

Positive Relationships



Children learn to be strong and independent from a base of loving and secure relationships with parents and / or a key person. "Attachment" is key to young children's emotional health and their strongest and enduring close relationships within their family" (Lindon J, 'What does it mean to be two?' pg. 2)

When the child is left in the care of practitioners it is crucial that they are able to make close relationships with their childminder or Key Person.

The key person role is essential in working in partnership with parents / carers and seeing the child through their eyes. This is particularly important when supporting two-year-olds who may be attending a 'group provision' for the first time. Home visits are a great way of supporting this important understanding.



*How do you continually engage with parents to gain and share information?
What do you currently do to obtain parents' views?*



When assigning a child, a key person it is important to consider their best interests, i.e. have they bonded with a particular practitioner?

*How flexible is your key person allocation?
Is it based on the convenience of the setting, or the needs of the individual child?*

Children need help to feel secure within an early years environment and develop a secure attachment with their key person.

To achieve this, two-year-olds need: quality time with their key person, a consistent routine and meaningful shared experiences.

What systems do you currently have in place to enable close bonds and secure attachments to develop?



By knowing their key children well practitioners will learn about their individual interests, character, as well as how they express their feelings and make their needs known.

How well do you know your key children?

What makes them tick?

What are their fascinations and interests? What makes them laugh?

Is there a special word associated with their comfort item?

Two-year-olds have a lot of capabilities, as a practitioner it is important to plan for the things that they can do, rather than the things that they cannot yet do, thereby supporting their developing independence.

When going outside do you encourage children to consider the appropriate clothing / footwear and give them time to practice putting on and fastening their own clothing / footwear?





Developing a good understanding of each two-year-old, as well as drawing upon the knowledge of their parents and other professionals, will enable practitioners to confidently complete the EYFS Progress Check at Age Two.

What systems do you currently have in place for working with other professionals?