Pre Birth to Three
A practical guide for staff
My World Triangle

What I Need from People who Look After Me

How I Grow & Develop

My Wider World

- Everyday care & help
- Keeping me safe
- Being there for me
- Guidance, supporting me to make the right choices
- Knowing what is going to happen & when
- Understanding my family's history, background & beliefs
- Play, encouragement & fun

The whole child or young person: Physical, Social, Educational, Emotional, Spiritual & Psychological development

- Comfortable & safe housing
- Work opportunities for my family
- Enough money
- Local resources
- School
- Support from family, friends & other people

- Being healthy
- Learning to be responsible
- Becoming independent, looking after myself
- Enjoying family & friends
- Being able to communicate
- Confidence in who I am
The Well-being Wheel (SHANARRI)
We aim to create a world in Scotland where every child is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included.
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FOREWORD

‘A renewed emphasis on the period between early pregnancy and three years old is needed to reflect the evidence that this is the period with the greatest bearing on outcomes and a critical period in the terms of breaking cycles of poor outcomes’

(The Early Years Framework 2008)

This guidance has been written by members of the Early Years Team, School Improvement Services and members of the Childcare Strategy Team to support practitioners to get it right for every child in their most critical early years.

Research information and current documentation are signposted and taken account of and practical examples of the nine features of the Key Principles practice are expanded within the document.

We recommend this document to practitioners to support their everyday work with babies and young children.

The Early Years Team

The Childcare Strategy Team
Perth & Kinross
Pre-Birth to Three Guidance

Rationale

Background

The Scottish Government has a vision for a Scotland where every child matters, and where all children experience support enabling them to reach their full potential and giving them the best possible start in life. There is a commitment to developing a strategic approach to prevention and early intervention to address the significant inequalities in Scottish society.

The document ‘Pre-Birth to Three: Positive Outcomes for Scotland’s Children and Families (2010) and the linked DVD and CD provide guidance for early years staff and contain suggestions for development activities throughout. The four inter related key principles that support sensitive and well informed approaches are clearly identified:

- Rights of the Child
- Relationships
- Responsive Care
- Respect

It is essential that the role of the adult is recognised as being critical to the development of babies and young children. Attachment and attunement are particularly critical for young children and reflect the Early Years Framework and the Scottish Government’s other two social policy frameworks - `Equally Well` and `Achieving Our Potential` as well as promoting Getting It Right For Every Child (GIRFEC)
The Purpose of the Perth & Kinross Pre- Birth to Three Guidance

`It is during our very earliest years and even pre-birth that a large part of the pattern for our future adult life is set' 

(Early Years Framework 2008)

This Perth & Kinross Pre- Birth to Three Guidance has been produced to support staff in the implementation of the national guidance.

All staff working with babies and young children require a working knowledge of the national guidance Pre- Birth to Three: Positive Outcomes for Scottish Children and Families produced by the Scottish Government and Learning and Teaching Scotland.

Children’s experiences in their early years are very closely related to the quality of the care that they receive. These experiences can have a real impact on how children develop in the future.

The guidance takes as its focus the child and steers away from subjects and a formal curriculum. It identifies experiences that babies and young children should have.

It is the responsibility of staff within their own centres to interact and adapt this guidance to best meet the needs of babies and young children in their holistic development. This will not mean a “one size fits all approach”. However there should be key elements underpinning practice.

- Each child is known, accepted and respected as an individual
- Each child is a social being
- Each child has the right to be, and will be, treated with real respect at all times
- Each child is respected as a competent learner, learning by doing rather than by being told
- Routines, schedules and planned activities are centred around the child’s individual needs
- Relationships are valued as the starting point for each young child's development and learning
- Caring adults count more than resources and equipment
- Parents’ knowledge, skill and experience are valued and there is a genuine two-way sharing of information.
Further reference should be made to the document ‘Pre-Birth to Three: Positive Outcomes for Scotland’s Children and Families (2010)
The following nine features of practice are an effective way of supporting staff as they implement the four key principles. These features are equally significant and as such are not presented in any order of importance.

- Role of staff
- Attachments
- Transitions
- Observation, assessment and planning
- Partnership working
- Health and Wellbeing
- Literacy and Numeracy
- Environments
- Play

The young child is a curious learner whose business is to make sense of the world in order to take part in it and enjoy it. The young child is learning all the time from all experiences. The young child is an active participant in the learning process and what is learned will be personal and determined by current interests and concerns.

Every young child is a unique individual. Each stage of development needs to be valued and enjoyed.

Staff should:

- Have a good understanding of children’s development from pre-birth in order to fully support their progression

- Recognise that there are certain characteristics that are likely to be shared by children at similar ages. However each child will progress in their own way and at their own pace. Progression is often uneven across different aspects of development

- Be aware that babies and young children often benefit most from being able to concentrate on something in depth and should be given opportunities for play that will allow them to become deeply involved.
Babies (0 – 18 months)

“Babies are born ready to continue to learn and make sense of their world. The difference you can make is quite remarkable”.

*(Every Day’s A Learning Day, 2012)*

In the first year of life, babies develop more rapidly and learn more than at any other time in their lives. Babies learn positively and begin to make sense of the world through warm and accepting relationships, through enjoyable play and from being involved in everyday routines.

“A baby learns through her own choices and actions rather than from a passive kaleidoscope of experiences”

*(Goldschmied and Sekleck, 1996)*

It is essential to take account of the following for the babies in our care:

- Their senses
- Their movements and being moved about
- Their emotions
- Their warm and loving relationships with significant adults
- Their everyday routines
- Their playful experiences

“Horizons have suddenly widened but it is the quality of security of attachment which allows the baby to explore with confidence, diffidence and recklessness”

*(Robinson, 2003)*

Toddlers (12 months – 3 years)

“This is the period of holding and letting go”

*(Rouse and Griffin, 1992)*

Toddlers depend on familiar routines and like familiar places, experiences and people, but at the same time, are actively testing them out when exploring and taking risks. They try to be independent but also need the comfort of a key adult close by who can be relied upon for support, praise and encouragement.

It is essential to take account of the following for the toddlers in our care:

- Their need to be mobile, active and busy
- Their need for quiet, restful times
- Their need to be curious and creative
- Their need to do things for themselves
- Their strong feelings and emotions which are sometimes difficult for them to control
- Their rapidly developing vocabulary
- Their challenge to express own ideas and feelings
- Their need to take risks and challenge themselves
- Their need to HAVE FUN!
Role of Staff

Each child is entitled to the very best that every adult can give at all times in all places.

The staff have a crucial role to play in ensuring best possible outcomes for children in order to ‘Get It Right For Every Child’

Caring adults count more than resources and equipment. They can fulfil the needs of babies and young children for
‘love, friendship, sensitivity, the need to think soundly, know, learn, work, organise, curiosity, the sense of wonder, playfulness, imagination, creativity, open mindedness, flexibility, experimental mindedness, explorativeness, resilience, the sense of humour, joyfulness, laughter and tears, optimism, honesty and trust, compassionate intelligence, dance and song.’

(Ashley Montagu 1981)

High quality and relevant continuing professional development is fundamental to all staff working with young children.

This can take many forms:

- Training course attendance e.g. Perth & Kinross Schedule of Opportunities, Childcare Strategy Training Opportunities
- Conferences (National and Local)
- Professional Reading e.g. National and Local Guidance, literature available from lending facility at Perth Grammar Wing
- Award bearing qualifications
- Good practice visits to other Early Years settings
- On-line e.g. GLOW, Education Scotland
- Participation in staff team discussion forums
- Networking opportunities
- CD and DVD resources e.g. Pre-Birth to 3, Curriculum for Excellence, Play Talk Read, I CAN Early Talk
**Understanding Behaviour**

Very often, children’s behaviour is a way of communicating a need and expressing themselves. It is important that staff understand the developmental stage of the individual child and this is where the knowledge of the key person is of paramount importance.

To promote positive behaviour it is essential to

- Value each child as an individual
- Take account and be understanding of children’s individual circumstances and environmental factors which may impact on behaviour
- Create a nurturing ethos where staff are positive role models
- Give consistent praise and encouragement to children for acceptable behaviour
- Support children to help them understand why some behaviours are more acceptable than others
- Work with parents to develop complementary positive behaviour management strategies
- Ensure strategies support the smooth transition within and between settings

Where children have identified additional support needs, strategies for managing behaviour may require to be personalised. Staff should seek advice from relevant agencies and liaise with the child’s `Named Person` to ensure that appropriate support is in place.
The Reflective Practitioner

“We must have the courage to insist on the best, not just an adequate quality of education and care, with ‘fit persons’ for babies and toddlers.”

(D Selleck & S Griffin, 1996)

All centres need to aspire to offer the best care and education for babies and young children. To ensure these high standards they need to know the quality of their own provision. Self-evaluation is a key feature of the process of improvement.

It is essential for all staff to understand and apply the following in relation to their service:

- Know what the service is aiming to do
- Know how the service plans to achieve these aims
- Know how well the service is succeeding in meeting these aims
- Identify strengths and ensure these are maintained
- Identify areas where aspects need to be improved
- Plan for development and improvement

How are we doing?

In essence

How do we know?

What are we going to do now?

(Child At The Centre, 2007)

Everyone involved in the life of the centre will be involved in the evaluation process; both formally and informally. This may include a one-off visit from a prospective parent to the intensity and rigour of an inspection by regulatory bodies.

It is through on-going self evaluation that links are made between practice and what is known about how children develop and learn.

The Child at the Centre states that:

“The process of collegiate self-evaluation by staff and with centre managers, works best when all working in the centre have a shared understanding of what is meant by ‘quality’. This often stems from a shared vision of what you as a centre community want for the children, and what you want your provision for children to be like in two or three years time”.

