

# How does the voice of the child impact on...

Role of the adult	Routines	Environment: indoors and outdoors
<ul style="list-style-type: none"> <li>❑ How do practitioners build relationships with their key children from the outset, so that children feel <b>known, loved</b> and form a <b>secure attachment</b>?</li> <li>❑ Do practitioners understand the importance of <b>co-regulation</b> in their role, and how this is a key building block in children's journey towards <b>self-regulation</b>?</li> <li>❑ How <b>'tuned in'</b> are practitioners so that they interact rather than interfere, <b>building on</b> what children know and can do?</li> </ul>	<ul style="list-style-type: none"> <li>❑ How do practitioners ensure that children's <b>emotional wellbeing</b> is prioritised, and that they use their knowledge of the <b>individual child</b> to support their many transitions during the day; arrival, snack/mealtimes, toileting, sleeping and reintegration, changing play spaces/adults/children?</li> <li>❑ Do practitioners make the most of the <b>teaching and learning</b> opportunities during daily routines with a <b>calm, nurturing, unhurried</b> approach? Do children <b>contribute</b> to and <b>gain</b> from these experiences?</li> <li>❑ How are routines <b>tailored to the needs</b> of the <b>current cohort</b>? How do they <b>progress</b> over time?</li> </ul>	<ul style="list-style-type: none"> <li>❑ How does the learning environment (indoors and outdoors) reflect the <b>diversity, interests</b> and <b>needs</b> of the current cohort?</li> <li>❑ Do the learning opportunities and experiences <b>develop over time</b> to build on what children know and can do? And <b>sequentially</b> from room to room (if relevant)?</li> <li>❑ Are the books carefully chosen so that they are <b>developmentally</b> appropriate and offer children either a <b>mirror</b> to reflect their own life and experiences, or a <b>window</b> to the wider world beyond their experience?</li> </ul>