

Observation Profile: The Playroom

Nurture Principle 2: Environment offers a safe base	Discussion Points/ Feedback	Agreed Next Steps
Environment and Relationships		
Features of effective practice		
There are clear routines visible in the playroom for example, welcome, check ins, review of activities.		
Clear and consistent expectations and boundaries are set within the playroom – orally, visually, written.		
The playroom has designated safe areas that children can go to if they find the general playroom areas overwhelming or challenging. Children have a choice in how they use these areas.		
Staff are aware of their own reactions and take steps to try and help themselves to feel calm, for example, walking away from situations, seeking support.		
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 consult with children when there are changes to the routine, for example, “We are going to have a visitor to our playroom today later – are you all happy with that?”		
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 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.		
Appropriate adult support and structure is provided to children who need it, for example, staff stay closer to children in playroom who may require additional support.		
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.		
Learning and Teaching		
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.		

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