(HMIE 2007)

Further reference should be made to the documents:
- ‘National Care Standards’
- ‘The Child At The Centre’
- ‘Pre-Birth to Three’
Attachments

“Providing opportunities for children to develop close attachments and feel nurtured should be embedded in the ethos of every organisation”
(Pre-Birth to 3)

It is essential for staff in early years settings to promote secure attachments through building quality relationships with babies and young children, with parents and between staff members.

It is crucial that there is sensitive interaction between staff. Staff should model positive behaviour and engage in sensitive and responsive interactions with children, taking account of their facial expressions and the tone of their voice.

- Touching gently to gain attention and give comfort
- Saying the child’s name
- Showing a genuine interest
- Taking time to have conversations
- Arranging opportunities to be with siblings
- Building in bonding time to care routines

“Infants and toddlers in group care have no choice about being in child care”.
(Post & Hohmann, 2000)

Adults need to maximise the positive learning opportunities that the undertaking of care routine tasks provide e.g. nappy changing, feeding, dressing. Aiming to accomplish tasks as soon as possible will miss opportunities to engage with the child and to develop relationships.

Routines must be viewed by adults as a time for nurturing and bonding.

Holding and handling a young child conveys to the child the adult’s acceptance and attitude towards them. Close contact should provide positive reassurance and sustained eye contact is very important.

“Babies and children are more alert to the subtleties of what goes on around them than adults often believe”
(Linden 1993)
To develop attachments and bonding between the child and member of staff it is essential to:

- Make care routines enjoyable and fun
- Talk to the child about what is going to happen before carrying out care routines e.g. “I’m going to wash your face now”.
- Talk with the child during care routines and encourage responses
- Give good eye contact and personal attention
- Encourage and respond to sounds
- Smile
- Make opportunities to sing rhymes and songs as part of the care routine
- Play games and touch fingers, toes and tummies
- Be mindful of the child’s dignity
- Consider choices a child may wish to make
- Keep routines as individualised as possible
- Develop the senses

“If babies have a secure attachment to at least one person they are more likely to develop strong relationships and skills to cope with challenges later in life”.

(Pre-Birth to Three)

**Key Person**

A key person system is widely recognised as best practice for those working with babies and young children. This helps to provide a secure experience of attachment which is vital to the emotional development and well-being of young children. An insecure or anxious attachment can make a child increasingly vulnerable to life’s events. Another member of staff should know the child well in order to provide consistency of care in the absence of the key person.

The role of the key person should include:

- Liaising with and working closely with parents
- Building special relationships with children
- Sharing information with staff team
- Working closely with other agencies/services
- Supporting settling in and transitions
- Providing a point of contact
- Sensitively supporting children and parents
- Maintaining records and plans for next steps
- Communicating daily with parents
- Being mindful of the needs of individuals
- Maintaining the Child’s Plan.
Staff Teamwork

The qualities staff should demonstrate include:

- Affection
- Empathy
- Energy
- Enthusiasm
- Enjoyment
- Eagerness
- Willingness to learn
- Non-judgemental attitudes and approaches
- Good organisational skills

The components of a good team are:

- Honesty
- Openness
- Trust
- Loyalty
- Cohesiveness
- Respect for others
- Valuing others

Communication among and between staff needs to be reviewed regularly to ensure that there is no breakdown in staff relationships. Regular staff meetings are necessary to provide a forum for sharing information and ensuring consistency of approach within a centre.
Transitions

Settling In
Changes can be stressful at any stage in life but for babies and young children they can be particularly challenging. Parents also need support to cope with change and new situations. Therefore the sensitive care and attention given to ensuring smooth transitions is extremely important.

Where children feel safe and confident in their surroundings they will find it easier to settle into a new situation.

It is essential to provide the following:
- Opportunities to visit the setting prior to starting
- Opportunities to share information
- Opportunities for parents/carers to stay as appropriate
- Phased start tailored to meet the needs of the individual
- Experiences that reflect the child’s own home life and culture
- Routines that are familiar e.g. things which happen within the setting every day (snack routine / waving at window)
- Care practices that take into account children as individuals and show them that they are important
- Opportunities for siblings to be together

To ensure that children’s learning is continuous it is important that staff and parents / carers share their knowledge of the child and value and trust the contribution of each other.

Daily Transitions
Supporting parents back into work may result in many babies and young children experiencing a wide range of transitions each and every day. Therefore it becomes ever more important that there is some continuity and similarity of approach in the ways in which the important adults in children’s lives behave and interact. This will not only be with the children themselves, but also with other adults that are involved with each individual.

It is essential that the following situations are well managed to ensure consistency:
- Hand over times at beginning and end of nursery session
- Staff change over times / pattern of working
- Attendance patterns of other children
- Staff absence
Room to Room

Transitions from room to room should be well planned. Babies and young children should have opportunities to get to know their new key person and staff. There should be opportunities to visit and spend time in new rooms before moving on. Smooth transitions also rely on staff sharing information about each child and their prior experiences.

It is essential that careful consideration is given to the following:
- Opportunity for staff to liaise before and following the move
- Management of staff to allow the key worker to accompany the child on visits to a new room or the new key worker to work with the child in the current setting
- Flexibility to meet individual needs of the child e.g. allowing children to remain in current room for longer if this is more appropriate and better meets their needs.
- Continuity of approach e.g. resources, structure of day, activities available, routines

Setting to Setting

Transitions may occur in many different situations in a child’s early years as children may have multiple carers, spending some time at home, time with a childminder and time attending playgroup, toddler group or nursery.

This may occur within a day, across a week or as a child leaves the setting.

Smooth transitions rely on staff from different settings sharing information about each child and their experiences. Transitions should be well planned.

Careful consideration should be given to the following:
- Opportunity for staff to liaise – before and following the move
- Parental permission prior to any exchange of information about a child
- Exchange of profile information to inform new staff of the child’s current stage of development

Further reference should be made to the documents:
`Pre-Birth to Three`
`Perth & Kinross Council ECS Early Education 3-8 Transition Guidance`
`A Scotland for Children` The Children and Young People Bill`
Partnership Working

Parents

“Working in partnership with the child’s family enhances the effectiveness of interactions.”

(Vygotsky)

It should be the aim of the Centre to encourage a positive partnership with each parent. Parents are prime educators in the child’s earliest years. Staff should value the role of parents in the child’s learning and should consider how parents continue to be the most significant people in the child’s life.

It is essential to share information about the individual child including:

- Sleep routines
- Feeding
- Toys
- Things that frighten or startle
- Language from the home
- Family and household members
- Extended family and friends
- Favourite experiences
- Current events
- Achievements
- Milestones

Staff should be available at drop off and pick up times. This is essential for effective daily contact with a parent / carer to promote effective sharing of information. Additionally good practice ideas may include:

- All About Me Booklets
- Home Diaries
- Questionnaires
- Parents’ Nights
- Record of routines
- Notices
- Flyers
- Parents’ Workshops
- Reports
- Newsletter
- Centre Website
Health and Wellbeing

“Staff working in early years settings are in a strong position to be significant and positive role models for children and parents and should be aware of their responsibilities in the promotion of health and wellbeing”

(Pre-Birth to Three)

The correct diet supports brain function and reduces risk of health problems such as anaemia and dental decay, and helps the immune system function effectively, so that it can fight off infections.

To encourage healthy eating habits it is good practice to

- Support parents who wish to continue breastfeeding through providing a dedicated space where possible
- Provide healthy foods and drinks for babies who are weaned
- Ask parents about their child’s dietary needs and food allergies, record these and act upon them
- Ensure all staff know which children have food allergies and understand the consequences of this
- Be aware that until children are at least two years old they cannot eat large amounts of food at one sitting and need frequent meals and snacks that are high in calories and nutrients
- Record food intake for babies and toddlers
- Ensure there is a balance of fruit and vegetables, bread and other starchy food, milk and dairy products
- Ensure drinking water is available to children at all times
- Provide opportunities for children to try out new tastes and textures
- Take part in tooth brushing programmes
To encourage regular physical activity it is good practice to

- Provide daily outdoor activity
- Provide resources that will encourage babies to reach
- Provide opportunities for babies to experience being rocked and swayed by an adult
- Provide different arrangements of toys and soft play materials to encourage crawling, bottom shuffling and wriggling
- Provide mats for babies and young children to roll on
- Provide opportunities to use materials over and over again especially stacking toys, containers in sand and water, large and middle sized balls
- Provide objects for babies and young children to hold, squeeze, throw, drop, rub, scrunch, turn over and poke
- Treat mealtimes as an opportunity to help children to enjoy and explore their food and become independent in feeding themselves, using fingers, forks and spoons
- Provide safe spaces for babies to try to sit, walk, stand, crawl
- Provide push and pull toys for babies and young children
- Provide opportunities for babies and young children to explore distance and speed by running, throwing, pedalling and chasing
- Provide equipment for babies and young children to e.g. jump off, walk across
- Provide large apparatus for climbing to allow children to experience different heights and levels
- Provide wheeled toys to sit and ride on
- Provide small world toys, building bricks and other construction materials to encourage fine manipulative skills
- Provide objects that can be twisted, turned, fitted inside each other
- Provide experience of threading items
- Provide opportunities to put on own coat, fix buttons, shoes and zips
- Provide access to a garden for digging
To develop a child’s sense of self and to promote positive feelings it is good practice to

