



# Ready for Babies?

Prompts and resources for settings, including one room and pack-away, considering offering 9month+ early education funding.

## Feeding

- ✎ Milk kitchen
- ✎ Preparing formula guidance
- ✎ Weaning
- ✎ Breastmilk
- ✎ 'seating' & positioning

## Hygiene

- ✎ Changing
- ✎ Feeding/milk preparation
- ✎ Sleep arrangements
- ✎ resources

## Sleep

- ✎ Routine
- ✎ Accommodation
- ✎ Bedding
- ✎ Undisturbed
- ✎ Supervision
- ✎ Safer sleep guidance

## Space & Furniture

- ✎ Third teacher
- ✎ Home environment
- ✎ Safe, hygienic, and welcoming
- ✎ Physical -roll around, pull to stand, cruise, practice 1st steps
- ✎ Outdoor – daily access
- ✎ Sleep space
- ✎ Feeding furniture
- ✎ Cosy
- ✎ Separate area

## Resources for learning and development

- ✎ Treasure baskets/heuristic play
- ✎ Accessibility and range
- ✎ Change to support individual needs
- ✎ Staff knowledge, qualifications & qualities
- ✎ Key person approach
- ✎ Quality interactions with babies
- ✎ Communication e.g. Makaton
- ✎ Physical development opportunities

## Child's voice

- ✎ Weekly/monthly
- ✎ Current developmental needs
- ✎ Verbal & physical cues
- ✎ Physical activity

## Observing

- ✎ Talking with parents
- ✎ Interpreting observations
- ✎ Communication milestones
- ✎ Physical milestones

## Planning

- ✎ Individual
- ✎ Next 'steps'
- ✎ Prime areas

Remember to read the [EYFS Statutory Framework](#) sections relating to under twos

You will need to notify Ofsted if you plan to care for under twos. Ofsted do not have to approve this as your setting will already be on the EY register and therefore able to take children under two. However, taking babies would be significant change to provision, especially if it increases the setting's total numbers and space available etc. See [Add another setting to your nursery or other daycare organisation \(EYS\) - GOV.UK \(www.gov.uk\)](#)

You will also need to inform your insurance company that you are planning to accept under twos.

## Think about...

## Supporting resources

### Feeding



- ✎ Milk kitchen
- ✎ Preparing formula guidance
- ✎ Weaning
- ✎ Breastmilk
- ✎ 'seating' & positioning

### Food guidance

[How to make up baby formula - NHS \(www.nhs.uk\)](#)

[Food safety - Help for early years providers - GOV.UK \(education.gov.uk\)](#)

[Breastfeeding and going back to work - NHS \(www.nhs.uk\)](#)

[Baby - Start for Life - NHS \(www.nhs.uk\)](#)

### Practicalities

[Drinks and cups for babies and young children - NHS \(www.nhs.uk\)](#)

High chair: position, foot rest, back rest, tray position. Foldable, easy clean. Do not use Bumbos or bouncy chairs.

Children to face each other for early social-communication.

### Hygiene



- ✎ Changing
- ✎ Feeding/milk preparation
- ✎ Sleep arrangements

### EYFS

EYFS 3.56

### Nappies

[nappy-changing-guidance-2024.pdf \(careinspectorate.com\)](#) (SCOTLAND)

[How to change your baby's nappy - NHS \(www.nhs.uk\)](#)

[Nappy rash - NHS \(www.nhs.uk\)](#)

Key person should be responsible for nappy changing

A child should be asked before having their nappy changed.

Talk/sing to child before and during nappy changing.

### Infection control

[Preventing and controlling infections - GOV.UK \(www.gov.uk\)](#)

Individual sleep space with own mattress and covers.

Washing facilities for sheets/mats etc.

