

ToWe Project

Enhancing Opportunities for Toddlers' Wellbeing



Toddlers' Wellbeing Audit Tool

Name of Setting:

Date.....

Completed by:

Reviewed.....



Disclaimer:

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Dimension 1: Family, Home and Environmental Factors

These are sensitive issues for families, so tact and consideration are required as to whether it is appropriate to ask the families questions about their family and home environment.

Indicators 1.1 Environmental Factors	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>Housing and the Home Environment:</p> <p>Housing: What type of housing does the family live in?</p> <p>What type of property do they live in?</p> <p>What is the condition of the home?</p> <ul style="list-style-type: none"> • Physical Condition • Number of people per room • Sleeping arrangements and habits. <p>Location and Access to services and facilities: What type of access does the family have to:</p> <ul style="list-style-type: none"> • Education and Care Provision and Professionals • Medical and Health Care Facilities and Professionals • Shops and public services • Transportation 				



<p>Safe and Stimulating: What access and opportunities do toddlers have to play outdoors?</p> <p>What play and learning opportunities are their within the home?</p> <p>What books, toys and play space do toddlers have within the home?</p> <p>How do the family provide a safe home environment for the toddler? Stair gates, hazards made safe, supervised, clean home and clothing - hygiene, Safeguarding Safety of the environment</p> <p>Liaison and communication with other professionals.</p>				
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Indicators 1.2 Family	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>Demographics and Life Style: Demographics of the Location – Diversity: Are the family experiencing any discrimination, bullying,</p>				



<p>segregation etc.?</p> <p>Are there any issues impacting upon the community?</p> <p>Health of Family /Carers: Are there any health issues or disabilities that impact the family?</p> <p>Family Background: What are the family's beliefs/values? Do they conflict with societal expectations?</p> <p>What family support network does the parent have access to?</p> <p>Income: Are members of the family employed/unemployed?</p> <p>Are the family in low paid employment?</p> <p>Are they in receipt of benefit/financial support?</p> <p>Life style: What life style choices are being made by the family?</p> <p>Are there any addictions that</p>				
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<p>may impact upon the family? E.g. smoking, alcohol gambling and drugs.</p> <p>Languages: What languages are spoken at home?</p> <p>Link to Dimension 6 and Toddlers' Additional Language(s) Content and Material</p> <p>How is liaison and communication with other professionals supporting the family and the toddler's health and education?</p>				
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Setting Development Plan

Identified Priority - Aim	Targets - objectives	Key Actions – actions to be taken	Who is responsible and by when	Date Achieved Date to be reviewed

Dimension 2: Health of the Toddlers'

These are sensitive issues for families, so tact and consideration is required as to whether it is appropriate to ask the families questions about their family health, illnesses, disabilities and life style.

Indicators 2.1 Physical and Mental Health	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>Health and Childhood Illnesses</p> <p>What are the settings policies and procedures for the identification of, reporting of and care for toddlers with a childhood illness?</p> <p>What provision is made for the inclusion and care of toddlers with chronic illnesses?</p> <p>Allergies Asthma Epilepsy Cystic fibrosis</p> <p>What infection control measures do you have in place?</p> <p>Good hygiene practices Notifying agencies and parent(s)</p> <p>Needs and Abilities</p> <p>What resources do you have to support the individual</p>				

<p>needs and interests of toddlers? Spring-loaded scissors, bi and multi-lingual books. Interests – dinosaurs etc. Link to Dimension 3 and 4</p> <p>How does the setting respect and welcome the toddlers’ culture, language(s) and any disabilities?</p> <p>What culture or language(s) are the EYPs experienced in?</p> <p>What training might EYPs need in this area?</p> <p>What provision is made to support their full inclusion of toddlers with disabilities within the setting? Link to Dimension 3 and 4</p> <p>Factors that Inhibit Wellbeing What provision do you make and how do you support toddlers that may be experiencing a factor that inhibits their wellbeing?</p>				
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Indicators 2.2 Health Checks	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>Health Checks</p> <p>How does the setting follow up and make provision in relation to the results of the health checks on the toddlers?</p> <p>How do you communicate and liaise with Health Care Professionals if you have a concern regarding a toddler within your setting?</p> <p>How does the setting engage and work with parent(s) in facilitating toddlers' health care checks?</p> <p>Immunisations</p> <p>How do EYPs check that toddlers are up-to-date with their health care checks and immunisations?</p> <p>What records are kept of toddlers' vaccinations?</p> <p>How do you check that all staff are up-to-date with their own immunisations?</p>				