- Find ways to value and celebrate each young child within the group by making routines such as feeding and changing personal e.g. singing child’s favourite rhyme
- Provide a key person for each child and provide support to enable each individual to gradually be with and remain with unfamiliar people
- Use the child’s name frequently throughout the day
- Increase the time babies play independently, remembering it is comforting for them to hear familiar sounds and have you near
- Provide opportunities for babies and young children to increase their self-confidence and show you value and appreciate their efforts
- Value the importance of comfort objects for babies and young children
- Recognise that young babies will find comfort from ‘snuggling in’ with a variety of objects and people in different places such as cosy corners with soft, inviting surfaces
- Create time to discuss options, without overwhelming the children, so that children really do have choices; e.g. whether they will drink water or milk,
- Provide accessible resources so that babies and young children can choose what they need to begin an activity independently
- Encourage babies and young children to access items independently, so as to develop a sense of self-assurance
- Encourage young children to be part of collaborative activities, making sure they are not always dependent upon your presence for them to contribute and participate
- Have transparent boxes, clearly labelled with a photograph, a picture outline of the object, or the real object stuck on, so children can see where things belong and can return them safely
- Support children in accepting choices made by other children and adults, even when this limits their own choice
- Encourage all children to participate in making any rules and help them to understand expectations and boundaries
- Provide opportunities for children to become more independent eg feeding, putting on apron or coat
Literacy and Numeracy

Literacy and numeracy are fundamental to all areas of learning. As babies and young children develop, being literate and numerate helps them to function effectively in everyday life and to contribute to society. The earliest years lay the important foundations for literacy and numeracy development which can be built on through life long learning

(Pre-Birth to Three)

Literacy

To encourage the development of literacy skills it is good practice to

- Find time to play, have fun, sing and laugh with young babies and encourage playfulness, turn-taking and responses
- Playfully imitate young babies, giving full eye contact, interacting with them and their play-things, watching the ways they use them and showing them new things to do
- Use clear, simple speech that is easy to imitate
- Make time to be physically close and make eye contact.
- Use touch or voice to provide opportunities for early ‘conversations’ between adults and babies; and between babies
- Involve babies in greetings and farewells
- Talk to babies about what you are doing throughout the day, so they will link words with actions
- Share the fun of discovery and value and interpret babies’ words
- Get down to the child’s level so that they can watch your face when you talk
- Mimic any sounds babies make. This encourages babies to vocalize more. These are also the sounds that will turn into words.
- Let young babies know you understand what they’re saying; e.g. when they are hungry, tired, happy, sad, lonely
- Actively listen and give your full attention when babies communicate with you
- Encourage turn-taking by exchanging sounds
- Allow time for pauses within conversations
• Play and have fun with words

• Provide mobiles and pictures in changing areas to encourage conversations

• Help young babies to enjoy being together and to communicate with their key person

• Be available to explore and talk about things which interest young children indoors and outdoors, and listen to and respond to their questions, both serious and playful

• Provide interesting things to do and talk about and interesting people to talk to e.g. shopping, visits, visitors

• Provide opportunities for children to talk with other children, visitors and other adults about what they see, hear, think and feel

• Provide opportunities for all children to become part of a group, encouraging conversations

• Explore rhythms, rhyme, sound; e.g. by modelling and repeating

• Provide opportunities to follow simple instructions; e.g. hug dolly, throw the ball

• Read stories frequently and use different voices. Encourage children to join in wherever possible and use puppets, soft toys or other props. Share books from home

• Sing nursery rhymes daily

• Sing with children during ongoing play activities and during care routines; e.g. nappy changing, feeding

• Spend time sharing photographs of familiar people, places and objects to introduce new words and encourage responses from children

• Provide opportunities for role play and dressing up

• Introduce a range of materials and tools for communicating, drawing, painting and modelling

• Provide opportunities to talk about and use print in their play and daily routines e.g. newspaper, shopping list, calendar etc

• Provide a range of sensory experiences to encourage children to develop a rich vocabulary

• Use each child’s name at the start of each sentence to attract attention and encourage listening skills

• Encourage children to follow instructions during play and routines
Numeracy

To develop numeracy skills it is good practice to

- Sing number songs and rhymes
- Count during every day activities such as setting the table, climbing the stairs
- Use language to sequence events such as getting dressed (first, then, next, last)
- Provide resources to encourage filling and emptying
- Provide materials for sorting and matching
- Provide materials for ordering by length such as ribbons, chains
- Provide objects of different weights within e.g. treasure baskets, water play, construction
- Provide a variety of containers in the water tray or sand tray to develop an awareness of capacity
- Look for numbers when out for walks such as numbers on buses, doors, cars etc
- Play games using a dice
- Display numbers in a variety of contexts
- Play number games outdoors
- Use real life experiences as much as possible to develop mathematical language and understanding such as
  - growing plants to discuss measurement
  - shopping to develop an awareness of money
  - baking
The Environments

The environment includes everything to do with the child’s surroundings, both indoors and outdoors.

“Adults can admire their environment; they can remember it and think about it – but a child absorbs it”.

(Pre-Birth to Three)

“In the very earliest days a child’s environment is mainly about the significant adults who care for them”.

(Pre-Birth to Three)

It is essential that staff create a warm, welcoming and caring environment.

Outdoors

Babies and young children need to spend time outdoors to fully explore and gain a deeper awareness of the world around them.

Staff should use the outdoors as an equal environment to the indoors. The learning style of some young children is likely to be better suited to the outdoors.

There may be things that cannot be changed about outdoor areas, such as the size and permanent surfaces however staff should create a safe, challenging, interesting place of discovery and learning.

Careful consideration should be given to:

- Surfaces
- Seating
- Fixed equipment
- Storage facilities
- Heights, vantage points and platforms
- Planting / growing areas
- Shelter
- Pram area
- Tracks and pathways
When planning outdoor play it is essential to ensure:

- Learning is planned, monitored and evaluated in the same manner as indoors
- Learning on offer is linked to learning indoors
- Children’s interests are developed
- Access to the outdoors is all year round
- Best use is made of the local environment
- Design and layout takes account of safety and welfare of all
- There is an appropriate staff: child ratio
- A balance of resources is provided
- Risk assessment is conducted

The provision for learning should include:
- Areas to support a variety of movements e.g.
  - Crawl under
  - Climb over
  - Run
  - Roll over
  - Climb up
- Areas to hide in
- Areas to encourage habitats e.g. woodpile
- Areas to develop curiosity and investigation
- Areas for “natural mobiles” e.g. branches / leaves / blossom
- Sensory opportunities
- Creative and imaginative opportunities
- Planting and growing
- Spaces to dig and bury
- Den and shelter building
- Time to watch the world go by

Staff must be aware of how a negative attitude to being outdoors influences children’s thinking and can restrict their learning opportunities.

“Bad weather always looks worse through a window”

(Tom Lehrer)
Indoors
There may be things that cannot be changed about rooms, such as the structural layout.

However staff should create calm, interesting places of discovery and learning in a homely style environment. The DVD that accompanies the ‘Pre-Birth to Three: Positive Outcomes for Scotland’s Children and Families (2010) shows examples of different nursery environments.

Careful consideration should be given to:
- Lighting
- Colours of walls / paintwork
- Soft Furnishings
- Flooring
- Blinds / Curtains
- Displays
- Multi sensory impact

“The under threes’ area needs to combine a sense of spaciousness and intimacy allowing free movement for mobile children and the quieter area for babies not yet able to move by themselves.”

(Elinor Goldschmeid)

When planning the layout of the playroom it is essential to ensure space:
- Is clean and clear of clutter
- Is safe and secure
- Provides opportunities to be alone / together to encourage socialising
- Provides a known place to keep special personal things
- Is sufficient to provide freedom of movement
- Provides opportunities for relaxation / stimulation
- Is able to be altered as children develop and grow
Resources

The range and quality of resources on offer and the way they are organised and displayed impacts greatly on children’s development and learning.

Resources should be well matched to the needs and interests of children and provide appropriate support and challenge. Resources should take account of the five senses and include a range of heuristic play materials. Additionally staff should ensure the range of resources reflect real life experiences and some aspects of babies and young children’s homes, communities and cultures.

Staff should regularly review resources for both quality and how and when children access them. A plentiful stock of differentiated resources should always be available and this should include “open-ended” materials which encourage investigation and exploration.

Organisation, Care and Maintenance

Resources should be effectively organised so that they can be readily accessed by staff, and where appropriate, children. Tidy up time and maintaining all pieces of equipment after use can be an enjoyable part of the learning experience throughout the day and not a chore to be left to the end of the day.

Resources must always be safe, hygienic and well maintained when children are playing with them.

It is good practice to consider the following:

- Cleaning and maintenance programmes
- Storage systems in the playroom e.g. at child height
- Range and type of containers e.g. bags / boxes / pods / baskets
- Stimulation of children’s five senses
- Creative, flexible use of resources
- Safety and age / stage of development of children
- The selection of heuristic and open-ended materials
- Positioning of resources in areas
- The selection of multi cultural materials

Further reference should be made to the document

Infection Prevention and Control in Child Care Settings
Play

The importance of play cannot be overstated.

Children need a broad range of experiences to develop their skills and competencies. At all stages the process of learning is as important as the content.

“A quality curriculum for 0-3 year olds is based on what children naturally do, not on what adults wish children could or should do.”

(Bruce and Heggit 1999)

Play is an instinctive need and one fully recognised by the United Nations Declaration of Human Rights.

Children need the freedom to play, to practise skills and explore the world around them.

