Gateshead Council

Early Years Advice and Guidance:
Personal, Social and Emotional Development

Gateshead Council

educationGateshead
raising achievement for all

NHS
Harrogate and District
NHS Foundation Trust

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Gateshead Health
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Children will develop their skills in personal, social and emotional development at very different rates, dependent upon their general developmental level, their past experiences and their opportunities to interact with other adults and children.

They may:

- become quiet and withdrawn
- become over familiar with others
- be active and in a high state of alert
- have limited concentration, flitting between activities

They may find it difficult to:

- accept boundaries
- carry out requests
- play with toys as we would expect
- develop relationships with adults and with other children
- manage their own feelings

Supporting Personal, Social and Emotional Development - Quality First Teaching

The Setting

- Has an embedded inclusive ethos and approach
- Operates a positive behaviour policy
- Maintains positive focus on attendance and belonging
- Ensures regular communication between key worker and parents/carers
- Plans transitions between home and nursery, nursery rooms and into school
- Timetable activities to promote and model positive play and social skills within their curriculum
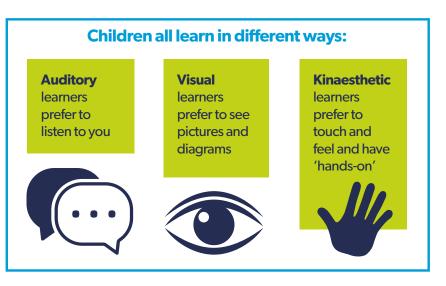
The Nursery Environment

- Is a distraction free, well organised environment both indoors and out.
- Offers a range of activities which are based on developmental stage not age
- Has visual communication embedded within the environment and staff practice.
- Supports emotional regulation and development of social and emotional skills
- Establishes and maintains consistent routines and boundaries
- Has a designated calm space available with access to calming toys or activities (e.g. sensory play)
- Supports development of self-help skills including dressing/undressing, toileting, feeding and making choices

The Nursery Staff

- Plan regular opportunities to teach social and emotional skills using stories, puppets, circle time. Support children to identify and name emotions.
- Apply a nurturing approach which supports the development of positive relationships and connection with the child
- Use reduced language
- Provide all children with a key person
- Support children to develop empathetic relationships with peers
- Model how to recognise, identify and name emotions
- Apply positive behaviour management strategies and support children with conflict resolution
- Establish and apply consistent expectations approaches and boundaries
- Model, prompt and reinforce positive behaviours
- Use specific praise
- Consistently use personalised rewards and motivators
- Support children with transition times

Children all learn in different ways:

Auditory learners prefer to listen to you

Visual learners prefer to see pictures and diagrams

Kinaesthetic learners prefer to touch and feel and have 'hands-on'

Useful Links

https://gateshead-localoffer.org/