



How we support babies' development (0 - 18 months)

The table below shows how our practitioners support babies' (0-18 months) development through their practice and through the provision of an effective learning environment. It has been organised into the areas of the Early Years Foundation Stage.

Personal, Social and Emotional Development

Aspect	Effective Practice	Planning and Resources
<p>PSED: Attitudes and Dispositions</p>	<ul style="list-style-type: none"> • Say or sing made up rhymes or songs whilst stroking or pointing to the babies' hands, feet or cheeks • Respond to and build on babies' expressions, actions and gestures • Find out what babies like and dislike through talking to their parents and carers • Playfully help babies' to recognise that they are separate and different from others, for example, pointing to own and baby's noise, eyes, fingers, etc • Give opportunities for babies to have choice, where possible • Follow babies' lead as they explore their surrounds, people and resources 	<ul style="list-style-type: none"> • Devote uninterrupted time to babies when you can play with them. • Be attentive and fully focused • Plan time to share and reflect with parents' on babies' progress and development, ensuring appropriate support is available where parents do not speak or understand English • Place mirrors where babies can see their reflection. Talk to them about what they see. • Provide choices of different veg and fruit at snack time • Allow enough space for babies to move, roll, stretch and explore
<p>PSED: Self-confidence and Self-esteem</p>	<ul style="list-style-type: none"> • Recognise that young babies will find comfort from 'snuggling in' with a variety of objects and people • Talk to a young baby when you cannot give them your direct attention, so they are aware of your interest and presence nearby • Establish shared understandings between home and setting about ways of responding to babies' emotions 	<ul style="list-style-type: none"> • Provide a sofa or comfy chair so that the parents, practitioners and young babies can sit together. • Have special toys for babies to hold while you are preparing their food, or gathering materials for a nappy change. • Plan to have times when babies and older siblings or friends can be together. • Ensure that babies feel safe and loved even when they are not the centres of attention. • Have resources including picture books and stories that focus on a range of emotions, such as 'I am happy'.
<p>PSED: Making Relationships</p>	<ul style="list-style-type: none"> • Ensure that the key person is available to greet a young baby at the beginning of the session, and to hand over to parents at the end of the session, so that the young baby is supported appropriately and communication with the parents is maintained • Engage in playful interactions that encourage young 	<ul style="list-style-type: none"> • Repeat greetings at the start and end of each session, so that the young babies recognise and become familiar with these daily rituals. • Plan to have 'conversations' with young babies. • Share knowledge about languages with staff and parents and make a poster or book of greetings in all different languages

	<p>babies to respond to, or mimic, adults</p> <ul style="list-style-type: none"> • Ensure that all staff have detailed information about the home language experiences of all children • Follow the babies' lead by repeating vocalisations, mirroring movements and showing the baby you are 'listening' fully • Talk to babies about special people, such as their family members, for example, their grandparents 	<p>used within the setting and the community.</p> <ul style="list-style-type: none"> • At times of transition (such as shift changes) make sure staff greet and say goodbye to babies and their carers. This helps to develop secure and trusting three-way relationships.
<p>PSED: Behaviour and Self-Control</p>	<ul style="list-style-type: none"> • Find out as much as you can from parents about young babies before they join the setting, so that the routines you follow are comforting and familiar • Demonstrate clear and consistent boundaries and reasonable yet challenging expectations 	<ul style="list-style-type: none"> • Learn lullabies that children know from home and share them with others in the setting. • Play gentle music when babies are tired. • Share information with parents to create consistency between home and setting so that the babies learn about boundaries.
<p>PSED: Self-Care</p>	<ul style="list-style-type: none"> • Encourage babies gradually to share control of food and drink. This provides opportunity for sensory learning and increased independence • Talk to parents about their baby communication needs. Ensure that parents and carers who speak languages other than English are able to share their views 	<ul style="list-style-type: none"> • Plan feeding times, which take account of the individual cultural and feeding needs of young babies in your group. • There may be considerable variation in the way parents feed their children at home. Remember that some parents may need interpreter support. • Keep toys and comforters in areas that are easy for babies to locate.
<p>PSED: Sense of Community</p>	<ul style="list-style-type: none"> • Talk to babies about the different people and places they know • Tell a young baby what you think they like about another person, for example, "Here is your brother, Matty. You like him because he tickles you, don't you?" • Respond to what babies show you they are interested in and want to do, by providing a variety of activities, stories and games 	<ul style="list-style-type: none"> • Provide a variety of cosy places with open views for babies to see people and things beyond the baby room. • Invite parents to share food and customs from their own cultures, including British cultures. • Plan opportunities for talking together in quiet places both indoors and outdoors. • Work with staff, parents and children to promote an anti-discriminatory and anti-bias approach to care and education.

