

All children are different.

All children matter.

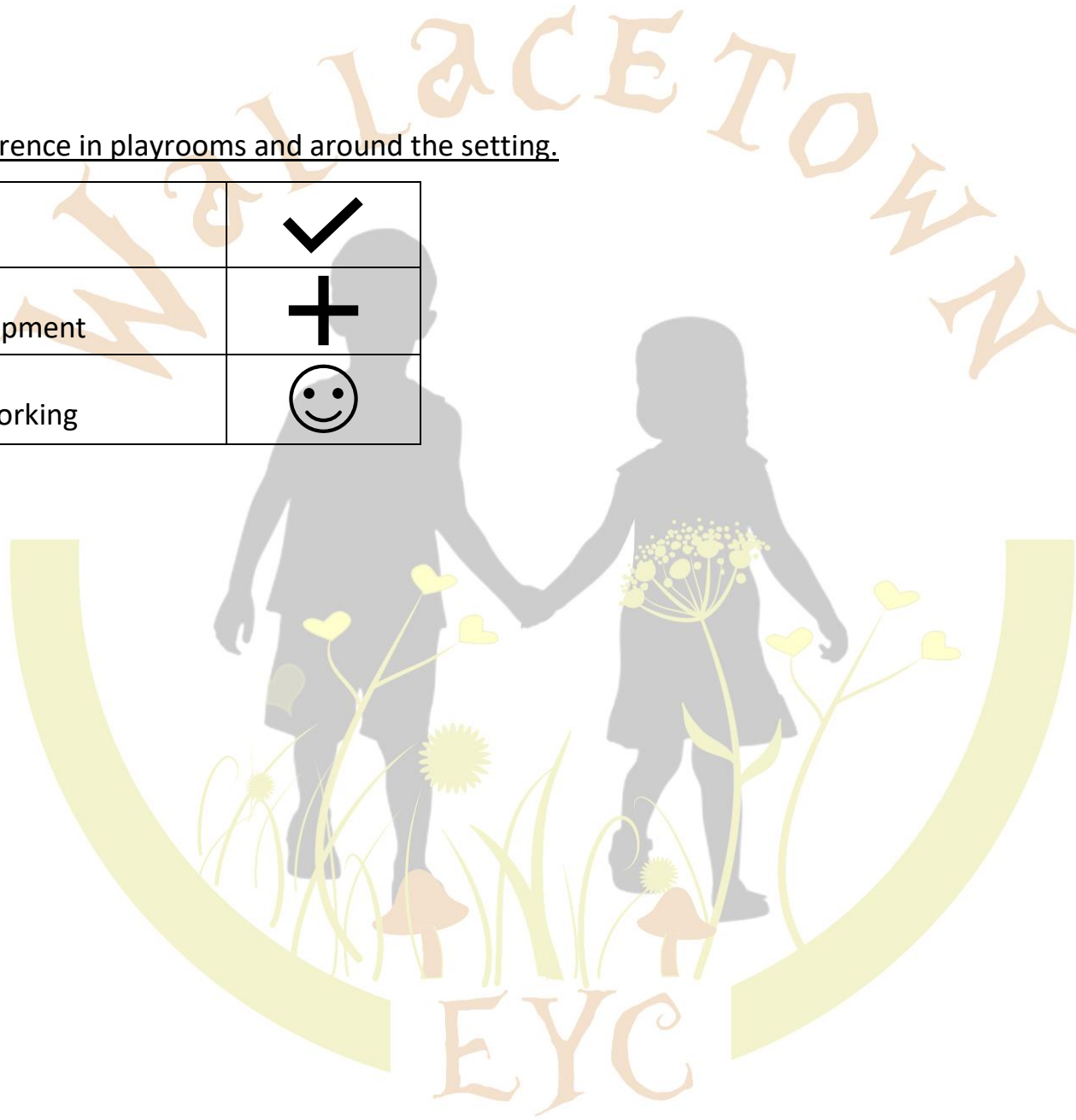


**Nurture environment checklist,
getting it right for all children.**

Wallacetown EYC

Nurture Check list for reference in playrooms and around the setting.

