Bristol Standard discussion group

Dimension 2 – Relationships and Interactions.

Rosie Coulstring and Julia Harkess

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Use these notes following the group discussions to look deeper into your practice. Think about

How does this relate to your practice?

What evidence have you got to portray your identified strengths?

Link :

The Bristol Standard | Bristol Early Years

The Bristol Standard for Childminders | Bristol Early Years

Policies and Documents for Childminders | Bristol Early Years

Safeguarding for Childminders | Bristol Early Years

Observation, Assessment and Planning (OAP) Templates for Childminders | Bristol Early Years

STRENGTHS

What do we do that enables children to have a positive first experience in our setting?

- Home visits,
- A family photo on the wall of playroom
- Visit here with parents
- Welcome book (with pictures of setting)
- First Day story, Invisible String story
- All about me sheets
- Up to a month's worth of settling in ensuring they've stayed for nap and a meal
- Settling in done at individual pace starting early so the children have plenty of time to get to know us and the setting before they need to stay for the whole day
- Share weekly photos with families for different set ups/invitations to play etc so children can see environment
- Settling in sessions, inviting parents to join initially so that it's a positive experience.
- Ask parents about the children's interests so that there are resources that children are interested
- Ensuring children are feeling secure at the setting before venturing out.
- Revisit resources and activities to build familiarity.
- Short sessions initially and then build it up.
- Visits with parents
- Books and pictures of parents and families.
- Using strategies to help children
- Meet up outside of the setting.
- Photo books of family photos but be aware that might trigger some children to be upset.
- Appreciating that the settling in period is just as important for the parents.

How do we develop and maintain effective key person relationships with different children and their families?

- Whatsapp group
- Side entrance for parents to come into space and chat
- Be approachable and honest
- Social events- summer BBQ and planning a winter songs and hot chocolate evening
- Set up a whatsapp group for families to join and be a part of
- VIP visits - an idea from Bristol Standard in the summer! We have done 2 so far and they've been amazing!
- Communicating at drop off and pick up.
- Daily diary and whatsapp messages
- Sharing pictures of things that have happened at home which prompt discussions and enable children to review what they've done.
- Celebrate things that children have enjoyed.
- Have a weekend book to share between home and the setting.

How do we help children and parents to manage separation and transitions?

- Mostly the same as the first question but also support parents by acknowledging how hard it is to leave their child and give regular updates.
- Update parents if children have been distressed when they leave.
- Acknowledge children's feelings to not just "it's ok" but "It's really hard when X goes, I'm here for you and we can do xyz until they come back later", offer distractions but give them time/space too whilst being close.
- We have only had children leave so far to move house so haven't done any local/school transitions yet but would complete a VTR form and also do visits to school/with practitioner there if possible and again if possible, get photos from school to make a transition book
- Speaking to parents about how to manage transitions between setting and home and the hand over. It was tricky sometimes to have those conversations.
- Information sharing about all sorts of things and to send whatsapp messages to reassure the parents that all is well.
- Gauging each family and child as to what works for them.
- Reassuring parents to let them know if the child is not settled or happy, being honest.

How do we enable children to develop confidence with a wider team?

- Meet up with other childminders and attend groups
- Doing stuff close to home while children find their feet and then gradually build back out to meet childminders and attending the group. Being in tune to the children's needs and feelings while they build their confidence.
- Regular visits to the library's story song sessions to develop familiarity.

How do we model positive, consistent and respectful relationships with children?

- Be positive and respectful -ask for nappy changes etc and explain why
- Be as hands off as possible- use words first, unless there's a safety risk
- Give explanations to children
- Be at their level as much as possible
- We try use a lot of 'when' and 'then' with requests not 'if you do that'
- We have a kindness jar which the children get pom poms in whenever we see kindness and respect to reinforce this and vote on rewards for when this is full
- We talk a lot about filling everyone's bucket by helping them, being kind etc

- Listening to the children and to let them know that you are listening and to be able to be the mediator – conflict resolution.
- Clear and fair treatment of all of the children and modelling that.
- Asking children to make choices.
- Stop hands to deflect when things are going wrong and giving the children a narrative to help them work through what's happening and giving them coping mechanisms.
- Kind hands, kind feet, kind words.
- Modelling communicating.

