**Building the Ambition**

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

**Our Early Learning and Childcare Environment for Toddlers**

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| Delivering on the principal drivers of early development and learning - **Wellbeing** | How do we know? | Actions | Progress |
| Clean, comfortable and has floorcoverings which do not get in the way of the toddler standing up and walking.  Suitable for quiet restful times and sleep, ensures privacy and dignity for personal care.  Spacious and a layout with clear pathways and not cluttered with tables, to encourage the toddler to move from area to area safely.  Set up with care so toddlers can play together in different areas but has  the security of the familiar and favourite places to be, such as the home corner.  Aware of providing materials and toys for toddlers to use to find out how they move or what they are used for.  Helpful for the toddler to understand the needs of other toddlers in their group and encourages a growing awareness of playing alongside and together with friends. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Communication** | How do we know? | Actions | Progress |
| Encourages and values conversations through play and real life contexts  inside and out of doors.  Gives opportunities to talk and to listen in a calm and unhurried way.  Provides resources which are interesting and stimulate questions and encourage children to communicate with each other.  Gives space to play together, a layout which encourages children to move around with attractive book areas, opportunities to draw and mark  make.  Is rich in environmental print.  Provides a range of good quality storybooks, both fiction and nonfiction,  magazines and cards.  Offers a range of play and real life experiences which encourages  children to describe, explain and ask questions |  |  |  |
| Delivering on the principal drivers of early development and learning - **Promoting curiosity inquiry and creativity** | How do we know? | Actions | Progress |
| Is interesting and filled with opportunities which help the toddler to explore and inquire; for example, the properties of sand and water, clay, paint.  Has furniture which is sensitively organised to give space for the toddler  to move around safely.  Objects placed within the reach of the toddler.  Gives frequent access to resources with which a toddler shows interest until they come to a self-satisfying conclusion for themselves.  Allows access to outside areas, walks and visits to extend the toddler’s curiosity and interest in their immediate world.  Gives space to build, construct and take things apart and time to practise  these skills over and over again. |  |  |  |