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Dimension 3: Setting Environment for Toddlers' - Current Practice and Provision

Indicators 3.1 Opportunities for Play and Learning	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>What opportunities does the setting provide for in and outdoor play?</p> <p>How often are the resources, activities and experiences reviewed and changed to meet the toddlers' interests?</p> <p>How are EYPs effectively engaging with the toddlers' play? Being invited Scaffolding learning within it being a test!</p> <p>What are the types and levels of play being exhibited by toddlers?</p> <p>What activities, experiences and resources are EYPs providing both in and outdoor to support toddlers different types of play?</p>				

Indicators 3.2 Health and Safety	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>How does your setting plan and communicate the safety</p>				

<p>procedures to all staff, children, parents and visitors?</p> <p>What health and safety procedure are implemented within your setting? Risk Assessments Checklists</p> <p>How are toddlers made aware of the risks, hazards and boundaries within the setting?</p> <p>How are toddlers made aware of who they can trust?</p> <p>How are EYPs being alert to changes in behaviour, mood swings and in their ability to settle in relationships?</p>				
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Indicators 3.3 Learning Environment – Development and Learning:	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>Physical Environment Assess the appearance of the setting? Welcoming Attractive Colour scheme Flooring – type, safety, convenience and colour</p>				



<p>Pictures and posters – suitability and interesting</p> <p>How is the space being used to promote different learning opportunities?</p> <p>Flow</p> <p>Room layout</p> <p>Access to resources</p> <p>Set up and structure</p> <p>Self-selection</p> <p>How is the physical environment planned for and resourced?</p> <p>What opportunities do toddlers have to explore the physical environment both in and out of doors?</p> <p>Social Environment</p> <p>How are the attitudes and behaviour of EYPs providing a positive role model?</p> <p>How do EYPs create a warm, friendly and inviting atmosphere for toddlers and their families?</p> <p>How do EYPs provide opportunities for socialisation to support the development of positive relationships?</p>				
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<p>With adults With other toddlers and children</p> <p>How do the EYPs support toddlers in building relationships and friendships? 1-1 Small groups</p> <p>What expectations do EYPs provide to enhance and support the development of etiquette? Sharing Caring for others and animals Listening Taking turns</p> <p>Emotional Environment How do EYPs provide a warm, accepting, welcoming and inclusive environment?</p> <p>How do EYPs model positive behaviours and attitudes for toddlers recognising their feeling and listening to their voice and expressions?</p> <p>How do EYPs respond and provide emotional support for toddlers in managing their feeling in a positive</p>				
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<p>manner?</p> <p>What opportunities are set up within the environment to provide physically invigorating and soothing therapeutics activities and experiences?</p> <p>Cognitive and Language Environment</p> <p>How is the environment set up to provide access to interesting and stimulating resources and activities? Encouraging problem solving, exploring and extending knowledge and concept formation.</p> <p>What opportunities are planned and set up within the environment to encourage independent discovery, exploration, and problem solving?</p> <p>How is the environment planned and set up to support the development of language and communication? Books, technology, home corner, visual stimulation, opportunities for mark making etc.</p>				
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Indicators 3.4 Staffing	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>How does the environment meet the wellbeing of EYPs? Quality of the physical environment. Staff room, lockers for personal possessions, appropriate setting, Climate, feelings and work organisation. Supervision and support, career development and CPD opportunities. Teamwork and collaboration Time to complete necessary documentation</p> <p>Practitioner training and experience What training, qualifications and experience do EYPs have?</p> <p>What knowledge and understanding do they have of working with disadvantaged toddlers?</p> <p>What CPD opportunities have EYPs had recently?</p> <p>Your Professional Role</p>				



<p>How is professionalism developed and maintained within the setting by EYPs?</p> <p>How are the professional roles and responsibilities of the EYP demonstrated within the environment and the policies and practices of the setting?</p> <p>Key Person Approach How is your environment set up to support a toddler's sense of belonging?</p> <p>How are toddlers' intimate care needs met?</p> <p>How are key persons/carers selected or chosen by the toddlers?</p> <p>How do EYPs establish a positive and trusting relationship with the toddlers that they work with?</p>				
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Dimension 4: Development and Learning

