Using **The Bristol Standard** to support you with **The Bristol Best Start in Life Plan 2025-2030**

Our Plan

Working better together	Involving children, families and communities	Reducing inequalities and removing barriers	Using what works	Growing good practice and new ideas

Making steps together so families can thrive and belong

The Bristol Standard is an ideal tool to support you to reflect upon how you will achieve the Bristol Best Start in Life overall target.

Our overall target

By the end of the 2027/28 academic year, Bristol aims for at least 77.4% of children to achieve a Good Level of Development, with children receiving Free School Meals benefitting at least equality, so that at least 58.9% also meet this benchmark.

This leaflet contains conversation starters that can be used to help reflect on what you are already doing well in your setting and help you think about what you need to do to move forwards.

The Original Bristol Standard

Dimension – Values, Aims and Visions

- What is unique about your setting, families and community?
- Do you recognise when input is needed from other organisations and are you open to receiving support?
- Think about other professionals you work with and how you engage with them.

Dimension 2 – Relationships and Interactions

- What do you do that enables children to have a positive first experience in your setting?
- Identify the qualities of an excellent key person. How does your setting support and nurture practitioners in this role?
- Are you able to identify children who may need additional support with speech, language and communication? How do you engage with other professionals to support this?
- How do you signpost families who need additional support? Are all practitioners aware of the procedure for this?
- How do you ensure your team have an understanding of the effect of trauma and adversity on children and their families?

Dimension 4 – The Physical Environment

- Discuss your knowledge regarding physical development and its crucial impact on brain development.
- In what ways can your environment support families to understand the importance of outdoor play for improving long term health benefits?
- Consider how your setting celebrates children's families, cultures and beliefs throughout your physical environment.

Dimension 5 – Play and Learning Experiences

- What makes your curriculum unique? In what ways do you include children, families, your community and healthy choices?
- Consider your current cohort of children. How has your curriculum evolved across the year as you meet the needs of your unique children and community? How has this changed compared to previous years?

Dimension 6 – Observation, Assessment and Planning

- Discuss ways of listening to parent's knowledge and incorporating this into the opportunities you provide.
- Discuss how you work collaboratively or network with other professionals in making assessments of learning.

Dimension 8 – Equality, Diversity and Inclusion

- Discuss your understanding of the differences between equality and equity.
- How do you find out about children's interests, experiences and family lives?
- In what ways do families and children know that they belong in your setting and how do you ensure you welcome all families equally?
- How do you become aware of inequalities such as health or food in the community and for individual families and how do you support them?
- What opportunities do you provide to celebrate the diversity of the local community and the wider world?

Dimension 9 – Partnerships with Families and Community

- Consider the ways you welcome new families to your setting.
- Think about ways in which you help parents to feel included when they are not able to be consistently present in the setting.
- How do you work with families through difficult times to ensure they have knowledge and access to the appropriate support agencies?
- Consider how you encourage and support parents and grandparents to take an active role in the life of your setting enabling them to share their knowledge, skills, culture and experience with the children.

The Health and Wellbeing Reflective Framework

Priority 1 – Food Nutrition and Oral Health

- Discuss how you work in partnership with parents and the wider community to promote and support healthy food provision for all children and reduce health inequalities related to poor nutrition and oral health.

Priority 2 – Toilet Training

- How do you support parents to feel confident approaching potty training?
- Consider what reasonable adaptations you may need to make for children with SEND or medical needs.

Priority 3 – Mental Health and Emotional Wellbeing

- How do you help parents to tune into their child?
- In what ways do you connect with your community to find out what parental support and programs are available?
- How do you signpost and work in partnership with external agencies to promote good mental health for children and adults?

Priority 4 – Physical Health and Immunisation

- How do you work together with health specialists and others to promote positive messages about physical activity? How do you know if your strategies are effective for children, parents and staff in staying active?
- How do you ensure your staff are equipped with the most up to date knowledge of vaccines to address false and harmful beliefs? (Consider barriers and staff relationships with families as a basis for building on).
- Consider how you promote multi-agency working with healthcare professionals to meet children's health needs.
- Discuss your role in working to reduce health inequalities in your locality.

Priority 5 – Creating a Safe and Physically Healthy Home Life

- Discuss how your values, aims and vision promote positive intervention to support families in creating a safe & physically healthy home life.
- Discuss as a team your role in trying to address health inequalities in relation to health-harming behaviours.
- How do you signpost and work in partnership with external agencies to support families or staff engaged in health-harming behaviours?

Next steps

Identify targets linked to any of these dimensions or priorities that will benefit the children in your setting.

For more information about the Bristol Standard please email:
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or visit our website:
www.bristolearlyyears.org.uk

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