



Hello case study

How will our children's communication, language and Literacy bloom and grow through children and parents/carers taking part in the Hello programme at Little Village Nursery

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At little history of why we are taking part in the Hello programme for our children and parents at the Little Village Nursery.

In March 2020 I attended the Hello training, this training will support how our nursery can grow the love of Communication, Language and Literacy throughout the nursery for our children and families .

A little about our Nursery

Little Village Nursery is situated in Wednesfield in the city of Wolverhampton. Our catchment area comes under one of the disadvantaged areas of the city, with high employment and crime.

Our nursery offers places for children aged 2-4 years of age, 15hours per week and they attend either morning or afternoons 5 days per week.

The Hello programme will be offered out to our 2 year children this will cover 40 children every week. When the children move into the three year room, if communication, language and literacy is still needing a little support, staff will carry out the Early Talk Boost programme with them.

When our 2 year children start the nursery, there may be concerns from the Health visitor around speaking and listening, they have failed their 2 year check and referred to speech and language department. Most of our children come into nursery working within 16– 26 months of the Development Matters in the Early Years Foundation Stage. 4 % of the children last term were working within 8-20months in all areas.

Our aims of carrying out the Hello programme

- ◆ For our children and families to have a love of books and reading for the future
- ◆ To engage more parents/carers in children's learning
- ◆ To give all children the excellent start in life that every child is entitled to.
- ◆ For parents and carers to have a clear understanding of why it's important to talk to our children and share books together.
- ◆ For staff to support families in their learning through their teaching and learning
- ◆ To produce home learning resources and family story and song time at nursery
- ◆ To support families of English as an additional Language
- ◆ Support families that are not able to read or write, so that their children get the same outcomes as all children
- ◆ For parents and children to use song and rhymes everyday

Action plan

Action	How will do this	Who will action this	Date to be completed by
To introduce the training programme to the nursery team, to improve their practice in promoting young children's communication, language and literacy development.	<ul style="list-style-type: none"> • Staff training day • Staff to complete the practitioner questionnaire • To look at which section the nursery will start first. • Complete that section with the team • Produce action plan 	Wendy Binder Nursery Manager	3rd February 2020
Review action plan April 2020	<ul style="list-style-type: none"> • Staff training day 	Wendy Binder—Nursery Manager	May 2020
To arrange a parents workshop looking at communication, language and literacy. What do parents understand about children learning development? How can nursery support them?	<ul style="list-style-type: none"> • Produce a leaflet to invite parents into nursery • Session booked in nursery diary and parents named booked in • Share resource with parents/ carers that will support children at home 	Wendy binder—Nursery Manager Key people staff	March 2020
For children and parents to visit the local library	<ul style="list-style-type: none"> • Contact Wednesfield library to arrange for parents and children to visit 	Wendy Binder—Nursery Manager	March 2020

Action plan

Action	How will do this	Who will action this	Date to be completed by
Find out what parents are already doing with their children for Communication, Language and literacy	<ul style="list-style-type: none"> • Each key person to give out parent questionnaires • To record findings when they are returned • Produced action plan from the findings 	Wendy Binder Nursery Manager	February—March 2020
To set up key person focus book time (home learning)	<ul style="list-style-type: none"> • Purchase books • Purchase bags for books • Invite parents into nursery to explain about the home learning books 	Wendy Binder—Nursery Manager	April 2020
To encourage the parents to have shared time together looking at rhymes and songs. (home learning)	<ul style="list-style-type: none"> • To produce song and rhymes bags to go home • To purchase bags and resources • Staff to make song and rhyme bags • Letters to parents/talk to parents about how it works 	Wendy binder—Nursery Manager	March 2020

Action plan

Action	How will do this	Who will action this	Date to be completed by
To extend the Nursery library so that all children are able to share books at home with their parents and carers	<ul style="list-style-type: none"> To put books in categories of fiction and non-fiction, EAL etc Colour label shelves and books Purchase books in areas that are needed. Purchase book bags for books to go home Purchase my reflection books to go home 	Wendy Binder—Nursery Manager Nursery staff team	April 2020
To set up 'chatter boxes' for the parents/carers to use with their children at home, promoting language and discussion.	<ul style="list-style-type: none"> To make a list of chatter box themes Purchase resources and boxes for each key group To make prompt cards Letters to parents explaining how to use the chatter boxes 	Wendy Binder—Nursery manager Staff team	April 2020