It is good practice to:

- Provide experiences that involve using the senses, such as relaxing music, soft lighting and pleasant smells for babies and young children to enjoy
- Provide aromatic materials such as scented balls, pine cones, scented cotton wool inside net bags, dried herbs
- Provide outdoor play opportunities where the children can smell grass, earth, leaves, herbs and rain
- Provide a variety of mirrors in different places to help babies see how their reflection changes as they move
- Play peek-a-boo, dropping games, look for a hidden toy
- Provide everyday objects found in the home for example sponge, soft nail brush, plastic pan scrub, for babies and children to explore, investigate (see “treasure basket” in Appendix)
- Provide feely bags / touch and feel books / heuristic materials
- Provide experiences such as squishy play dough, bubbles
- Encourage exploration and imitation of sound by providing objects such as firmly sealed yoghurt pots or plastic bottles filled with water, sand, gravel
- Provide opportunities to make noises using different materials
- Provide non-specific play materials such as boxes, blankets, lengths of different fabrics to encourage imaginative play
- Provide opportunities to go for walks in the local environment
• Have fun with babies by making a game of everyday activities; e.g. waiting for fingers to pop out of a sleeve, or head through a vest when dressing
• Provide opportunities to replay everyday experiences, dressing up, trying out different roles
• Provide opportunities to explore how things work and how objects can be taken apart and put back together again
• Provide opportunities to explore how things change: wet/dry, solid/liquid
• Promote play@home activities.
Observation, Assessment and Planning

“Adults need to understand what children’s play is telling them about the child.” (Tina Bruce, 2003)

“Observing children is a fundamental aspect of day-to-day practice and is the cornerstone of high quality early years provision.” (Pre-Birth to Three)

It is essential that staff observe and monitor the progress of the babies and young children in their care so that they can plan for next steps in learning, support development needs and regularly feed back to parents. This process should be seen as a continuous cycle.

Observations and assessments should take place naturally during interactions with children at play and staff should also take time to observe children when they are playing without adult support.

It is essential that staff take account of the following:

- Time to interact with child(ren) and note:
  - what was said or done?
  - what was seen or heard?
  - how was child’s interest sustained / extended?

- Time to step back and observe:
  - what was seen or watched?
  - what was noticed?
  - how did staff participate?

- Time to record and reflect:
  - was the main learning recorded?
  - what was significant?
  - what was learned about the child?
  - what was shared with rest of team and parents?

- Time to plan next steps:
  - what is the best way to support the child’s learning?
  - how are continuity and progression ensured?
It is important that staff teams develop a systematic and effective method of regularly gathering and recording observations and ensuring that the assessment information influences future planning for each child. GIRFEC must inform practice. Discussion between staff may be informal throughout the course of the day or more formal during staff meetings.

**Staff Reflections And Sharing**

As a team it is good practice to:

- Identify what has worked well
- Identify ways of improving learning experiences
- Review and develop provision
- Identify priorities for plans for individuals and groups
- Identify the focus for future observations
- Develop more effective ways to interact with children
- Celebrate and share success

Observations should have different purposes:

- General monitoring
- Identifying interests and needs
- Tracking learning
- Response to planned activities
- Identifying significant achievements and milestones

Recording formats may include:

- Daily diaries
- Daily report
- My day sheet
- Weekly report
- Development checklists
- Photographs with comment
- Video recording

**Reporting**

Children’s achievements and efforts need to be shared with the children themselves and celebrated. Helping children to reflect on and remember what they have learned helps to embed learning and helps them to recognise their own achievements.

Opportunities for regular informal two-way reporting between staff and parents / carers is integral to good practice. It is essential to ensure opportunities are created to share information with parents / carers on a daily basis (see partnership with parents)

Additionally parents should be given opportunities for more focused discussion of their child’s development and learning. Progress meetings with parents should be planned within the centre’s calendar of events and this information should be available to all parents.
Planning
This will support staff in planning curricular experiences and opportunities but it is still important to remember the holistic nature of young children’s development and that all their needs are inter-related:

- Emotional
- Social
- Intellectual / cognitive
- Moral
- Cultural
- Physical
- Spiritual

Adults must provide daily opportunities that encourage children to practise newly developed skills. Children’s experiences should encourage confidence and competence and provide challenge as appropriate.

This Pre Birth to Three Guidance focuses on the child rather than particular subjects or a formal curriculum. It identifies opportunities that babies and young children should experience.

In order to learn about, respond to and plan for each child’s individual pattern of learning and development staff should:

- Observe children playing and learning
- Take part in and talk about children’s experiences
- Talk with parents about their insights into their child’s development and learning
- Undertake relevant CPD

“Babies and very young children are primed to learn. But it is important to tune into the flow of their curiosity and current abilities.”

(Lindon, 2004)
Planning Timescales

Planning may cover different timescales. However for babies and young children it is most appropriate to plan in the shorter term, to ensure that plans reflect and respond to the current needs and interests.

Lindon (2003) suggests that over a week or fortnight, babies and young children should experience a range of activities which do not happen every day. If they happen every day they do not feel so special. However such activities should also be balanced with familiar routines and everyday experiences.

Short Term Planning (Daily / Weekly) should include:

- The identification of resources and activities
- Activities shaped by observations
- A response to what children have recently learned and their current needs and interests
- A flexibility factor to allow learning to develop spontaneously
- A review and evaluation section

Account should also be taken of:

- The varied attendance patterns of children
- Information shared by parents
- Time for adults to be available as companions and as interested observers
Examples of planned opportunities / activities which may be detailed on weekly plans to promote health and wellbeing (sense of self)

- Look at and talk about photographs of people and previous activities

- Look in a range of mirrors to encourage babies and young children to make different faces and gestures and copy each other

- Look at pictures of faces and talk about the feelings they show, using appropriate language

- Invite a parent with a new baby to visit the centre. Discuss the needs of a very young baby and how they (toddlers) have grown since they were babies

- Make up and display some simple room rules, remembering to include pictorial clues. Revisit them regularly.

- Share and talk about photos of people representing the multi-cultural nature of society and discuss similarities and differences

- Explore materials and resources which celebrate the diversity of a multi-cultural society e.g. resources for a home corner kitchen, food at snack

- Talk about body parts and play pointing / touching games and sing relevant songs and rhymes eg 'Head Shoulders Knees and Toes', 'Eyes Nose Cheeky Cheeky Chin'

- Spend time playing in other playrooms with individual children to support transition.

- Play with puppets to model appropriate responses to situations e.g. when a child might feel annoyed or frustrated

- Introduce simple picture cards e.g. photographs to support self help tasks like hand-washing and self-serving snack
Examples of planned opportunities / activities which could be detailed on weekly plans to promote health and wellbeing (sense of self) continued

- Use talking and thinking books to plan changes to the room to involve children in the planning process. Take photos of ‘before’ and ‘after’

- Introduce fun-time into tidy up routines e.g. use a favourite song or self-selection of area prompt cards

- Review the previous day(s) activities, with a particular focus on children’s successes

- Celebrate special events that are happening in children’s lives such as birthdays, weddings and christenings
Examples of planned opportunities / activities which could be detailed on weekly plans to promote health and wellbeing (physical movement)

- Roll, mould and shape play dough using hands and fingers with/ without tools

- Move freely to a variety of dance music e.g. to reflect various tempo, mood and cultures

- Participate in simple music and movement activities

- Participate in finger rhyme activities

- Introduce simple baby gym activities e.g. place baby safely on floor mat or blanket and encourage rolling with the ‘reward’ of a toy. Gently bend and straighten baby’s legs and encourage a cycling motion

- Participate in ball pool activities

- Balance and move on simple apparatus

- Practise target throwing, using a variety of balls and bean bags to aim at a wall or into a container

- Balance using different parts of the body.

- Explore a range of body movements e.g. run, jump, tiptoe, roll. Introduce different speeds, different directions as appropriate

- Encourage babies to stretch for and touch their baby gym apparatus

- Participate in crawling activities e.g through a tunnel
Examples of planned opportunities/ activities which could be detailed on weekly plans to promote health and wellbeing (physical movement) (continued)

- Set up simple obstacle course to encourage movement over / under / through apparatus

- Swing, climb, spin, turn, slide on garden apparatus including; e.g. climbing frame, chute, swing, roundabout

- Roll, throw and catch a variety of balloons, balls, bean bags, quoits etc.

- Introduce bats, racquets or sticks, to roll and tap / hit a range of different sized balls.

- Provide balls of different sizes for kicking

- Introduce simple parachute games

- Sometimes provide wheeled toys; tricycles, scooters, coupé cars, bikes

- Build with a variety of different sized construction materials both large indoors and outdoors – large building blocks / small bricks / large cardboard boxes / planks / tyres etc.

