Observation Profile: The Playroom

Nurture Principle 4: **Language is a vital means of communication**	**Discussion Points/ Feedback**	**Agreed Next Steps**
Environment and Relationships		
Features of effective practice		
Staff use language that supports co-regulation with the children when needed, for example, I am here to help and support you.		
De-escalation practices are evident within the playroom, for example, staff member waits for the child to calm down before discussing incidents, language is kept to a minimum.		
Staff member pays attention to body language and cues of the children and knows when to intervene to avoid situation escalating, for example, may use humour or distraction		
Staff are aware of their own body language and non-verbal cues and adapt these to the situation, for example, do not invade children's personal space, turn to the child and nod when approached.		
Success is acknowledged and celebrated in a way that is supportive of the children, for example, through displays, feedback, encouragement.		
Language of emotion is modelled by staff in the playroom and used with children, for example, "I am feeling very cross today as a big loud dog kept me awake all night."		
Staff use restorative language, appropriate to age and stage, to promote a positive ethos within the playroom.		

Opportunities are given for restorative meetings between staff and between staff and other agencies or parents and carers so that all involved have an opportunity to voice their feelings and thoughts		
Staff model positive relationships with other members of staff in the room, for example, “Hello… how are you feeling today? What are we planning to do today?”		
Staff model positive relationships with the children in the room, for example, “Jack, I would be really happy if you help me to give out the snack today.”		
Staff make use of the attunement framework to build up positive relationships with children and parents.		
Staff speak in appropriate tones of voice and volume within the playroom. A usual tone would be calm and warm but a firmer tone may be used when appropriate so that children see appropriate firmness being modelled.		
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.”		
Learning and Teaching		
Staff promote a growth mindset in children by helping them to see that they can achieve things by effort and perseverance.		

There is explicit teaching of social and emotional skills within the playroom according to the stage and developmental needs of the children, for example, turn taking, negotiating, PAThS programme.		
Behaviours that are expected within the playroom are explicitly named and demonstrated by staff, for example, listening, sharing and helping others.		
Language used by the staff in the playroom suits the developmental needs of the children, for example, instructions are broken down and understanding checked.		
Staff have an awareness of language development and modify the language they use depending on the children's needs.		
Staff do not assume that children understand the language of emotion and help to scaffold their understanding of this.		
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.)		