



Manual Material for Wellbeing

<http://www.toddlerwellbeing.eu/>

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The aims of the toddlers' wellbeing manual and audit are to:

- Familiarise Early Years Practitioners (EYPs) with the theoretical background, dimensions and aspects of wellbeing and how these can be used to evaluate practice;
- Increase Early Years Practitioners' awareness of the complexities of the dimensions and aspects of wellbeing of toddlers;
- Provide Early Years Practitioners with a Wellbeing Audit Tool to evaluate and help them improve the quality of their current provision and practice;
- Support and distinguish effective strategies of good practice for toddler wellbeing identified by the Setting Partners Early Years Practitioners through action plans, strategies, shared practice and reflective dialogue.



Flexible Materials

It is important that the tools and strategies within the wellbeing intellectual output are not meant as a set programme and a prescriptive package, but are to be used as a flexible and holistic approach that can be adapted to meet the needs of the toddlers within your setting.

The materials aim to aid Early Years' Practitioners in developing their knowledge and understanding of wellbeing, providing them with a toolkit that enables them to be reflective, inspired and innovators of practice. They aim to enhance and complement the need for prioritising wellbeing within early years' settings.



Dimension 1

Family, Home and Environmental Factors

- Environmental Factors
 - Housing
 - Safe and Stimulating
- Family
 - Demographics of Family and Life Style
 - Home Language and Additional Languages

Poor housing conditions have damaging impact upon children's learning..... parents in overcrowded homes were less responsive and spoke in less sophisticated ways to their children.... Children living in temporary accommodation often face limited space to play and some studies suggest that this can lead to depression or aggressive behaviour .

(Harker, 2006:23-24)

Reflection:

- How does poor housing impact upon the wellbeing of toddlers within your setting?
- For example a damp house may cause respiratory problems and asthma.
- Identify some of the factors that impact upon toddlers' health and wellbeing?
- For example, parental addiction may create a lack of engagement and meeting the needs of the toddler.

Dimension 2

Health of the Toddlers

- Physical and Mental Health
 - Health and Childhood Illnesses
 - Needs and Abilities
 - Factors that Inhibit Wellbeing
- Health Checks

The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during these early years (starting in the womb) has lifelong effects on many aspects of health and well-being– from obesity, heart disease and mental health, to educational achievement and economic status.

(Marmot, 2010:16)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this

(UNICEF UK, 1989: Article 24).

Strategy

Mas Balmanya - Spain

What brought about the strategy	Implementation	Impact of Strategy
After reading the manuals, the entire team discussed them and determined that it was essential to give health an important place at the school. For this reason, we are creating a folder in which we will be putting all the information on both the children's health and the health of the professionals who work at the school.	We professionals at the school more clearly understand the protocols we should follow if any child is ill. This folder is also a form of support that really helps us get families to understand the importance of children coming to school in good health.	The families attach more importance to their children's health as an important aspect of their wellbeing. The professionals also attach more importance to this issue and feel more supported whenever we have to intervene with a family. The children's wellbeing has indirectly improved.

Dimension 3

Setting Environment - Current Practice and Provision

- Opportunities for Play and Learning
- Health and Safety
- Learning Environment – Development and Learning:
 - Physical Environment
 - Social Environment
 - Emotional Environment
 - Cognitive and Language Environment
- Staffing
 - Practitioner training, experience and qualifications
 - Your Professional Role
 - Key Person Approach

Play is a medium for learning, and practitioners who acknowledge and appreciate this can, through provision, interaction and intervention in children's play, enhance progression, differentiation and relevance in the curriculum .

(Moyles, 2010:10)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

(UNICEF UK, 1989)

Dimension 4

Development and Learning

- Personal, Social, Emotional and Spiritual
 - Interaction, Engagement and Play
 - Attachment
 - Settling-in
 - Meal and Snack times
- Cognitive, Language and Communication
 - Attention
 - Voice and Expressions
 - Home Language and Additional Languages
- Physical
 - Abilities and Attitudes
- Behaviour
 - Emotional Resilience
 - Regulating Feelings and Behaviours
 - Conflict Resolution

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

(UNICEF UK, 1989: Article 6)

Reflection:

Identify some of the factors that may affect toddlers' development and learning?