- Thread and weave a variety of materials both indoors and outdoors;

- Introduce gardening type activities; e.g. dig in soil, rake up leaves, carry watering cans
Examples of planned opportunities / activities which could be detailed on weekly plans to promote literacy

- Sing familiar songs and rhymes using soft toys as prompts
- Play ‘copy cat’ games in a one to one situation. Face the child and make good eye contact. Describe the action being copied (e.g. touch your nose) to provide the relevant language
- Play ‘peek-a-boo’ games with a variety of scarves. Encourage eye contact.
- Play turn taking activities e.g. rolling a ball between two children. Emphasise your turn, her turn
- Explore a curiosity pod and provide appropriate vocabulary to name items
- Go for a walk in the local environment and emphasise names of items that you see e.g. vehicles as they pass
- Taste a selection of fruit and talk about the taste and texture
- Provide sensory experiences e.g. tray/bowl of jelly/shaving foam/mud and introduce words to describe what they look, feel and smell like
- Play with balls indoors and out and emphasise the phrases ‘Throw the ball’ and ‘Catch the ball’ along with the action
- Read interactive stories with children e.g. ‘lift the flap books’.
- Paint with brushes or finger paints to encourage the children to make different kinds of marks on paper
- Make marks in paint on top of table. Print pictures on paper to keep a record.
- Make marks in the earth outside with a variety of sticks
- Make marks in the sand tray with a variety of small wheeled toys
Examples of planned opportunities / activities which could be detailed on weekly plans to promote numeracy

- Sing number songs and rhymes using objects for counting e.g. three frogs for ‘Three Little Speckled Frogs’
- Sort materials such as a variety of lids, stones, balls, ties, brushes, shells etc. Allow children to use their own sorting criteria
- Sort sets of farm or zoo animals and encourage children to sort them using their own criteria
- Explore ribbon pod containing a variety of ribbon of different lengths and widths to introduce the language of length
- Explore collection of stones of different weights to introduce the language of weight
- Explore a variety of buckets, jugs, cups, etc in the water tray to introduce the language of capacity
- Go for a number walk. Look at the numbers on buses, doors cars etc
- Go the shop to buy items for snack
- Play beat the timer. Use the 30 second timer. Can you jump till the sand runs out? Can you run to the bottom of the garden before the sand runs out? etc.
- Build towers with bricks. Count the bricks as you build.
- Play skittles. Use skittles you have purchased or make your own using plastic bottles filled with a little sand or gravel. Count how many have been knocked down, how many are still standing etc.
- Play a position game with toy animals/dinosaurs e.g. put the bear on top of the table, put the dinosaur behind the curtain etc.
- Bury small animals, coins, buttons in the sand tray and encourage the children to hunt for them
Examples of planned opportunities / activities which could be detailed on weekly plans to promote play

- Go for walks in the local environment:
  - to the park to run in leaves
  - to the post box to post a letter
  - to the shop to buy snack
  - to the library for story time
  - on a rainy day walk and stamp in puddles
  - to sledge in snow
  - on a windy day to listen to sounds, fly kite
  - to a café for snack
  - to look for numbers

- Explore items that will dissolve in water e.g. salt, sugar, sand, cornflour, milkshake powder, cocoa powder etc. with jugs of water, spoons and small bowls that children can fill / add water / stir

- Explore items that will melt e.g. jelly, chocolate sweets, ice, butter etc. Put these on a path on a hot day and watch what happens

- Explore the stickiness of glue or other items. Cover child height table with plastic sheet, pour glue onto sheet and allow children to explore with hands and glue spreaders. Instead of glue use treacle, syrup etc.

- Explore trajectory with objects. Provide planks/slide, balls, cars, lorries, blocks etc. and slide / roll objects down slope to discover which goes fast/slow, which goes furthest. Cover slope with sandpaper/bubble wrap/fabric and notice if this makes a difference.

- Explore trajectory with moving water e.g. guttering and drain pipes, buckets, jugs, funnels etc.

- Investigate mini beasts in outdoor area. Provide small bug boxes, magnifying glasses etc

- Explore sensory experiences through sound. Provide a variety of objects to beat with a beater:
  - shoe box, cereal box, sheet of card (cardboard)
  - pot lids, tin mug, triangle, bucket, watering can (metal)
  - tupperware boxes, colander, plastic cup (plastic)
Examples of planned opportunities / activities which could be detailed on weekly plans to promote play (continued)

- Explore sensory experiences through sound. Provide a variety of objects to shake:
  - bells, chains, keys, wind chimes
  - tubs filled with lentils, feathers, rice, pasta, stones etc

- Explore sensory experiences through sound. Provide a variety of objects to scrape e.g. pot scourers, wood block, sandpaper blocks

- Explore sensory experiences through sound. Provide a variety of music to listen to

- Explore sensory experiences through baking activities.

- Explore sensory experiences through smell. Make and play with play dough and add different aromas e.g. cinnamon, herbs, vanilla, nutmeg, contents from fruit tea bag etc to

- Explore sensory experiences through smell. Add aromas to the water tray e.g. coffee, fruit tea bags, food flavourings, bubble bath, soap

- Explore sensory experiences through touch. Provide a small tray filled with items such as flower petals, wood bark, herbs, jelly

- Explore sensory experiences through touch. Provide play dough and add different textures e.g. lentils, pasta, glitter etc. Provide a variety of small squares of fabric such as fur, velvet, denim, satin, chiffon, cotton etc. to explore texture

- Explore sensory experiences through touch. Provide a variety of paper e.g. newsprint, sugar paper, sandpaper, tissue papers, crepe paper, corrugated paper, thick/thin cardboard to explore texture.

- Explore sensory experiences through touch. Provide a tray with gloop (cornflour and water), slime (soap flakes and water), papier mache (paste and paper) ice etc.

- Explore sensory experiences through sight. Provide a variety of mirrors, telescopes, binoculars, spy glasses, coloured transparencies.

- Explore sensory experiences through sight. Provide mirrors in different places (indoors and out) for children to find and explore. Experiment with putting different things in front of mirrors and look at what is reflected. Try pictures, books, labels, photos etc.

- Explore sensory experiences through sight. Make a dark corner with blanket, tent etc. Give the children torches and let them investigate.
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<th>Observation of Activity</th>
<th>Changes to the Environment</th>
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<td>Encourage interest and excitement “what’s in here”</td>
<td>Demonstrate opening and peek in</td>
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<td>Explore lids and containers to encourage twisting turning prising lifting looking in</td>
<td>Support as necessary but leave final opening to baby</td>
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<td>Emphasise names Point to photo / point and touch baby</td>
<td>Ask “who is this”</td>
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<td>Look at photos of babies and staff</td>
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### Key Feature

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<tr>
<td><strong>am</strong></td>
<td>Sing favourite songs using song box – children choose item from box to indicate which song they would like to sing.</td>
<td>Model actions</td>
<td>Encourage Child C to wait for turn</td>
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<td>Encourage Child B to try some actions</td>
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<tr>
<td><strong>pm</strong></td>
<td>Tuff spot filled with leaves, twigs, stones, conkers, cones etc – give children opportunity to explore this freely</td>
<td>Model</td>
<td>Touching and feeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>teaching</td>
<td>Introduce vocabulary of texture – “hard, crumbly, jaggy, spiky, smooth, bumpy”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Be mindful of Child O who is still putting items in his mouth</td>
<td></td>
</tr>
</tbody>
</table>

### Staff Members

- B Smith
- L. A. Brown
Week Beginning: Room
Staff members
Points to note:

<table>
<thead>
<tr>
<th>Day</th>
<th>Planned Experience</th>
<th>Overview and observations of the day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>am</td>
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</tr>
<tr>
<td></td>
<td>pm</td>
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</tr>
<tr>
<td>Thurs</td>
<td>am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm</td>
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</tbody>
</table>
Week Beginning October 1st 20XX Room Babies

Staff Member: E Alan & D Jones

Points to note: New start – child J visiting with parent on Thurs 4th Oct. Staying for 30 mins Fri a.m. induction
Staff member XY on Music Course on Weds 3rd Oct.

<table>
<thead>
<tr>
<th>Day</th>
<th>Curricular experience</th>
<th>Planned Experience</th>
<th>Overview and observations of the day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>am play</td>
<td>Explore ribbon box</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm H&amp;W movement</td>
<td>Play with balls</td>
<td></td>
</tr>
<tr>
<td>Tues</td>
<td>am numeracy</td>
<td>Walk to park in buggies – through woodlands, look at/collection branches/leaves-compare sizes and introduce words to describe eg longer shorter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm literacy</td>
<td>Sing favourite songs using song box</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>am H&amp;W Sense of self</td>
<td>Introduce the song: “Eye, Nose, Cheeky Cheeky Chin”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm play</td>
<td>Explore paint on plastic sheeting on floor</td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>am literacy</td>
<td>Investigate board and cloth books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm</td>
<td>Explore Treasure Basket</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>am H&amp;W movement</td>
<td>Explore lids &amp; containers, encourage twisting, turning, prising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm H&amp;W Sense of self</td>
<td>Look at photos of babies and staff</td>
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</tbody>
</table>

Sample
**Week Beginning**  
**Room**  
**Staff Member:**  
**Points to note:**  

<table>
<thead>
<tr>
<th>Day</th>
<th>Curricular experience</th>
<th>Planned Experience</th>
<th>Overview and observations of the day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>am H&amp;W sense of self and others</td>
<td>Look at photographs from home – family members</td>
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<tr>
<td></td>
<td>pm numeracy</td>
<td>Walk to park to look for numbers (collect leaves and conkers for tuff spot)</td>
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</tr>
<tr>
<td>Tues</td>
<td>am literacy</td>
<td>Sing favourite songs using song box</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pm play</td>
<td>Explore Tuff spot filled with leaves, twigs, stones, conkers, cones etc</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>am H&amp;W movement</td>
<td>Trip to park to run in fallen leaves, throw and kick balls.</td>
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</tr>
</tbody>
</table>
|     | pm literacy | Read – Spot Goes to the Park  
Make use of ‘Spot’ Toy | |
| Thurs | am play | Explore Treasure Baskets | |
|     | pm H&W Sense of Self | Mirror pod – look at self and others – make facial expressions and gestures | |
| Fri  | am literacy | Finger rhymes – re visit favourites and introduce – “Five Little Leaves” | |
|     | pm H&W movement | Dance to variety of music – introduce scarves and ribbons to wave and drop | |
Pre-Birth to Three Planning for individual child

<table>
<thead>
<tr>
<th>CHILD’S NAME</th>
<th>D.O.B.</th>
<th>ROOM:</th>
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Week beginning……………………………….. Main Focus of support / challenge

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>EXPECTED OUTCOMES</th>
<th>OUTCOMES ACHIEVED</th>
<th>GENERAL OBSERVATIONS</th>
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<tbody>
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Next Steps

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</table>
APPENDIX

Advice, hints and tips
about important experiences for babies and young children

Babies and young children progress through these stages of play

<table>
<thead>
<tr>
<th>Solitary</th>
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</thead>
<tbody>
<tr>
<td>Parallel</td>
</tr>
<tr>
<td>Associate</td>
</tr>
<tr>
<td>Co-operative</td>
</tr>
</tbody>
</table>

Progress will not be exclusive to a stage. At all stages young children need opportunities to ‘look on and observe’. Staff can sensitively encourage participation but should not rush a child’s decision to join in. Staff should firstly be watchful observers of babies and young children, then try to understand the situation without preconceptions as to outcomes. Interventions require to support situations, not dominate them.

