**Physical Development – Sequential Steps in Planning for Health and Self Care:**

For children at expected range for their age, Tots/Twos in Playgroup work through Range 3, Older Playgroup/N1s who are Rising 3s work through Range 4 and Main Nursery who are Rising 4s, work through Range 5. Some children may be working at a lower range than that expected for their age so staff will use the steps explained below to track back to where the child is at any given point in time – depending upon current achievement range.

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| **Range** | **Health and Self Care**  **Objectives by Range** | **Positive Relationships: What adults will do to ensure objectives are met** | **Enabling Environments and activities to support child to meet objectives** |
| 1 | • Respond to and thrive on warm, sensitive physical contact and care.  • Express discomfort, hunger or thirst.  • Anticipate food routines with interest. | • Encourage babies gradually to share control of food and drink.  • Talk to parents about the feeding patterns of young babies.  • Talk to young babies as you stroke their cheeks, or pat their backs, reminding them that you are there and they are safe.  • Notice individual baby cues when spending special one-to- one time with them to ensure they are ready to engage.  • Discuss the cultural needs and expectations for skin and hair care with parents prior to entry to the setting, ensuring that the needs of all children are met appropriately and that parents’ wishes are respected.  • Be aware of specific health difficulties among the babies in the group. | • Plan to take account of the individual cultural and feeding needs of young babies in your group.  • There may be considerable variation in the way parents feed their children at home. Remember that some parents may need interpreter support.  • Trained staff can introduce baby massage sessions that make young babies feel nurtured and promote a sense of well-being. Involving parents helps them to use this approach at home |
| 2 | • Open mouth for spoon.  • Hold own bottle or cup.  • Grasp finger foods and brings them to mouth.  • Attempt to use spoon: can guide towards mouth but food often falls off.  • Can actively cooperate with nappy changing (lie still, help and hold legs up)  • Start to communicate urination, bowel movement | • Talk to parents about how their baby communicates needs. Ensure that parents and carers who speak languages other than English are able to share their views.  • Help children to enjoy their food and appreciate healthier choices by combining favourites with new tastes and textures..  • Be aware that babies have little sense of danger when their interests are focused on getting something they want. | • Provide a comfortable, accessible place where babies can rest or sleep when they want to.  • Plan alternative activities for babies who do not need sleep at the same time as others do.  • Ensure mealtime seating allows young children to have feet firmly on the floor or footrest. This aids stability and upper trunk control supporting hand-to-mouth coordination.  • Provide safe surroundings in which young children have freedom to move, as they want, while being kept safe by watchful adults. |
| 3 | • Develop own likes and dislikes in food and drink.  • Willing to try new food textures and tastes  • Hold cup with both hands and drink without much spilling.  • Clearly communicate wet or soiled nappy or pants.  • Show some awareness of bladder and bowel urges.  • Show awareness of what a potty or toilet is used for.  • Show a desire to help with dressing/undressing and hygiene routines. | • Encourage efforts such as when a young child offers their arm to put in a coat sleeve.  • Be aware of and learn about differences in cultural attitudes to children’s developing independence.  • Discuss cultural expectations for toileting, since in some cultures young boys may be used to sitting rather than standing at the toilet.  • Value children’s choices and encourage them to try something new and healthy. | • Ensure that there is time for young children to complete a self-chosen task, such as trying to put on their own shoes.  • Establish routines that enable children to look after themselves, e.g. putting their clothes and aprons on hooks or washing themselves.  • Create time to discuss options so that young children have choices between healthy options, such as whether they will drink water or milk.  • Place water containers where children can find them easily and get a drink when they need one. |
| 4 | • Feed self competently with spoon.  • Drink well without spilling.  • Clearly communicate their need for potty or toilet.  • Beginning to recognise danger and seek support of significant adults for help.  • Help with clothing, e.g. put on hat, unzip zipper on jacket, take off unbuttoned shirt.  • Beginning to be independent in self-care, but still often need adult support. | • Respond to how child communicate need for food, drinks, toileting and when uncomfortable.  • Support parents’ routines with young children’s toileting by having flexible routines and by encouraging children’s efforts at independence.  • Support children’s growing independence as they do things for themselves, such as pulling up their pants after toileting, recognising differing parental expectations.  • Involve young children in preparing food.  • Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices.  • Remember that children who have limited opportunity to play outdoors may lack a sense of danger. | • Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant.  • Offer choices for children in terms of potties, trainer seats or steps.  • Create opportunities for moving towards independence, e.g. have hand-washing facilities safely within reach.  • Provide pictures or objects representing options to support children in making and expressing choices.  • Choose some stories that highlight the consequences of choices.  • Ensure children’s safety, while not (unduly) inhibiting their risk-taking.  • Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, e.g. that they tried something previously and might like to try it again or encouraging them to try something new.  • Be aware of eating habits at home and of the different ways people eat their food, e.g. that eating with clean fingers is as skilled and equally valued as using cutlery. |
| 5 | • Can tell adults when they are hungry, tired or when they want to rest or play.  • Observe the effects of activity on their bodies.  • Understand that equipment and tools have to be used safely.  • Gain more bowel and bladder control and can attend to toileting needs most of the time themselves.  • Can usually manage washing and drying hands  • Dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom. | • Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors.  • Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster.  • Talk with children about the importance of washing hands after toileting, before eating, after messy/unhygienic activities  • Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up their trousers from just below the waist. | • Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to.  • Plan so that children can be active in a range of ways, including while using a wheelchair.  • Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life |
| 6 | • Eat a healthy range of foodstuffs and understand the need for variety in food.  • Usually dry and clean during the day.  • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  • Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.  • Show understanding of how to transport and store equipment safely.  • Practice some appropriate safety measures without direct supervision. |