

## NURTURE and EMOTIONAL LITERACY

Learning is understood developmentally and staff respond to children in terms of their developmental progress underpinned by a non-judgemental and accepting attitude

Nurture offers a 'safe base' with a balance of educational and domestic experiences aimed at supporting the development of relationships. There is a structured day with predictable routines. Adults are reliable and consistent in their approach to the children - an educational provision making the important link between emotional containment and cognitive learning.

Nurture is important in the development of self-esteem. It involves listening and responding - everything is verbalised with an emphasis on engagement in reciprocal shared activities. Children respond to being valued and thought about as individuals - nothing is hurried and the smallest achievement is noticed.



Language is understood as a vital means of communication. It is more than a skill to be learnt. Children often 'act out' their feelings when they lack the vocabulary to name how they feel. Informal and formal opportunities are planned for. Words are used instead of actions to express feelings and opportunities created for extended conversations or encouraging imaginative play to understand the feelings of others.

All behaviour is communication and this principle underlies the adult's response to the children's often challenging behaviour. Understanding what a child is communicating through behaviour helps staff respond in a firm but non-punitive way, not being provoked or discouraged. This can help to diffuse difficult situations. The adult makes the link between the external/internal worlds of the child.

Nurture helps the child to make the difficult transition from home to school and at various points throughout the day, with various people. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.