**Water Play**

Water play is an important sensory experience for babies and young children. It requires careful planning and the experience should always be appropriately supervised. In this way, even younger babies can be offered the experience of exploring water in a bowl or basin.

Opportunities should be given to toddlers to:

- Pour and sprinkle
- Splash
- Float and sink
- Bath dolls
- Wash dishes and clothes
- Splash in puddles
- Paddle with bare feet
- Experiment with ice
- Experiment with sponges
- Experience scents
- Play with soap suds
- Experience bars of soap

Careful consideration should be given to:

- Safety
- Hygiene
Sand Play

Sand play is important sensory experience which begins to develop the very youngest children’s awareness of properties of materials.

Young babies who can sit up by themselves can be introduced to sand play. For babies and young children, revisiting sand play experiences with regularity will be important for them to become familiar with the different textures of sand, both wet and dry.

Opportunities should be given to young children to:

- Enjoy sand play in a variety of trays and containers
- Build towers and castles
- Make tracks and paths
- Bury treasure
- Sieve sand e.g. to find metallic confetti
- Walk in sand in bare feet

Careful consideration should be given to:

- Safety
- Hygiene

Tuff Spots

Tuff spots are large plastic trays with a raised edge which can be positioned on tables or on the floor, inside or outside. They cost under £20 and can be used for a wide variety of activities. They are available from builders’ merchants, DIY suppliers and from educational catalogues.

Tuff spots are ideal for outdoor play where children only have access to hard surfaces such as tarmac or concrete slabs as they can be filled with mud, stones, water, sticks, shells, sand, etc. This will give opportunities for the children to be involved in messy outdoor play activities.

Careful consideration should be given to:

- Hygiene
- Safe use of tools
- Daily risk assessment of outdoor play areas
Art and Craft Activities

Staff should remember that it is the process which is of paramount importance, not necessarily the end product.

Even the youngest children will want to explore, experience, experiment and enjoy activities with the encouragement of a sensitive staff member who gives children time to observe and decide to take part.

A wide variety of resources allows babies and young children to make choices (Note: Not all are needed all of the time):

Paints, pens, felt-tips, crayons, chalk
Variety of mark makers including brushes
Printing tools
Glue & plastic
Ink
Fabric
Wool & string
Feathers
Paper & card
Cellophane
Corks
Pot pourri
Tissue paper

The area should be well organised and look inviting and interesting to encourage independence and stimulate children's curiosity.

Careful consideration should be given to:

- Table heights and coverings
- Storage and containers
- Size and types of easels
- Aprons and overalls
- Numbers of children accessing areas

Role Play

Babies and young children enjoy finger rhymes, singing games, peek-a-boo, action games and ring games.

A choice of dressing up clothes should be available. These need not necessarily be themed and may simply be a selection of hats, bags, shoes, scarves, squares of fabric and even sunglasses.

Mirrors should be available nearby, so that the babies and young children can admire their new look.
Mirrors

Mirrors should be both fixed on walls of playrooms and also be available for babies and young children to freely experiment with and explore their environment.

Where possible, opportunities should be taken to have mirrors positioned at right angles.

Babies learn so much about themselves and others and their surroundings from the reflections.

Facial expressions will be practised and copied. Babies and toddlers also enjoy observing their own movements, gestures and poses.

Careful consideration should be given to:

- Safety – ensure mirrors to be handled are made of plastic or safety glass
- Establishing mirror activities as a regular special 1-1 time

Growing, Sowing and Planting

Seeds and plants may be grown by young children both indoors and outdoors. Even the very youngest of toddlers enjoy watering plants and so begin to learn about looking after growing things and caring for the environment.

Pots, tubs, grow bags and hanging baskets can brighten up expanses of concrete, even if a garden area is unavailable. Young children will enjoy the opportunity to dig freely therefore staff should ensure that a dedicated area is available or at least a tuff spot opportunity.

Careful consideration should be given to:

- Hygiene
- Safe use of tools
- Daily risk assessment of outdoor play areas
Snacks and Mealtimes

Snacks and mealtimes should be an enjoyable, relaxed experience where there are opportunities for babies and young children to both develop their social skills and to learn about healthy eating.

It is not just about feeding children!

Parents/Carers should always be consulted to ensure that dietary requirements are met and any allergies avoided, as well as religious and cultural needs observed.

Careful consideration should be given to:
- Establishing good hygiene routines e.g. hand washing
- Setting the table(s) attractively
- Length of time children have to sit waiting
- Children making choices e.g. size of portions, helping plan menus
- Feeding babies on a 1–1 basis
- Finishing a bottle feed before handing over a baby to another staff member
- Staff talking quietly and sharing some of the food on offer
- Tooth brushing routines
- Pace of activities immediately after eating

Music and Singing

The youngest of babies, and even babies in their mothers’ wombs, can respond to music and singing. It can evoke emotions and stimulate interest and attention.

To ensure babies and young children gain the most from a musical activity, staff should plan carefully to meet the young children’s needs. Music should not constantly be playing, so that babies and young children are merely hearing; without listening and concentrating their attention. CDs, tapes and radio should be used for specific purposes.

Singing rhymes and songs should be part of daily routines and also spontaneous 1–1 special times e.g. to settle a child or to communicate. Rhymes and songs should reflect the culture and heritage of the babies and young children, whilst providing opportunities to introduce sounds and rhythms of others.

Careful consideration should be given to:
- Music and singing to calm and soothe
- Sharing favourite music and songs from and with families
- Music of different cultures
- Space to respond e.g. jumping/swaying
- Introducing a range of instruments
- Encouraging awareness of pitch and rhythm
Treasure Baskets

The treasure basket is a collection of everyday objects chosen to stimulate the different senses. It is an idea conceived by Elinor Goldschmeid and it is one way of giving babies a wide range of experiences that help the brain to make connections and develop. Babies learn from the treasure basket by looking, touching, sucking, licking, banging, picking up and dropping. It gives babies the chance to explore and decide for themselves what they want to play with.

A treasure basket should be a large sturdy basket approximately 30cm in diameter with an upright rim of about 10-15cm so that it will not tip over when a baby leans on it for support. It should be full with a large collection of natural and everyday objects (no plastic or toys) of different size, shape, feel, texture, colour, weight, smell and sound. The feel of these objects will fascinate babies and encourage concentration and interest in the world.

A treasure basket might contain:

<table>
<thead>
<tr>
<th>Firm cones</th>
<th>Small purses</th>
<th>Wooden nail brush</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large pebbles</td>
<td>Small safety mirror</td>
<td>Wooden pegs</td>
</tr>
<tr>
<td>Shells</td>
<td>Cotton reel</td>
<td>Wooden egg cups</td>
</tr>
<tr>
<td>Length of metal chain</td>
<td>Whisk</td>
<td>Napkin rings</td>
</tr>
<tr>
<td>Large walnuts</td>
<td>Coloured beads on a string</td>
<td>Piece of leather</td>
</tr>
<tr>
<td>Pumice stone</td>
<td>Corks</td>
<td>Wooden bowl</td>
</tr>
<tr>
<td>Coloured ribbons</td>
<td>Lavender bag</td>
<td>Plug and chain</td>
</tr>
<tr>
<td>Powder puff</td>
<td>Honey dipper</td>
<td>Pastry brush</td>
</tr>
<tr>
<td>Washing up brush</td>
<td>Garlic crusher</td>
<td>Loofah</td>
</tr>
<tr>
<td>Spoons (wooden/metal)</td>
<td>Small flannel</td>
<td>Hair rollers</td>
</tr>
<tr>
<td>Tea strainer</td>
<td>Tennis ball</td>
<td>Fruit – apple lemon</td>
</tr>
<tr>
<td>Bottle brush</td>
<td>Fur fabric</td>
<td>Brass curtain rings</td>
</tr>
</tbody>
</table>

Babies should be seated comfortably and safely with cushions for support if necessary. The adult should sit close enough to the babies to deal with any problems but not so close that they interfere with the child’s activity. The babies’ concentration or thought process should not be broken or interrupted unless they clearly need attention.

Contents of the basket should be regularly checked to remove any damaged items and items should be cleaned regularly.

Change and rotate the items in the basket from time to time.
Curiosity Pods

Curiosity is a heightened state of interest resulting in exploration and its importance in motivating children cannot be ignored. It is also a critical component of creativity and resources which foster this are to be promoted.

Play is a hugely powerful tool for learning for children of all ages and encompasses a wide range of activities. Play is what children do when they are given the freedom to follow their own ideas and interests, in their own way for their own reasons. Through play, children explore the world around them and make meaning out of it for their own lives.

Curiosity pods help to inspire children in their play. They are large pieces of fabric which are gathered at the top and contain objects which will promote open ended activities. Bags, pillowcases, boxes, etc can also be used to store the items and make them easy to use in any location. Pods can be interesting when they contain variations of the same item.

Some examples of items for pods are as follows.

