



Developing Every Child's Potential



# The Nurturing Childhoods Accreditation

The Setting Based Accreditation for Early Years

# Message from Dr Kathryn Peckham, Founder of Nurturing Childhoods

"The most valuable gift you can give a child is to know the experiences they need. And to understand how you can offer them."

I have had the great pleasure of working in the early years for many years. Managing settings, consulting with nurseries and schools and supporting students through every level of study. Professional development and reflective practice have then always been of great importance to me. Both in my own continually evolving understanding, and when supporting students, educators, and seasoned professionals.

But working in the early years, it can often feel like there isn't enough time, money or resources to do many of the things that we would love to do. It is all too easy to pick up a catalogue of amazing glossy images and wish for greater budgets; or to look at a room of toddlers running around like crazy and wish for more staff.

But we also know the fun that can be had with a bag of pinecones or some egg boxes. And how an effective environment with an engaged practitioner can be more absorbing to a room full of toddlers than any delivery you had last week. Children are amazing bundles of delight and possibility - yep, even the over tired and hungry ones. They are full of emotions and expectations; driven to know and understand. But they need to be stimulated, they need to feel a sense of security and well-being and they need to experience an element of autonomy and control. But then, don't we all?

Throughout my years of managing nurseries and advising schools and settings, I have seen some amazing practice. But where practice has been limited, this has tended to be from a lack of understanding of what effective practice really means. Or a loss of courage – or opportunity – to put it into action.

Professional development will always involve a commitment of time, effort and resources. And to see the impact of any development takes the support and collaboration of everyone involved. Rarely will any one individual manage to bring about great change by themselves. Everyone needs to know why that change is required, to understand the impact it is likely to have and to be supported in bringing about the changes required.

So, when I designed the Nurturing Childhoods Accreditation, I wanted to embrace a different way forward.

Nurturing Childhoods then offers you a whole new approach to CPD that is tailored to the needs of your setting, and the children and families you work with. Allowing the actions to come from it, to make a tangible difference to the outcomes and experiences of the children in your care.



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“Childhood is a finite period full of experiences and potential. With every experience triggering reactions deep within a child’s developing brain, informing the person they will become.”

I am then thrilled to be sharing the Nurturing Childhoods Accreditation with you, and welcoming you as you begin your journey to becoming a Nurturing Childhoods Setting.

# INTRODUCTION

## Welcome to the Nurturing Childhoods Accreditation

Unique in a number of key ways ~ So get ready to take your setting based CPD to a whole new level.

**The Nurturing Childhoods Accreditation is designed around an action-research model**

As a staff team, development will consistently build and develop over time, with the impact of this development directly reflected on the experiences and outcomes of your children. This really does take CPD to a different level, and you can read more about how this works on page 6.

**All your materials and talks are available online**

This includes interactive, pre-recorded training sessions, and all the documentation you need to structure effective progress. This means you can schedule CPD for the time that suites you. You can experience it as a staff team, while in the place where you want change to happen. And it allows for sections to be revisited when you need extra clarification. Or to be viewed by those who missed a training session. Read more on page 7 and 9.

**The Department For Educations Teachers' Professional Development Standards**

As with all Nurturing Childhoods CPD, the accreditation embraces the Department For Educations Teachers' Professional Development Standards as a bench mark for all its content. We are less aware of these standards in the early years – but no less deserving of them. You can read all about these on page 8.



What everyone working with children should know



The Secure Child



The Happy Child



The Learning Child

**The Nurturing Childhoods Accreditation has accompanying talks and materials for parents**

This is the only accreditation with an accompanying set of talks and materials available for your parents. This means that the practices you and your staff team are trying to implement can be understood and embraced by your parents too. So, you really feel like you are working together, with children at the centre – rather than any other external demands. And you can read more about this on page 10.

**4**

# The Structure of The Nurturing Childhood Accreditation

Designed over three levels of accreditation, that look to Create Nurturing Childhoods, Develop Nurturing Childhoods and Embed Nurturing Childhoods.

Now that you have begun to Create Nurturing Childhoods, you have five years to complete the full programme and become a fully Embedded Nurturing Childhoods Setting.

Each level takes 12 months of focused CPD, reflection and actions to complete, with all the materials, support and guidance your setting will need. You can do these one after the other, and complete in three years, or give yourselves additional time should you need to.