Communication, Language and Literacy

Aspect	Effective Practice	Planning and Resources
<p>CLL: Language for Communication</p>	<ul style="list-style-type: none"> • Being physically close, making eye contact, using touch or voice all provide ideal opportunities for early learning 'conversations' between adults and babies, and between one baby and another. • Find out from parent how they like to communicate with their baby, noting especially the chosen language • Learn and use key words in the home languages of babies in the setting • Share stories, songs and rhymes from all cultures in the babies' home language • Try to 'tune in' to the different messages young babies are attempting to convey • Find out from parents' greetings used in English and in languages other than English; encourage staff, parents and children to become familiar with them • Recognise and value the importance of all languages spoken and written by parents, staff and children 	<ul style="list-style-type: none"> • Display photographs showing how young babies communicate. • Provide tapes and tape recorders so that parents can record familiar, comforting sounds, such as lullabies in home languages. Use these to help babies settle if they are tired or distressed. • Share favourite stories as babies are settling to sleep, or at other quiet times. • Communicate with parents to exchange and update information about babies' personal words. • Display lists of words from different home languages, and invite parents and other adults to contribute. Include languages such as Romany and Creole, since seeing their languages reflected in the setting will encourage all parents to feel involved and valued.
<p>CLL: Language for Thinking</p>	<ul style="list-style-type: none"> • Interpret and give meaning to the things young babies show interest in • Talk to babies about what you are doing, so they will link words with actions, for example, preparing lunch 	<ul style="list-style-type: none"> • Provide resources that stimulate babies' interests such as a shiny bell, a book or a mirror. • Create an environment, which invites responses from babies and adults, for example, touching, smiling, smelling, feeling, listening, exploring, describing and sharing.
<p>CLL: Linking Sounds and Letters</p>	<ul style="list-style-type: none"> • Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes • Share the fun of discovery and value babies' attempts at words, for example, by picking up a doll in response to "baba" 	<ul style="list-style-type: none"> • Plan times when you can sing with young babies, encouraging them to join in exploration of their fingers and toes. • Find out from parents the words that children use for things, which are important to them, such as "dodie"

		for dummy, remembering to extend this question to home languages. Explain that strong foundations in a home language support the development of English.
CLL: Reading	<ul style="list-style-type: none"> • Use finger play, rhymes and familiar songs from home to support young babies' enjoyment • Tell, as well as read, stories, looking at and interacting with young babies • Let children handle books and draw their attention to pictures 	<ul style="list-style-type: none"> • Collect a range of board books, cloth books and stories to share with young babies. • Discover from parents the copying games that their babies enjoy, and use these as the basis for your play.
CLL: Writing	<ul style="list-style-type: none"> • Talk about the random marks babies make, showing them that you value what they do • Talk to babies about the patterns and marks they make 	<ul style="list-style-type: none"> • Provide gloop (cornflour and water) in small trays so babies can enjoy making marks in it. • Encourage babies to make marks in paint or with thick crayons.
CLL: Handwriting	<ul style="list-style-type: none"> • Place young babies where they can focus on and grasp toys, and wriggle and roll freely • Describe the movements young babies make as they move round and round, or ride a push-along toy in straight line 	<ul style="list-style-type: none"> • Provide a variety of toys that encourage young babies to reach and grasp, for example, a baby gym. • Plan a range of activities that encourage large and fine motor skills, such as throwing and kicking balls, riding push-along toys, feeding the guinea pigs.

Problem Solving, Reasoning and Numeracy

Aspect	Effective Practice	Planning and Resources
PSRN: Numbers as Labels for Counting	<ul style="list-style-type: none"> • Identify the people, toys and experiences that babies enjoy • Talk about the things that babies notice when they are in a different place such as the garden, the changing area or where they have meals 	<ul style="list-style-type: none"> • Display favourite things in a lively, bright environment so that a young baby can see them. • Provide a small group of the same objects in treasure baskets, as well as single items, for example, two fir cones or three shells. • Collect number rhymes, which are repetitive and related to children's actions and experiences, for example, 'Peter hammers with one hammer'. • Use song and rhymes during personal routines, for example, 'Two little eyes to look around', pointing to their