In place	✓
Area for development	+
In place and working	☺



Environment

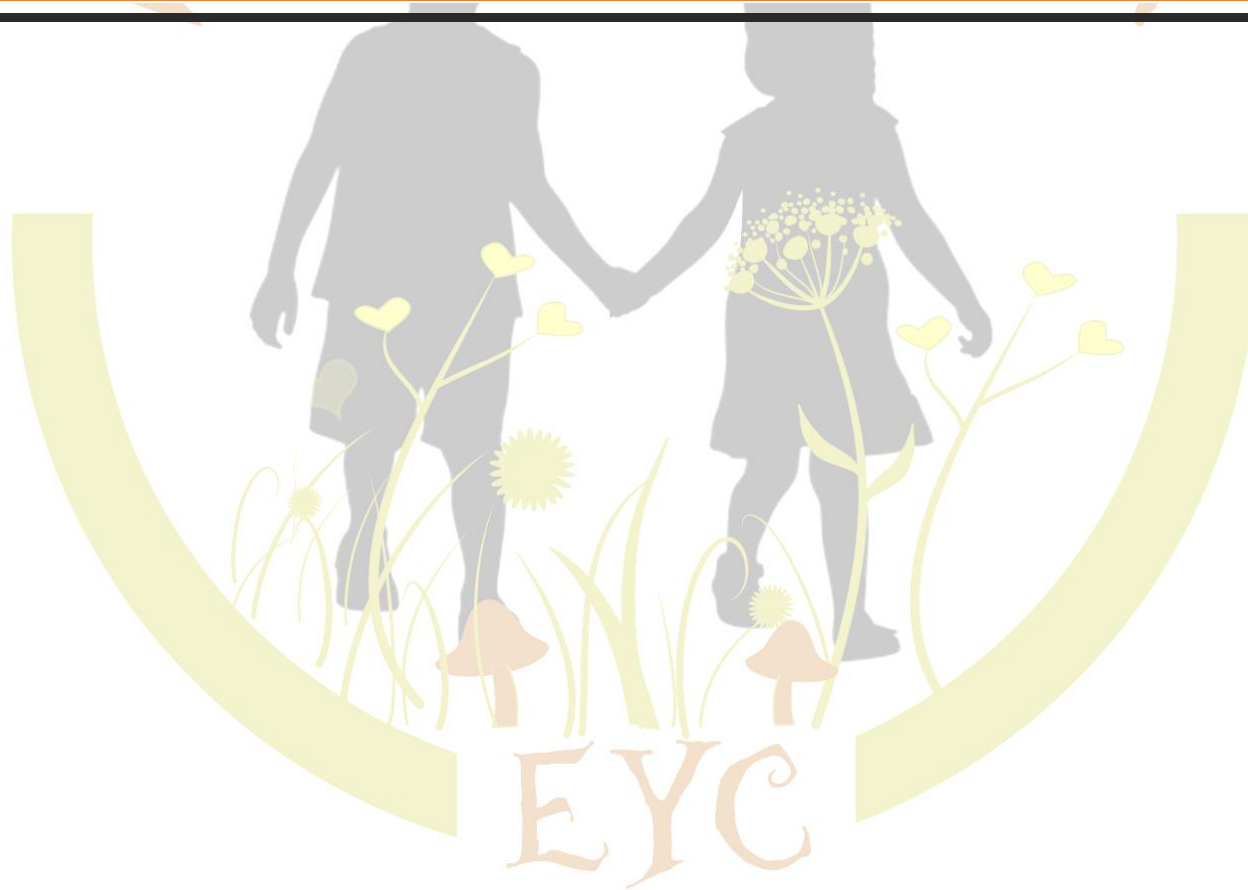
ALLACE TO

Physical		Checked			Comment
		✓	+	😊	
Accessibility of space	Are there hazards in the physical space?				
	Can children move around safely?				
	Does the space look organised and uncluttered?				
	Does the space suit all needs?				
Sensory space	Do you have quiet spaces and calm space if required?				
	Have you considered noise, light, temperature, smells?				
Visual supports	What visuals do you have?				
	Is it consistent across the building? The format?				
	Multicultural and multilingual?				
	Do you have visual timetables?				
Availability/Accessibility of resources	Can learners' access resources?				
	Are the resources suitable for the learners?				

