**Building the Ambition**

National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act 2014

**Our Early Learning and Childcare Experiences for Babies**

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| Delivering on the principal drivers of early development and learning - **Wellbeing** | How do we know? | Actions | Progress |
| Allow the baby to respond to voices and expressions where the baby can smile or is soothed and comforted by the practitioner’s voice or being held appropriately.  Allow the baby to relax by touching soft cuddly toys, and/or by listening to a reassuring voice telling a story.  Allow the baby to respond by showing happiness by gurgling or smiling and is beginning to understand routines of the day.  Involve playing games which are fun, stretching out and touching hands or toes.  Enable the baby to sit supported to watch others, play with toys or roll over to reach items placed just out of reach to encourage movement.  Support how the baby likes to be fed, go to sleep and be changed. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Communication** | How do we know? | Actions | Progress |
| Provide opportunities to talk with the baby, during play, being included in normal conversations, hearing about daily routines.  Give sensory and tactile experiences which allows the baby to reach out, laugh, and make happy sounds.  Allow playing with toys which make sounds or books which make noises when pressed. Access to personal stories created with the family, with  familiar photos and words.  Encourage peek-a-boo and give and take games, songs and rhymes with simple and repetitive words, phrases and actions.  Provide picture books with favourite objects and themes and opportunities to revisit these as often as necessary. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Promoting curiosity inquiry and creativity** | How do we know? | Actions | Progress |
| Encourage freedom of movement to kick, bounce and roll about.  Are visual and tactile objects to touch and a variety of materials and colours with different properties, e.g. soft, hard, natural, rough or smooth to encourage inquiry and curiosity.  Provide toys which stack, roll, rattle that the baby can grasp and hold.  Allow the baby to explore paint using their fingers, or explore different textures.  Include exploring how things move in the breeze and how things drop and fall.  Give opportunities to be outside and explore the natural environment.  Enable participation in musical experiences by swaying, clapping, bouncing and singing.  Provide treasure baskets filled with sensory, real and natural materials to touch and explore. |  |  |  |