

Pollywiggles Library

Parisa is just 3yrs old and attends Pollywiggles Day Nursery, Eastwood; her first, home language is Slovakian. Pollywiggles is a private day care setting for children of ages 0-5 years, in Rotherham.

Toni Hancock is the Deputy Manager. In this Case Study, Toni looks at how she can support Parisa and her Mum, Eva, as she learns a second language (English) through the development of a Parents Library.

Introduction

We decided to focus on communication and language with parents and children by encouraging parents to use our library. Our Nursery is widely multicultural with many children learning English as an additional language. We recognised this as an area we could develop with our families and we could also help our parents as some are beginning to learn English. EAL is celebrated throughout our setting, shown through displays, labels and translated documents. Practitioners have learned simple words in various languages to help children and parents feel more comfortable.



Parisa

The nursery staff have built up a good relationship with Parisa's mum (Eva) using the ECAT stepped approach; this has supported Eva and given her the confidence to share her thoughts and feelings about Parisa's progress. Eva was worried about Parisa's speech and language development.

Our observations of Parisa show she has an interest in books, often looking at them independently and showing deep involvement. We thought this would be a brilliant way to involve Eva in story time with Parisa and help her with spoken language.

We also recognise that it is important to show parents and carers that there are opportunities for children to borrow books from nursery and take them home.

This is what we planned to do....

- Design a child friendly library, encouraging parents and carers to take books home to read with their child/children
- Talk with parents/ carers and children about their experiences
- Have signed permission from parents to use children's photographs
- Support parents with any concerns or questions they may have



This is what we did....

- Using the ECAT stepped approach we spoke with Parisa's mum on a day to day basis about Parisa's experiences and offered ideas to support her language development. This has helped Eva feel she can communicate with us about things she was worried about
- We sent a letter home to parents with information about the Library and included a picture of the Library so parents/ carers knew what to look for
- Through talking to parents about the books we have encouraged them to take them home
- We read the books to the children at nursery, taking photos to show parents and carers that children are enjoying the stories at nursery and to model storytelling and talking together. We hope this will encourage parents/carers to take photos of them sharing the experience at home



What happened as a result of your plans and actions?

When we approached Eva about the library she was concerned that she couldn't read very well. We spoke together about using the pictures as prompts and telling the story and she felt confident to take the story home. Involving Eva and Parisa in our library has been really positive. Eva was enthusiastic to take a book home and was very keen to support Parisa's speech and language after we talked together about what to do. Parisa enjoys reading books with the practitioners and she is now copying words and phrases. Other parents have also shown interest with the library and they now take taking books without any prompting from the staff.



Parisa reading with her Mum at home and at nursery

What we learned and our next steps?

- We have gained a better understanding of children's language development and built on our relationships with parents, who are becoming more open with practitioners about their children's development, interests and progress.
- We will introduce story sacks which parents can take home with the children.
- Introduce story mornings, in which parents stay for 5 or 10 minutes reading stories with their children, or being involved in large story groups, sometimes just simply sitting and listening to the story with their child sharing the experience