests, abilities, and individual needs, allowing for appropriate extensions and interventions.
- Flexibility: Being flexible and adaptable allows a practitioner to respond to children's cues and adjust the environment or materials to support and enhance their play experiences.
- Playfulness: Having a playful attitude and joining in children's play can create an engaging and supportive environment that extends their play and fosters a sense of joy and curiosity.
- Reflective practice: Engaging in ongoing reflection and assessment helps practitioners understand the value and potential of children's play, leading to intentional planning and purposeful extensions that support their learning and development.