

4Children Conference 10.10.13
Let's talk quality! Making early years quality achievable for all
The Uniqueness of Two-Year-Olds



Helen Moylett

Early Learning Consultancy
 tailored early years training and support
www.earlylearningconsultancy.co.uk

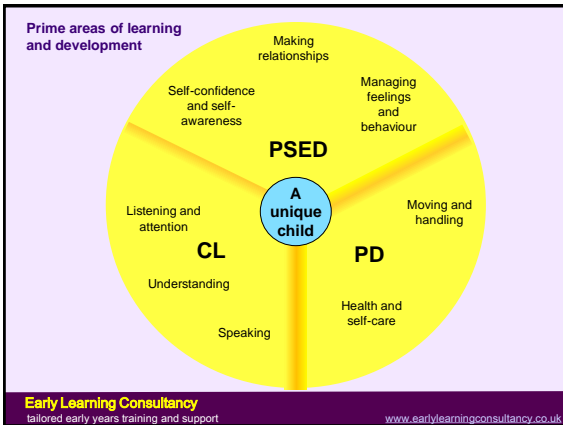
What does it mean to be two years old?



What are the 'big issues' in life?



Early Learning Consultancy
 tailored early years training and support
www.earlylearningconsultancy.co.uk





- Repeated patterns of behaviour
- Communication and Language development
- Physical Development
- Being sociable

Early Learning Consultancy
 tailored early years training and support
www.earlylearningconsultancy.co.uk

Learning to be sociable

When it comes to social development, two-year-olds often get a bad press. We are often told how they cannot share or play together. While there is some truth in this, the picture is actually more complex.
 (Penny Tassoni, Nursery World 11.02.13)



Early Learning Consultancy
 tailored early years training and support
www.earlylearningconsultancy.co.uk

Living in the moment

Two-year-olds are impulsive.....! see, I want, I take!

This is developmental not immoral



Early Learning Consultancy
 tailored early years training and support
www.earlylearningconsultancy.co.uk

The Property Laws of the Toddler

- If I like it, it's **mine**.
- If it's in my hand, it's **mine**.
- If I can take it from you, it's **mine**.
- If it's **mine** it must never appear to be yours in any way.
- If I had it a little while ago, it's **mine**.
- If I'm doing or building something, all the pieces are **mine**.
- If it looks just like **mine**, it's **mine**.
- If I think it's **mine**, it's **mine**.

(From Lindon 2012 with thanks to Windham Parent-toddler Drop in)

Early Learning Consultancy

tailored early years training and support

www.earlylearningconsultancy.co.uk

Learning and development : rooted in relationship



Early Learning Consultancy

tailored early years training and support

www.earlylearningconsultancy.co.uk

Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.

EYFS, Supporting Learning Card 2.3



Early Learning Consultancy

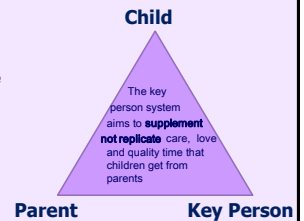
tailored early years training and support

www.earlylearningconsultancy.co.uk

Key person – the bridge

Parents provide:

- Emotional availability (love, responsiveness)
- Engagement (one-to-one time)
- Accessibility (occupied but available)
- Responsibility (everyday care and welfare)



Early Learning Consultancy

tailored early years training and support

www.earlylearningconsultancy.co.uk

Behaviour is a form of communication

Children often learn responses we did not intend to teach, for example:

- You get more attention if you behave inappropriately.
- You get what you want if you are bigger or louder than others.
- Sharing is about giving something away that you are playing with.
- Adults are always on someone else's side when things go wrong.

Early Learning Consultancy

tailored early years training and support

www.earlylearningconsultancy.co.uk

Realistic expectations and lots of support

- Sharing nicely? → Plenty of resources
- Conflict ? → model the body language and words of conflict resolution



Early Learning Consultancy

tailored early years training and support

www.earlylearningconsultancy.co.uk

Conflict resolution – the High Scope approach

- Get close and communicate calm
- Acknowledge feelings and label them – ‘You look cross, sad’ etc
- Gather information using open ended questions – ‘What’s happened?’ **Not** ‘Who started it?’ or ‘Why did you..?’
- Make it a problem that needs solving together eg ‘We have a problem here’
- Restate the problem
- Ask for solutions with aim of choosing one together
- Possibly make a suggestion
- Be prepared to give follow up support

Early Learning Consultancy
tailored early years training and support

www.earlylearningconsultancy.co.uk

Skye at nursery :

Sharing, conflict and the development of friendships



Early Learning Consultancy
tailored early years training and support

www.earlylearningconsultancy.co.uk

A good place to be Two



Developing a quality environment, indoors and out

© 2013 by Community Products (UK) Ltd

Planning *for* child-initiated activities

Enabling
Environments

- Open-ended, accessible resources
- Reflecting children’s current interests
- Flexible spaces
- Quiet spaces
- Both familiar and new, unusual resources
- Flexible routines
- Opportunities to revisit

Early Learning Consultancy
tailored early years training and support

www.earlylearningconsultancy.co.uk

What might a two year old want to say ?

- Do you still like me whatever I have done today?
- I am mobile, so let me use my skills on the move and outdoors.
- I like a chat, so please be patient while I get my thoughts in order.
- You might not understand everything I say.
- Sometimes your words don’t make sense to me – try again more simply or show me.
- I like people to join in my play – that includes you.
- Sometimes I really want to do it myself but some of my self-care skills are a long term joint project.
- I like you to be my safety net, but I also need adventures.
- I need to know a cuddle is on offer whenever I want one.
- Do you keep me in your mind when we are apart?

Slightly adapted from : Lindon (2012) ‘What does it mean to be two?’

Early Learning Consultancy
tailored early years training and support

www.earlylearningconsultancy.co.uk