LLC

	Is technology available?				
	Are there resources for all learners needs and learning styles e.g. visual, audio, kinaesthetic?				

Summary and Areas for development:



Environment

PLACE T

Social		Checked			Comment
		✓	+	😊	
Attitudes	Do staff display and reinforce daily <u>empathy</u> and are <u>non-judgemental</u> ?				
	Are individuals' differences respected?				
	Is a learner centred approach used consistently?				
	Do adults model empathy, understanding and enthusiasm?				
Ethos	Are all staff considerate of children?				
	Is the atmosphere in the room positive and welcoming?				
	Do children have a sense of belonging? E.G. work displayed, feel secure, play freely?				
Relationships	Are there opportunities for children to develop relationships with staff/peers/others?				
	Are staff responsive to learners needs?				
	Do you all anticipate need?				
	Is communication differentiated for all learners (are needs considered, processing time, understanding)				
	Do you ensure you support verbal and non-verbal skills when communicating?				
	Is praise given and positive reinforcement?				



	Do you adapt methods of play and learning for different type of learners? (visual, audio and kinaesthetic)				
Support & Facilitation	Are small group activities utilised?				
	Are you considering verbal/non-verbal/pre-verbal?				
	Are relationship building activities available?				
	Do staff support one and other to address difficult relationships between adult/adult?				
	Do staff support one another to address difficult relationships between adult/learner?				
Empowerment	Is there promotion of <u>learner centred</u> choices?				
	Are learners actively involved in target setting and self-reflection?				
	Do you <u>respond</u> to the needs and views of the individual?				
	Are learners given valued roles, e.g. snack helper, Twiggle time? Line leader rewards?				
	Do you promote self-nurture and regulation times? e.g. yoga, quiet times, relaxation.				
	Are learners encouraged and empowered to express their needs?				

Summary and Areas for development:

Structure and routines



		Checked			Comment
		✓	+	😊	
Activity Demands	Are activities differentiated?				
	Do you consider the seven principles of curriculum design?				
	Is success celebrated or displayed?				
	Are levels of engagement discussed and if learners do not engage, are learning activities adapted?				
Rules and Boundaries	Are "golden rules" set together?				
	Are learners aware and share responsibility?				
	Is there a display that learners have ownership over?				
	Are behavioural boundaries clear and reinforced positively?				
	Are rules and routines used to promote good choices/behaviours?				
Appeal of learning experiences	Do you provide learning that matches the interest of learners?				
	Are multi-sensory approaches used? Are learners active in their play?				
	Are incentives and rewards used?				
	Are you responsive to all?				
	Do learners understand what they are learning? Is this discussed?				
	Is technology utilised in learning?				
	Are levels of involvement monitored?				

Routines	Do learners have a say in their daily routines?				
	How are learners supported to understand routines?				
	Are there opportunities for practice and repetition?				
	Can learners free flow?				
	Do you support learners for new experiences?				
	Are learners prepared for what is happening next?				
	Are changes to the day explained to learners if need be?				
	Is there enough consistency for all learners in a day?				

Summary and Areas for development:





Social		Checked			Comment
		✓	+	😊	
Attitudes	Do staff display and reinforce daily <i>empathy</i> and are <i>non-judgemental</i> ?				
	Are individuals' differences respected?				
	Is a learner centred approach used consistently?				
	Do adults model empathy, understanding and enthusiasm?				
	Are all staff considerate of children/staff/families/visitors?				
Relationships	Are staff responsive to learners needs?				
	Do you anticipate need?				
	Is communication differentiated for all learners (are needs considered, processing time, understanding)				
	Do you ensure you support verbal with non-verbal skills when communicating?				
	Is praise given and positive reinforcement?				
	Do you adapt methods of play and learning for different type of learners? (VAK)				
	Are there opportunities for building and enhancing relationships?				
Support & Facilitation	Are small group activities utilised?				
	Are relationship building activities available?				



