



Section One: Exploring ways of putting the EYFS principles into practice

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Let's look at how you can:

- understand and observe each child's development and learning, assess progress and plan for next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support that will help each child to reach their potential

- keep children safe
- value and respect all children and families equally.

Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults. Babies and young children have little sense of danger – they can only learn how to assess the risks they may face with the guidance from adults. Young children need to know the limits and boundaries on what they may or may not do for their own safety and for the safety of others. Practitioners need to guard against making choices for the children. When you observe children, you can establish their interests and so you can effectively plan for their next steps in their learning. You

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may also notice when a child is struggling and may be in need of additional support.

Think about how you:

- actively listen to and observe children
- constantly assess risks and allow children to assess risk too
- share concerns
- keep the setting clean, safe and secure
- update training regularly
- maintain relevant documentation
- ensure premises, equipment and materials are appropriate for the children attending the setting
- foster children's curiosity, drives and adventurous spirits; help them to recognise boundaries; teach them how to make choices, and keep themselves safe.

Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects. Children really do thrive when their physical and emotional needs are met. Being physically healthy is not simply about having nutritious food. It also includes having a clean and safe environment, healthcare and mental stimulation.

Making friends and getting on with others helps children to feel positive about themselves and others. Remember that children should be treated equally. This does not mean to treat children in the same way – it is all about treating every child as an individual, and meeting their needs accordingly. No two children are the 'same'. We can support children's understanding of the differences between individuals and groups in society by giving children accurate information about, for example, gender, racial origins, culture, disability and physical appearances. We need to acknowledge that children do notice differences.

Ensure that you promote children's self esteem by valuing children for who they are – show respect for the child and their family and their backgrounds. Praising children for their efforts and achievements boosts confidence.

Positive Relationships

Children learn to be strong and independent through positive relationships. Warm, trusting relationships with knowledgeable adults supports children's learning more effectively than any amount of resources.

Let's look at how you can:

- be warm and loving, and foster a sense of belonging
- be sensitive and responsive to the child's needs, feelings and interests
- be supportive of the child's own efforts and independence
- be consistent in setting clear boundaries
- provide stimulation
- build on key person relationships in early years settings.

Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families. At times, we all experience strong emotions as we deal with difficult or stressful events. Children gradually learn to understand and manage their feelings with support from the adults around them. As children develop socially, they begin to choose best friends and show preferences for the children they wish to play with. Professional relationships are based on friendliness towards parents, but not necessarily friendships with parents. Respect for others is the basis of good relationships. Babies and children learn who they are and what they can accomplish through relationships.

Think about the balance you need to strike between 'nurture and structure'. Both have an important part to play in your setting as you plan to meet the care and learning needs of the children. Nurture is about adults offering love and support so that children feel loved and

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accepted, receive warmth and affection and they are given time, so that they have their physical and emotional health protected and have their efforts praised. Structure is about adults setting boundaries so that children know the rules and what is expected of them, but also that adults are flexible within these boundaries. Children need space to express themselves and their opinions. They feel safe to try new things within the environment and make their own mistakes – they are learning to be independent.

Children need to understand about their feelings and how to manage them. Accept children's feelings and reassure them that they can express them. When you respond to their outbursts, ensure that children understand that their behaviour does not threaten your relationship with them. Share and talk about picture books and stories that explore feelings. Help children to understand and take account of the needs of other children in the setting, for example, by discussing with older children the needs of babies and toddlers in the group, or by teaching children how to sign so that they can communicate with a child who has a hearing impairment. Help all children



to appreciate their own personal characteristics and preferences and those of other children. Identify children's chosen playmates and consider how effectively the ways that you group children enable them to build and sustain friendships. Give particular attention to children who appear withdrawn.

Think about how you:

- support children to learn about others, through their relationships. How do you help them to become aware that others may have different needs, feelings and ideas from their own?
- guide children, through friendships, to develop their interpersonal skills
- foster children's emotional and social development
- help children feel safe and able to express their feelings
- respond with respect to children and parents.

Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Let's look at how you can:

- value the families that you come into contact with
- value each child's learning
- provide stimulating resources that are relevant to the children's cultures and communities
- offer rich learning opportunities through play and playful teaching
- support and challenge children to take risks and explore.

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and long-term adverse effect on his or her ability to carry out normal day-to-day activities, affecting either:

- mobility
- manual dexterity
- physical co-ordination, continence
- ability to lift, carry or otherwise move everyday objects
- speech
- hearing or eyesight
- memory or ability to concentrate, learn or understand, and/or
- perception of risk of physical danger.

Positive Relationships

This is about integrated working with parents, health and social partners and linking with Early Support.

Early Support

Early Support is a government programme to improve quality, consistency and coordination of services for young disabled children and their families. It is targeted at families with children under five, with additional support needs associated with disability or emerging special educational needs. The programme promotes partnership working with families which can be applied across the age range.

Enabling Environments

This is about working together with partners to devise a planned approach to removing barriers, sharing and combining resources to give the child a positive start to development and education

Statutory Requirements

All schools have duties under the Equalities Act 2010 to:

- not treat disabled children 'less favourably', and

- make reasonable adjustments for disabled children. The duties also place similar obligations on all services and early years settings that are not schools (such as nurseries, children centres and pre-school provision, including playgroups and childminders).

The SEN Code of Practice (CoP) helps early education settings, schools and LAs meet their responsibilities for children with special educational needs.

Learning and Development

This is about working with parents and LAs to ensure that plans are in place for continued access to learning and development on transition between settings.

Ensuring that your setting meets the requirement

- be aware and understand who your disabled children are
- assess the impact of your provision for access to learning and development for disabled children in your setting
- work with parents, health and social partners to support the child's development
- set out a priority plan such as Early Years Action Plan and Action Plan Plus which tailors support for the disabled child
- ensure plans are in place for transition either to another setting or to Key Stage 1, working with parents, setting/school and the local authority.

Engaging local authority support

- You may want to contact your local area SENCO or early years consultant to establish what training, support and resources are available.
2. Emphasis is being placed on the way in which children learn, described within the revised EYFS as 'Characteristics of Effective Teaching and Learning'.

Section Two: Supporting children in their learning

Area of Learning	Aspects
Prime Areas	
Personal, Social, Emotional	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
Communication and Language	Listening and attention Understanding Speaking
Physical Development	Moving and handling Health and self-care
Specific Areas	
Literacy	Reading Writing
Mathematics	Numbers Shape, space and measure
Understanding the World	People and communities The world Technology
Expressive Arts and Design	Exploring and using media and materials Being imaginative

These are:

- Playing and exploring
- Active learning
- Creating and thinking critically

In the early years children develop attitudes about learning that last for the rest of their lives. If children receive the right support and encouragement during this time they will be adventurous, creative learners for the rest of their lives.

Practitioners need to nurture effective learning skills whilst at the same time understanding that children are unique individuals who have their own histories, needs and talents.

'In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.'

'The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.' Development Matters.

The Characteristics of Effective Learning – what do you need to consider?

Play and Exploration

What does this mean for children?

"Finding out and exploring" is concerned with the child's open-ended hands-on experiences which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.' EYFSP Handbook -2018

Children learn through their experiences:

- children may play alone or with others
- in their play, children use the experiences they have and extend them to build up ideas, concepts and skills
- while playing, children can express fears and relive anxious experiences. They can try things out, solve problems and be creative and can take risks and use trial and error to find things out.

Children learn through adult involvement:

- play comes naturally and spontaneously to most children, though some need adult support. Support may be needed depending on the age of the child, or related to the child's abilities