Brushes
Chains
Scarves
Padlocks and Keys
Spoons
Purses and bags
Shoes
Balls
Clothes Pegs
Socks
Colour themes
Shiny items
Mobiles

Research has shown that infants will make a lot of neural connections in the brain when the senses are appropriately stimulated. This is crucial for healthy brain development.

Mobiles are a good resource for babies and young children. They stimulate a number of the senses. They also promote physical development by encouraging the desire to reach and grasp.

For maximum visual stimulation hang mobiles at a distance of 30 cm from the baby. Newborns are best visually stimulated by black, white and yellow. By the age of around 2 months other bright bold colours may be introduced.

Mobiles may also be used to stimulate hearing and listening skills and may incorporate music.
Musical mobiles can soothe or stimulate babies and young children.
Sounds other than music can be very interesting for babies and young children as part of a mobile. Threaded tinfoil, bells or chains can make interesting alternatives.

Staff should consider how they make use of natural items such as leaves and branches or clouds. Whilst sitting in a pram, or on a rug under a tree, babies will be fascinated by the movement of these natural resources.

Benefits of mobiles can be to:

- Excite
- Soothe
- Improve focus and vision
- Stimulate visual tracking
- Develop listening
- Enhance development of motor skills
- Develop receptive language (as the carer e.g. points, touches, names)
- Support routines

Careful consideration should be given to the safety of mobiles.
Books

“A child is never too young for books. Holding back on books until a child can read is like not talking to her until she can speak!”

(Dr. Penelope Leach)

Research has shown the importance of reading to babies; babies who are read to learn to read earlier.
Making books part of children’s lives is all about starting early. Babies will thrive on the one-to-one attention and physical closeness that reading together brings. When toddlers are introduced to the magic of books they develop a love of reading that can last a lifetime.

Repetition is important in building a sense of security – children will relax and enjoy a story or book that they know well and feel comfortable with. Asking for the same story again and again is an encouraging sign. It means that the child is discovering how interesting books are.

Children learn most skills through practice and reading is no exception. To become an active reader children need to `read’ and play with books. Hopefully they will turn pages and point to pictures as well as put the books on their heads and build houses with them! What is important is that they discover that books are fun.

Good books for young children need to be well made and durable. Babies and young children like to explore their favourite books, carrying them around, tugging on the pages and will also try to `mouth’ them. Large colourful pictures attract children to books and hold their interest. The youngest children will enjoy photographs and realistic pictures which help them relate the book to familiar things in their surroundings. Books with just a few words on a page are best for them while pre-schoolers will enjoy stories with interesting characters and a plot with lots of action.

Choose books that illustrate people from a variety of cultures, races, occupations physical abilities or.
Books (continued)

Babies – 1 year
- Thick cardboard pages
- Flexible cloth or vinyl pages
- Small chunky format
- Simple bright pictures or photographs
- Few or no words on a page
- Themes that encourage sounds (animals, vehicles etc)
- Books with flaps, peepholes and funny shapes

Toddlers and Twos
- Cardboard or thick pages
- Repetition of words or phrases
- Pictures that tell a story without words
- A story told in a few simple words
- Nursery rhymes or rhyming words
- Stories about familiar, everyday things
- Simple concepts like colours or shapes

Ante pre-schoolers
- Increasingly more complicated stories
- Stories about different cultures and places
- Folktales
- Stories about issues children face
  (fears, separation, starting school, going to dentist, moving house, new baby)
- Rhyming text poetry
- Humorous plots or characters
- Non fiction subjects
- Colour, letter, number themes
Wall Displays and Displays of Children’s Work

These should reflect children’s individuality and creativity.

When creating wall displays consider the following:

- Use of a range of media throughout the playroom/cloakroom/reception areas
- Areas where the children can chose to display their own work
- Displays reflect children’s creativity and do not have a strong element of adult input e.g. templates and outlines
- Areas such as an ‘Art Gallery’ which shows the diversity of children’s styles and celebrates their individuality
- Use of lines and pegs in some areas. Children can be involved in what is displayed and items can be changed over quickly and easily
- The quality of display e.g. framing or mounting of children’s work

Care should be taken to maintain the quality of the display.

Displays

Displays are a necessary and crucial element of any early years setting. They provide an ideal opportunity to promote learning across the curriculum. They can be used flexibly, either as a stimulus to new learning, or as a record and reinforcement of work previously undertaken. They are also a useful way of sharing children’s learning and interests with parents.

‘Table top’ type displays should encourage children to interact with the items on display. Items should be chosen carefully to maximise learning opportunities.

The following are points to consider in table top displays:

- Include items which stimulate different senses e.g. items with different textures, magnifying glasses
- Avoid using items which are very fragile or precious and which you would not want the children to handle!
- Include information books which encourage children to recognise familiar things and to look for new information
- Try to include items which provide open ended learning opportunities for language, counting, sorting etc.
- Avoid ‘cluttered’ displays. A few interesting and good quality resources are much more likely to generate interest. If you add to a display perhaps remove some items which have been on it for a while
Helpful Hints

- Equipment returned to cupboard has been cleaned ready for future use
- To do list - to repair equipment
- Encourage children to be part of tidying up process
- Wish list – a place to record resources / opportunities / bright ideas
- Whiteboard – summarising days activities to quickly share with parents / carers
- Parenting books that can be borrowed from centre
- Ways to highlight new information / notices – fluorescent star / balloon
- Make available words of a new song / baking recipes / playdough recipe etc.
- Consider ‘Stay and Play’ – opportunity for parents to spend time in nursery
- Social events e.g. – book fair and or other fundraisers
- Ask parents for change of clothing
- Share favourite stories from home
- Parent’s suggestion box
- Seating for parents when collecting child
- Opportunity for staff to visit other settings, attend networks
- Establish good links within community
- Make good use of digital and video cameras to share child’s experiences with parents e.g. weekly slide show
- Maintain an up to date list of parents’ / carers’ individual skills they would be willing to share with the children
- Maintain a list of child friendly places to visit
Community, Visits and Visitors

Staff should be aware and make effective use of, the many facilities that exist within the local community and beyond. This will enhance the quality of the experiences of babies and young children.

Staff should plan opportunities to maximise the support from parents, carers, children and visitors from the local community.

A range of visitors from the community should be considered e.g. police and fire officers, health visitor, doctor, librarian, dental hygienists, crossing patrol officer

Trips and outings can be highly beneficial to babies and young children. Staff should carefully plan ahead for these. It is important to know whether the trip or outing is a new experience for the children. Staff should be supportive and encouraging to help the children enjoy themselves and also help children reflect on the experience afterwards.

Across the seasons, staff should consider opportunities for outings in all weathers which might include:

- Nature walks
- Walks in the park, out of the buggy to encourage a sense of freedom
- Visits to a range of shops
- Visits to the library
- Visits to the café
- Visits to the park
- Visits to the vet
- Visits to the museum
- Visits to the post office

Careful consideration should be given to:

- Health and Safety
- Adult / child ratio
- Clothing / footwear
- Transport
- Consent forms
- First Aid
- Mobile phones and contingency plans

The appropriate risk assessment procedures of the centre must be undertaken.

It should be remembered that babies and young children and under may be shy with visitors or unfamiliar experiences and may need a favourite toy or comforter.
Schemas

What is a schema?

Schema is the term used to describe a pattern of repeatable behaviour which can often be noticed in young children’s play, for example a baby dropping things from his/her highchair or buggy again and again or a child repeatedly filling and emptying a box or other container with small objects. By exploring and practising their schemas in different situations, children become more knowledgeable about the world around them. It has been known for many years that we learn from ‘doing’. When a child is repeating an action they are learning from what they are doing.

Although children often show particular schemas in their play, not all children will follow schemas. Some will show one particular schema particularly strongly and others will show several at once. Sometimes one schema which has been particularly strong will even seem to fade, possibly to be replaced by another.

Types of Schema

Many different types of schema have been identified. Some of the most common examples of schemas observed in children under three are listed below.

Schema and description of possible behaviour:

Transporting: A child may carry all the bricks from one place to another in a bag, the sand from the tray to the home corner in a bucket, push a friend around in a toy pram.

Enveloping: A child may completely cover themselves with blankets or drapes, wrap a doll up in a blanket, sit in the sand pit and cover their legs with sand, cover their whole painting with one colour.

Enclosure/containing: A child may put borders around drawings or paintings, make fences for small world animals, build ‘cages’ with blocks, fill up and empty containers of all kinds, climb into large cartons, sit in the tunnel.

Trajectory: A child may drop things from their cot, play with the running water in the bathroom, climb up and jump off furniture, bounce, throw and kick balls.

Rotation: A child may be fascinated by the spinning washing machine, love anything with wheels, roll down a hill, enjoy spinning round or being swung around.

Connection: A child may spend time joining the train tracks together, use construction sets, glue or tape things together.

Positioning: A child may put things on their head, prefer their custard next to their sponge not over it, line up objects such as cars, books, or shoes.
**Transforming:** A child may add juice to their mashed potato, or sand to the water tray, enjoy adding colour to cornflour or making dough.

**Orientation:** A child may show an interest in putting their own body in different places and positions e.g. upside down, on their side

**Supporting Children’s Schematic Play**

Research has shown that brain pathways develop faster when connections are supported through repetition. Schemas are a way of supporting children to develop brain pathways and to extend their learning.

In the planning process, awareness of children's schemas can be invaluable in matching curriculum content with children's needs and interests.

Consideration might be given to planning the following activities to support identified schemas.

