

## Routine Policy

Health and Social Care Standards:

2.21 *I take part in daily routines, such as setting up activities and mealtimes, if this is what I want.*

2.22 *I can maintain and develop my interests, activities and what matters to me in the way that I like.*

2.27 *As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity*

As an early years provider, Stramash recognises the importance of having a meaningful routine or rhythm to the day. This is evidenced in the Scottish Government Document ***Realising the Ambition*** (2020)<sup>1</sup>:

*“Routines and rhythms can support children to feel secure as they come to know what is happening, and what will happen next”.*

Stramash strives to be responsive and considerate of each child's own learning journey, with staff understanding the implications of interruption of deep level learning. In this way, **the rhythm of each day will follow the lead of the children and not a pre-set agenda**. As laid out by the Scottish Government document ***Realising the Ambition*** (2020):

*“Over-regimenting can have the opposite effect if children’s choices get side-lined, or valuable activities are interrupted”.*

Although there is no pre-set routine or agenda for the day, there is a natural and child-led rhythm with opportunities to join in with regular routine activities.

Such routines can be daily, weekly, or regular occurrences depending on seasons, time of day etc. Typical Stramash examples may be:

- Arriving at Stramash - sign in, hang up bags, put lunchbox away
- Group gather times - come together, story, songs, chat
- Having snack/lunch - wash hands, get lunchbox, go to eating area
- Feed birds - gather, fill and hang feeders
- Gardening - water the plants, do some weeding
- Having a fire - gather kindling, chop wood, light fire

Some Stramash sites may also be involved in external activities that become part of a regular routine at nursery such as Bookbug sessions, Childsmile or PATHS.

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<sup>1</sup> [Realising the Ambition \(2020\) Being Me - Scottish Government](#)

This child led, natural approach does not prevent staff from thinking ahead and considering new or routine activities as options, but insists upon the flexibility of these activities. For example: staff may observe children are very engaged in play and it would not be beneficial to call them away for a story.

In facilitating this flexible and child led approach to routines and daily rhythms, Staff monitor and reflect upon the occurrences that happen each day to ensure that children are having a varied and enriching experience with plenty of opportunities to lead their own learning.