**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 Toddlers**

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| Delivering on the principal drivers of early development and learning - **Wellbeing** | How do we know? | Actions | Progress |
| Understand the toddler’s own needs and preferences; for example, when the toddler is in a bigger group and how they may react, or when there are too many people around or it is too noisy.  Know what helps the toddler feel secure and settled or when they need to be on their own for a short time.  Help the toddler’s growing awareness of their emotions.  Give confidence and encouragement to the toddler at snack time or lunchtime by sitting with them at the toddler’s level and not standing apart.  Understand the toddler’s emotional outbursts and don’t get annoyed or  angry.  Help the toddler cope with change; for example, if they are separated  from their usual friends or are moving to another room. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Communication** | How do we know? | Actions | Progress |
| Engage the toddler in conversations with interesting things to say and do.  Take account of a child’s home language and who make every effort to incorporate this into daily conversations.  Encourage toddlers to initiate conversations and extend these by asking well thought out questions.  Appreciate that toddlers have a limited capacity to sit in formal groups for prolonged periods of time.  Explain and model new words with the correct level of challenge to extend the toddler’s grasp of language.  Share writing for everyday purposes, explaining why and pointing out  signs and symbols and what they mean.  Talk about and show interest in what is happening at the child’s home  and in their life outwith the setting. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Promoting curiosity inquiry and creativity** | How do we know? | Actions | Progress |
| Encourage the toddler’s curiosity and ensure the environment is interesting enough and safe.  Are aware that the simplest of activities to an adult are often full of potential for a toddler.  Observe sensitively and intervene when necessary to extend the toddler’s thinking without over-direction and do not interrupt moments of intense concentration.  Use techniques such as wondering aloud, explaining what is happening  but all the time allowing the toddler to find out for them what will happen next.  Know when to stand back and allow the toddler to try things out, and the moment when a toddler will be receptive to support.  Use their skills by reminding, sharing and keeping previous accomplishments of the toddler as a basis for new learning |  |  |  |