# Quality practice for babies across all early years providers

This document should be used alongside the following:

* [Statutory Framework for EYFS 2024](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Development Matters Guidance](https://www.gov.uk/government/publications/development-matters--2)
* [Birth to 5 Matters.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)

| **Areas to consider about your setting** | **Supporting evidence** | **Actions you have identified** | **Date actions need to be completed** |
| --- | --- | --- | --- |
| My Key Person and Buddy are allocated to me before I start and support my transition (settling in visits) into the setting and when moving to other rooms |  |  |  |
| I feel that I am special to someone who understands how my needs should be met. I am special, noticed, missed, valued and understood by someone who cares for me in the setting. |  |  |  |
| My key person together with my parents or carers complete an ‘All About Me’ so everyone understands all my needs as well as prior learning and development  [Planning and observation](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-help-all-children-learn-and-progress/planning-and-observation/) |  |  |  |
| My routines are sought, understood, used and respected by my key person |  |  |  |
| I feel welcomed, safe and secure, I belong and am not lost in the crowd |  |  |  |
| Relationships between all staff and babies are sensitive, stimulating and responsive. |  |  |  |
| My care needs are supported individually, sensitively and consistently.  This includes:  -bottles/feeding  -sleep times- this should follow my own routine of sleep, rather than a time that suits the need of the setting  - nappy changes- this should be done based on my own hygiene needs, rather than at a time that suits the need of the setting |  |  |  |
| My Key Person is the one who changes my nappy and supports me when I am upset. |  |  |  |
| I am supported to make choices for equipment and activities  I have opportunities to look at visual prompts to help me understand words that are spoken to me |  |  |  |
| I am given time and space to explore, observe, experiment, discover, reflect, concentrate and develop my interests |  |  |  |
| I am offered a variety of natural resources to explore and investigate. These provide me with lots of sensory stimulation, which helps build connections in my brain and supports my learning and development |  |  |  |
| You communicate with my parents or carers, engage with them and involve them in all my learning and development |  |  |  |
| My thoughts and feelings are respected, sought and noted and are used to influence my learning, development and planning. |  |  |  |
| The resources and activities offered are developmentally appropriate, open ended and fun and support me to learn through play. |  |  |  |
| There are child led and planned activities, alongside familiar resources and experiences that support and challenge me |  |  |  |
| All aspects of my learning and development are considered equally important, although I am mainly supported in the prime areas of development |  |  |  |
| My strengths and areas for development are supported and shared with my parents or carers |  |  |  |
| My key person points to and names objects around me to help me develop my language |  |  |  |
| Staff refer to me by name, to engage my attention |  |  |  |
| My communication style is understood and respected  Staff encourage playfulness, laughter, turn-taking and responses, using “peek-a-boo” and action rhymes.  Staff Sing songs and rhymes during everyday routines. |  |  |  |
| My attempts to use language are celebrated and responded to in an appropriate manner |  |  |  |
| Looking at books and being read to form part of my daily routine to enable me to develop my language and love for books |  |  |  |
| My key person sings songs to me and engages me in play to enable me to develop my understanding of rhythm and rhyme. |  |  |  |
| My learning and development is observed and the assessment systems in place ensuremy next steps are relevant and offer me the opportunity to grow |  |  |  |
| The people who are special to me and know me best are invited to meet with my key person to discuss my learning and development as well as my next steps |  |  |  |
| Resources and activities are regularly risk assessed for age appropriateness and to keep me safe |  |  |  |
| There are opportunities given to me to spend special time with my key person |  |  |  |
| I play outside at least once every session I attend allowing me time to explore and investigate safely and I am not being kept/left in a buggy |  |  |  |
| Where possible, I should not be put to sleep in a buggy, but instead a flat mattress.  Where this is not possible, such as on outings, staff should refer to the [Babies sleeping away from home in emergency situations - The Lullaby Trust](https://www.lullabytrust.org.uk/safer-sleep-advice/travel-and-weather/safer-sleep-for-babies-away-from-home-or-in-emergency-situations/) to ensure buggies/prams are appropriate for sleeping. |  |  |  |
| Staff must be knowledgeable of safer sleep practices they follow and what they are looking for when completing ‘sleep checks’.  <https://youtu.be/RZA7_qpF2H0> |  |  |  |
| My key person talks to my parents and carers and helps them to support my learning and development at home by sharing ideas and suggestions for fun things to do at home. (Home Learning Environment) |  |  |  |
| I have access to fresh drinking water at all times and I am supported in helping myself |  |  |  |
| The food I am offered is healthy, nutritious and meets my developmental needs,  if necessary, including suitable sterilisation equipment for babies’ food. |  |  |  |
| I am supported in my independence by being given the right, developmentally appropriate utensils to eat and drink with |  |  |  |
| My key person knows all my medical requirements and supports me with any medical or first aid needs I may require |  |  |  |
| I am supported by qualified and knowledgeable practitioners who have experience of working with children under three, at least half of whom must have received training that specifically addresses the care of babies. |  |  |  |
| High standards of care and hygiene practice  support the personal care needs of babies  in the setting |  |  |  |
| Do the setting have a weaning policy which highlights clear procedures for introducing children to solid foods?  [Weaning - Start for Life - NHS (www.nhs.uk)](https://www.nhs.uk/start-for-life/baby/weaning/)  Are parents encouraged to share which foods children have tried at home before they try them at the setting? |  |  |  |
| Does the setting have clear procedures for storing and preparation of breast/formula milk?  [How to make up baby formula - NHS (www.nhs.uk)](https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/making-up-baby-formula/)  [Expressing and storing breast milk - NHS (www.nhs.uk)](https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/breastfeeding/expressing-breast-milk/) |  |  |  |