Observation Profile: The Playroom

Nurture Principle 1: **Learning is understood developmentally**	**Discussion Points/ Feedback**	**Agreed Next Steps**
Environment and Relationships		
Features of effective practice		
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.”		
Learning and Teaching		
There is a high degree of differentiation and personalisation in the curriculum. Children are also given some choices about curricular tasks.		
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		
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.		
There is evidence of the promotion of health and wellbeing aspects within most learning experiences, for example, Within a group session, children are encouraged to work together, listen to each other and share their own views.		

There is clear evidence that staff have differentiated what is expected of children in response to assessment and background information, for example, give breaks in learning if children find it difficult to stay on task for long periods.		
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.		
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.		
There are various opportunities for play based learning dependent on the developmental level of the children, for example, in the nursery there is an emphasis on imaginative play and role play games.		
Holistic assessment information is made use of in all playrooms, for example, staff know about Wellbeing indicators and National Practice.		
There is evidence that information is taken from assessment tools relating to wellbeing in the, for example, Wellbeing Indicators, National Practice Model, HWB plans		
Children are given opportunities for choice about the mode of learning they engage in, for example, active or passive, cooperative, individual.		