Action plan

Action	How will do this	Who will action this	Date to be started /completed by
To extend our parent/carer termly workshops	<ul style="list-style-type: none"> • Parent and carers workshops around communication and language • To run them every term • To ask the parents to share their concerns and subjects to talk about in the workshop • To invite other professionals to the workshops to give support and advice on subjects raised by parents/carers 	Wendy Binder—Nursery Manager	Start - April 2020 ongoing
To start key worker focus groups with parents each term	<ul style="list-style-type: none"> • Key people to arrange workshops with their parents • To send out leaflets with times and date of workshop • Key staff to put in orders to support their workshop • Key staff to look at each individual child's data to help support the workshop 		Start - April 2020

Staff Training Day on the Hello programme

On the 3rd February 2020 I delivered Hello training to the nursery team. The team was a mix of qualified staff and apprentices just completing their level 2 training in childcare.

- ◆ All the staff who attended the training were asked to write down on a post it note, 'what they know about the Hello programme', 100 % had no knowledge of what the Hello programme was and how it could support themselves and their families they are key person to.
- ◆ All the staff were asked if they had heard of the National Literacy Trust, 80% of the staff had heard about them and some of the staff had been on the web site for their own children in the past.

Actions: Following the training all of the staff were clear about the National Literacy Trust and how they support children, parents, extended family members and resources that will support practitioner practice. Manager to add all staff to the membership.

I carried out the Development timeline, splitting the staff into two teams and a mix of qualifications.

The outcome from this activity showed that some of the answers that the staff had selected were the wrong answers to some of the development stages. When we went through the answers together the staff were surprise about where some of the statements were placed.

Discussions from the training with the staff team

That the development timeline ages was different to the Development Matters and how we can we use these ones so that it's inline with what speech and language use.

Staff raised that sometimes they have got complacent with the development that our children come into our nursery has been delayed, some staff found that they had very high expectations of our children.

Actions: to deliver further training around developmental stages, display stages in nursery group rooms, share with parents.

Staff Training Day—Hello programme

The staff were given the Hello practitioner questionnaire before the training to complete and hand in at the training. We had discussions around how they found the questionnaire, did it raise any questions for the staff, sharing ideas of what we can do.

Issues raised by the staff

- Most of the staff put rarely or never, sometimes but not every week. Staff shared that when they see the parents on entry or dismissal there is not enough time to share these experiences with the parents.
- Not all the parents want the information, they are in a rush to leave the nursery to go home

Action

- To set up small workshop groups focused on early communication , language and literacy
- The workshop groups will be run by the key staff for 1 hour
- Key staff will tailor the session with children development stage in mind and the cohort of parents, looking at EAL and non reading and writing parents

The session will contain

Hello and welcome time to children and parents/carers

Time for parents and children to share time together through carrying out an activity planned by staff. This activity would be able to be revisited at home.

Time for a story and songs, staff member model how to read a story and use props. To select songs and rhymes each week for children and parents to practice at home.

Time to feed back and share with others on what parents'/carers have been doing at home with their children

Due to Covid-19 we were not able to carry out this activity, this is now planned for the Autumn term 2020

Which of the four sections will we start with first?

During the training day the staff team were asked to look at the sections of the Hello training and put in order where they thought we needed to take action on first. Below you will find out the outcome from the staff team.

1st section A - Partnership with parents

2nd section C- Enabling environments

3rd section B - Skilled practitioners

4th section D –Partnerships with other professional and spaces beyond the setting

Partnership with parents was felt by all to be the most important at the moment to look more closely into. Our parents are the first educator for every child, the nursery then can support and enhance the foundations that the parents have made with their child.

Actions

Each key person gave out the parent questionnaire to their key group parents , each member of staff took into account if parents were able to read the document. If parents were unable to read the document the member of staff would ask the parent if they would like to take part and read the questions to the parent and record their answers.