		<p>eyes, one by one.</p> <ul style="list-style-type: none"> • Collect number and counting rhymes from a range of cultures and in other languages. This will benefit all children and will give additional support for children learning English as an additional language.
<p>PSRN: Calculating</p>	<ul style="list-style-type: none"> • Talk to babies about what you are doing and what is happening • Play games such as peek-a-boo or comment when a puppet pops out of a sock • Talk to babies about puzzles they encounter such as how to get their sock back from where it has fallen, asking if they can do it or if they might need help 	<ul style="list-style-type: none"> • Let babies see and hear the sequence of actions you go through as you carry out familiar routines. • Provide lift-the-flap books to show something hidden from view. • Provide a variety of interesting displays for babies to see when they are looking around them, looking up at the ceiling or peering into a corner.
<p>PSRN: Shapes, Space and Measures</p>	<ul style="list-style-type: none"> • Talk to babies about things that interest them, describing particular features, such as the patterns formed when sunlight filters through the leaves on the round • Play games that involve curling and stretching, popping up and bobbing down • Encourage babies' explorations or the characteristics of objects, for example, by rolling a ball too them • Talk about how objects are like and how objects, such as a sponge, can change their shape by being squeezed or stretched 	<ul style="list-style-type: none"> • Display things to look at that encourage their interest in movement, such as a spiral. • Provide a range of objects of various textures and weights in treasure baskets to excite and encourage babies' interests. • Look at books showing objects such as a big truck and a little truck; or a big cat and a small kitten. • Use story props to support all children and particularly those learning English as an additional language.

Knowledge and Understanding of the World

Aspect	Effective Practice	Planning and Resources
<p>KUW: Exploration and Investigation</p>	<ul style="list-style-type: none"> • Give opportunities for babies to explore objects and materials • Give babies choices about what they can play with 	<ul style="list-style-type: none"> • Provide a range of everyday objects for babies to explore and investigate • Plan varied arrangements of equipment and materials that can be used with babies in a variety of ways to maintain interest and provide challenges
<p>KUW:</p>	<ul style="list-style-type: none"> • Talk to babies about particular objects and materials, 	<ul style="list-style-type: none"> • Provide objects that give young babies opportunities to

Design and Making	<ul style="list-style-type: none"> drawing attention to features such as their feel or sound Talk about the way things balance or what happens when a structure falls down 	<ul style="list-style-type: none"> explore textures, shapes and sizes Provide a range of resources that babies can use in their play that encourage their interest in balancing and building things
KUW: ICT	<ul style="list-style-type: none"> Talk about the features of items that interest them such as a toy rabbit's floppy ears or a bear with a rumbling tummy Share observations with parents so that you can compare notes 	<ul style="list-style-type: none"> Provide a range of play thing that excite babies' attention, including battery-operated mobiles and wind-up radios Have available robust resources with knobs, flaps, keys or shutters
KUW: Time	<ul style="list-style-type: none"> Talk about what you are doing as you prepare a feed or a bath Spend time looking at and talking about pictures of babies eating, sleeping, bathing and playing 	<ul style="list-style-type: none"> Provide pictures or photographs of things associated with regular routines Ask parents about significant events in the babies' day and how these are talked about, for example, 'boboos' for sleep or bedtime, 'din-din' for dinner time
KUW: Place	<ul style="list-style-type: none"> Encourage young babies' movements through your interactions, for example, touching their fingers and toes and showing delight at their kicking and waving Draw attention to different things in different areas that stimulate interest, such as patterned surfaces 	<ul style="list-style-type: none"> Provide spaces that give young babies different views of their surroundings, such as soft play area, with different levels to explore Display and talk about photographs of babies' favourite places
KUW: Communities	<ul style="list-style-type: none"> Provide support for young babies when they are not with their key person, to give them manageable experiences with others, for example, ensure that other people know a young babies' special characteristics and preferences Nurture babies' sense of themselves, while also helping them to feel that they belong to the group, for example, saying "This is Max' cup and there is a cup for Earl, Frankie and Lacey too" 	<ul style="list-style-type: none"> Ask parents to share photographs of special people from home and place them where babies can see them Collect and share some stories and songs that parents and babies use at home

Physical Development

Aspect	Effective Practice	Planning and Resources
	<ul style="list-style-type: none"> Let babies kick and stretch freely on their tummies and 	<ul style="list-style-type: none"> Have well-planned areas that allow babies maximum space

