



Emotional well-being in the environment

Lles emosiynol yn yr amgylchedd

The ideas and inspiration below features the practice and work of members of the project team.

For more information to help you explore and reflect further see our section on creating effective spaces.

Entrances and exits

Cyflwyno adnoddau penagored



Claire Chapman has looked at the entrance to her setting and involved the children in her care to add points of interest and triggers for talk. Claire explained, 'we have introduced shells and bird feeders to attract the birds at the front of our house. The children have been involved in making the bird feeders and they also made some to take home.'

Mae Claire Chapman wedi edrych ar fynedfa ei lleoliad ac wedi cynnwys y plant yn ei gofal i ychwanegu pwyntiau o ddiddordeb a sbardunau ar gyfer siarad. Esboniodd Claire, 'rydym wedi cyflwyno cregyn a bwydwyr adar i ddenu adar o flaen ein tŷ. Mae'r plant wedi bod yn rhan o wneud y bwydwyr adar ac fe wnaethant hefyd wneud rhai i fynd adref.'



Tracey Touhig has also developed the entrance to her setting. She developed a transitional area with some favourite resources for each child. Tracey shared 'There was a particular child, who adores one particular doll, so I placed this doll in this transition area. Wow did I have a reaction! It melted my heart she ran past me, grabbed the doll and said, 'You have waited for me.' My findings from developing this space have been so positive. While I am talking to parents at drop off and collection the children have been playing and exploring.'

Mae Tracey Touhig hefyd wedi datblygu mynedfa ei lleoliad. Datblygodd ardal drawsnewidiol gyda rhai hoff adnoddau ar gyfer pob plentyn. Rhannodd Tracey 'Roedd yna blentyn penodol, sy'n gwirioni ar un ddol benodol, felly gosodais y ddol hon yn yr ardal drawsnewidiol hon. Waw ges i ymateb! Toddodd fy nghalon iddi redeg heibio i fi, cael gafael ar y ddol a dweud, 'Rwyt ti wedi aros amdana i.' Mae fy nghanfyddiadau o ddatblygu'r lle hwn wedi bod mor gadarnhaol. Tra dwi'n siarad â rhieni wrth ollwng a chasglu plant mae'r plant wedi bod yn chwarae ac yn archwilio.'



While Tracey does have a narrow entrance area into her home, it hasn't stopped her from continuing to develop this space and add an ever-changing display system, mounted onto the fence. It offers space to add herbs and flowers as well as other relevant resources to capture children's interest on the way in. It's also just at the right height for children to explore. Upcycling objects is always a great way to add interest, often with no financial cost involved.

Er bod gan Tracey fynedfa gul i'w chartref, nid yw wedi ei hatal rhag parhau i ddatblygu'r lle hwn ac ychwanegu system arddangos sy'n newid yn barhaus, wedi'i gosod ar y ffens. Mae'n cynnig lle i ychwanegu perlaysiau a blodau ynghyd ag adnoddau perthnasol eraill i ddal diddordeb plant ar y ffordd i mewn. Mae hefyd ar yr uchder cywir i blant ei archwilio. Mae uwchgylchu gwrthrychau bob amser yn ffordd wych o ychwanegu diddordeb, yn aml heb unrhyw gost ariannol.



Alison Sussex also shared what she does to support in this area. 'We have collected large pebbles from our walk by the river. I've stuck each child's name on a pebble and placed them by my entrance door. When the children arrive, they can find their name and place the pebble in the basket by the coat hooks. This is a positive way for a child to recognise their name whilst also feeling a sense of inclusion that their name is on a pebble at my setting.'

I have also printed and laminated a colourful welcome sign for both the outside and inside of my entrance door. I have also made and laminated a picture of a house with empty windows and laminated photos of each child who attends. I have put this up in my cloakroom so when children arrive, they find their photo and put it into the house. Children love doing this when they arrive and look to see who else is in the house with them. This activity enables children to feel a sense of belonging as it allows them to visualise themselves in my setting with their friends.'

Rhannodd Alison Sussex hefyd yr hyn y mae'n ei wneud i gefnogi yn y maes hwn. 'Rydyn ni wedi casglu cerrig mân o'n taith gerdded ger yr afon. Rydw i wedi rhoi enw pob plentyn ar garreg a'u gosod wrth fy nrws mynediad. Pan fydd y plant yn cyrraedd, gallant ddod o hyd i'w henw a gosod y garreg yn y fasedd wrth y bachau cotiau. Mae hon yn ffordd gadarnhaol i blentyn gydnabod ei enw tra hefyd yn teimlo ymdeimlad o gynhwysiant bod ei enw ar garreg yn fy lleoliad.'

Rwyf hefyd wedi argraffu a lamineiddio arwydd croeso lliwgar ar gyfer y tu allan a'r tu mewn i'm drws mynediad. Rwyf hefyd wedi gwneud a lamineiddio llun o dŷ gyda ffenestri gwag a lluniau sydd wedi'u lamineiddio o bob plentyn sy'n mynychu. Rwyf wedi rhoi hwn i fyny yn fy ystafell gotiau felly pan fydd plant yn cyrraedd, maen nhw'n dod o hyd i'w llun a'i roi yn y tŷ. Mae plant wrth eu bodd yn gwneud hyn pan fyddant yn cyrraedd ac yn edrych i weld pwy arall sydd yn y tŷ gyda nhw. Mae'r gweithgaredd hwn yn galluogi plant i deimlo ymdeimlad o berthyn gan ei fod yn caniatáu iddynt ddelweddu eu hunain yn fy lleoliad gyda'u ffrindiau.'



Alison also uses transitional objects carefully within her setting. She shared that 'children have their own tub with their special teddy/blanket/dummy in. We get them at sleep/rest time or if someone is sad or hurt themselves.'