All with the level of support and guidance that is right for your setting. Seeing you all the way through to preparing your portfolios of evidence and getting ready for your site visit.



Level	12 interactive sessions of CPD	Pre-recorded talks	Supporting materials	Customisable Action Plans
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**Creating  
Nurturing  
Childhoods**



**Developing  
Nurturing  
Childhoods**



**Embedding  
Nurturing  
Childhoods**



## THREE PROGRESSIVE LEVELS OF ACCREDITATION;

Creating Nurturing Childhoods

Developing Nurturing Childhoods

Embedding Nurturing Childhoods

# The Modules

Exploring the four modules underpinning the accreditation



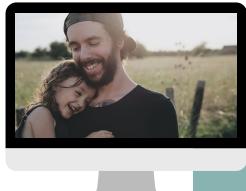
## What everyone working with children should know

Whether caring your first child, or managing a busy nursery of 126 toddlers, caring for other people's children can be both an exciting and terrifying prospect, in equal measures.

While no two children are the same, nor two days with them, this module will support your practice with trusted, knowledgeable advice. Allowing you to make informed decisions and carry out consistent techniques with confidence.

**Through the sessions contained from this module you will reflect on –**

What kind of setting are we? What is our ethos? What do we stand by? What do we consider important?



## The Secure Child

Managing emotions and behaviour is a daily occurrence when working with young children. Experienced positively and negatively, learning to manage these feelings is part of life.

Felt at the right time, and to the right extent, emotions are a natural, healthy, and necessary part of growing up that we want children to experience. The trouble comes when these emotions are not being well managed

**Through the sessions contained from this module you will reflect on –**

Why children behave the way they do? How to manage great upsets? How to manage emotional meltdowns?



## The Happy Child

We all want children to be happy, confident and resilient, but for some this can be more difficult. For children who can often feel powerless, any loss of control can only add to this.

Stressful events will always be a part of life, but feelings of guilt or anxiety only add to this. And with their happiness deeply connected to those around them, we need to be mindful of children's wellbeing, and everything we can do to support the long-term effects of it.

**Through the sessions contained from this module you will reflect on –**

How to look after children's happiness and well-being. The simple things that make a real difference.



## The Learning Child

It can be difficult managing expectations of children's learning. Whether this is concern for Early Learning Goals or unrealistic expectations of what is right for a particular child.

But of course, children need little encouragement to learn – they have been compelled to do it since before they were born. The trouble comes when our focus is on something different to what they want to be learning.

**Through the sessions contained from this module you will reflect on –**

What learning should mean in the early years? How we can draw focus back where it belongs?

# Designed around an Action-Research Model

To effectively support the knowledge and understanding of your team, it needs to be driven by the specific needs of it. Especially if you want this to have any lasting effect, or impact on practice. To do this, the Nurturing Childhoods Accreditation follows a setting-based action-research model.

This means that the structure and content of each module is tailored through discussions with the full staff team that will be using them. And from these discussions, focused reflections are used to generate the plans of action to be carried forward.

At the beginning and end of each session, Pre- and Post-session sheets will support this process. Before feeding into customisable action plans, carefully designed to structure your development in ways that will have direct impact on practice.

Because every practitioner is instrumental within this process, a sense of ownership and motivation is retained by those implementing the change. It also allows any work you do to be rooted in the specific needs of the children it is designed to support.

Driven and personalised by the management teams within your setting, its implementation can be monitored; progress is driven by the reflections it prompts; and it is your strengths and areas for improvement that are used to target what will be highly effective professional development.

All of which is focused on the impact these changes are having on the child experience. They are then reflected upon in developing portfolios and reviewed through the assessment process.

This cyclical process, once combined with the tailored focus and development of the team,

translates into realised improvements that consistently develop in line with the settings needs and requirements.

01

## Pre-Session Sheet

Reflections on current practice and areas of strength or concern to be considered.

02

## Interactive Delivery

A pre-recorded talk steeped in expert knowledge and opportunities to question and debate.

03

## Post-Session Sheet

Reflections on the learning to come from the module and particular areas to take forward.

04

## Action Plans

Tailored action plans and SMART targets that you are supported to create as a team.

As you reflect on your progress and the impact you are having on the experiences of the children,

05

## Assessment

A formative process of reflection and celebration, centred on the child experience and outcomes.

a portfolio of structured evidence is gathered and considered as you progress through the course of each year.

