#  Belonging: pre-visit self-evaluation

# A strong sense of belonging helps young children feel safe, valued and connected in their environment. When children experience this, they are more likely to engage positively with others, explore new experiences and develop confidence in themselves. *How to create a sense of belonging- A guide for early years providers (Thrive)*

The Setting Improvement visit this year will focus on a theme of **belonging.** Once again, there is a choice between two options;

**Option 1:** Safeguarding and welfare: When I belong, I am kept safe and I feel safe.

**Option 2:** Belonging: My key person builds on what I know and can do.

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| **When I belong, I am kept safe and I feel safe.***Statements taken from EYFS Statutory Framework* * Children learn best when they are healthy, safe, secure, when their **individual needs are met**, and when they have positive relationships with the people caring for them.
* **All** practitioners must be alert to any issues of concern in the child’s life at home or elsewhere.
* Children’s personal, social and emotional development is **crucial** for children to lead healthy and happy lives and is fundamental to their cognitive development.
 | **My key person builds on what I know and can do***Statements taken from EYFS Statutory Framework* * Children need to build an **attachment** with their key person for their confidence and wellbeing. The key person also promotes children's learning by developing a **deep** understanding of their individual needs.
* Practitioners should be ambitious for **all** children planning a challenging, enjoyable experience for **each** child.
* Every child’s care is **tailored** to meet their individual needs.
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| **In preparation for the Setting Improvement visit, for both option 1 or option 2, please consider:** **What is in place to ensure that all children are known and understood as individuals, so that they are:*** **kept safe**
* **feel safe**
* **have their learning and development needs met?**

**How do you know that it is happening in practice?** |