Mae Alison hefyd yn defnyddio gwrthrychau trawsnewidiol yn ofalus o fewn ei lleoliad. Rhannodd fod 'plant yn cael eu twb eu hunain gyda'u tedi/blanced/dymi arbennig. Rydyn ni'n eu cael amser cysgu/gorffwys neu os yw rhywun yn drist neu'n brifo'i hun.'

Belonging

Perthyn



Amanda Calloway shared that one of her main aims for the children in her care to feel like her house is an extension of their own home. She has measures in place to ensure strong connections between home and the setting. Amanda said 'For example, when children first start, I request photos of anyone or anything that means something to the child. I receive all-sorts ranging from immediate and extended family members to pets and comfort items. These photos are printed and made into little photo albums for the children to access whenever they want. This helps enormously when children are learning to talk as it helps me to know the difference between Nan/ Granny/ Nain etc. One of my current little ones has a new sibling at home whom he is very proud of. Parents provide me with plenty of photos for the child's album and so he was able to get me to understand who he was talking about before he could vocalise his little brother's name.'

Many years ago, one of my children asked why he wasn't in the family photos and collages I have around my house. This really made me reflect on the fact that in his little mind he was part of our family so he couldn't understand why he wasn't in our pictures. Since then, I have picked up photo frames from charity shops and they are filled with a mixture of my family and the current children in my care. This means they are accessible for the children to see when I am working but can be stored away when I am not.

Something else I've tried recently which has been an enormous success is adding wooden houses with actual photos of the children's houses to our small world play. The children have totally embraced this extra connection from home and listening to their imaginative stories as they play is fabulous.'

Rhannodd Amanda Calloway mai un o'i phrif nodau yw i'r plant yn ei gofal deimlo bod ei thŷ yn estyniad o'u cartref eu hunain. Mae ganddi fesurau ar waith i sicrhau cysylltiadau cryf rhwng y cartref a'r lleoliad. Dywedodd Amanda 'Er enghraifft, pan fydd plant yn dod ataf gyntaf, rwy'n gofyn am luniau o unrhyw un neu unrhyw beth sy'n golygu rhywbeth i'r plentyn. Rwy'n derbyn pob math o beth yn amrywio o aelodau teulu agos ac estynedig i anifeiliaid anwes ac eitemau cysur. Mae'r lluniau hyn yn cael eu hargraffu a'u gwneud yn albymau lluniau bach i'r plant eu cyrchu pryd bynnag maen nhw eisiau. Mae hyn yn help enfawr pan fydd plant yn dysgu siarad gan ei fod yn fy helpu i wybod y gwahaniaeth rhwng Nan/Granny/Nain ac ati. Mae gan un o fy rhai bach presennol frawd newydd gartref y mae'n falch iawn ohono. Mae rhieni'n darparu digon o luniau i fi ar gyfer albwm y plentyn ac felly roeddwn i'n gallu deall pwy roedd yn siarad amdano cyn y gallai leisio enw ei frawd bach.'

'Flynyddoedd lawer yn ôl, gofynnodd un o fy mhlant pam nad oedd ef yn y lluniau teulu a gludweithiau sydd gennyf o amgylch fy nhŷ. Gwnaeth hyn i fi fyfyrrio ar y ffaith ei fod yn rhan o'n teulu yn ei feddwl bach ef felly ni allai ddeall pam nad oedd yn ein lluniau. Ers hynny, rwyf wedi prynu fframiau lluniau o siopau elusennol ac maent wedi'u llenwi â chymysgedd o fy nheulu a'r plant presennol sydd yn fy ngofal. Mae hyn yn golygu eu bod yn hygyrch i'r plant eu gweld pan rydw i'n gweithio ond gellir eu storio i ffwrdd pan nad ydw i.

Rhywbeth arall rydw i wedi rhoi cynnig arno yn ddiweddar sydd wedi bod yn llwyddiant ysgubol yw ychwanegu tai pren gyda lluniau go iawn o dai'r plant i'n drama fyd bach. Mae'r plant wedi cofleidio'r cysylltiad ychwanegol hwn o gartref yn llwyr ac mae gwranddo ar eu straeon dychmygus wrth iddynt chwarae yn wych.'

Reflect!

Myfyriwch!

- Could you add something small to the front of your setting which might trigger conversations and interest from your families when they arrive?
- Do you have access to items that you could upcycle and use to add or display interesting objects on the way into your setting?
- Go outside and look with fresh eyes at your entrance space. What do children see? What about parents? Does the space reflect your vision for learning? What could you add or change to evolve this important space?
- Do your routines even during transition times reflect your vision?
- Is creating a sense of belonging part of your vision? If it is, how does your environment support it?
- A allech chi ychwanegu rhywbeth bach o flaen eich lleoliad a allai ysgogi sgyrsiau a diddordeb gan eich teuluoedd pan fyddant yn cyrraedd?
- A oes gennych fynediad at eitemau y gallech eu huwchgylchu a'u defnyddio i ychwanegu neu arddangos gwrthrychau diddorol ar y ffordd i'ch lleoliad?
- Ewch y tu allan ac edrych gyda llygaid ffres ar fynedfa eich lle. Beth mae plant yn ei weld? Beth am rieni? A yw'r lle yn adlewyrchu'ch gweledigaeth ar gyfer dysgu? Beth allech chi ei ychwanegu neu ei newid i esblygu'r lle pwysig hwn?
- A yw eich arferion hyd yn oed yn ystod amseroedd trawsnewid yn adlewyrchu'ch gweledigaeth?
- A yw creu ymdeimlad o berthyn yn rhan o'ch gweledigaeth? Os ydyw, sut mae eich amgylchedd yn ei gefnogi?