**IOs used to date**

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| **Environmental audit** | Done at BCC, LS, and MLH over the summer holidays.  LS: the entire outside area has been redeveloped, so we need to do the audit done again  It needs to be done at the new site (67B). | Not the all environments. |  |
| **Mealtime** | Snack-cafe: new furniture (different size chairs), plates, cups, cutlery. Parents were surprised and cautious at the beginning, because of the knives. Parents can see the benefits of the changes and realised that their children have the ability of using what has been provided for them. | Mealtime audit has been done. Some things need to be developed but we have no manager at the moment.  Snack cafe has been set up really well in the first place, with the help of the Speech and Language Therapists; parents and children are really enjoying it. | Ha at N:  The main focus here is embedding the mealtime.  The children were already quite self-sufficient in terms of serving and the interaction between practitioners was quite good.  Focus on the background noise |
| **Wellbeing audit** | Not mentioned | Done at the beginning of the summer or through the summer.  Really good team of crèche workers: in terms of children’s wellbeing their practice is really good. They set up the environment to enable the children to access activities and the learning from the activities independently and without any hardship to them.  Need improvement: focus attention on families where English isn’t a first language or parents are from abroad to involve them more in the setting and make sure the setting reflects them better. To do that: asking them to bring in resources or sharing resources; having more information about celebrations.  Plans: use newsletter to let parents know we appreciate their contributions and value what they have to say. | Ha at N  More settling-in information: not going through all the questions in the audit (we might sound intrusive)  We do let parents of new children know that the child’s wellbeing is really important and just drawing attention to that initially. |
| **ITERS audit** |  | It really nicely complements the wellbeing audit. |  |
| **Other IO** |  | What was interesting about that was how the other children were trying to get on the play and just what this IO information says, the older children they lay down the rules about who is included and who is not included |  |

**State of the art**

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| **Sharing materials** | | Volunteers:  We discuss it with the volunteers.  It is not an add-on, it is just something that we discuss quite naturally,  Colleagues (Meetings):  on Wednesday specifically we make sure we all sit down together and doing evaluation of the week sessions. At those meetings we also have our speech and language therapist and we are planning to include the administrator to help her incorporate ToWe into the display she makes.  Colleagues (visits):  In one of our local nurseries (OFSTED “requires improvement”) I add a little bit of input there, particularly about children self-selection and the benefits of that, role-modelling to the practitioners in the setting, we talked about wellbeing. | | Colleagues (during work, no meetings):  We discussed the material while working: “It is just like that, on the hoof. We do not really get time to sit down and discuss it” or rapidly after sessions.  After session:  - Observation: very quick, using mainly post-it notes to which I add the context after the session.  - Reflection: very quick after the session. We discuss what went well and what didn’t.  Because we are short-staffed, we multi-task a lot. This leaves little time for reflecting together after sessions. | | Parents:  You are thinking about what the audits told you and you are thinking about how we are going to convey to parents that when snack resources are set up they are there so that children can go and access themselves. |
| **Crèche workers on board** | |  | | I do get really good feedback as well from the crèche workers.  They want to make changes as well where they go.  A big part of that, the people I work with they get it, and R. my previous manager she got it, T the manager before her she got it as well, so this just makes it… | | Crèche workers are on-board. Despite the multi-tasking, J still manages to convey the focus of the project to them.  By Christmas we’d like to get the people that are not on site all the time together to have team meetings to share and reflect. | |
| **Impact of the project** | | On your own understanding/practice:  with this ToWe project it is like “We are doing it for this reason” and really focus on it, whereas before it could have been a passing comment “oh we really should do that” , whereas now it’s “let’s go ahead and do it, this is the purpose and this is what we can share”, so that’s quite nice. | | On other groups/sessions:  Definitely, it has an impact on all the stay and play and even the other sessions that we run such as the positive start parenting, because it is all wellbeing, parent wellbeing, child wellbeing and it is great that we were kind of able to link it to this and renew the emphasis on wellbeing.  On your own understanding/practice:  I would definitely say the work so far has affected my understanding of disadvantaged toddlers and kinda renewed my focus as well on researching wellbeing and resilience of toddlers, especially the disadvantaged ones, I can see why we are doing this, why it is needed and the benefit to be had if we get this right, especially in children centres and nurseries. | |  |

**Challenges experienced so far**

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| **Regularity of the children attending** | Children centre is not a nursery. You can do a really intense bit of work with a parent and then not seeing them for four months. There is nothing statutory about being at the children centre”. |  |  |
| **Funding** | There’s no money. When we did the environment audit there were few things we thought “Oh, we’d love to buy that and really enhance that area”, so we just need to think a bit more creatively about how we can do that. | Agree |  |
| **Introducing the project t a new cohort of parents and children** |  | It’s building a new relationship with new parents to our “little explorers”, who may not be that open in the first place and then if you gonna start talking about wellbeing they wonder why you are talking to them about wellbeing. |  |
| **Keeping people positive and focused** |  |  | [Because of reorganisation] there has been a period when we all felt the impetus was not carrying forward, this meal-time, snack-time was May, June, July and then relaunching it again has been a challenge, but I think we are really back on track. |

