

## Torbay: Kings and Queens Neighbourhood Nursery

### Rationale:

Your context and reasoning

*What did you focus upon in your setting?*

*Why did you choose this area?*

### Focus:

Developing effective communication for successful learning.

### Reasons:

‘Communication is fundamental to children’s learning and development. Communication is the platform on which we build relationships, share experiences and learn. Early Years practitioners have an important role in promoting and supporting the communication development of all children they are working with.’

Margo Turnball (Speech and Language therapist)

Communicating Matters seminar, February 28 – March 2, 2006.

- Effective communication enhances children’s learning opportunities.

### Process:

Your journey or story

*What did you do, for example, team discussion, training, curriculum development?*

*Record your reflections – what were your emerging questions?*

*What are the ‘ah, buts’ and how did you overcome them?*

*Why did you choose this area?*

### Team communication:

- January 2006 Team meeting – Whole team discussed communication: what works well; areas for development.
- February 2006 Team meeting – Review changes made to team communication.
- March 2006 Team meeting – Gave a brief introduction to Communicating Matters and invited staff to take part in training from May 2006.

### Reflective communication:

- Staff discussing children's learning as part of day-to-day practice. However, have had some difficulties in maintaining this due to staff sickness and holidays.

### Adult-child communication:

- Tracking progress of ten children, using the new *Passport for communication, language and literacy*. This has helped to inform the planning for the children.

### Using outside area to enhance communication skills:

- Have identified short- and medium-term outside opportunities for planning for three-year-olds and four-year-olds.

## Practice:

### Examples of emerging practices

*What practice has started to emerge in your setting as a result of Sustaining Success?*

*What is the impact so far on practitioners?*

*What has been the impact on children's learning?*

*What is the impact on parents and carers?*

- More discussions are taking place between staff about individual children's progress, likes and next steps to inform planning.

## Possibilities:

### Where next?

*What are the possibilities for further exploration of practice?*

*How will you extend and share your learning with others, for example, other settings?*

### Communicating Matters training:

- Opportunity to reflect on adult-child interactions.
- Take time to consider why we do what we do.
- Is there a balance between child- and adult-initiated opportunities?

### Open and closed questioning:

- Keep shared vision of child at the centre of what we do and reflect on the impact we have on the children's learning.
- Recognise successes.
- Parent workshops to be delivered and evaluated – opening of Great Parks Community Centre.
- How are we serving the needs of the community?
- How do we measure the impact on the children's learning (passports, observations, parental feedback)?