What strategies do you use to support toddlers' learning and development?

Strategy

Mas Balmanya - Spain

What brought about the strategy	Implementation	Impact of Strategy
<p>We chose four items which we thought were important for each professional to work on in order to achieve a better atmosphere of wellbeing:</p> <ol style="list-style-type: none"> 1. Tone of voice. 2. Asking for the children's permission to engage in actions such as blowing their nose, putting on their bibs, moving their chair closer to the table, etc. 3. Sharing time with the children / the adults should be in constant motion. 4. Not speaking with each other when we are with the children. <p>Once we had chosen the items, we developed observation grids for each item, and each of us observed ourselves and noted down whenever we raised our voice and why, when we had moved a child's chair closer to the table without letting them know, etc. We also observed our colleagues and noted down the things we saw our colleagues do.</p> <p>Once the grids were completed, the entire team analysed when and why the poor conduct happened, and we sought other solutions to deal with these situations.</p>	<p>The atmosphere of the school and the respect we show towards the children at these times has improved a lot. The atmosphere is warm, pleasant, full of wellbeing and especially carefully thought out and taken into account by all the professionals at the school.</p>	<p>The families have noticed an improvement in the classroom atmosphere and have asked us for advice on how to deal with different situations at home (we held a talk on boundaries at the request of the families where we told them about the self-observation work we were doing based on ToWe).</p> <p>The professionals have changed some of our bad habits, so the overall atmosphere at the school has improved.</p> <p>The children are more independent when engaging in certain actions, and since the atmosphere is pleasant, they feel respected and listened to by the adults, and this is conveyed through their actions.</p>

Audit Tool

Caveat

These are sensitive issues for families, so tact and consideration are required as to whether it is appropriate to ask the families questions about their family and home environment.



Action Planning

Indicators	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan

Identification of Strategies

Identification of Priority - Aim	Targets - Objectives	Key actions – Actions taken	Who is responsible and by when	Date achieved and date to be reviewed



Audit Tool – Action Planning

Indicators	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>Key Person Approach</p> <p>How is your environment set up to support a toddler's sense of belonging?</p> <p>How are toddlers' intimate care needs met?</p> <p>How are key persons/carers selected or chosen by the toddlers?</p> <p>How do EYPs establish a positive and trusting relationship with the toddlers that they work with?</p>				



Audit Tool - Identification of Strategies

Identification of the Priority - Aim	Targets - Objectives	Key actions – Actions to be taken	Who is responsible and by when	Date Achieved and date to be reviewed
To develop the key person (KP) approach within the setting to support the settling in process and attachment of toddlers within the setting.	To review the KP approach	Review policy at team meeting looking at legislation and theory	EYP and/or manager leads team meeting	
	To rewrite the policy	Add new statements to the policy making links to legislations	EYP and/or manager	
	To provide staff training on the importance of theorists around KP approach	In-house training on the importance of the KP approach and theorists	EYP and/or manager delivers to staff	
	Introduce to parents	Produce an information leaflet for parents	EYP and/or manager	

Setting Partners Experiences

Liv Hjertø from Sandvedhaugen Barnehage,
Sandnes Kommune, Norway

Rachel Lazarides from Achieving for Children,
England



Liv Hjertø from Sandvedhaugen Barnehage, Sandnes Kommune, Norway

Content

- What brought about the strategy?
- Implementation
- Impact of strategy
- The way forward



What brought about the strategy

After reading the manual we decided to:

Take a closer look at Our practice regarding the settling in period when we welcome new children and their families by using attachment theories.

Our key goals here are:

1. Focusing on parental involvement and cooperation.
2. Clarify the role of the Key Person



Implementation

1. Parental involvement/ cooperation with the parents

- Changing the content at the first parents meetings
- Changing the content of the welcoming letter
- From passive to active participating parents
- Make the parents safe
- Inviting the parents to stay and play



Implementation.....

