Birth to three

Examples to support learning

When settling a baby or toddler into nursery, the top priority is for the key person to develop a strong and loving relationship with the young child. Learn from the family about what they do to soothe their child and what to look out for – for example, a baby who scratches at their head when they are getting tired. Make sure babies and toddlers can get hold of their comfort object when they need it.

Respond and build on babies' expressions and gestures, playfully exploring the idea of self/other. Suggestion: point to your own nose/eyes/mouth, point to the baby's.

Help toddlers and young children to make informed choices from a limited range of options. Suggestion: enable children to choose which song to sing from a set of four song cards, by pointing. Enable children to choose whether they want milk or water at snack time. Find out what calms a baby – rocking, cuddling or singing.

> Model useful phrases like "Can I have a turn?" or "My turn next."

Acknowledge babies' and toddlers' brief need for reassurance as they move away from their key person. Encourage babies and toddlers to explore, indoors and outside. Help them to become more independent by smiling and looking encouraging, for example when a baby keeps crawling towards a rattle.

Personal, Social and Emotional Development N

Explain to parents that once babies establish 'object permanence', they become more aware of the presence or absence of their parents. Object permanence means knowing that something continues to exist even when out of sight. This can make separations much more distressing and difficult between 6–24 months.

> Recognise, talk about and expand on children's emotions. For example, you might say: "Sara is smiling. She really wanted a turn with the truck."

Support children as they find their own different ways to manage feelings of sadness when their parents leave them. Some children might need to hold onto a special object from home to feel strong and confident in the setting. Some might need to snuggle in and be comforted by their key person. Some might get busy straight away in their favourite play or with another child they feel close to.

Provide consistent, warm and responsive care. At first, centre this on the key person. In time, children can develop positive relationships with other adults. Young children need to feel secure as they manage difficult emotions. Provide consistent and predictable routines, with flexibility when needed.

Be positive and interested in what babies do as they develop their confidence in trying new things.

Store resources so that children can access them freely, without needing help.

Babies develop a sense of self by interacting with others, and by exploring their bodies and objects around them, inside and outdoors.

Birth to three

Examples to support learning

Arrange resources inside and outdoors to encourage children's independence and growing self-confidence. Suggestion: Treasure Basket play allows babies who can sit up to choose what to play with.

Show warmth and affection, combined with clear and appropriate boundaries and routines. Develop a spirit of friendly co-operation amongst children and adults. Be open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion.

When the key person is not available, make sure that someone familiar provides comfort and support, and carries out intimate care routines.

Model useful phrases like "Can I have a turn?" or "My turn next."

Offer supervision or work discussion sessions to staff. Staff will need to talk about the strong feelings that children may express. How are practitioners feeling about these and developing their understanding of the children's feelings? When appropriate, notice and talk about children's feelings. For example: "I can see it's hard to wait, just a minute and then it's your turn to go down the slide."

Help all children to feel that they are valued, and they belong.

Encourage children to express their feelings through words like 'sad', 'upset or 'angry'. Toddlers and young children may have periods of time when their favourite word is 'no' and when they want to carry out their wishes straight away. Maintain sensible routines and boundaries for children during these testing times. Negative or harsh responses can cause children to feel unduly anxious and emotionally vulnerable.

Personal, Social and Emotional Development 2

Story times with props can engage children in a range of emotions. They can feel the family's fear as the bear chases them at the end of 'We're Going on a Bear Hunt'. They can feel relief when the Gruffalo is scared away by the mouse.

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Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in. You cannot force a child to use the potty or toilet. You need to establish friendly cooperation with the child. That will help them take this important step. Children can generally control their bowels before their bladder.

Notice when young children are ready to begin toilet training and discuss this with their parents:

- they know when they have got a wet or dirty nappy
- they get to know when they are peeing and may tell you they are doing it

• the gap between wetting is at least an hour

- they show they need to pee by fidgeting or going somewhere quiet or hidden
- they know when they need to pee and may say so in advance

Be open to what children say about differences and answer their questions straightforwardly Help children develop positive attitudes towards diversity and inclusion.

Potty training is fastest if you start it when the child is at the last stage. By the age of 3, 9 out of 10 children are dry most days. All children will have the occasional 'accident', though, especially when excited, busy or upset.

Help children to feel emotionally safe with a key person and, gradually, with other members of staff.

	Birthtothre	9	Examples to support learning				
	toddler into nursery, the top priority is for the key person to develop a strong and loving relationship with thewhat they child and for - for who scrate		ney do to and what for exam ratches o	family about o soothe their t to look out ople, a baby at their head getting tired.	Make sure babies and toddlers can get hold of their comfort object when they need it.	Support children as they find their own different ways to manage feelings of sadness when their parents leave them. Some children might need to hold onto a	Young children need to feel secure as they manage difficult emotions. Provide consistent and predictable routines, with flexibility when needed.
	Respond and build on babies' expressions and	Find out who calms a baby		Personall	, Social and	special object from home to feel strong	Be positive and
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Birthtothree

Examples to support learning

Be open to what You cannot force a child Arrange resources inside and Show warmth and affection, children say about to use the potty or outdoors to encourage differences and answer combined with clear and toilet. You need to children's independence and their questions appropriate boundaries and establish friendly cogrowing self-confidence. straightforwardly. Help operation with the child. routines. Develop a spirit of **Suggestion: Treasure Basket** children develop That will help them take friendly co-operation play allows babies who can sit positive attitudes this important step. amongst children and adults. towards diversity and Children can generally up to choose what to play with. inclusion. control their bowels before their bladder. Personal, Social and When the key person is When appropriate, Notice when young not available, make sure notice and talk about children are ready to that someone familiar children's feelings. For Emotional Development begin toilet training and provides comfort and example: "I can see it's discuss this with their support, and carries out hard to wait, just a parents: intimate care routines. minute and then it's they know when they your turn to go down have got a wet or dirty Model useful phrases the slide." nappy Story times with props can engage like "Can I have a children in a range of emotions. They can they get to know when Help all children turn?" or "My turn feel the family's fear as the bear chases they are peeing and to feel that they next." may tell you they are them at the end of 'We're Going on a Bear are valued, and doing it Hunt'. They can feel relief when the Offer supervision or work they belong. the gap between Gruffalo is scared away by the mouse. discussion sessions to wetting is at least an staff. Staff will need to hour Encourage children to express their feelings Support children to find talk about the strong they show they need to through words like 'sad', 'upset or 'angry'. Toddlers ways into the play and feelings that children pee by fidgeting or and young children may have periods of time friendship groups of others. may express. How are going somewhere quiet when their favourite word is 'no' and when they For example, encourage practitioners feeling or hidden want to carry out their wishes straight away. them to stand and watch about these and Maintain sensible routines and boundaries for from the side with you. they know when they developing their children during these testing times. Negative or Talk about what you see, need to pee and may say understanding of the and suggest ways for the harsh responses can cause children to feel unduly so in advance children's feelings? anxious and emotionally vulnerable. child to join in.

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