

Personal development, behaviour and welfare

This section is about helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy. It is also about ensuring that children are prepared for learning, they attend regularly, and become self-aware, confident learners.

SECTION 5: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

This section is about how your care practices help children feel emotionally secure and ensure they are physically, mentally and emotionally healthy. You may find it helpful to refer to pages 38-41 of the early years inspection handbook. You should evaluate how well you help children:

- secure emotional attachments with their key person
- learn to behave well and develop good relationships with their peers
- keep themselves healthy and safe
- become self-aware and confident learners

Do not just list what you do but consider the **impact** of your care on children's healthy development by considering how well children:

- form appropriate bonds and emotional attachments
- are happy and enjoy what they doing
- attend regularly
- are learning how to behave well, play cooperatively and develop their independence
- explore their surroundings and use their imagination
- become confident in social situations, talking and playing with each other and the adults that care for them
- understand the importance of physical exercise and a healthy diet
- are prepared for their transition into their next stage of learning, including school where applicable.

- the development of children's self-esteem is seen as essential to well-being. All staff are aware that children with low self-esteem are at risk of under achieving and may not thrive. All staff know that self-esteem is raised through good understanding and implementation of positive behaviour management (Managing Behaviour Policy updated and shared February 2015)

- the children benefit from positive parent/carer partnership with setting as parents and carers share information readily with staff about children's achievements, interests and activities. Parents are encouraged to add photographs and comments/ observations to their child's individual learning journey and many choose to do this

- Parents and carers are regularly reminded to share with us if anything has happened which may affect their child's mood or ability to be relaxed and involved during the session
- regular contact with parent and carers ensures progress is discussed, both formally within reviews and informally at beginning and more usually at end of sessions when particular achievements are shared
- parents and carers are offered support and opportunities to talk about issues which may be affecting them (and possibly therefore their child). If we are unable to offer particular support then we will endeavour to signpost parents/carers to other services
- in any sensitive or difficult conversations with parents/carers our priority is the welfare of the child, but the aim of any conversation is for the parent/carer to feel supported, and for us to maintain a relationship based on trust and effective communication
- progress of individual children is discussed regularly through daily feedback at a designated time at the end of sessions, and throughout sessions as practitioners make and share observations
- all staff are aware of and increasingly using the Leuven scales of well-being and involvement
- a new member of the team (Jan 2015) has a particular interest in bereavement in children which has raised awareness of this issue within the team
- children with SEND or additional needs have One Page Profiles and One Plans (if necessary) which are created in partnership with child and parents and are monitored regularly
- key staff offer to attend outside agency meetings/conferences/assessments with parents/carers at eg Speech and Language Therapy, Child Development Unit
- the adjacent primary school to which the majority of our children progress to, inform us that children who have attended the preschool are at expected or higher than expected levels on entry and have positive learning dispositions
- the children are encouraged to develop self help skills for example independent dressing and toileting, self serving and serving others at snack time
- the children confidently access all areas of learning
- realistic and appropriate age/ ability expectations of children's behaviour in different situations i.e circle time, physical play (rough and tumble)

- we encourage the children have a clear understanding of appropriate behaviour towards their peers through positive behaviour management for which there is clear and shared understanding throughout the setting (Managing Behaviour Policy updated and shared February 2015 and explained to and read by all new staff in their induction period)
- the children love attending preschool and parents tell us they look forward to it and miss it at weekends and holidays – attendance levels are very high
- the children are able to say how we treat each other and how we help new or visiting children to feel comfortable and welcome
- the children confidently make their needs known to adults who respond with warmth and empathy
- the children will ask for or suggest different activities or equipment and resources, these requests may be immediately responded to or the child is shown that they it has been written down and will go into planning for eg next day or the next week
- the children are enabled to choose songs at circle time through use of visual aids and song sack
 - staff are reflective and open to making changes and trying things out this includes listening to and respecting children's ideas and engaging in sustained shared thinking to follow activities through
 - the children's own ideas are taken up and maybe followed by other members of the group, this is acknowledged and celebrated
 - the children benefit from the shared ethos and firm commitment re. aims of setting regarding attitude and principles of learning through play
 - enthusiastic and motivated staff team stimulated by positive, fun atmosphere in which children are obviously engaged, relaxed and confident
 - the children are friendly and generally behave within expected boundaries so that they form positive relationships with each other
 - the children initiate a lot of role-play together, in both small and sometimes groups of about 6-8
 - we talk about each other as 'our friends'
 - we scaffold play if necessary to enable children who need support to develop their confidence

- the children are continually observed and their Next Steps, interests, schemas and developmental needs feed into the planning of activities and resources
- the children take part in decision making (although this could happen more)
- the children move around freely and make their own choices about activities
- the children who are developing confidence and skills are enabled to choose activities with adult support
- the children are listened to and their views respected, this is evident and reflected in the planning when activities occur as a direct result of a request.
- the children are heard as staff crouch down to listen to them if necessary
- the children are encouraged to say what they like and don't like about pre-school during gathering times and at other times (although this could happen more)
- the children have a chance to speak up in a quieter environment during small group 'bubble times'
- the children express themselves confidently as staff build up warm, sensitive relationships with them
- the children show that they relate well to certain members of staff by being eager to show them their achievements and bringing things from home that they have made for them or wish to share with them
- the children with additional needs are enabled through use of visual and other strategies implemented by staff following training and support from area SENCO
- a member of staff has designated responsibility for 2 year olds and has attended training to support this role. The setting has implemented changes based on the impact of her knowledge and understanding from this training
- staff continually reflect on the needs of 2 year olds through discussion and assisted by theory and current articles from Early Years publications
- the children have plenty of space in which to move around freely, including daily provision of indoor large movement and access to outside area

- the indoor large movement equipment enables children to move in many different ways including balancing, crawling, slithering, hanging upside down, climbing which enables children to develop their vestibular and proprioceptive senses
- many of the activities/ resources are at floor level allowing children to sit, crouch, squat or lay to participate
- children are offered/ enabled to repeat experiences to gain confidence and skills to enable large and free movement appropriate to their stage of development and personal abilities
- the children are enabled to decide for themselves when they have their snack thereby encouraging them to 'listen' to their bodies
- snack consists of fresh fruit, a biscuit or breadstick, cheese, dried fruit, and milk or water
- snacktime is a regular opportunity to talk about the benefits of healthy eating and for the children to share their knowledge and understanding about what is healthy and not so healthy
- the children have opportunities to participate in cooking activities which include talking about healthy eating
- the children enjoy taking part in organised games and races which raise their heartbeat and make them sweat, this is acknowledged (the children comment) and the benefits of exercise along with healthy eating are a regular subject of discussion
- the children are enabled to challenge themselves physically on the range of equipment which is available in some form daily, eg rope swing, monkey bars, parallel bars, fireman's pole, balance beam, trees
- parents of the child who receives SEN Premium were delighted to see picture of him swinging independently on the rope swing and told me that he's now able to go on the zip wire in the village park independently

NB

The setting acknowledges that being healthy involves mental health and well-being and that all the categories of the Unique Child promote this

Your priorities for improvement.

More 'plan-do-review' with the children

Involving children more in meaningful decision making

Encourage children to feel confident about saying what they like and don't like

Encouraging children through sustained shared thinking to develop an enthusiasm for extending their thinking

Talk more about eg 'what we are learning' and 'how much fun it is to learn'

My Practice Is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	