Indicators 4.1 Personal, Social, Emotional and Spiritual	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>Interaction, Engagement and Play</p> <p>How do the EYPs welcome and greet toddlers and their families?</p> <p>How do EYPs say farewell to the toddlers' and their families?</p> <p>How do EYPs respond to toddlers personal, social and emotional needs throughout the daily routine?</p> <p>How do EYPs providing opportunities for independence skills and self-care?</p> <p>What opportunities are provided for toddlers to engage and interact with others?</p> <p>How does EYPs support and promote toddlers' self-confidence and self-esteem?</p> <p>How do EYPs provide toddlers with opportunities</p>				



<p>for appropriate choices?</p> <p>What do EYPs do to support toddlers in managing their feeling and emotions?</p> <p>How are families' values and beliefs respected and acknowledged? Consideration of social and cultural aspects of the family.</p> <p>What skills and attitudes do the EYPs display when engaging with the toddlers?</p> <p>What play opportunities are provided for toddlers to engage in social and emotional aspects of play? For example therapeutic experiences such as messy play.</p> <p>How do EYPs praise and encourage the toddlers and recognise their achievements?</p> <p>Attachment How do the EYPs support toddlers' need for a main care giver within the setting? For example provision of a key person.</p>				
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How are EYPs responding in a sensitive way to the toddlers' feelings, ideas, needs and behaviours? (reassure and comfort)

How does the EYP relate and engage with the toddlers' parent(s)/main care giver?

Settling-in

How do the EYPs work/interact/engage with the toddlers and their families in supporting the settling-in process?

How do EYPs support vertical and horizontal transitions of toddlers?

Meal and Snack times

How are EYPs providing opportunity for toddlers to engage in social interaction?

How do EYPs provide opportunities for independence and autonomy?

Link to Dimension 7 and Toddlers' Meal Time Content and Material

Indicators 4.2 Cognitive, Language and Communication	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>Attention and Concentration, Recall, Problem Solving, Memory What opportunities do EYPs provide for toddlers to engage in exploration, creativity of thought and problem solving?</p> <p>How do EYPs extend toddlers’ concentration and attention during an activity or story-time?</p> <p>What activities, games and experiences do EYPs do with toddlers to encourage recall and memory?</p> <p>How do EYPs use stories, books, songs and rhymes to support rhythm, rhyme, singing, sequence and repetition?</p> <p>How do EYPs use toddlers’ interests and curiosity to extend their concept formation?</p> <p>Voice and Expressions What opportunities do EYPs provide for two-way</p>				



<p>communication of speaking and listening?</p> <p>How do they EYPs listen and respond to the various modes of communication used by toddlers?</p> <p>How do EYPs facilitate and 'scaffold' language development through play?</p> <p>What do EYPs do to model positive language and communication?</p> <p>How do EYPs support toddlers' interactions with each other?</p> <p>Link to Dimension 5 and Toddlers' Voice and Expressions Content and Material</p> <p>Home Language and Additional Languages</p> <p>How do EYPs promote the use of the toddlers' home languages within the setting?</p> <p>What activities, experiences and resources do EYPs use to support the recognition of the home language within</p>				
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the setting?				
Link to Dimension 6 and Toddlers' Additional Language(s) Content and Material				

Indicators 4.3 Physical	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>Physical Abilities and Attitudes</p> <p>What opportunities do EYPs provide for physical development both in and out of doors?</p> <p>How do EYPs enable toddlers to learn to move with confidence, use their body imaginatively, have spatial awareness and be safe?</p> <p>How do EYPs encourage positive attitudes towards engaging in new physical activities and experience? Willingness to try and take risks.</p>				

Indicators 4.4 Behaviour	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan
<p>Emotional Resilience</p> <p>How do EYPs support</p>				



<p>toddlers to regulate and express their feelings?</p> <p>What opportunities for self-expression and understanding of feelings are provided by EYPs?</p> <p>What activities and experiences do EYPs use to support emotional resilience?</p> <p>Regulating Feelings and Behaviours</p> <p>How do EYPs support toddlers to recognise and describe the feelings and emotions they are experiences?</p> <p>What activities and experiences do EYPs use to help toddlers regulate their feelings and behaviours?</p> <p>Conflict Resolution</p> <p>What do EYPs do to help toddlers resolve conflict and manage their feelings and behaviour?</p> <p>How do EYPs encourage toddlers to problem solve and come to an agreed solution during a conflict?</p>				
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How do EYPs provide continued support in this area?				
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Dimension 5: Toddlers’ Voice and Expressions

Indicators	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan

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Dimension 6: Toddlers’ Language(s)

Indicators	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan

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Dimension 7: Toddlers' Meal Times

Indicators	Areas of Strength and/or Comments	Areas for Development	Strategies	Actions – Setting Development Plan

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