	Do staff support one another to address difficult relationships between adult-adult/adult learner?				
	Are you considering pre-verbal/non-verbal in your communications?				
Empowerment	Is there promotion of <u>learner centred</u> choices?				
	Are learners actively involved in target setting and self-reflection?				
	Do you <u>respond</u> to the needs and views of the individual?				
	Are learners given valued roles, e.g. snack helper, Twiggle time? Line leader rewards?				
	Do you promote self-nurture and regulation times? E.g. yoga, quiet times, relaxation.				
	Are learners encouraged and empowered to express their needs?				

Summary and Areas for development:



Participation

FACE IT

Social		Checked			Comment
		✓	+	😊	
Motivation	Learners are engaged in activities.				
	Learners take pride in achievements.				
	Learners show curiosity and willingly want to engage				
	Learners know what they want to learn about				
Attention and Concentration	Learners can follow simple instructions in small groups/age appropriate.				
	Learners engage for an appropriate period of time.				
	Learners persevere at tasks.				
	Small group activities are promoted to develop attention span				
Organisation and Planning	Learners can choose appropriate tools and material.				
	Learners know where to find what they need.				
	Learners notice problems and seek advice/try to amend them during activities				
	Learners can access tools and those out of reach can be seen and can be requested				
Gross/ Fine motor skills	Learners move around with confidence				
	Learners negotiate spaces and avoid obstacles in the environment				

LEGO

	Learners have opportunities to develop gross motor skills e.g. crawl, balance, run, cross the midline, core muscle			
	Fine skill opportunities provided daily			
	Learners can use both hands and cross the midline.			
	Hand and eye coordination tasks considered during setting up of room/activities			
	There are mark making opportunities inside and outside – from floor, progressing to easels then table tops.			
	Learner develops appropriate speed and force			
Communication Skills	Body language is modelled and demonstrated			
	Learners speak clearly, altering volume and intonation.			
	Learner understands expressive language			
	Learner is provided with verbal, non-verbal and pre verbal support			
	Learner is spoken to at their level for effective communication			
Social and emotional communication skills	Learner has consistent group of peers			
	Learner appears included and calm			
	Learner plays alongside and communicates with others			
	Learner is beginning/ will cooperate with others			

Summary and Areas for development:



