

Q Card index

Safeguarding

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A clean environment	How safe is your building (1)	Role of the LADO
Accidents and medication	How safe is your building (2)	Role of the DSL
Adverse childhood experiences	How safe is your building (3)	Safeguarding competency framework (1)
Are you listening?	Invacuation	Safeguarding competency framework (2)
Attendance matters	Importance of risk	Safer sleep and SUDI
Contextual safeguarding	Let's reflect - FGM	Signs of safety
Child sexual abuse	Let's reflect - GDPR	The cycle of safe practice - workforce management
Crying babies - at home	Low level concerns	The impact of the pandemic
Crying babies - in your setting	Mitigating risk	Toys and equipment
CSE building resilience (1)	Neglect	Trips and outings
CSE building resilience (2)	Online safety	Under 2's - Safer sleep
Disguised compliance	Prevent	Under 2's - Immobile babies
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Inclusive practice including speech, language and communication (SLC)

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EAL - Supporting a new child	SLC1 – Interaction	SLC3 – Understanding	SLC5 – Speech
EAL - Practitioner's role	Engaging with parent	Engaging with parent	Engaging with parent
Equality and diversity	Environment	Environment	Environment
Identifying speech, language and communication needs	Practitioner's Role	Practitioner's Role	Practitioner's Role
Immigration - understanding terminology	Resources	Resources	Resources
Immigration - recognising need	SLC2 – Attention and listening	SLC4 – Communication and talking	SLC6 – Literacy
Immigration - countering misinformation	Engaging with parent	Engaging with parent	Engaging with parent
Supporting Transitions - Top Tips	Environment	Environment	Environment
	Practitioner's Role	Practitioner's Role	Practitioner's Role
	Resources	Resources	Resources

Healthy living

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[Self regulation](#)

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[Under 2's - Baby weaning - what best practice looks like](#)

[Under 2's - Building relationships](#)

[Under 2's - Quality sleep](#)

[Under 2's Bottle feeding](#)

Leadership and management

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Recruitment and induction

[Childminders - Employing an assistant](#)

[Coaching and mentoring](#)

[Medical needs](#)

[Recruitment - Advertising your vacancy](#)

[Recruitment - Processes and procedures](#)

[Recruitment - What are you looking for?](#)

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Teaching and learning

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[What make your setting unique](#)

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7 Key features of effective practice

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Areas of learning

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[Balance and stillness](#)

[Confident, competent creative movers](#)

[Cross lateral, vestibular system, proprioception and bilateral integration](#)

[Fine motor skills](#)

[Gross motor skills](#)

[Physical literacy](#)

[Risky physical play](#)

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[Tummy time](#)

[Supporting parents with physical play](#)

[Core strength and coordination](#)

[Clothing - am I prepared?](#)

[Sensory play](#)

[Let's reflect - Physical development and activity](#)