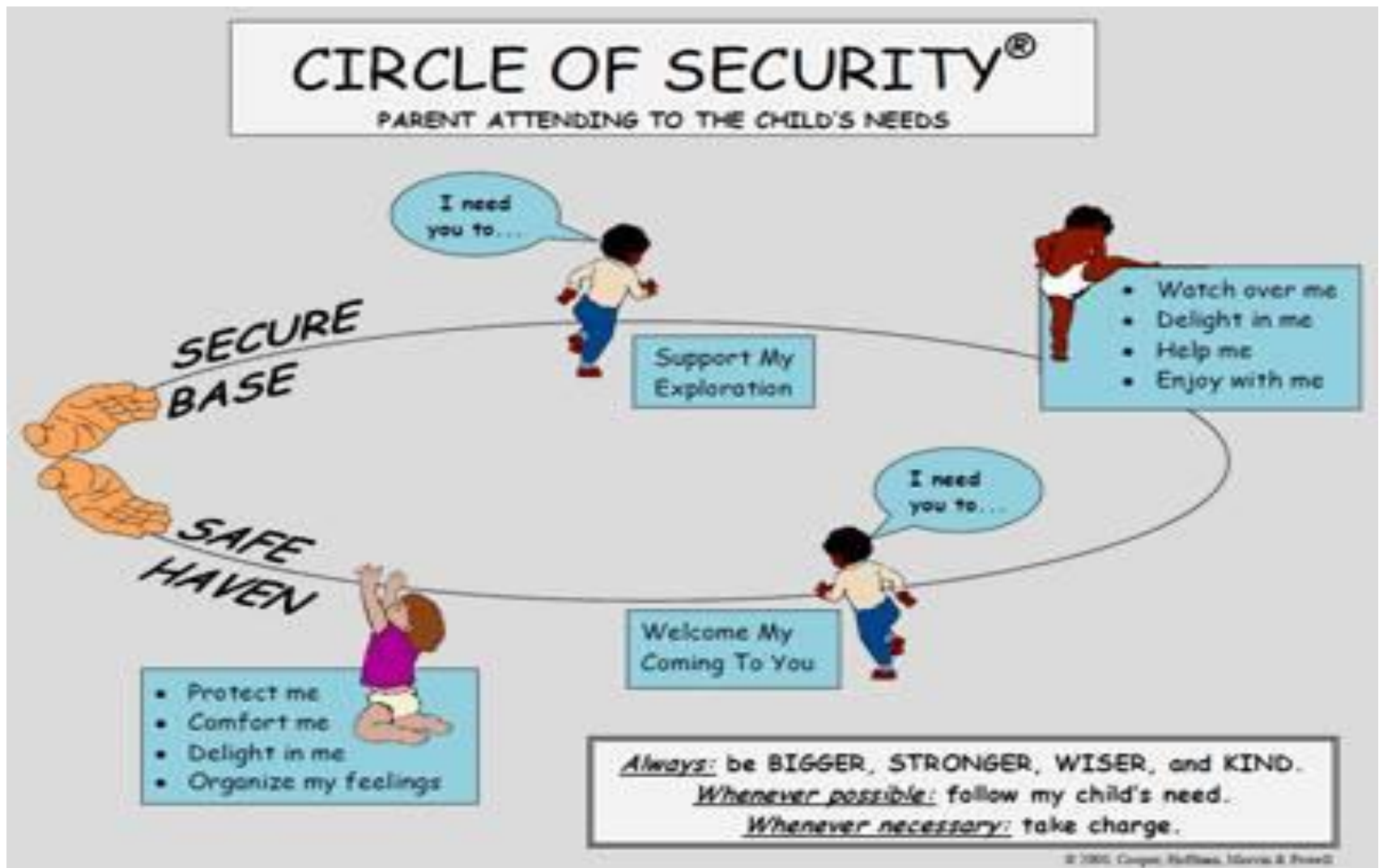
We used reflection as a method when we looked further upon:

2. Role of the key person:

- How to organize the environment to support toddlers sense of belonging
- How to choose the key person/ primary caregivers.
- How to create a positive and trustworthy relationship between the staff,(key person?) and the children we are so fortunate to work with every day.



