

Personal, Social and Emotional Development

Personal, Social and Emotional Development is one of the Prime Areas of the Early Years Foundation Stage. This is a fundamental part of a child's learning journey which underpins their wellbeing and therefore their progress and achievements in all areas of the curriculum.

We know and understand that children need to feel happy, safe and secure in order for them to thrive and reach their full potential. This area of learning is prioritised within our approach. Our highly skilled practitioners build relationships with children and families to ensure they are fully in tune with the needs and interests of each unique child. Bespoke transitions ensure children are supported to settle into nursery life and love being here with us! Our children are happy and motivated– they thrive on the opportunities available to them in nursery.

Strong relationships are an essential part of our nurturing, attuned and family approach. We understand the need for strong attachments and our well-established key person approach as well as our training in five to thrive and attachment and trauma aware schooling supports and shapes our practise day to day.

Every child has their own key person who knows them extremely well. They provide an emotionally available, caring and secure relationship, which ensures that each child is able to flourish and make progress with their development.

Not only do we establish strong relationships between children and adults, but we also support the development of social skills between the children by fostering respect, care and an understanding that everyone is different and unique. We are a fully inclusive nursery and our children understand, accept and celebrate difference. As a SEND Hub this is pivotal to all we do.

We ensure that children have high levels of wellbeing and we empower children to accept that all emotions should be felt and accepted. Self-help strategies modelled by practitioners to support children to develop their emotional literacy and to begin to develop skills in self-regulation. Adults are always available to support co-regulation and to emotion coach children through big emotions.

We strongly believe children need a positive experience of dependency to then become independence. By providing an embedded key person approach, we can, when children are ready, have high expectations for independence. This promotes confidence, self-assurance and the belief that they can achieve anything and everything!

Curriculum Progression Sequence

Personal, Social and Emotional Development: Building Relationships		
Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones end point	• I can be soothed and comforted by my key person • I engage with others around me in a range of ways • I am comfortable to show lots of emotions to my key person	• Embedded key person approach – all children have a key person who works their sessions • Smaller group sizes and learning spaces allow strong relationships to flourish • Staggered initial visits/ start dates ensure that key people have dedicated time to new children • Home visits and/ or meet and greets ensure key information is shared with and from the parent/carer before the child starts with us • A unique and personalised transition for the child and family supports the settling process • The rhythm of the day allows long, uninterrupted time for key person and child to play together. • All self-care routines carried out by key person
1 year olds end point	• I can access my environment, knowing my key person is there when I need them • I enjoy trips in the local area with my key person as I feel safe and secure with them • I like to give things a go for myself and might get cross if someone tries to help me • I show confidence to play on my own or in a space with others, with my key person close by	• Embedded key person approach – all children have a key person who works their sessions • Smaller group sizes and learning spaces allow strong relationships to flourish • Staggered initial visits/ start dates ensure that key people have dedicated time to new children • Home visits and/ or meet and greets ensure key information is shared with and from the parent/carer before the child starts with us • A unique and personalised transition for the child and family supports the settling process • The rhythm of the day allows long, uninterrupted time for key person and child to play together. • All self-care routines carried out by key person • Key people plan local environment trips e.g. to the duck pond or park for their key children • Transitions are carefully managed to ensure when children move nursery, this is seamless. This is supported by key people over a transition period so children have a familiar adult in the new environment whilst they settle
2 year olds end point	• I have a strong relationship with my key person. • I play alongside other children when my key person is close by. • I demonstrate spectator/onlooker behaviour as I watch other children but may not play with them. • I can take turns in simple learning experiences with support from my key person.	• Staggered initial visits/ start dates ensure that key people have dedicated time to new children • Home visits and/ or meet and greets ensure key information is shared with and from the parent/carer before the child starts with us • A unique and personalised transition for the child and family supports the settling process • The rhythm of the day allows long, uninterrupted time for key person and child to play together. • Following the voice of the child, the key person may be changed if necessary. Practitioners have a deep

	• I explore the nursery environment by myself but will check in regularly with my key person.	under-standing of attachment and trauma and have received training. • Environment is planned, adapted and reviewed continually based on the needs of the cohort and individual children
Rising threes end point	• I have a strong relationship with my key person and one other adult. • I engage in parallel play as I learn side by side with my peers • I have formed a friendship with at least one other child • I notice difference in myself and others	• Transitions are carefully managed to ensure when children move nursery, this is seamless. This is supported by key people over a transition period so children have a familiar adult in the new environment whilst they settle • Photos of children to be handled and played with and mini me's around the environment support children in recognising others, learning names and becoming to notice similarities and difference • Small group teaching for songs, music and stories provides opportunities for children to be alongside their peers in a sustained activity
Pre-school end point (school leavers)	• I have a strong relationship with my key person and all other adults. • I know my family group and enjoy being part of the group • I engage in co-operative play with my peers and interact appropriately. • I have many friendships and seek out social experiences.	• Practitioners provide for children's shared interests which supports relationships with each other. • Collaborative learning experiences and open ended resources support children to work together • In the moment planning and teaching models and supports the key characteristics of 'friendships'- children need to 'feel' what it is to have a friend • Sessional 'family time' session encourage children to build relationships with peers and foster a sense of belonging

