Building The Ambition

Children and Young People (Scotland) Act 2014

Background

• The Children and Young People (Scotland) Act 2014 places children and young people at the heart of planning and services. It aims to ensure that their rights are respected across the public sector.

• The Act centres around “making Scotland the best place for children to grow up”, to support the development of children 2 - years and to promote good practice in ELCC throughout Scotland.

• To support parents back into work or to work extended hours
Part 4 Provision of Named Persons
The Bill requires health boards to provide a Named Person for each child of pre-school age and for local authorities to provide one for each child of school age. The purpose of the Named Person is to ensure the wellbeing of each child under their care and to provide a single point of contact for children and their families to assist them with problems or to access services.

Part 5 Child’s Plan
This area of the Bill requires that if there are significant concerns about a child’s wellbeing the responsible authority must create a Child’s Plan. The Child’s Plan will contain a statement of need and detail the targeted intervention required.

Part 6 Early Learning and Childcare
This area of the Bill sets out the need for each education authority to provide a mandatory 600 hours of early learning and childcare for each preschool child aged 2 or over living in its area (2 year olds must meet certain criteria for a free place)
GUIDANCE DOCUMENTS

- Building the Ambition 2014
- National Play Strategy 2013
- National Parenting Strategy 2012
- Pre- Birth to 3 - 2010
- Curriculum for Excellence 2008
- Child at the Centre 2 2008

Local guidance
CFE outdoors

SETTING THE TABLE: nutritional and food guidance (2014)

Physical Activity Guidelines British Heart Foundation (BHF)
Growing Up In Scotland (GUS)

• Growing Up in Scotland (GUS) is a large-scale longitudinal research project, tracking the lives of several cohorts of Scottish children from the early years, through childhood and beyond.

• The findings of this research have been hugely helpful in developing practitioners understanding of the lives of young children and their role in helping and supporting them and their families.
Pre-Birth to Three - 4 key principles

Rights of the child
Children as individuals, listening to their views, agencies working together to help children and families

Respect
Valuing diversity, respecting children’s values and experiences, ensuring fairness, equality and opportunity, understanding UNCRC

Responsive Care
Knowing and accepting each child, being observant and understanding their needs, being flexible and giving time, basically being ‘tuned into’ the child.

Relationships
Affectionate relationships, anchored attention and playing alongside children, effective partnerships, essential to health and wellbeing and impacts on future life chances
Early Learning and Childcare
From “pre-school education” to “early learning and childcare”.

• Removes artificial divide between pre-school for 3 and 4 year olds and childcare for 0–3 year olds, or, pre-school and wrap around care for 3 and 4 year olds.

• Most staff would not see themselves as purely offering “pre-school education” without offering “childcare” and vice versa.

• The terminology “early learning and childcare” is more inclusive and better reflects what we are aspiring to in Scotland.

• It does not mean a dilution in quality or status. It aims to be innovative and sector leading.
Services for young children need to…..

• Be child-centred, acknowledge children’s views and actively involve children in meaningful ways in everyday decisions in the ELCC setting.

• Offer a nurturing and caring environment.

• Provide appropriate spaces to play and learn with a range of possibilities for children to develop their present and future potential.

• Be responsive to children’s changeable interests and demands
• Age alone is not the predetermining factor in children’s development

• Each child will progress in their own way and at their own rate

• Progression is often uneven over time and across different aspects of development
Building The Ambition – the principal drivers of early development and learning

• Wellbeing

• Communication

• Curiosity, inquiry and creativity
**So what should a practitioner do?**

- Be aware of environment; be flexible in offering choices and carefully select resources which capture interest
- Have in mind what individual children’s current interest may be and provide props and spaces both inside and outside
- Step in to conversations and play situations to ask a probing question, such as: *What do you think would happen if...* and then know the moment to stand back to allow children to find out for themselves.
- Give children unspoken acknowledgement by smiling, nodding in approval. Give quiet unassuming support
- Encourage deeper levels of engagement... and ask questions such as I wonder if... to help children to work out their own theories