Implementation.....



Impact of Strategy

- By using the Circle of Security we experienced an awareness/ consciousness regarding the staff's role during the settling in period.
- We experienced more quality between the child's home environment and the Kindergarten.
- We see the staff, to a greater extent, supervise/ guide the parents to better support their child's attachment process in the settling in period. Parents, who to a greater extent actively participate in the settling in process.
- The staff and parents have more Insight into toddlers voices and expressions.
- Staff and parents who have a greater understanding of how to meet children's emotional expressions.
- To a greater extent we see even more positive interaction among the children in the groups (class).

All of the above, has contributed to the toddlers wellbeing.



The Way Forward

Continue working on how the staffs values are expressed by:

- Continuously educating our staff, reflecting upon our values and actions.
- Focus on how to maximize toddlers/children`s wellbeing by continuing to work with the manuals.



Rachel Lazarides from Achieving for Children, England

What brought about the strategy?

- Reading & reflection on IO3 materials and TOWE manual



- How do settings know if toddler wellbeing is being supported in CCs as they would like to think?
- Do practitioners reflect enough on this?
- What does wellbeing mean to all staff in the CC – and to parents?
- Is this viewed similarly internationally?

What brought about the strategy?

AIMS:

- To ensure practice includes supporting toddler WB
- To raise the profile of WB across CC provision - making it 'visible' to all that WB is a focus
- To support parental awareness of how to support this within the home.





Being well and
feeling good about
yourself and your
life.
Staff

Safety, confidence
development, social
skills, state of mind.
Social councillor

Feeling confident about myself
no worries getting a lot of
sleep and some "me" time
Knowing that my family is
also well and healthy.
Cousin, partner, work, friends

Buses and
trains.
3 year old, when asked
what he needs to feel happy
and well.

Providing things to
help you develop
and grow
Staff

Looking after yourself
and having others look
after you in different
aspects of your life
Parent

Feeling relaxed,
happy, no worries
Parent

Balance - able to
function/develop
resilience and
bounce back.
Volunteer

Being well -
body, mind and 'soul'.
Staff

Being comfortable,
healthy and
happy.
Parent

Safety, confidence
development, social
skills, state of mind
Social councillor

Being well -
body, mind and 'soul'.
Staff

Safety
Parent

Being comfortable
in yourself.
Parent

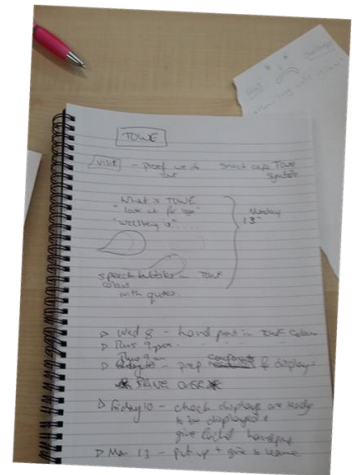
Being healthy
physically and
mentally.
Parent

