

THRIVING LIVES TOOLKIT FOR EARLY YEARS

PRINCIPLE 3 GUIDANCE

developed by CREC on behalf of the SCiP Alliance



PRINCIPLE 3: CHILD LEARNING AND DEVELOPMENT IS MAXIMISED

Evidence Suggests that	What Might This Look Like	Emerging, Developing and Embedding Practice
<ul style="list-style-type: none"> developmentally-appropriate spaces, resources, experiences and programmes that are tailored for children from birth to five enable them to flourish and thrive. the development and learning of Service children with additional needs can be affected by frequent relocations which hinder access to assessments and support. the emotional stress of deployment and separation experiences can affect learning and development. transition may impact on Service children's development in many ways, including the continuity of their learning experiences. learning experiences and guidelines are often not geared to younger Service children. maintaining daily routines in settings to protect children from stress and uncertainty can mitigate the turbulence and disruptions of Armed Forces life and enable the child to better engage in learning opportunities. offering learning opportunities which encourage social interaction, and the development of friendships enhances learning and development. working closely with parents to support a child's home learning is significant in securing learning progress. building learning experiences around the Armed Forces Child's life experiences enables inclusion and access to learning. play is a powerful means for learning with outdoor play being especially important for Service children. 	<ul style="list-style-type: none"> Ensuring staff have a strong knowledge of early childhood development and learning and understand the deep impact of early experiences in shaping long term achievement. Ensuring staff have an informed knowledge of each Armed Forces child's early and previous experiences and builds on these positively with individually tailored support and carefully chosen resources. Service children's talents, skills, capabilities and achievements are celebrated, extended and made visible through assessment and documentation. Ensuring a balanced focus on an Armed Forces child's emotional health, wellbeing and social connections, along with their holistic development and learning. Creating a nurturing environment, offering one-to-one support, flexibility in settling-in periods, providing quiet spaces and nurture groups. Maintaining consistent daily routines which give the child stability and security, securing their engagement in the learning opportunities. Providing additional learning opportunities which support communication and language, emotional regulation, social interactions and the development of friendships. These might include: Talk Boost, WellComm, Neli and I-Can to support communication delays; Five to Thrive, Thrive Approach and Bucket Time to help with emotional regulation¹. 	<p>Emerging: Early Years providers will be exploring how to prioritise the development of children from Armed Forces families but may not have implemented targeted initiatives. There is limited recognition of their unique strengths and needs and specific resources and/or approaches to support their holistic development have not yet been identified and used.</p> <p>Developing: Early Years providers will recognise the strengths and needs of children from Armed Forces families and have identified specific approaches and resources to support their holistic development. Some staff awareness may exist, but further CPD and support is required. Curriculum documentation may reference, but not actively support, Service children.</p> <p>Embedding: Early Years providers will provide tailored learning support for Service children's holistic development ensuring children can thrive and flourish. Well-established and actively promoted approaches and resources are utilised by all staff and embedded within daily practice.</p>



PRINCIPLE 3: PRACTICAL ILLUSTRATIONS OF GOOD PRACTICE

To support this process, a number of practical examples are set out (in the form of practitioner quotes) at the end of this document. These examples can be used to inspire new ways of working, provoke reflective dialogue, and to demonstrate what things are possible across the range of different early years provider types that exist.

Examples from Practice: Principle 3

Our children need continuity and routine. We have more children with additional needs than we ever had before. To get help and support in place can take quite some time. (Online survey)

We help and support them through their development, showing lots of affection and care due to parents being away. (Online survey)

We provide additional support to explore feelings and emotions regarding deployment. (Online survey)

We emphasise communication and language development and personal, social and emotional development. (Online survey)

We offer support with transitions or frequent moves between settings. (Online survey)

Any child's needs are individual to them. I'm a military wife and have young children myself so I know their needs are those of reassurance, being open and honest about upcoming deployments and exercises, preparing them for separation. Listening to their background stories, their own words about the 'adventures' they've been on and celebrating those within the setting. (Online survey)

We provide a stable, nurturing environment. Staff undertake training on supporting HM Forces families. (Online survey)

To keep communication open, we have books we can lend to service families. We put photos and observations on our Family system so all parents can access seeing the development and shared experiences. (Online survey)

We put in place Key Worker attachment knowing the family well. We give the child space to act out in their play, chat about feelings, keep routines through preschool and have regular communication with families. We also search websites for additional ideas of support. (Online survey)



The whole team is trained in Thrive to 5 to support emotional resilience and self-regulation. Our curriculum has an emphasis on the three prime areas of learning and we run a variety of support for all. (Online survey)

We've identified an attainment gap between service and non-service children, experiencing more delays in their development, and particularly in their speech and language. We continually track, support and scaffold the development of each individual child in our care to help ensure they all reach their own individual potential. (Online survey)

We purchased lots of army and navy resources, we had Armed Forces week, we had some of our families into the setting in their uniform to talk to the children. We looked at family members in their uniforms, we built dens with army camouflage materials, we listened to bugle music and we had an assault course and practiced marching to music We purchased different books and we made sure parents had contacts to reach out to for support. We developed our emotion/PSE area and spoke about our feelings with the Colour Monster. (Online survey)

I have established a military families programme throughout the whole school (2.5 years to 18 years) which involves training staff in understanding these needs and the context in order to apply pastoral support appropriately and to appreciate how to interact without exacerbating issues, even if well meant, We create bespoke deployment boxes for children, agree plans for communicating needs and maintaining contact, support through our online systems for parents evenings and updates, provide and share appropriate resources from charities and we have coffee mornings for parents with guest speakers from charities who can offer different support for parents to create a school-based support network. (Online survey)

We do a lot of small group work, lots of talking and arts and crafts. We offer specific activities that target self-esteem, celebrating who they are and what they are like. (Online survey)

We noticed a lot of anxiety and regression in her emotions where she would be sad, meaning more time would be spent supporting her emotional wellbeing rather than the learning side of things. We spend most of the time getting her through each day. (Online survey)

We have developed an eco-garden and sensory areas inside and outside the nursery to give us the space to work closely with small groups/individual children who need some additional care and nurture. (Online survey)

Dads appreciate access to the open space outside (educator interview)

Play based, open plan and free flow - that's what works. (Educator interview)