How do we encourage children to be effective communicators?

- Give them a voice - choosing, voting, pointing/pictures with younger children
- Model using the language for them without assuming "it looks like you're feeling X/ you want to do Y, am I right? would you like some help?"
- Using books to extend language
- Letting them lead the conversations
- Good parent/setting relationship with parents so you know a bit more about what the child gets up to at setting/home so the adults can ask specific questions/bring things up for the children to talk about
- Makaton or another sign
- Cosy space for them to sit and have one to one time together
- Giving children time and space.
- Routine snack time when there are opportunities for discussion.
- Nappy changing ideal opportunity for eye contact and facial expressions.
- Song and story time.

How do we support children to develop relationships and friendships with each other?

- Kindness jar
- Ruby Robin- a take home teddy that the children can take home for week/weekend and put photos in and share when back at the setting
- Model kindness
- Family whatsapp group- children have recently been having lots of out of the setting play dates and this has definitely strengthened their relationships with us
- Socials as mentioned above.
- Model engaging with an activity which prompt children to engage and communicate and build friendships.
- Shared interests can promote bonds and friendships between children.
- Ensuring that children see a variety of other children, childminding groups are great for this.

How do we support children to understand and manage their own emotions?

- Emotional literate environment- validate, allow and recognise all emotions
- Emotional coaching when distressed- we have an imaginary 'calm cupboard' with various tools and try and model using a 'tool' from the calm cupboard eg- finger hill breathing up and down fingers, blowing up a balloon, blowing out candles on a cake (fingers), singing a calm song, lying down
- Calm/cosy areas with sensory toys
- Posters up in playroom-mainly to remind us of strategies/ideas
- BOOKS!!! Aldi have a great new selection of books this week one of which is a feelings one, in the past they've had 'Brave', 'calm', mindful' ones too, Kind by Axel Scheffler is amazing too, Colour Monster, Fill a Bucket, Invisible String, In my Heart - Jo Witek, to name a few
- Yoga sessions/ Mindfulness- Peace out guided meditations are really nice

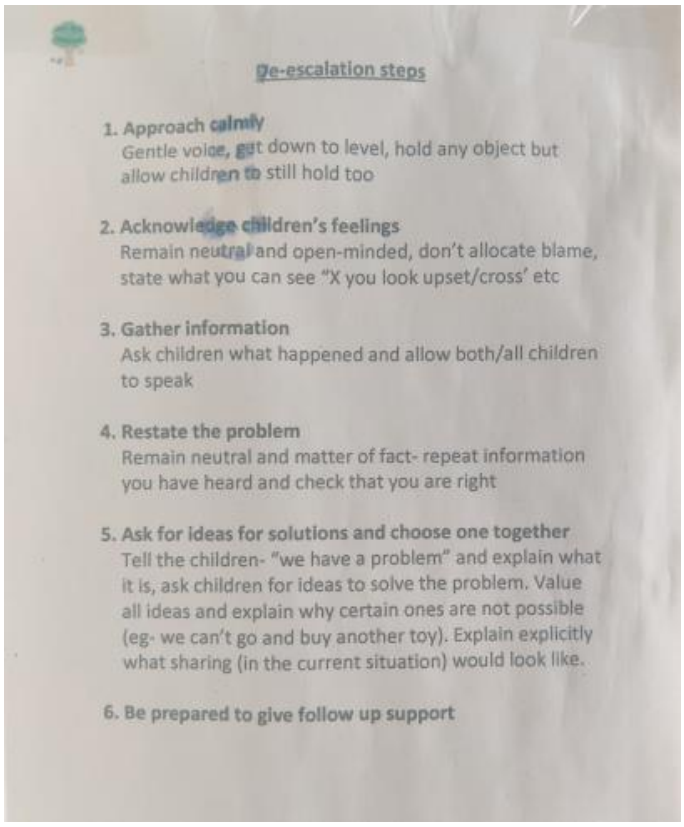
- Help with strategies to manage their emotions.
- Using toys and puppets to help with strategies to deal with emotions.
- Use the library to get books to support emotions.
- Acknowledge children's emotions 'I can see that you're feeling…' Let them know that this is ok to feel this way.
- Book – How are you feeling today? By Molly Potter
- Book – Sometimes I feel Sunny by Gillian shields and Georgie Birkett
- what makes me happy by Catherine and Laurence Anholt
- Act out stories and emotions using puppets.
- Cuddles! Acknowledging how they're feeling.