Having all your needs
met so that you
are 'well'
Staff

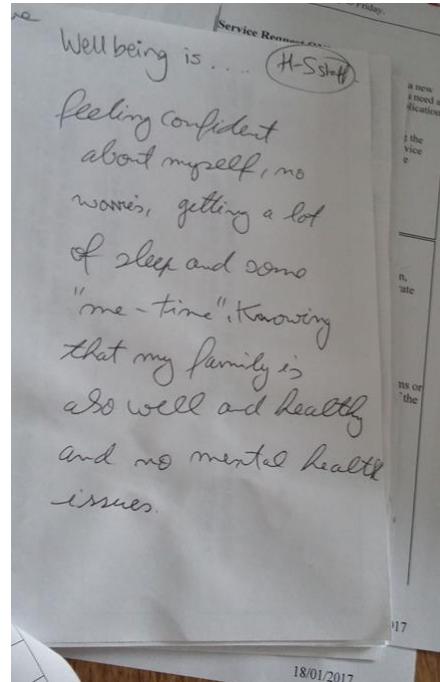
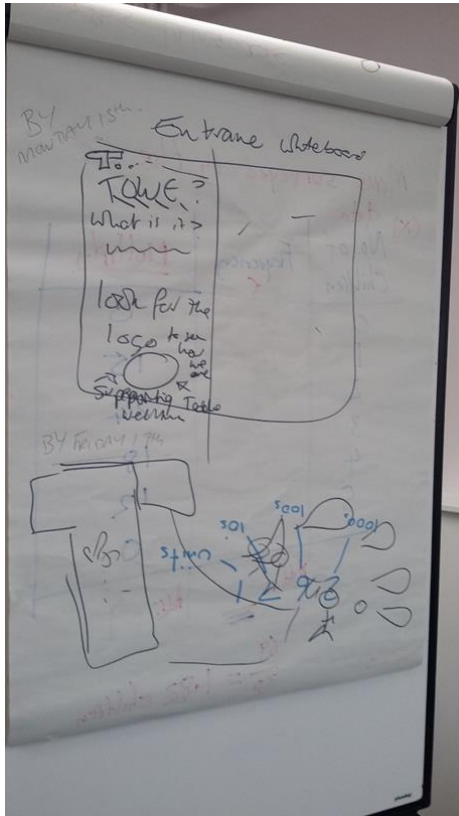


Implementation

Meeting with CC colleagues to support them with action planning around WB – ensuring time taken to read & discuss materials, use sections of audit, and display ideas & undertake activity suggested to raise profile with colleagues and parents.



Collating activity around WB and sharing ideas with all project members and with other CCs



Implementing

Individual settings undertook WB audit with several individual families and also used areas of the audit across all provision – e.g. Health section of audit for some families / Environmental audit for group



- Dissemination to AfC Early Years Team, the wider CC Partnership Board – health partners etc..
meetings & newsletters

[illegible]

Impact of Strategy

- Toddlers individual toddlers and
- groups as a whole supported in terms of
- WB
- Through:
- careful observation & interaction,
- appropriate environmental provision and
- greater awareness by practitioners of WB.
- Individual records will evidence good attainment at Personal, Social, Emotional Development and Learning Journeys will evidence examples of positive WB, confidence and self-esteem.

In addition to the information provided, how many children have been assessed as being 1 step below or more below their typical age and stage of development in any aspect?

In addition to the information provided, how many children have you assessed as being 1 step below or more above their typical age and stage of development in any aspect?

1. Are there any groups of learners not making expected progress? E.g. First / First class etc.
groups have to identify as cohort as small