Personal, Social and Emotional Development: Managing self		
Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones	• I can transition from my parent/ carer to my key person • I can get some of my needs met using gestures and engagement with an in tune adult • I can respond to my name • I am thriving in nursery	• Embedded key person approach • Adults skills in early language development to allow for pause in conversation • Children's names used when they are being addressed • Well planned environment that considers age, stage and curiosities/ fascinations
1 year olds end point	• I can make decisions over where I play within the nursery and feel safe to do so • I can make a choice for myself e.g. of snack or the song to sing • I can respond to self-care routines and am confident engaging in them or showing my feelings around them, e.g. I will move the bathroom when my key person says "nappy time"	• Well planned environment that considers age, stage and curiosities/ fascinations • Rhythm of the day that allows children long periods of time to explore with their key adult • Children are always offered choice at snack time between at least 2 items • Music sessions/ times give children the choice to choose a song – visuals used to support this • Practitioners comment on all aspects of the daily routines so children become familiar with what is happening and why e.g. "it's nappy change. We need to change your nappy because it is wet"
2 year olds end point	• I like to repeat play experiences and learn through a unique schematic approach • I show clear enjoyment when I engage in my favourite learning experiences • With support from my key person, I will have a go at something that is more difficult for me • I need support with my self-care needs • I can identify the weather and be supported in accessing appropriate wear for it, knowing they can seek support when needed	• Practitioners know when to challenge children and push them out of their comfort zone – established and secure relationships allow for this • Barriers to learning are overcome sensitively, for example beginning with dry messy play or using tools to scoop gloop • The environment provides new learning opportunities/exciting resources and experiences based on curiosities, fascinations and interests • Self-care routines are cared out by the key person • Children self-select their peg each session using their photo to foster independence and a choice • Children engage with making mini meals so they are beginning to be involved in food prep and food choices • Outdoor areas are always open (all weathers) • Access to boots and suits to wear in all weathers (nursery provided) • Children will be actively involved in application of sun cream
Rising threes end point	• I will explore new experiences, either by myself or with a key adult • I may need support from an adult to respond appropriately in a situation • I have a growing independence and can manage some self-care skills by myself	• Toileting is specific to the needs of each child and practitioners work closely with families to support each approach. • In the moment planning and teaching allows practitioners to role model appropriate behaviour and address situations as they arise. • Practitioners actively involve children in all self-care routines and visuals are used to support when appropriate

Pre-school end point (school leavers)	• I am confident to approach new situations and learning experiences independently • I will explore new experiences, sharing interests and ideas with my peers • I have an awareness of what is right and what is wrong • I am aware of the needs of my body and can talk about how to keep myself healthy and safe e.g. knowing when I need a drink or need to go to the toilet • I have a developing understanding the appropriate clothing for the weather and am able to independently access what I need	• A focus on promoting oral health supports children to understand the importance of this area – this is done through role play, conversation at snack time and through family time • Practitioners have high expectations for children's independence and they carry out their own responsibilities • Healthy snacks are provided every session and children are encouraged to lead this experience – they help to prep the snack and make choices over what they have • Children self-serve their lunch and tea so they develop an understanding of portion control • Allotment allows children to grow and harvest fruits vegetables and they then are involved in tasting and cooking the produce • Practitioners support children with emotion coaching to empower them to take part in learning experiences • The environment is well planned to provide both comfort and challenge for all children • Key people know children's individual capabilities through strong relationships to ensure children continually make progress • Outdoor areas are always open (all weathers) • Access to boots and suits to wear in all weathers (nursery provided) • Children will be actively involved in application of sun cream
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Personal, Social and Emotional Development: Self-Regulation		
Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones	• I can seek comfort from my key person • I can be soothed and support my key person or a person I choose	• Embedded key person approach – all children have a key person who works their sessions • Emotion coaching used to label emotions and give a running commentary e.g. “you’re cross, you’re cross because your socks are wet” • Consistent boundaries and expectations are promoted, however individual needs are taken into consideration • Children have access to comforters when needed, but also not promote dependency.
1 year olds end point	• I like to make myself noticed by my key person • I feel safe to express all my emotions in nursery • I will express my preferences and might say no if I don’t want something	• Embedded key person approach – all children have a key person who works their sessions • Consistent boundaries and expectations are promoted, however individual needs are taken into consideration • Children have access to comforters when needed, but also not promote dependency • Emotion coaching used to label emotions and give a running commentary e.g. “you’re excited, you’re excited because you can see the bubbles coming out”
2 year olds end point	• I am able co-regulate with support from my key person when my emotions are overwhelming me • I can wait for a very short time (e.g. seconds) for example when I am waiting for a turn • I can follow physical and visual cues from my key person • I can follow one simple instruction.	• Practitioners label all feelings and emotions at a stage appropriate to the child, e.g. happy, sad, excited, angry, cross • Practitioners tune into the unique needs of children and ‘Time In’ is always available • Embedded key person approach – all children have a key person who works their sessions
Rising threes end point	• With support I am able to understand appropriate behaviour for different situations. • I am more in tune with my emotions and can show some control over my actions, even when I am feeling big emotions	• Strong relationships allow practitioners to identify children’s emotional wellbeing and use strategies to support them. This includes- -emotion coaching -time in -access to the snug or rainbow room -yoga -sensory breaks -soft play sessions

Pre-school end point (school leavers)	• I understand my own feelings and can communicate this in my own way to adults • With adult support, I can use self-help strategies to support my regulation • I can usually behave appropriately in familiar situations. • I can solve simple conflicts. • I can follow an instruction given to me by a familiar adult	• Practitioners support children to understand and embrace their emotions, for e.g. it is okay to cry when feeling sad. • Practitioners prompt children give them words to use e.g. 'have you asked for a turn'? • 'Emotion coaching' is used to support children to regulate their own emotions and set limits • Practitioners demonstrate empathy and understanding • Adults are emotionally available to children and are active in their co-regulation support • ELSA support available for identified children • Nurture groups run for identified children
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