**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 the Young Child**

|  |  |  |  |
| --- | --- | --- | --- |
| Delivering on the principal drivers of early development and learning - **Wellbeing** | How do we know? | Actions | Progress |
| Is thoughtfully arranged to give access which enables the young child to  make choices and share in other people’s choices.  Is easily accessible to the practitioner to observe the young child and  support them to express their feelings.  Provides a balance of both being inside and outside experiences to  increase children’s confidence in a variety of environments.  Promotes the young child as an individual within their community where  their own names and those of their friends and family are used  frequently.  Creates opportunities to be with others and empathising with them,  encouraging opportunities for new friendships.  Is organised to promote physical development, movement and spacial  awareness inside and outside. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Communication** | How do we know? | Actions | Progress |
| Provides areas for children to engage in conversations, small cosy spaces, occasional large groups to talk, listen and share their ideas.  Is rich in opportunities for children to engage in conversations, imagine and create, find out and reason answers.  Encourages conversation about the here and now, the past and future and discussions about the world around them.  Has appropriate resources; for example, dark coloured felt-tip pens  which make a clear mark on paper, a selection of paper organised in  different sizes, shapes and colours, cards and stickers which are relevantfor children to use.  Has a library rich in books, favourite stories, fiction and non-fiction  books, books children have made themselves, recordings of experiences  and stories they want to share and tell.  Provides for oral storytelling and books with more limited illustrations  when a child is ready to enjoy these.  Uses environmental print recognisable to children to help a growing  understanding that print has meaning.  Uses technologies to widen children’s experiences of different methods  of communication. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Promoting curiosity inquiry and creativity** | How do we know? | Actions | Progress |
| Encourages inquiry and invites discussion and exploration with interesting objects to talk about and explore, stimulating curiosity.  Is supportive of giving time for the young child to persevere with their thinking and inquiries, to test their own theories out over several days or re-examine the same experience again over time in a variety of ways. For example, how to build a bridge across an area of the playroom using  different materials without being constrained by overly formal routines  of the day.  Offers daily access outside to the wider environment which is rich in opportunities for inquiry learning.  Uses internal spaces flexibly as children test out their possibilities. For  example what they could use to measure distance to the front door from the playroom or respond to changes of interest in children, such as extending an area for large construction as an immediate response to children’s play and learning.  Is well organised to allow young children the freedom to select equipment and materials that they wish and also appreciate they need to accommodate the choices of others |  |  |  |