**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**

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| 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 tomake choices and share in other people’s choices.Is easily accessible to the practitioner to observe the young child andsupport them to express their feelings.Provides a balance of both being inside and outside experiences toincrease children’s confidence in a variety of environments.Promotes the young child as an individual within their community wheretheir own names and those of their friends and family are usedfrequently.Creates opportunities to be with others and empathising with them,encouraging opportunities for new friendships.Is organised to promote physical development, movement and spacialawareness 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 penswhich make a clear mark on paper, a selection of paper organised indifferent sizes, shapes and colours, cards and stickers which are relevantfor children to use.Has a library rich in books, favourite stories, fiction and non-fictionbooks, books children have made themselves, recordings of experiencesand stories they want to share and tell.Provides for oral storytelling and books with more limited illustrationswhen a child is ready to enjoy these.Uses environmental print recognisable to children to help a growingunderstanding that print has meaning.Uses technologies to widen children’s experiences of different methodsof 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 usingdifferent materials without being constrained by overly formal routinesof 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. Forexample 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 |  |  |  |