**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 the Young Child**

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| Delivering on the principal drivers of early development and learning - **Wellbeing** | How do we know? | Actions | Progress |
| Involve children in making sensible choices about their own learning by helping them to plan and evaluate their own experience.  Encourage the young child to think, helping them to solve problems and giving the child time to come to a satisfying conclusion from the child’s view and then taking time to discuss this together.  Recognise differences in starting points of the individual child and encourage them at the appropriate level.  Encourage children to see another’s point of view through joint projects and cooperation in play.  Praise the child’s growing physical capabilities and challenge them to take the next step. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Communication** | How do we know? | Actions | Progress |
| Give time for children to explain their interests in a calm unhurried manner but also elaborate on what the child has said by asking probing questions to further extend the child’s use of language.  Offer different ways and words to children to extend their vocabulary.  Create opportunities for children to “write” in different play situations and for different purposes without this being conducted in a formal way.  Encourage children to talk together with their friends and create situations where children take turns and listen in small groups.  Take account of a child’s home language and who makes every effort to incorporate this into daily conversations. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Promoting curiosity inquiry and creativity** | How do we know? | Actions | Progress |
| Encourage a young child’s learning by suggesting they try things out, inspire curiosity and see that this is essential to how children learn.  Are not afraid to change their own plans and take the lead from the child and who are able to act as a support to the young child when needed.  Will admit when they don’t know but offer to help to find out together and see this as valuable both for the child and themselves.  Encourage children’s ideas, allow them to make mistakes, can offer a further suggestion and praise their attempts.  Pose questions which encourage inquiry such as, I wonder if, why do you think that, to extend the young child’s ability to verbalise their thoughts and actions.  Ask children I wonder what happens if… to help children make sense of what happens when you try things out.  Provide a range of resources to talk about which encourages children to be creative.  Help model techniques and strategies with children and encourage this new learning in the child’s new challenges or suggest a new context. |  |  |  |