

## Guidance for Baby Room Practitioners

Taken from I CAN Early Talk Accreditation Standards

Setting:

Date:

Guidance	Observations / Evidence	How we can develop further
Parents should be asked about their child's likes and dislikes. Likes and dislikes should be considered during planning and interaction.		
Apply a key worker system that allows the development of relationships between the named practitioner and the child and family.		
A baby room should have small comfortable areas which can be used to encourage bonding and emotional warmth.		
Staff should demonstrate flexibility in delivering planned activities. The process for planning should be valued as well as the intended learning outcomes.		
Children's communication attempts should be valued and encouraged. This will include practitioners being responsive to non-verbal communication as well as verbal.		

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<b>In particular practitioners should:</b>		
respond to communicative noises that babies make, making sure that they are in close proximity with the baby, using eye contact, facial expression and simple language		
use time spent on physical care as an opportunity for the child to develop relationships and experience interaction (rather than focus on task completion)		
talk to children about what they are about to do before carrying out care tasks e.g. 'I'm going to wash your face now, OK?'		
use their knowledge of the child and sensitive observation to interpret the child's wants, needs and feelings and reflect these back in simple language (you're happy/sad/angry/ tired; you think that's funny; you don't like it; you want the...)		
give babies time to respond to the practitioner's language. Responses may include using smiles, coos and facial expression or attempts at words or language as the child nears toddlerhood		
encourage imitation of physical games e.g. patting, shaking toys briefly pause in games to allow the baby to signal that they want more		

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<p>have quiet times when interactive play can take place e.g. counting toes, repeating back a baby's sounds or facial expression, tickling, peek-a- boo</p>		
<p>share simple rhymes and songs e.g. 'round and round the garden'</p>		
<p>share very simple books and naming pictures allowing babies to show interest either by their eye gaze or pointing if at that developmental stage</p>		
<p>play turn taking games with older toddlers or turn take with very young babies by copying the baby's facial expressions and sounds</p>		
<p>accept baby language e.g. ta, doggy and then model correct language in response</p>		
<p>ensure children hear words consistently e.g. deciding if the word, cup, drink or juice is going to be used then repeating it frequently while the child is learning the word</p>		

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encourage simple pretend play with toddlers e.g. putting soft toys to bed		
allow young children to return to favourite activities many times whilst the adult models the words relating to the activity		