# Personal Development

**Self Regulation and Executive Function**

Self-regulation and executive function are closely interrelated. They are typically applied together to help children gain greater control over their thoughts, actions, and emotional responses. Children’s ability to apply these skills can be influenced by their early experiences, their current state of wellbeing (including their emotional state), and levels of motivation. Supporting the development of these skills may mean children are more likely to do better later in school.

| **Areas to consider about your setting** | **Supporting Evidence** | **Links to identify & support improvement**  | **Actions you have identified**  | **Date actions need to be completed**  |
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| How do you monitor the quality of care practices, including how routines are adapted for babies and toddlers?  |  | [Importance of routine for young children | eyworks](https://www.eyworks.co.uk/blog/importance-of-routine-for-yourg-children/)[Nursery World - EYFS Best Practice: All about… care routines](https://www.nurseryworld.co.uk/content/features/eyfs-best-practice-all-about-care-routines/) |  |  |
| Is there a safe and stimulating learning environment both indoors and outdoors which promotes physical, mental and emotional health and well-being? Is the importance of the environment and how all areas of development are interconnected understood by all members of staff?  |  | [Supporting Self-Regulation and Executive Function in the Early Years | Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/self-regulation_and_executive_function_summary_poster.pdf?v=1725284927) |  |  |
| Do you ensure that there is a mix of adult led and child initiated play which supports each area of learning and development? |  | [Child-Led Vs. Adult-Led Learning - Showcase Training Ltd.](https://showcasetraining.co.uk/2023/03/10/child-led-vs-adult-led-learning/#:~:text=Adult%2Dled%20play%20refers%20to,instructions%20on%20how%20to%20play.) |  |  |
| Are children involved in designing their play environments and are they exciting from a child’s eye level? |  | [Building on Children’s Interests in the EYFS (earlyexcellence.com)](https://earlyexcellence.com/practice-and-pedagogy/building-on-childrens-interests/) |  |  |
| Do you provide opportunities for children to develop their independence? |  | [Promoting independence – How to do it in Early Years | Enabling Environments | Teach Early Years](https://www.teachearlyyears.com/enabling-environments/view/promoting-independence#:~:text=Involve%20children%20in%20decision%2Dmaking,for%20new%20experiences%20and%20resources.) |  |  |
| Are children socially and emotionally prepared for their transition within the setting, into other early years settings, and into Reception?  |  | [Transitions – Birth To 5 Matters](https://birthto5matters.org.uk/transitions/) |  |  |
| Does the Key Person support each of their key children to become familiar with the setting and to feel confident and safe within it? |  | [Your child's key person | PACEY](https://www.pacey.org.uk/parents/resources-for-parents/tips%2C-factsheets-and-downloads/your-child-s-key-person/#:~:text=The%20key%20person%20is%20an,or%20need%20for%20extra%20support.) |  |  |
| Is the key person the practitioner who, as far as possible, provides comfort and care for their key child?   |  | [Your child's key person | PACEY](https://www.pacey.org.uk/parents/resources-for-parents/tips%2C-factsheets-and-downloads/your-child-s-key-person/#:~:text=The%20key%20person%20is%20an,or%20need%20for%20extra%20support.) |  |  |
| Does each Key Person develop a genuine bond with each child and their parents, supporting children to form secure relationships? |  | [Your child's key person | PACEY](https://www.pacey.org.uk/parents/resources-for-parents/tips%2C-factsheets-and-downloads/your-child-s-key-person/#:~:text=The%20key%20person%20is%20an,or%20need%20for%20extra%20support.) |  |  |
| How do you ensure that children know how to keep themselves healthy incuding their oral health?  |  | [Help for early years providers : Oral health (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/oral-health) |  |  |
| Do you support children in an age appropriate way to have an understanding of how to assess risk and to keep themselves safe from hazards?  |  | [Taking risks in play - Early Education (early-education.org.uk)](https://early-education.org.uk/taking-risks-in-play/#:~:text=When%20you%27re%20out%20and,placing%20them%20in%20actual%20danger.) |  |  |