**Building the Ambition**

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

**Our Early Learning and Childcare Staff working with Babies**

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| Delivering on the principal drivers of early development and learning - **Wellbeing** | How do we know? | Actions | Progress |
| Notice how the baby shows their feelings and appreciates the challenges babies have when separating from their main caregiver and can respond to the baby’s uncertainties.  Encourage the baby quietly and sensitively at feeding times in a calm, unhurried way  .  Include the baby in conversations about what is happening and encourage the baby to reach out and move to get favourite toys, books or objects.  Give physical support to help the baby stand up and respond to the baby’s efforts in moving around.  Encourage physical movement to strengthen the baby’s muscles by helping initial attempts at walking or standing by kneeling in front of the baby giving physical help, encouragement and praise.  Give reassurance to the baby by talking quietly, never raising their voice  as babies are very susceptible to mood, and are quick to pick up on negative actions, but who smile, give reassurance to help the baby  manage better when they feel upset or uncertain. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Communication** | How do we know? | Actions | Progress |
| Recognise how babies communicate their needs through facial expression, gestures, touch and by giving and receiving objects.  Engage in “conversations” with babies, pausing to allow the baby to “say”  non-verbally what they want and the adult verbally interpreting this and taking turns, e.g. I see you would like me to pass you your bear, here you are.  Talk with the baby in a conversation, interpreting meanings from clues  the baby gives out, for example, touching, looking intently at something or someone but giving time for the baby to contribute in their own ways.  Organise opportunities for babies to communicate with one another.  Take account of a child’s home language and who makes every effort to incorporate this into daily conversations.  Help develop vocabulary, repeating, modelling and practising words and  phrases.  Create a daily routine of joint picture book reading, sharing and talking about the pictures rather than asking what’s that questions. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Promoting curiosity inquiry and creativity** | How do we know? | Actions | Progress |
| Sensitively support the baby’s efforts to be curious and inquiring without doing it for them.  Understand, and can tune in to, what the baby is exploring and can appreciate and respond to what the baby is learning.  Respond to the baby’s efforts by understanding how a baby expresses  interests; for example, facial expression, gazing intently, movement, noises and sounds.  Interpret the baby’s interests by talking gently; for example, I see what you would like, let me help you reach it, by lifting the baby up to see higher.  Provide a range of visual, tactile experiences and talk to the baby about sensations and how they are responding. |  |  |  |