

**EYPP – Call for Evidence, Early Years Pupil Premium
Case Study 5**

What?	Lugley Bugs Goes Wild – Forest School through a Childminder on the Isle of Wight
Why?	After attendance at 'Wildlife Tots', the childminder identified a difference made to the confidence, communication skills and physical development of children.
Where and when?	The Forest School sessions take place with up to 9 childminders and the children they work with in the Isle of Wight.
Who?	The Childminder Lead is working with a group of childminders and the babies and children in their care.
How?	<p>As part of training as a Forest School Leader, the childminder invited 3 other childminders and the children they were working with to forest school sessions.</p> <p>These sessions became so popular, that more childminders joined the group – sometimes the sessions grew to 16 children. The plan is to open up the invitation to other childminders on the Isle of Wight.</p> <p>The childminders have found that images of children involved in learning at Forest School have impacted on parents' perceptions of Forest School and being outdoors in general – with parents having more confidence to be outdoors with the children at the weekends.</p> <p>The Childminder Lead has developed a Handbook and information for families about Lugley Bugs goes Wild – sharing the ongoing learning and theory behind Forest Schools.</p> <p><i>'Because of the nature of outdoor play (often involving larger spaces and bigger activities) the children are often inclined to work together to achieve their goals. To do this they need to communicate more and cooperate with one another. The activities and their play often require them to use the whole body to achieve what they set out to do. I also find they are naturally learning about literacy, maths and much more.'</i></p> <p>Quote from Lugley Bugs Goes Wild Handbook</p>
The Evidence of Impact	<p>Observations show that all the children attending Forest School have increased in confidence and communication and physical skills in particular have developed. The Lead Childminder is confident that 100% of her minded children are now either at or exceeding Age Related Expectations.</p> <p>With a small sample of children, the qualitative data tells a clear</p>

	<p>story about impact for individual children:</p> <p>'Bob' had been minded since just before his 1st birthday and one year on he spoke a little to the childminder but not to other children. He appeared shy and nervous, particularly when additional adults and children were present.</p> <p>From the very first Forest School session, Bob started talking more as part of a group of three boys. Very soon Bob was taking a lead, asking the other boys to "run with me". The talk was not confined to Forest School – Bob and the others chatted at home and soon they could be heard conversing in the home corner, emptying the cupboard, without adult support:</p> <p>B: Help me Sid S: Ok coming B: get in Sid</p> <p>Bob responded well when the Forest School sessions were extended to unfamiliar adults and children. After 20 minutes of quietness, he was showing other children how to howl like a wolf and hoot like an owl.</p> <p>By week 8, as the children chopped wood, made boats and floated them on the stream, Bob was confident enough to talk to other childminders and alert them when another child fell in the mud.</p> <p>As the Lead Childminder states "Forest School sessions have filled in the gaps that he was missing, such as his interaction with others and communicating with others". Bob's confidence in his own capabilities has increased too and he now asks for help to do things himself, rather than asking an adult to do things for him.</p>
Where to find out more	<p>Kerry Hiscock, Childminder and Forest School Leader lugleybugs@hotmail.co.uk 01983 525866</p>