

<b>Title of example</b>	Interactions between adults and children modeling quality language
<b>Centre submitting example</b>	Barbados Playgroup
<b>Local authority/local area</b>	Bordon, Hampshire
<b>Background details to the practice</b>	
<p>Karen started in Early Years in 1990 when she took her son to playgroup and became treasurer on their committee. She then began to volunteer for a few hours a week before becoming part of the staff and was later promoted to deputy. At the end of the 1990s Karen became supervisor before eventually buying the playgroup in 2007 and becoming the manager/owner. As her career progressed Karen completed the relevant training, including NVQ L3 and a foundation degree L5. The playgroup is based in Bordon, a small town, which is quite heavily military based and has an area of settled travelers. The playgroup is in a deprived area and is a pack-away setting in the village hall. It is for children 2-5 years old and is open in the morning 9am-12pm. It currently has 28 children on roll and 4 staff. Two of the staff are educated to Foundation Degree Level 5, one is Level 3 and one is working towards her level 2.</p> <p>This case study demonstrated the in-depth learning the children experienced due to the graduates secure understanding of the communication and early learning language and how to use them to create high quality interactions between children and staff.</p>	
<b>About the practice</b>	
<p>Barbados playgroup is strong in their belief that interactions between adults and children, modelling quality language plays a significant role on the progress of their children. When talking with children they give the children plenty of time to process the information being given to them and use simple accessible language that they can understand and extend their existing communication and language skills. All of the staff have good knowledge of the different stages of development that the children are at, for example if they are just using one word to communicate or using longer sentences. They are able to tailor their interactions with the children to meet their differing needs and levels of development. The staff highlight the importance of children's listening skills and are fully aware that even though a child may have good vocabulary their understanding might not be at the same level. Whilst staff interact and play with the children they use a running commentary method where they model quality language. If a child does not use the correct language the staff repeats it back correctly rather than highlighting the mistake. The playgroup likes to focus on children's interests to help develop their speech and language. They ensure the environment is resourced with items and objects that they are interested in to motivate them. They believe that the vital role of the adult is centred on knowing when to interact with the child and how to interact, when to listen, not to answer for a child and to give a child space and time to think their response. It is understanding that supports the children at Barbados to make such good progress in their communication and language skills.</p>	
<b>Evidence and evaluation of difference to children and families</b>	

From the beginning of September 2013 the playgroup has been working with a 2 year old boy who has a place through the two year old early learning funding. When he started he was unable to speak and communicated through sounds only. He has now begun forming words and attempting to say names and his mum is amazed by the progress he has made. She can now understand single words that he says.

All children in the playgroup have their progress tracked through observational assessment and profiling against the early years outcomes and development stages so staff can make sure that their children make a good level of progress.

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