# Normal entitlement - good practice guidelines

## Environment

| **Descriptors** | **Never** | **Sometimes** | **Often** | **All the time** | **Actions** |
| --- | --- | --- | --- | --- | --- |
| Meet the needs and interests of individual children & support their developmental level rather than their chronological age. |  |  |  |  |  |
| Materials and resources are easily accessible and clearly labelled with the picture and symbol. |  |  |  |  |  |
| There is enough space for children to sit and move comfortably. |  |  |  |  |  |
| There are quiet well-defined areas for individuals and small groups. |  |  |  |  |  |
| Background noise is minimal (e.g. radio or TV not on all day). |  |  |  |  |  |
| There are areas within the setting where visual distractions are minimised. |  |  |  |  |  |
| Routines, instructions or changes are supported with objects, pictures or photographs e.g. visual timetable is used. |  |  |  |  |  |
| Waiting time for children between activities is kept to a minimum. |  |  |  |  |  |
| Quiet areas are available for story time that are less visually distracting. |  |  |  |  |  |
| There are stimulating and interesting resources that extend and develop play. |  |  |  |  |  |
| Favourite stories are read and reread to children using story. |  |  |  |  |  |
| Sacks or visually interesting props e.g. lift the flap books, pop up books. |  |  |  |  |  |
| Work is done in partnership with parents. |  |  |  |  |  |
| Regular and consistent routines. |  |  |  |  |  |
| Encourage independence and self-confidence. |  |  |  |  |  |
| Position themselves where they can easily make eye contact. |  |  |  |  |  |
| Tune into child's focus and model language and use visuals to support. |  |  |  |  |  |

## Practitioners

| **Descriptors** | **Never** | **Sometimes** | **Often** | **All the time** | **Actions** |
| --- | --- | --- | --- | --- | --- |
| Are sensitive to the needs of all children e.g. on arrival or if particularly shy or EAL children. |  |  |  |  |  |
| Watch and see what children do first before intervening. |  |  |  |  |  |
| Join in with the children's play inside and out. |  |  |  |  |  |
| Facilitate shared play and turn taking where age appropriate e.g. small group work. |  |  |  |  |  |
| Use a range of non-verbal communication, including gesture and facial expressions, to aid the spoken word. |  |  |  |  |  |
| Use a range of visuals e.g. real objects, photographs/pictures or symbols. |  |  |  |  |  |
| Gain children's attention before speaking. e.g. use child's name to gain attention first. |  |  |  |  |  |
| Vary the voice to make it interesting for children particularly at story times and singing activities. |  |  |  |  |  |
| Give children time to respond e.g. "The ten second rule" and repeat using the same instruction. |  |  |  |  |  |
| Respond positively to children's communication attempts, including non-verbal communication. |  |  |  |  |  |
| Uses more comments than questions/instructions. |  |  |  |  |  |
| Comment on the child's actions e.g. "you've made a lovely red train!" |  |  |  |  |  |
| Use language matched to the child's language level e.g. shorter sentences or one-word labelling. |  |  |  |  |  |
| Encourage turn taking in conversation e.g. Time to talk or use listening friend such as Lola. |  |  |  |  |  |
| Model appropriate communication behaviour e.g. avoids talking over children's heads. |  |  |  |  |  |
| Accept child's language and model back the correct form e.g. child says: "I goed to the shop", and adult says "how lovely – you went to the shop. |  |  |  |  |  |
| Help their language develop by expanding on children's utterances e.g. child says "car"! Practitioner says, "car goes fast!" |  |  |  |  |  |
| Use simple repetitive language during everyday activities. E.g. Routine Rhymes and finger rhymes. |  |  |  |  |  |
| Give opportunities for children to ask their own questions. |  |  |  |  |  |
| Use open ended questions that invite conversation and encourage reasoning rather than yes/no answers. |  |  |  |  |  |
| Break complex sentences, including instruction, down to manageable chunks. |  |  |  |  |  |
| Actively support children in solving their problems and disputes. |  |  |  |  |  |
| Give opportunities for children to use their first language |  |  |  |  |  |
| Make time throughout each day to say rhymes as well as sing with individuals along with groups of children. |  |  |  |  |  |
| Children included in the decision making. |  |  |  |  |  |
| Model/discuss/demonstrate appropriate social interaction with peers supported by resources such as picture, books, emotion dice, dolls etc. |  |  |  |  |  |
| Generally, support songs and stories with actions, objects or puppets. |  |  |  |  |  |
| Link children's spoken language with written language. |  |  |  |  |  |
| Provide manageable, appropriate activities according to the developmental age of the child, rather than the age. |  |  |  |  |  |
| Appropriate developmental level. E.g. 4-piece peg puzzle needed instead of 24-piece floor puzzle. |  |  |  |  |  |
| Support children to follow boundaries and expectations of the setting. E.g. Golden rules (no more than 4). |  |  |  |  |  |
| Use strategies to avoid conflict e.g. distraction/choices/targeted adult support for activities such as tidy up time and mat time. |  |  |  |  |  |
| Always use positive reinforcement and positive language e.g. "Molly, good walking" rather than "Molly, don't run". |  |  |  |  |  |
| Praise and reward always used for both groups and individuals. |  |  |  |  |  |
| Effectively observe children and use observations to plans children's next steps. |  |  |  |  |  |
| Key person tracks child's development against EYFS. (EYFS early support if applicable). |  |  |  |  |  |
| Give the children prior warning to a change. |  |  |  |  |  |
| Agreed strategies and procedures in place. |  |  |  |  |  |
| Clear, reasonable & consistent limits. |  |  |  |  |  |
| 1:1 time with key person with consistent strategies if identified. E.g. emotional support. |  |  |  |  |  |
| Turn – taking opportunities. |  |  |  |  |  |