# Materials to support your progress

Within each level you receive 12 training modules; complete with a pre-recorded training course, Pre- and Post-Session reflection sheets, Action Plans, and checklists.

Together, this package of materials offers you 12 months of continuous professional development. All designed to focus your practice and understanding on the holistic needs of your children and your setting. And as it is rooted in an action-research approach, supporting you as you realise effective and lasting change.



## Interactive Delivery

Each module centres around a pre-recorded talk steeped in all the **knowledge, understanding and support** you will need, along with opportunities to discuss, ponder and question. To support this process, you also receive a package of materials.

Each session has a Pre-Session Sheet detailing the objectives and learning points of the session. It will ask questions of current practice, and establish existing levels of knowledge and understanding. As well as allowing misconceptions or negative attitudes to be considered.

By directing focused reflection to current practice, this process is designed to help you consider your strengths and required developments as a staff team, while the content of the module is fresh in your minds. It will allow you to collaborate and to challenge the expert advice given, and consider what further actions it might suggest. This enables you to identify key areas of desired progression, with the motivation and ownership required to achieve it. This will include -

- What is working well
- What changes could improve children's experiences
- Plans for change

## Pre- and Post-Session Sheets

These discussions will then filter into your Action Plans, providing structure, detail and suggestions to drive your reflective improvements forward. Leaving you with a set of things to consider, changes to make, AND a place to reflect on the impact this is having on the children. It will also allow for ownership to be taken, ready to filter into individual CPD portfolios.

## Action Plans

- Tasks required
- Requirements – time, resources
- Ownership
- Measures (what will success look like?)
- Time frames



# The DfE Professional Development Standards

The Department for Education (England) suggests that effective teaching requires considerable knowledge and skill, which should be developed as a teachers' career progresses. They suggest that,

This requires high-quality professional development, steeped in rigorous scholarship.  
It requires professionals who want to continually develop and support each other. And it requires reflective improvements with intended outcomes and evaluation so that children benefit from the best possible practice.  
**Department for Education, 2016**

**Nurturing Childhoods believes that children, in their early years, and those working with them deserve no less.**

This requires that any CPD has a focus on improving children's outcomes; that it is underpinned by robust evidence and expertise; it includes collaboration and challenge, is sustained over time and is prioritised by the leadership team.

**1**  
Professional development should have a focus on improving and evaluating pupil outcomes.  
This accreditation is subject to ongoing evaluation in line with the DfE Teachers Professional Standards

**2**  
Professional development should be underpinned by robust evidence and expertise.  
This accreditation is subject to ongoing evaluation in line with the DfE Teachers Professional Standards

**3**  
Professional development should include collaboration and expert challenge.  
This accreditation is subject to ongoing evaluation in line with the DfE Teachers Professional Standards

**4**  
Professional development programmes should be sustained over time.  
This accreditation is subject to ongoing evaluation in line with the DfE Teachers Professional Standards

**5**  
Professional development must be prioritised by the leadership team.  
This accreditation is subject to ongoing evaluation in line with the DfE Teachers Professional Standards

**All Nurturing Childhoods courses are underpinned by the DfE Professional Development Standards.**

These standards are discussed through focused reflections at the beginning of each session. And used to tailor its content, reflections and collaborations.

This allows ownership to be retained by those implementing change, ensuring it is rooted in the specific needs of the children it is designed to support.

While being sure that professional development is steeped in robust evidence and expertise.

And with its ongoing and inclusive design, can be sustained over time.

Time to  
Reflect

# How you can manage your CPD sessions

Each level of the Nurturing Childhoods Accreditation consists of twelve training sessions, designed to offer one year of professional development, reflection and action. These are to be scheduled to suit the needs of the setting, but monthly progression is advised to allow time for thought, assimilation and the required actions to be taken. Driven by the manager or leadership teams to illustrate full commitment to the process (Standard 5).

Each month, introduce your next module in a full staff meeting. As you discuss the learning intentions, complete the Pre-session sheet designed for that module together. Once you are ready, play the pre-recorded talk, mindful of all the "Time to reflect" moments where you can pause the recording and talk about the issues or questions that have been raised.

Each well-referenced and informative module addresses a specific focus, and is rooted in pedagogical content and knowledge. Underpinned by child development theory and practical application (Standard 2), they are focused on the care and education of children in the early years. And they are designed to build month on month, and year on year as knowledge, understanding and practice grows (Standard 4).