**Transporting:**
Add diggers and dumper trucks to sand tray with gravel, stones, leaves, sand
Provide wheelbarrows and carts with a selection of boxes, wooden bricks
Provide buckets, bags for collecting natural objects
Fill old milk crates with plastic bottles and develop milk round role play
Provide purses, shopping baskets, handbags, rucksacks
Fill shiny tins with interesting objects to pull out and replace
Fill purses, bags with lengths of ribbon and string
Fill ice cube trays, egg boxes with buttons or sequins
Fill old envelopes with pictures from magazines, catalogues
Provide cold tea/coloured water to use with tea set
Provide toy washing machine with selection of clothes
Read picture books about moving house

**Enveloping:**
Provide selection of boxes, paper, sellotape for wrapping activity
Provide long lengths of fabric, bubble wrap, foil to wrap, roll in
Provide glue mixed with paint to use on cellophane
Provide zip-lock bags that can be filled with beans, buttons, sequins
Cover balloons with paper soaked in wallpaper paste
Provide nesting toys and Russian dolls
Provide shape sorting toys
Provide Jack in the box toys
Provide den building materials
Provide large cardboard boxes
Read lift the flap story books
Enclosure/Containing:
Create a hidey hole suitable for one or two children
Provide small world play with fences and enclosures such as farm, zoo
Provide cloaks and masks
Play suitable parachute games
Provide sticks, twigs, stones to build roads, bridges etc in sand
Provide bandages for role play
Provide weaving materials
Provide lengths of ribbon, scarves, tinsel

Trajectory:
Provide feathers, chiffon, silky scarves, balloons for blowing, throwing
Fill spray bottles with water, thin paint
Provide/make kites, flags
Make pictures by marble rolling
Build a marble run
Blow bubbles
Use pipes, funnels in water tray with water or outdoors with selection of balls, cars or other items which will roll
Provide selection of yo-yos
Explore objects that bounce

Rotation:
Provide a selection of locks and keys
Provide wind up toys
Provide construction toys with cogs
Hang mobiles in play room
Put water wheels in water tray
Provide selection of spinning tops
Provide kaleidoscopes
Provide rotary whisks to use in water tray
Roll down grassy bankings
Roll hoops, quoits
Provide handheld windmills
Play ring games
Suspend rope from climbing frame, tree so children can swing or spin
Provide spanners, screwdrivers
Make ramps
Provide wheeled toys in outdoor area

Connection:
Provide weaving materials
Connect a selection of different construction materials with masking tape
Make paper chains
Provide lengths of chains
Provide treasury tags, sellotape, rubber bands, lengths of string
Make necklaces with beads or pasta
Make and use washing lines
Positioning:
Provide objects and/or toys that can be stacked and lined up
Provide peg boards and pegs to make patterns with
Provide materials for collage at the art area
Sort buttons, beads, sequins into suitable sorting trays (ice cube trays, egg boxes)

Transforming:
Provide opportunities for baking
Allow opportunities to add water to dry sand, earth, compost etc
Provide opportunity to make different kinds of playdough (chocolate, oatmeal, spicy, fruity, etc)
Provide materials that can be added to playdough (pasta, glitter, sand etc)
Provide materials that can be added to water tray (glitter, colouring, pasta, etc)
Provide opportunity to make/play with Goop (cornflour and water, custard powder and water)
Provide opportunity to make/play with 'slime' (lux flakes and water)
Provide opportunity to make/use different types of glue
Provide opportunities to make/use different types of paint

Orientation
Provide resources that will allow the children opportunity to climb, swing
Provide a variety of mirrors in a variety of places
Provide magnifying glasses, binoculars, prisms to look through
Provide mats where children can roll, tumble, spin, etc
Exemplars on the following pages may be adapted to suit the needs of any centre.
(SAMPLE) Baby Room-Daily Report

Name_________________________
Date__________________________

Today I have enjoyed playing with

For lunch I had
For tea I had

Today I slept for

Toileting/nappies

General Information/Medicines

This is what I had to eat and drink today
am Lunch pm

This is how I have been today and what I've done

This is when I slept

My nappies were

Comment

Signed

Key worker’s signature date
<table>
<thead>
<tr>
<th>Key Aspects</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H&amp;W Sense of Self and Others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Settled in nursery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Familiarity with nursery &amp; routines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Independence in dressing &amp; personal hygiene</td>
<td></td>
<td></td>
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<tr>
<td>• Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interaction with staff &amp; children</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>H&amp;W Movement &amp; Co-ordination</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Enjoys outdoor play</td>
<td></td>
<td></td>
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<tr>
<td>• Gross motor skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shows interest in songs &amp; simple dances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Awareness of danger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pencil control LH RH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fine motor skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Vocabulary</td>
<td></td>
<td></td>
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<tr>
<td>• Listening skills</td>
<td></td>
<td></td>
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<tr>
<td>• Follows instructions</td>
<td></td>
<td></td>
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<tr>
<td>• Enjoys books &amp; stories</td>
<td></td>
<td></td>
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<tr>
<td>• Enjoys role play / puppets</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Knows some colours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sorting &amp; matching</td>
<td></td>
<td></td>
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<tr>
<td>• Recognises 2D shapes</td>
<td></td>
<td></td>
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<tr>
<td>• Knows some numbers</td>
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<td></td>
</tr>
<tr>
<td><strong>Play</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Observes &amp; asks questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shows interest in painting, drawing &amp; modelling</td>
<td></td>
<td></td>
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<tr>
<td>• Uses musical instruments</td>
<td></td>
<td></td>
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<tr>
<td>• Demonstrates curiosity</td>
<td></td>
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</tr>
</tbody>
</table>
Toddler Room

Progress Report

Name…………………………….    Date……………   Key Worker:……………………..

Health and Wellbeing

Literacy

Numeracy

Play

General Comments:

Signed…………………………..
Sometimes people other than my parents will bring/collect me. They are

Name
Address
Phone

Name
Address
Phone

Name
Address
Phone

(SAMPLE)
Blackfriars Nursery
All About Me

Session 20xx -20xx

My name is
This is what I look like
I like playing with

Outdoors I like

My favourite books are

I like eating

I don't like eating

I like/don't like milk

I can/can't eat(allergies)

Previous Playgroup/Nursery I have attended

Other agencies involved with me

Intended primary school

Sometimes I get upset when

I feel happy when

These are the people who live in my house
The songs I like to sing are..........................
.........................................................................
...........................................................................

The people who might pick me up from nursery........................................
...............................................................................
.............................................................................

Any other information you feel would make transition from Home to Nursery easier

(SAMPLE)
All About Me Book

A picture of me

Name......................................................................
Date of birth....................................................
The people who live in my house are
........................................................................................................................................
........................................................................................................................................

Meal Time Routine: Times Bottles Solids

Sleep Routine: Times, Cuddled /Rocked/ Unaided, Comforters

My favourite toys are ..................................................
........................................................................................................................................

Things that scare me are ....................
........................................................................................................................................

Allergies ........................................................................
........................................................................................................................................

If I feel sad these are special things that would cheer me up ..........................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
The songs I like to sing are

My favourite stories are

I am good at

but I need help with

The language I speak at home is

Name

Date

Date of birth
The people who live in my house are

My favourite snacks are

The foods I don’t like to eat are

The games I like to play are

My favourite toy is

My friends are

Things that scare me are

Allergies

Special names I have for the toilet

People who might pick me up from nursery

I have been to (tick)
Toddlers......Playgroup.....Nursery...........
Dear Parents,
A parents evening has been organised on ........ There will be a presentation on the use of the SHANARRI wheel in children's learning folders as part of the 'Getting it right for every child' approach. Tea and coffee will be available and there will be an opportunity for discussion.

Please remember that we are having an open afternoon on Thursday. Parents/carers, friends, grandparents are welcome to come and look round the nursery. We will be running a cake and candy stall. The proceeds of this will be given to Rachel House and all donations of cake and candy will be much appreciated.

2-3 Room
We are continuing to make curiosity pods for the children to explore. This month the one we are making is called 'Lids'. We would be grateful if parents/carers would collect lids for us from jam jars, jaffa cake boxes, bottles etc. The staff will sort these and any they feel are not suitable for this age group will be given to the 3-5 room for the children to use in their model making.

3-5 Room
Nursery Interests
Our interest this month has been butterflies. We have been looking after caterpillars and have watched them turn into beautiful butterflies. We have painted butterfly pictures and have been making up our own butterfly dances to music in the dancing area. We have been reading 'The Very Hungry Caterpillar' by Eric Carle and we have been singing 'Flutter Flutter Butterfly'.

Baby Room
Two new babies have joined us this month and the staff have been busy getting to know them and their families. We would like to welcome them to Blackfriars nursery and hope that they have a happy time with us.
Dear Parents,
We are pleased to be able to say that all the children have now settled well into nursery and we look forward to working with them and their families this session. We hope to introduce parent helpers after the October holiday and will put up a rota on the nursery notice board for parents to add their name.

Favourite Stories
We have been reading stories about bears and some of our favourites have been
You And Me Little Bear by Martin Waddell
Brown Bear Brown Bear by Bill Martin
This Is The Bear by Sarah Hayes and Helen Craig.

Nursery Interests
Our interest this month has been bears. We have read bear stories, sung bear songs and played bear games.

Learning Outcomes
We have been encouraging the children to become familiar with the nursery and to become independent in the nursery routines. We have also been encouraging the children to enjoy energetic play outside.

Good News
It was Jon’s birthday on Wednesday. He is now 4.
We have bought some magnifying glasses with the fund money. We will be using them to encourage the children to explore and investigate in the nursery garden.

Please remember to send a jacket with your child so that they can play outdoors when the weather is cooler. Please ensure each jacket has a name label.
Acknowledgements

Thanks are given to all staff who contributed, in any way, to the compilation of this Perth & Kinross Pre-Birth to Three Guidance.

For further information contact

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