

Positive Relationships

Evaluating the frequency of interactions between staff and children that support the children's speech, language and communication.

EYFS Principle: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Core Activity:

Time: 45 Mins

Resources: pen and paper

For this evaluation activity each staff member must first work alone.

Think about times when you have had good experiences involving children and talking. Write down three of your best memories. Give a name to each memory and write a short sentence to describe it.

For example: discovering a snail in the garden – three children found a snail and we all crowded round talking about it, how it looked and felt.

After you have written your three top memories, go back over them and write another sentence about why they were good talking experiences.

For example: It was good because I took time to talk about what the children were interested in, we weren't in a rush and all three children were able to join in.

Collect all these sentences together as a staff group and underline words that stand out or themes that are common.

For example: It was good because I took time to talk about what the children were interested in, we weren't in a rush and all three children were able to join in.

These are the existing skills of the staff and should be celebrated. Now ask each person to think about these positive interactions. How often does each person estimate they engage with the children in positive interactions such as these? Ask each staff member to think carefully and to write down one of the following options: A,B,C,D or E on a piece of paper.

- A. more than 3 times a day
- B. 1-3 times a day
- C. Once a day
- D. Once a week
- E. Less than once a week

Collect in the slips of paper and collate the results

Outcomes:

- An estimated frequency for the whole staff team of how often positive interaction occurs