## Sleep



- ✦ Routine
- ✦ Accommodation
- ✦ Bedding
- ✦ Cots (travel)
- ✦ Undisturbed/quiet
- ✦ Supervision
- ✦ Safer sleep guidance

## EYFS

EYFS 3.69 - sleep

## Safer Sleep

[Learning Wall](#) summer 2023 and Spring 2024

Lullaby trust [How to reduce the risk of SIDS for your baby - The Lullaby Trust](#)

Have a 'Safe Sleep' policy. Example [Policy and Procedure Template - with Instructions \(bsuh.nhs.uk\)](#)

## Routines



[Sleep in the early years downloadable poster | PACEY](#)

## Space and furniture



- ✦ Third teacher
- ✦ Home environment
- ✦ Safe, hygienic, and welcoming
- ✦ Physical opportunities - roll around, pull to stand, cruise, practice 1st steps
- ✦ Outdoor – daily access
- ✦ Sleep space
- ✦ Feeding furniture
- ✦ Cosy
- ✦ Separate area, away from draughts
- ✦ Natural light

## EYFS

- EYFS 3.70 'should be a separate baby room'. Creating a designated 'baby area' which is cordoned off from the main room by furniture/fences is sufficient.
- EYFS 3.66 'Children under two years: 3.5m2 per child'. [Room Size Calculator - Floor Area in m2 | Online Calculators \(online-calculators.co.uk\)](#)

## Environment support

- Area should be away from door (draughts) and homely.
- Baby room checklist e.g. [Baby Room Essentials Checklist for Early Years Practitioners \(twinkl.co.in\)](#) Twinkl
- [Recreating a Domestic Environment | Under 2's | Teach Early Years](#)
- [Under 2's Provision \(mykajabi.com\)](#)
- [environment\\_under\\_3s.pdf \(optimus-education.com\)](#)
- [Turning Spaces into Places \(dynamics.com\)](#) Community Playthings
- Ask you early years advisor/worker to carry out and Infant Toddler Environmental Rating Scale (ITERS)
- [Physical activity guidelines for children \(under 5 years\) - NHS \(www.nhs.uk\)](#)
- ['Ready for Babies?' Look Book](#) on Suffolk Learning \*\*COMING SOON\*\*

## Provide and enable

- Cosy quiet spaces for babies and young children to rest and relax
- Natural light which can be controlled

- Accessible resources – lay or kneel on the floor for a child’s perspective
- Children can make their own choices
- Flexibility for creativity and following of interests
- Supporting independence
- Babies’ current interests and fascinations
- Multi-sensory experiences
- Opportunities for range of group and individual activities, including with older children in the setting

### Outdoor

- ‘Ready for Babies?’ outdoor environments [Baby room Outdoor](#)
- ‘Ready for Babies?’ [Look Book](#) on Suffolk Learning **\*\*COMING SOON\*\***
- Experience natural light and space – to be under the sky
- [Designing playful learning spaces for babies and toddlers. \(theempowerededucatoronline.com\)](#)
- [Froebel-Trust-Research-Highlight babies.pdf](#) risky play
- How much time are the babies and infants spending outdoors each day?
- Are there ways you can reduce the amount of time indoors? E.g Taking baby sensory outside into nature instead of always inside?
- Are any routines stopping you from getting outdoors?
- Can you get out and about into nature (or even your local town) and talk to the babies about what they can see, hear and feel?
- Is there a wild nature space that can be created or accessed outdoors where babies can crawl and walk barefoot on the grass?

### Space for movement

#### **Babies sitting need:**

- Safe, comfortable places to sit on and in
- A variety of physical levels with a variety of vistas, both indoors and outdoors
- Very low tables to use while sitting on the floor
- Materials to explore, grasp, bang, and drop while sitting.

#### **Babies scooting and crawling need:**

- Safe open spaces and pathways for scooting and crawling on the floor
- Ramps and steps for crawling to different levels
- Tunnels to crawl through boxes or cartons, and other cosy spaces to crawl into
- A variety of appealing materials and vistas to crawl toward,
- Balls to crawl after.

