

Observation Profile: The Playroom

Nurture Principle 3: Nurture is important for Wellbeing and Self-esteem	Discussion Points/ Feedback	Agreed Next Steps
Environment and Relationships		
Features of effective practice		
Success is acknowledged and celebrated in a way that is supportive of the children, for example, through displays, feedback, encouragement.		
Language used by staff in the playroom clearly communicates to all children that they are welcome and will be supported to achieve and feel safe and happy within the playroom, for example, "Hello Carol, it's lovely to see you."		
Staff make good use of positive relationships to help encourage and guide children in appropriate behaviour and avoid an over-reliance on rewards and punishments as a way of managing or controlling behaviour.		
Relationships within the playroom are built on trust and staff take time to develop relationships with children and their families.		
Staff acknowledge when a child has done something well by commenting on what they have done rather than any personal characteristic of the child which they may find difficult to accept. It can be helpful to deliver this in a neutral way for some children.		
Learning and Teaching		
Tasks are differentiated around social and emotional competence as well as around curricular ability, for example, children who have difficulties working with others on tasks may be grouped with other children who can be a role model OR are given adult support and guidance on working with others.		

Staff build up resilience in children by helping them to achieve small successes in tasks before setting them more challenging tasks – feedback is given on how they have managed to achieve this. .		
Individualised targets are set for children where appropriate – children/parents are aware of these and they are either reinforced orally or in a visual or recorded way.		
Negative beliefs are challenged by staff in a sensitive way, for example, do you remember the last time we did this and you were able to complete it?		
Staff promote a growth mindset in children by helping them to see that they can achieve things by effort and perseverance.		
Children are given opportunities for choice about the mode of learning they engage in, for example, active or passive, cooperative, individual.		
Staff recognise that children need opportunities to practice the skills needed for self-awareness, self-management, social awareness and relationship management and support children in the development of these skills.		
Staff provide running commentaries on what the children are doing and thinking to help them make sense of the world around them (Note: this is more effective for an adult who has a relationship with a child.)		