Transitions

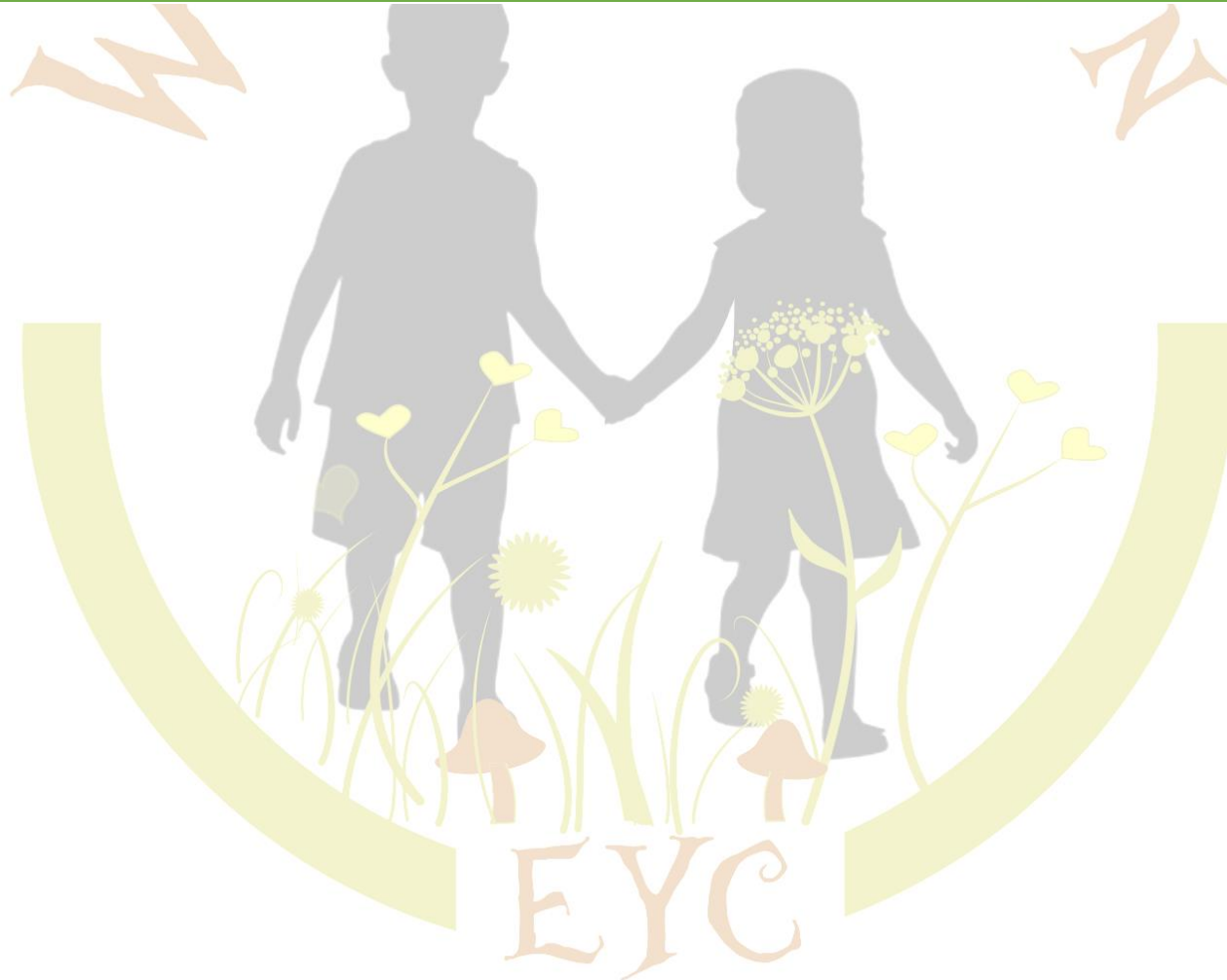
PLACE T

Transitions		Checked			Comment
		✓	+	😊	
Motivation	Learners are encouraged and supported				
	Learners individual needs are taken into consideration				
	Staff are attuned and motivated				
	Staff take time to get to know learners in order to support them appropriately				
Organisation and Planning	Staff are organised and ensure learners are not waiting too long				
	Staff are aware of the many transitions that exist and take these into account				
	Learners are given time to prepare and understand where they are transitioning to				
	Staff are prepared and organised in advance e.g. if going outside have jacket on				
Arrangements	Partnerships in place are relevant and support all learner needs?				
	Enhanced transitions are bespoke and meet individual needs of learner?				
	Learners and families have ample opportunities to build effective relationships that support learner confidence and self-esteem in starting early years centre/2-year olds transition to 3-5 rooms/from early years centre to another early year's centre/from early years centre to primary?				
	There are equal opportunities for all learners?				

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Communication is open and effective?

Summary and Areas for development:



Nurture Resources

PLACE TO

Resources		Checked			Comment
		✓	+	😊	
Dr Chris Moore's A-Z of Nurture	Staff use this resource regularly to reflect on their practice and relationships staff – staff/staff-learner/staff-families/learner-learner				
5 C's of Transition	Staff use this effectively to record information on learners that require support and send to the intended room/nursery/primary?				
BGE Transition Report	All learners who are tracked on BGE have a report which is sent to the learners intended primary?				
Transitions Guide	Staff refer to the transitions guide to support learners?				
All Behaviour is Communication Guide	Staff refer to All Behaviour is Communication guide to support learners?				
PATH's	Learners who require support are on PATH's?				
Transition Policy	All staff are aware of and refer to the guidelines and timelines within the transition policy?				
Nurture Policy	All staff are aware of and refer to the guidelines within the nurture policy?				
EECR Poster	EECR poster is displayed and referred to by staff where required?				
Room Leaflets	All new and returning families receive the room leaflets?				
Restorative Practice	Staff use this effectively where required for learners to help support understanding of behaviours and actions?				
Children's Rights	Your room has a children's rights charter which is reviewed regularly?				
	You have a Rights mascot and learners are aware of who and what they represent?				
	Rights is embedded in practice of all staff?				

Colour Monster	All learners are aware of and use colour monster to identify their emotions?				
	All staff throughout the day give children opportunities to share their emotions and those emotions where required are recorded?				
	Where appropriate staff are sharing colour monster at home to support learners and their families				

Summary and Areas for development:

