



# **Tools for parents to support their children's learning and development**

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# Aims of the presentation



- To reflect on the importance of the involving parents in their children’s learning at home and in settings.
- To share examples of how “***What To Expect, When?***” can be used by parents and practitioners to share information about children and their learning and development.



# Supporting transitions into settings



“Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

***DfE (2014) Statutory Framework for the EYFS***



# Supporting transitions into settings



**16 - 26 months:** You might notice that...

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• I like to play next to other children.</li> <li>• I can go and play by myself or with other children, but when I am feeling tired, worried or upset I will find a grown up that I know.</li> <li>• I can play turn taking games, like rolling a ball back and forth, with a grown up.</li> </ul> <p><b>Self confidence and self awareness</b></p> <ul style="list-style-type: none"> <li>• I can go and play with new toys by myself, but like to find a grown up that I know when I need them.</li> <li>• I am beginning to use my toys to pretend they are something else, such as pretending my teddy is a baby.</li> <li>• I try to do things for myself, such as putting my boots on, and will tell you "no" if you try to help me.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• I will look worried if I hear someone I know crying or happy and excited if I hear a grown up that I know.</li> <li>• Sometimes I will get cross when I want to do things for myself and I can't do them.</li> <li>• Sometimes, when you tell what to do, rather than "no" I am able to do it.</li> <li>• I know which toys are mine, which toys are my friends and that sometimes I have to share toys with my friends.</li> </ul>	<p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• I can walk upstairs when a grown up holds my hand.</li> <li>• I come downstairs backwards on my knees, holding on to the steps and come down one step at a time.</li> <li>• I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.</li> </ul> <p><b>Health and self care</b></p> <ul style="list-style-type: none"> <li>• I can tell you what I like and don't like to eat and drink.</li> <li>• I like to try new things to eat.</li> <li>• I can hold a lidded cup in both hands and not spill too much drink as I put the cup to my mouth.</li> <li>• I can tell you when I need my nappy or pants changed.</li> <li>• I can tell you when I need to sit on the potty or go to the toilet.</li> <li>• I like to help you when you get me dressed and undressed by finding my clothes and trying to put them on. When you change me I can find my wipes and new nappy and give them to you.</li> </ul>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• When you read me a story I like to join in with the sounds that different characters and things make.</li> <li>• When you sing rhymes I join in with the actions and sounds that different characters and things make.</li> <li>• When I play with my favourite toys I am enjoying myself so much I don't always hear you when you talk to me.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• I can tell you the names of toys or things that I want.</li> <li>• If you tell me to find a toy or thing from a basket or box I can find the right thing.</li> <li>• I can understand what to do when you tell me do one thing, such as "Throw the ball" or "Put the baby in the bed".</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• I use words that I have heard you say, such as "Oh dear" or "All gone".</li> <li>• I am starting to say two word phrases such as "want ball" or "more juice" to tell you what I want or need.</li> <li>• I use lots of everyday words that are important to me, such as "banana", "go", "sleep" or "hat" to tell you things.</li> <li>• I am beginning to ask you questions, like "What's that?" and "Why?".</li> <li>• Sometimes when I am playing with toys or sharing a story with you, I will talk to you about things that the toys and pictures remind me about.</li> </ul>

**Notes**

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# Supporting transitions into settings



## Getting to know you



Name...Ubaid Hasan Karim.....



# Sharing children's learning



“What parents and carers do makes a real difference to young children’s development.”

***Sure Start/DfES (2004) The Effective Provision of Pre-School Education (EPPE) Project: Final Report***

“Highly successful strategies engage all parents in their children’s learning in the setting and at home.”

***Ofsted (2014) Evaluation Schedule for Inspectors of Registered Early Years Provision***



# Sharing children's learning



**22 - 36 months:** How can you help me with my learning?

## Personal, Social and Emotional Development

### Making relationships

- Make dens from sheets and blankets that I can play in with you or my friends.

### Self confidence and self awareness

- Make a box with different things in it, like glue and different types of paper, that I can choose from when I'm making a picture or model from boxes.

### Managing feelings and behaviour

- Talk to me about the order I need to do things in, like brushing my teeth or getting ready for bed.

## Communication and Language

### Listening and attention

- Use sock puppets or toy people or animals when you're sharing one of my favourite stories or songs with me.

### Understanding

- When we're making a sandwich together tell me what you are doing so I know what to do.

### Speaking

- When we're playing with things, use new words to describe what I'm doing with them or to tell me what they are called.

## Physical Development

### Moving and handling

- Play ball games with me.
- Give me lots of ribbons that I can wave around me.
- Let me try and dress my teddy or doll with different types of clothes, like coats, jumpers and dresses, and different types of fastenings, like buttons, Velcro and zips.

### Health and self care

- Let me help get lunch ready by cutting the cheese or bananas.



# Sharing children's learning



- **Time** – during session, end of session, evening session
- **Session organisation** – information session for parents, “stay and play” alongside children, “make and do” activities, resources from setting alongside “everyday” resources found at home
- **Taking learning home** – activity ideas, booklet, start the home activity in the session and use at home





# Sharing children's learning: What are the words to that song again?



# Sharing children's learning: What are the words to that song again?

4Children

Singing today was very good.  
I enjoyed it, also it was good to see  
James doing some of the actions.  
Staff was very friendly too.  
Sara & Noah.

Nice to actually know the  
words of the songs she  
asks me to sing at home.

More pleas ☺ ☺

It is a good idea to get  
all parents & children together.  
Caitlin and I both enjoyed it  
now I know how some songs  
go.



# Sharing children's progress



“The key person **must** seek to engage and support parents and/or carers in guiding their child’s development at home.”

“Parents and/or carers **should** be kept up-to-date with their child’s progress and development.”

***DfE (2014) Statutory Framework for the EYFS***



# Sharing children's progress



Through my child's eyes



Tell us about your day?

What have you learnt about your child and Ducketts? What was your favourite part?

Have you had a new experience?

It has been lovely to see what Lilly does when she is here. I have learnt how Lilly interacts with other children which has been very helpful. My favourite part was seeing how independant Lilly can be + seeing how much she enjoys it here.



Through my child's eyes



Tell us about your day?

What have you learnt about your child and Ducketts? What was your favourite part?

Have you had a new experience?

I had a fantastic day with Xavier. I really enjoyed dancing. Its nice to come and see what Xavier is doing when he come to Ducketts I am very happy to see him enjoying ~~himself~~ himself.



# Identifying children's next steps



N.C

I will separate from Mum with  
confidence

PSED - self- confidence and  
making relationships

# Home Observations

4children

He was playing with each character in turn, changing his voice as he played with different figures.



He will always make the good wrestler win. He knows about right and wrong. He understands about story telling and sound effects!

# Enrichment and Extension in Action: At Home



# Enrichment and Extension in Action: In the Setting

4Children



Developing self-esteem and confidence through special interests.





# Enrichment and Extension in action



In the setting



he hit jon sener.



jon sener fell over.



he got up.



ray msterio won the cup.

# What to expect, when?



Guidance to your child's learning and development  
in the early years foundation stage

Supported by: Department for  
**Education**

