



Settings Checklist

Observations	Examples	HGIOELC	GIRFEC	Birth - 3
Evidence of children having agency and having their voices heard. UNCRC Articles: 12 and 13	Quiet space to regulate emotions. Child led activities. Focus on process, not the end product. Children involved in policies, aims and values.	1.1 1.2,1.3 2.4 3.1, 3.3	Respected Included Responsible	To be consulted with and have their views and opinions heard and acted upon. To have opportunities to be actively involved in decision making. To be involved in daily planning, including planning for transitions.
Diversity is valued and shown in approach to children within the setting. UNCRC Articles: 2, 3, 29 and 30	Recognising uniqueness and individuality in development and potential. Resources of different cultures/backgrounds/abilities/family.	2.4, 2.5 3.1, 3.3	Included Respected	To value diversity in language, ethnic background, faith and family circumstances. To be treated as individuals and have their individual needs / preferences met. To develop a positive sense of self and feel good about themselves.
Inter-agency partnership working. UNCRC Articles: 3, 6 and 23	Working in collaboration with agencies (such as SW, P2B, schools/ EY settings). Partnership working with local community. Support for development.	1.1, 1.3 2.1, 2.6, 2.7	Healthy Safe Included	To ensure their rights are protected and promoted. To be treated as individuals and have their individual needs / preferences met. To have opportunities to be actively involved in decision making.

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Variety of stimulating and challenging spaces and experiences that use a holistic approach. UNCRC Articles: 28, 29 and 31	Wellbeing resources. Flexible routines. Open ended resources and questions. Risky play opportunities. Responsive and intentional experiences.	2.2, 2.4 3.1, 3.2, 3.3	Active Achieving	To grow in confidence and be supported to work through new experiences, challenges and conflict. To explore, experiment, and try out new things indoors and out. To develop an awareness about what they know and can do through play.
Best interest of all children including evidence of parental engagement. UNCRC Articles: 3, 5, 12, 29, and 30	Modelling positive behaviour. Learning at home. Participation in setting. Support for those requiring it. Continuity in boundaries, with freedom within. Partnership working with parents and carers in planning and development.	1.1, 1.2, 1.3 2.5, 2.6, 2.7	Nurtured Included	To be consulted with and have their views and opinions heard and acted upon. To ensure their rights are protected and promoted. To be treated as individuals and have their individual needs / preferences met.
Positive relationships/attachments between children and adults UNCRC Articles: 3 and 6	Listening with eyes and ears. Mutual respect between adults and children. Warm, responsive, loving nurturing and consistent relationships.	2.1, 2.7	Nurtured Safe Healthy	To feel welcomed into a warm, friendly and familiar environment. To thrive and be nurtured by loving adults who promote their learning and development.
Evidence of Children's rights promotion and awareness (by children and adults). UNCRC Articles: 1, 12, 13, 24, 29, 30 and 31	Promoting independence (with support). Children's experiences are appropriate to individual needs. Environmental awareness and care.	2.2, 2.3 3.1	Respected Included Responsible	To feel included, appreciated and valued as an individual. To feel safe, secure and loved. To have their opportunity needs, feelings and preferences acknowledged and respected.

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	Practitioners help children to understand their rights and are supported in doing this.			
Evidence of setting values of dignity, love, trust and kindness in approach with children. UNCRC Articles: 16, 23 and 28	Private areas for changing. Disabled access to all experiences. Promotion of 'self – discipline' with support. Children are spoken to respectfully and with kindness.	1.5 2.1, 2.4, 2.5 3.1	Respected Included	To feel included, appreciated and valued as an individual. To be treated as individuals and have their individual needs / preferences met. To feel safe, secure and loved.
Positive transition experiences. UNCRC Articles: 12, 13 and 29	Transitions are child led, well prepared and with collaboration of adults, including parents, particularly for vertical transitions. Continuity from adults for horizontal transitions. Support for all children during transitions, including those who will not be moving room/setting.	2.3, 2.6	Included Responsible	To be involved in daily and individual routines. To be involved in daily planning, including planning for transitions. To feel safe, secure and loved.

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