<p>PD:</p> <p>Movement and Space</p>	<p>backs</p> <ul style="list-style-type: none"> • Encourage babies to explore the space near them by putting interesting things beside them, such as crinkly paper, or light, soft materials • Engage babies in varied physical experiences, such as bouncing, rolling, rocking and splashing, both indoors and outdoors • Encourage babies to use resources they can grasp, squeeze and throw • Encourage babies to notice other babies and children coming and going near them • Support and encourage babies' drive to stand and walk 	<p>to move, roll, stretch and explore in safety indoors and outdoors,</p> <ul style="list-style-type: none"> • Provide resources that move or make a noise when touched to stimulate babies to reach out with their arms and legs. • Provide novelty in the environment that encourages babies to use all of their senses and move indoors and outdoors. • Offer low -level equipment so that babies can pull up to a standing position. • Provide tunnels, slopes and low-level steps to stimulate and challenge toddlers. • Make toys easily accessible for children to reach and fetch. • Plan space to encourage free movement.
<p>PSED:</p> <p>Health and bodily awareness</p>	<ul style="list-style-type: none"> • Talk to parents about the feeding pattern of young babies • Talk to young babies as you stroke their cheeks, or pat their backs, reminding them that you are there and they are safe • Discuss the cultural needs and expectations for skin and hair care with parents prior to entry to the setting, ensuring that the needs of all the children are met appropriately and the wishes of the parent are respected • Help children enjoy their food and appreciate healthier choices by combining favourites with new tastes and textures • Make space for young children to be able to pull themselves up, shuffle or walk, ensuring that they are safe at all times, while not restricting their explorations • Be aware that babies have little sense of danger when their interest are focused on getting something they want 	<ul style="list-style-type: none"> • Plan feeding times and take account of the individual and cultural needs of young babies, remembering that some babies may be used to being fed while sitting on the lap of a familiar adult. • Introduce baby massage sessions that make young babies feel nurtured and promote a sense of well being. • Provide a comfortable, accessible place where babies can rest or sleep when they want to. • Plan alternative activities for babies who do not need sleep at the same time as others do. • Provide safe surroundings in which young children have freedom to move, as they want, while being kept safe by watchful adults.
<p>PD:</p> <p>Using</p>	<ul style="list-style-type: none"> • Play games, such as offering a small toy and then taking it again to rattle, or sail through the air • Encourage young babies in their efforts to gradually share 	<ul style="list-style-type: none"> • Have baskets of small colourful toys near to where you feed a young baby, or attached to the pram, buggy or soft chair. • Provide objects to be sucked, pulled, squeezed and held, to

Equipment and Materials	<p>control of the bottle with you</p> <ul style="list-style-type: none"> • Use feeding, changing and bathing times to share finger play, such as 'Round and Round the Garden' • Show babies different ways to make marks in dough or paint by swirling, poking or patting 	<p>encourage the development of fine motor skills.</p> <ul style="list-style-type: none"> • Provide resources that stimulate babies to handle and manipulate things, for example, toys with buttons to press or books with flaps to open. • Use gloop (cornflour with water) in small trays so that babies can enjoy putting fingers into it and lifting them out.
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Creative Development

Aspect	Effective Practice	Planning and Resources
CD: Being Creative –Responding to Experiences, Expressing and communicating Ideas	<ul style="list-style-type: none"> • Use gentle touch to trace 'Round and Round the Garden' or to pat hands for 'Pat-a-Cake' with young babies • Maintain the calm atmosphere of a light room or area by playing quiet music so that young children can rest from stimulation for short periods 	<ul style="list-style-type: none"> • Make available resources such as soft feathers, silk squares and pom-poms which offer sensory interest to young babies • Vary sensory experiences by placing herbs such as basil, parsley or sage in muslin bags for babies to squeeze or catch with their fingers
CD: Exploring Media and Materials	<ul style="list-style-type: none"> • Talk to young babies about the sensations of different materials they feel, whether they are cold or warm, smooth or soft • Encourage babies to make marks and to squeeze and feel media such as paint, gloop(cornflour and water), dough and bubbles 	<ul style="list-style-type: none"> • Make a basket of things each baby likes to explore. One may prefer all the squishy things such as sponges, soft toys or balls, another may prefer crinkly or noisy things • Place big sheets of plastic or paper so that babies can be near or crawl onto it to make marks, or add materials using large motor movements, sprinkling, throwing or spreading paint, glue, torn paper or other materials
CD: Creating Music and Dance	<ul style="list-style-type: none"> • Sing action rhymes such as 'Head, Shoulders, Knees and Toes' or clap and sing about something you are doing, such as "We're getting Mina ready for bed" • Imitate familiar sounds such as 'quack, quack', encouraging the baby to join in 	<ul style="list-style-type: none"> • Select toys that make different sounds, such as a wooden cylinder with a little bell or a small toy that squeaks, and talk about the sounds babies hear when they mouth or hold them • Have a range of puppets that can glide across the table,

		or dance around on the end of a fist in time to some lively music
CD: Developing Imaginative Play	<ul style="list-style-type: none"> • Play games such as hiding the snake behind your back and slowly showing it come round the corner of the play mat • Make exaggerated facial movements when you tell a story or join in pretend play, so that young babies notice changes in your body language 	<ul style="list-style-type: none"> • Have a range of familiar toys and play things that babies enjoy looking at, listening to, touching, grasping and squeezing • Use your face as a resource when you play pretend games