Designed to be watched as a staff team, even if it has an older (preschool) or younger (babies) feel for the following reasons...

- The practice being implemented can be reflected across the setting
- Parents can ask any member of staff about practice in other rooms
- Everyone can benefit from the combined thinking and learning available

Following the talk, complete the Post-session sheet together before deciding on the actions, activities and tasks that you will take forward. These can follow a whole setting approach, a room focus or target a particular age group as needed, driven by the staff members that require or request this area of development (Standard 3).

But every setting is different. For some, certain areas of practice will be more securely embedded than others. While other settings may need to focus on their environment, or interactions may require more immediate attention. Some staff will have greater interest in developing certain ideas. Where others may need additional support to embed core practices.

## Ready to match the requirements of the setting as interest and need dictate.

All of this allows for a setting to take true ownership of the process and for the leadership team to direct progress in line with their desired outcomes.

It also allows for the outcomes being realised to be rooted in the individual needs of the children and families attending, and for maximum impact on the child experience (Standard 1).

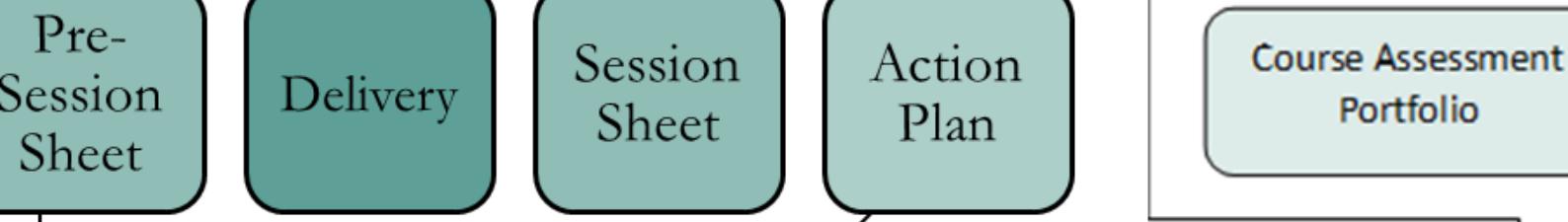
Flexibility to spend longer on some modules than others.

To choose the order the modules are covered.

And the ownership that is given.

All in the hands of the staff teams.

And don't forget, As portfolios of evidence build over the course of the year, you can feed this into individual CPD requirements to support staff progression and appraisals..



# The only accreditation with accompanying talks for parents

The accreditation also mirrors the content and format of the Nurturing Childhoods parenting courses, at every level. Making it the only accreditation with an accompanying set of talks and materials for your parents.

This means that the practices you and your staff team are trying to implement can be understood and embraced by your parents. So, you really feel like you are working together, with children at the centre – rather than any other external demands.

**"Offering the key adults within every child's life the Knowledge, Understanding and Support required to nurture and develop every child's full potential."**

Each session is structured using the same format of **Introduction; Knowledge; Understanding and Support** familiar throughout the Nurturing Childhoods format, whether written for families, nurseries or schools. With the suggestions of support being firmly rooted in the knowledge and understanding established through the preceding sections.



## What everyone working with children should know

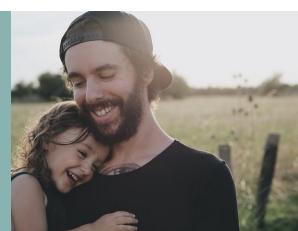
Including...

- Reflective practice and making changes
- Playing with children
- The importance of early communication
- Time to get physical

## The Secure Child

Including...

- Understanding children's emotions
- Helping children to manage their emotions
- Understanding children's behaviour
- Managing children's behaviour



## The Happy Child

Including...

- Helping children to feel competent, confident and worthy
- Developing children's social skills

## The Learning Child

Including...

- Supporting all of children's learning... from day one.
- What this really means in the early years





# NOTES

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# MOVING FORWARD

Once you are ready to begin your journey to becoming a Nurturing Childhoods Accredited setting, contact Nurturing Childhoods. By using the contact details below, you can also find additional CPD support. And of course, the online suite of materials for your parents.



Thank you for your continued support in our efforts to offer Nurturing Childhoods to all children.

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