#### **Babies that are moving their limbs, turning themselves over, and rolling need:**

- safe, soft spaces on the floor and ground for lying, turning over, rolling
- interesting, graspable toys, materials, and people to reach for, hold on to, let go of.

## Resources for learning and development



- Treasure baskets/heuristic play
- Accessibility and range
- Change to support individual needs
- Staff knowledge, qualifications & qualities
- Specific baby training
- Key person approach
- Quality interactions with babies
- Communication e.g. Makaton
- Physical development opportunities

## Adults

- [Working with babies – Suffolk Learning](#)
- [Meeting Infants' and Toddlers' Needs: Developmentally Appropriate Materials | Virtual Lab School](#)
- 'Ready for Babies?' [Maths in the baby room](#)
- 'Ready for Babies?' [Baby room Communication and Language](#)
- Ask you early years advisor/worker to carry out an Infant Toddler Environmental Rating Scale (ITERS)
- Provide activities that offer challenges and opportunities for problem solving
- Know when to scaffold learning and when to sit back and observe
- Are consistent and follow guidelines
- Take input from parents and families
- Provide exciting resources to stimulate learning and extend ideas, including just themselves!
- Respect babies as people

## Toys and resources

### Materials that:

- Provide a range of interesting things to see, hear, and touch
- Support infant's developing self-awareness
- Allow infant to produce effects
- Are safe

### When choosing toys/resources for babies, ask whether they ...

- are age appropriate (follow the recommended age guidelines)
- 'real' toys/objects (where possible)
- encourage physical activity
- support babies' current interests and fascinations
- are open ended.

### Ensure they ...

- have British/ European Kitemark/CE symbol
- do not have small loose parts that could be a choking hazard
- are sturdy and suitable
- develop problem solving.

### Avoid ...

- toys with button batteries as these are a potential hazard if swallowed.

## Child's voice (assessment)



- ✎ Capture daily, weekly, monthly – what is the baby showing you?
- ✎ Current developmental needs
- ✎ Verbal & physical cues
- ✎ Physical activity

## Understanding babies

[Suffolk Learning Child's Voice Interacting with babies.pdf \(teachearlyyears.com\)](#)

## Health and illness

[Is your baby or toddler seriously ill? - NHS \(www.nhs.uk\)](#)  
[How to take your baby's temperature - NHS \(www.nhs.uk\)](#)  
[Soothing a crying baby - NHS \(www.nhs.uk\)](#)

## Observing



- ✎ Talking with parents
- ✎ Interpreting observations
- ✎ Communication milestones
- ✎ Physical milestones
- ✎ Safeguarding babies

## Child development

Birth to 5 and Development Matters  
[My First Language Booklet – Brazelton Centre UK](#)  
Physical milestones and 'inch-stones'

## Safeguarding

[Summary of "The myth of invisible men": safeguarding children under one from non-accidental injury caused by male carers \(nspcc.org.uk\)](#)

## Planning



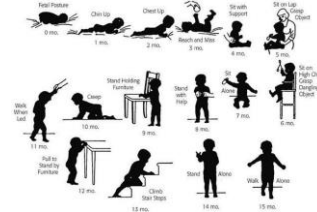
- ✎ Individual
- ✎ Next 'steps'
- ✎ Prime areas

[Working with babies SCC Early Years training](#)

Prime areas

Birth to 5 and Development Matters

Use movement development charts/graphics to plan intentional physical opportunities e.g:



[Your baby's developmental milestones | UNICEF Parenting](#)  
[Baby Development in months](#)  
[Checklists & Brochures - Pathways.org](#)



Scan to visit our training and CPD page. Look inside the SWAY under EYFS for details of the Working with Babies modules and booking information.

[Training & Continuing Professional Development \(CPD\) – Suffolk Learning](#)



Scan to visit our Suffolk Learning page around working with babies.

[Working with babies – Suffolk Learning](#)



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Use this page to capture your thoughts and questions