**Work in progress**

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| **Capturing practitioner/child interactions** | Plans for next week it’s for Tom and I to film each other so that we can look back on our own interactions and see what we can improve and what we can share. |  |  |
| **Capturing peer-to-peer interactions** | in children centres there is a lot of emphasis – which we encourage – on parent-child play, so to have a focus more on child interaction, peer-to-peer interaction, it is something that we would definitely like to do.  [Plans for next week is] to film the children and really notice how they are using the space and use that to then inform future planning and the set-up and the layout of the room and the space that we have got. | I thought in terms of… N and I what we can do to capture more of the peer-interactions and play, have photographs, filming, written observations… the reciprocal interactions with the children of our team |  |
| **Facilitating children interactions** |  | we may be required more to help direct that [peer-to-peer interaction] or at least to be there just to make sure that resources are shared, relationships can be built and help peers to develop relationship with their peers, a little bit more skills or role modelling going on with negotiating – which is what they need – and just build enough social competence for the little toddlers that we have got. |  |
| **Develop existing routines** |  | I do not think we are very good at looking at routines in toddlers’ play. Looking out for the common routines, what is that the children do want to develop that maybe we are not helping them to develop? |  |
| **Communicating ToWe to parents** | Logo:  Using the logo that is on all the slides to put it on our learning prompts that are out in the session, If there is a specific link to wellbeing within the activity, and then direct them to the corresponding display board | Logo:  you can have this written in such a parent friendly way it doesn’t matter what activity is on it, you are giving parents advice on how they can support the play and it doesn’t matter what the play is, or how they can support the relationship. | Newsletter or display:  have some kind of ToWe launch with parents by Christmas using a display-board or putting it in a newsletter, but really letting parents know now what toddlers wellbeing is, so they got start to recognise it.  Parent forum:  Every children centre has got parents forum. it is very much where you use the opportunity to say “This is the real focus of the centre at the minute” and to get key parents on board and they can talk to other parents, so even if only 3 or 4 people come to start with…  (logo/display would be handy here)  Get the impact of snack café:  (By December) either have a piece of paper to give to people if they have comments as they go by, or a questionnaire, or you can have your staff helping in the “stay and play”, “What are you doing at home now? Do you let them have a real cup and not a tippy-cup, do you let them use a knife and fork on their own?” |
| **Team meetings** |  |  | All centres are going to do a team meeting to know what the toddlers’ wellbeing means to us and kind of draft an outline for that about how they might use those in 5 words, what does it mean, and then we can come back and reflect on it later;  + vision day |
| **Make settings more reflective of cultures** |  |  | ESL:  Bilingual books and library scheme |

**Short Summary**

**IOs used to date:**

* Environmental audit used extensively in all settings. It has been planned to use it on a new site (B67) and to re-assess the revamped outdoor space at one site.
* Mealtime:
  + Children and parents appreciate it.
  + Aspects necessitating improvements have been identified. Not all the settings have put in place the appropriate counter-measures.
  + Improvements already implemented consisted of new furniture, dishes, cutlery, and cups.
  + Still embedding snack café in one setting, focusing on reducing background noise.
* Wellbeing audit
  + Settings have been set up to encourage children’s autonomy.
  + In one setting the focus is on conveying parents information about wellbeing without being intrusive.
  + It has been used together with ITERS audit
* IO relating to toddlers’ interactions and play has informed plans to document children interactions (photos, video-recordings) and support them more actively

**State of the art:**

* Materials: shared with colleagues (including admin staff, crèche workers, volunteers, Speech and language therapist) via ad hoc meetings and more informally during work; other forms of sharing include directly offering input to colleagues in other settings and role-modeling.
* In some settings it is difficult to sit with colleagues to observe, assess and reflect on practice because of the lack of staff.
* Crèche workers are on board: really good feed-back on the project and they want to extend recommended changes to other settings.
* Impact: project impacted also on non-targeted sessions. It gave practitioners the confidence and impetus to change things and renew their focus on toddlers’ wellbeing and resilience.

**Challenges experienced so far:**

* Lack of funding
* Settings under-staffed/multitasking
* Introducing the project to new cohorts of parents and children
* Keep staff positive, despite the recent reorganization of settings.

**Work in progress/plans:**

* Capturing interactions between staff and children using video-recordings.
* Capturing peer-to-peer interactions using photos, video-recordings, observations.
* Facilitating the interactions and socialization among peers.
* Paying attention to children routines and help toddlers develop them further.
* Communicating ToWe to parents
  + Using the logo of the project to connect the activities to the display boards.
  + Give parents materials to support play and their relationship with children.
  + Using the newsletter and parent forums to reach out to parents.
* Understanding the impact snack-café have had on routines at home
* Organising regular team-meetings for the staff to think about wellbeing, share their experience of ToWe project and reflect on practice
* Making the settings more reflective of the different cultures inhabiting them, for example using more bilingual books