2. Which 'aspects' are these in? E.g. The world or Space, shape and measure

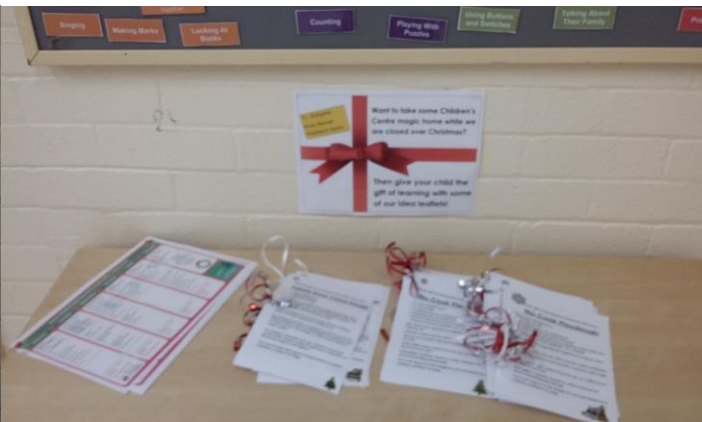
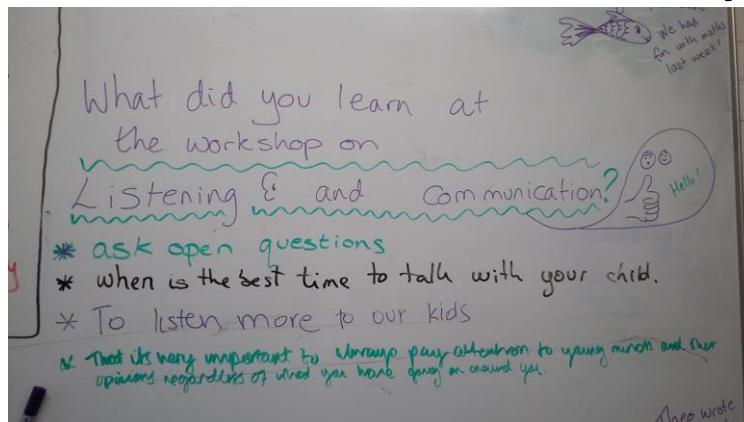
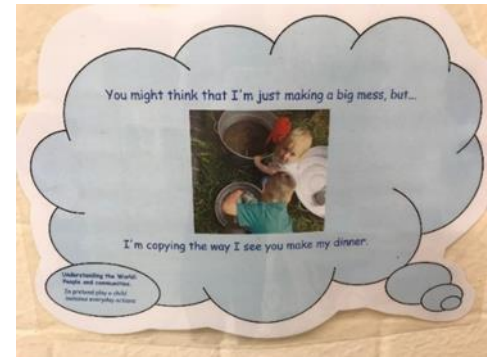
3. Are there any 'Areas of Learning' where a large majority of children are not meeting their typical age and stage of development? E.g. Mathematics
Managing physical behavior - 2 all - which is in line with other & the locality. Speaking 2 all
Hence 2 all - again, mathematics expected within locality
Please outline what you / the setting are going to do to do, in order to address the above
Assess 1 (November) and 2 (20) can support you when starting an improvement plan / measures
Identify opportunities where session to support needs
ensure resources provided are encouraging development
with activities to support needs - eg. individual
building, drawing etc.
Hence - provide opportunities to practice within groups
provide individual / technical for - to ensure progress
drawing tasks - also to individual layout / progress, informal
discussion - ensure points of what to expect children to
manage - ensure children A.C. interaction on individual
- ensure ensure children A.C. interaction on individual
have you used this data and reflection in order to update your SEP / individual records?
If NO, why?

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Impact of Strategy

Parents – are well informed through observation of provision and discussion with practitioners, handouts, displays.

Questionnaires and end of year reviews will evidence greater awareness of need to support toddlers' WB and ways of how to do so.



Impact of Strategy

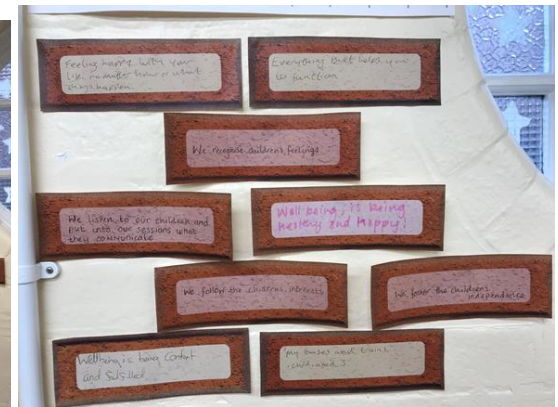


Staff

- a real knowledge of WB and observations of children demonstrate this.
- supporting children, using strategies and tools suggested within the manual – e.g. asking questions posed, giving children time to persevere, matching the environment to current needs, analysis of film of children at play
- WB is central to the way of thinking for project setting practitioners and messages are also being shared with other Children's Centre staff

Impact of Strategy

- Practice – Reflection on practice, whilst always having been a part of CCs, is now firmly centred around toddlers' WB – the environment layout, experiences established, etc...always now with WB in mind.
- Team discussions indicate use of reflection on WB as a method to support children further and ensure that provision – and themselves as key individuals – are really supporting toddlers in this respect. Highlighting the importance of this to parents is now central to CC practice



Thank you

?????

any questions

?????



Thank you



References

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