Questionnaires were collected back in, we found that only 40% returned them. From these questionnaires we quickly identified that only 1 child had visited the library .

Further actions

We had arranged with Wednesfield library that the parents and children could come to the library during allotted times to visit. Their key person would be at the library to greet them and help support them to look around. Parents would be able to register with the library to borrow books on a regular basis.

To look at other ways that we can collate the information from the parents this could be survey monkey.

Due to Covid-19 we were unable to carry out this action, this is intended to restart in the Autumn term 2020

Developing stories and rhymes for our children and parent's/carers to share at home

Following the staff training day we identified that the nursery needed to do more songs and rhymes throughout each daily session. We found that many of our two year children have delayed speech and language and when staff talked to parents about if they sang at home with them, they say no because they don't talk. This gave a very good understanding that we needed to support our parents more on the ways that they can support children's communication and language at home. This needed to be in a fun way as many of our parents experiences with education was not a positive one.

Developing our Song and Rhymes home learning packs

The nursery purchase and made a selection of home learning packs, each pack has a focus on communication, language , literacy and mathematical development.

We have made 3 packs available:-

- * Five current buns
- * Five Little ducks
- * Five speckled frogs



Due to Covid-19 we were not able to carry out this activity with the parents due the Covid-19 lockdown happening and resources not being able to go home. This activity will restart in the Autumn term 2020. More packs have been made during lockdown.

Developing focused Book Time for our children and parent's/carers to share at home

We identified that by talking to our parents that some of our children didn't have books at home and weren't able to have that shared opportunity with their children. The Nursery Manager identified that this was a priority that needed to be addressed because children were falling behind as they did not have the resources to support their learning at home. Parents were encouraged to join the library or to go to the local charity shops as they are a low cost to buy.

Actions carried by the Nursery Manager and her team

We have purchased more books to extend our existing book library . Each book and book shelf have been colour coded so that the books can be arranged in categories of fiction, non-fiction, EAL, animal etc. By arranging our library like this it will support the children when they visit the local library, as the children will recognise how books can be found and give them the confidence to select books.



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Developing focused Book Time for our children and parent's/carers to share at home

The nursery already reads stories and uses props so that stories come alive when they are told. We wanted to share the stories that staff were reading with the children and their parents on a weekly basis. We wanted to see if the children were able to retell the story that they had heard their key person read, start to use some words from the story, re-enact the story through their play at nursery and home.

Actions carried by the Nursery Manager and her team

The nursery purchased several copies of the same book, this would allow one for the teaching staff and a copy for each child in a key group. The key person would read the same story each day to the children, introducing the book to the children, naming objects that they might not know the names of, 'we are going to debug the book'. At the end of the week this is then an opportunity for the child to take the book home and share together with their family. In each pack they will also have a book for the child to record pictures or writing about the book, parents can write in the book on how their child found the book. Parents will also be able to share pictures of them sharing the book at home through sending them to our email address.



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Another resource that the nursery use to support communication, Language and Literacy

The Nursery has resources that are well embedded within the nursery routine that helps prompt communication, Language and Literacy and these will be used along side of the Hello programme. Here's just one of the learning tools that we use.



Beat babies are used throughout the nursery to encourage early talking and communication. Beat baby can also go home with the children and the children can share through talking and picture of what Beat Baby has done at home with them.

During the four months the Hello programme has not been able to run due to the Covid-19 pandemic around the world. A lot of the action plan has been started and is ready to go when the children are able to return back to the nursery. This has been a difficult time for everyone. We have given the families the National Literacy Trust website and links so that they are able to do home learning during this time. Shared other links for them to listen to stories online, through World book day and other sites.

Chatter boxes will also be made during the summer term and these will be also introduced to the families' these boxes will have resources that will provide talking opportunities, likes and dislikes and sensory experiences supporting our children that come under SEND.

When the nursery is able to return the staff will have refresher training on what is in the action plan and the programme will again be provided for all our two year children at Little Village Nursery on a rolling basis.



Wendy