

Emotional Environment Audit

Consider your setting's provision in terms of the emotional environment.

You may wish to use these questions as the basis of a staff discussion.

	strength	need to develop
Do the key persons make time to build secure attachments with their key children?		
Do all the children and their parents /carers feel welcome in the setting?		
Is every child and their parent/carer greeted as they arrive at the setting?		
Are children supported to separate from their parent/carers and settle in the setting?		
Do the key persons talk regularly with the parent/carers to ensure that a strong parent partnership is developed?		
How does the setting help fathers to feel welcome?		
Are all the children's physical needs met with patience and kindness?		
Do practitioners adapt their routines to meet children's needs?		
As a team do all the practitioners follow a consistent approach and have consistent expectations of themselves and the children?		
Are the behaviour strategies developmentally appropriate for the children in the setting?		
Are the behaviour strategies for the setting arrived at in consultation with the children?		
Are the settings behaviour strategies shared with parent/carers?		
Do practitioners explain to parents why it is important to support emotional development?		
Do practitioners give children strategies to calm down?		
Do practitioners help children to cope with their fears and anxieties?		
Do practitioners support children to explore and consider the needs and feelings of others?		
Do practitioners make time and opportunities for children to explore and discuss their feelings?		
Do practitioners help all children to recognise and name their feelings?		
Do practitioners model good emotional responses to children and other adults in the setting?		
Do practitioners encourage children to explore different ways of expressing their emotions, for example through dance or by using mark making resources to express their emotions pictorially?		
Are boys and girls equally encouraged and supported to explore their emotions?		
Is there an area where children can go to be quiet and alone?		

Are the children aware that they can access the quiet/cosy area at all times?		
Do all children have a place to keep their own possessions?		
Are the resources used developmentally appropriate for the age and stage of the group of children currently at the setting?		
Are books used to support emotional development?		
Do practitioners ask children how they feel about being in the setting and what they would like to change?		
Do practitioners support the development of sharing and turn taking skills?		
Do practitioners know how to respond to discriminatory comments?		
Do practitioners observe and assess children's wellbeing?		
Are there strategies for encouraging 'reluctant' children to express their emotions?		
Do all practitioners feel supported and part of the team?		

Priority areas to address – who can be responsible - timescales