How do we recognise and respond to what children's behaviour tells us about their emotions?

- Being aware of triggers and being aware of what might be causing those emotions.
- Can predict how children might feel and learning what helps children feel 'better'.
- Supporting feelings around transitions.
- Acknowledging behaviours and exploring their behaviour to identify patterns.
- Giving children respectful space to manage their own emotions
- Getting to know the children really well and respecting how they are feeling.
- Linking emotions and behaviour and helping peers to understand.
- Thinking about behaviours and relationships and what is behind it.

How do we help children to solve problems & conflict?

- Seek to understand -don't just assume
- Listen to all the children involved
- Think about your own posture when supporting- not top down
- Accept the children's own resolutions- if they're all in agreement
- De-escalation steps from Tamsin Grimmer's book - Supporting behaviour and Emotion in EYs



De-escalation steps

1. Approach calmly
   Gentle voice, get down to level, hold any object but allow children to still hold too

2. Acknowledge children's feelings
   Remain neutral and open-minded, don't allocate blame, state what you can see "X you look upset/cross' etc

3. Gather information
   Ask children what happened and allow both/all children to speak

4. Restate the problem
   Remain neutral and matter of fact- repeat information you have heard and check that you are right

5. Ask for ideas for solutions and choose one together
   Tell the children- "we have a problem" and explain what it is, ask children for ideas to solve the problem. Value all ideas and explain why certain ones are not possible (eg- we can't go and buy another toy). Explain explicitly what sharing (in the current situation) would look like.

6. Be prepared to give follow up support

- Early Years Library - recognising and expressing emotions has some good strategies
- Discuss conflicts when they occur in stories and encourage the children to problem solve them

How do we help children to understand themselves as part of a family or community?

- Giving them responsibility.
- Helping them to appreciate that what they do has an impact on others.
- Helping to tidy up helps with the community of the setting.
- Allotments and growing at childminding group.
- Opportunities for sharing food.
- School community – pre-school children mixing with children who are already at school – school run and to see their enjoyment of knowing they're part of that community.
- Being part of the community of our own family.

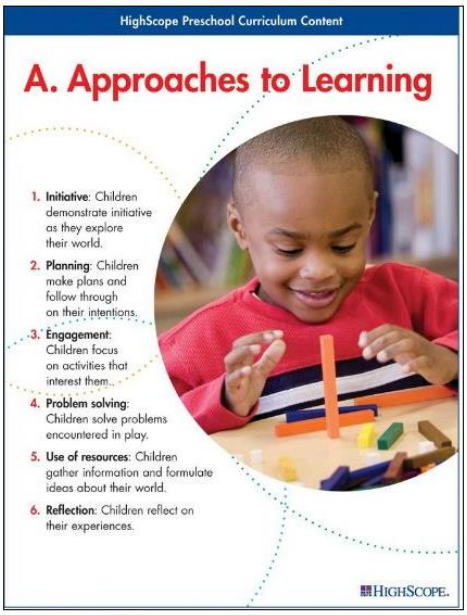
Target: Model positive, consistent and respectful relationships with children by using 'stop hands, stop feet' strategy every tidy up time or to get children's attention so that everyone knows what's expected.

Benefit: The children will benefit from having an equal opportunity to understand what is expected from them and to have a consistent approach.

Target 3: To encourage positive first experiences and to ensure continuity between my setting and the child's home. To do this I would like to set up a 'weekend booklet' which would share activities which the children have done whilst not at the setting.
Benefit: The children will benefit from developing a sense of pride in what they have done and will gain confidence to communicate and share their experiences. This will also help support friendships and give children opportunities to share experiences between their peers.

When you will do it.

Who? You!

What? How are you going to do this?

When? Timeline date this