Developing parents' understanding of Early Years Family Support

Rose de Paeztron
Head of Strategic Development

Overview

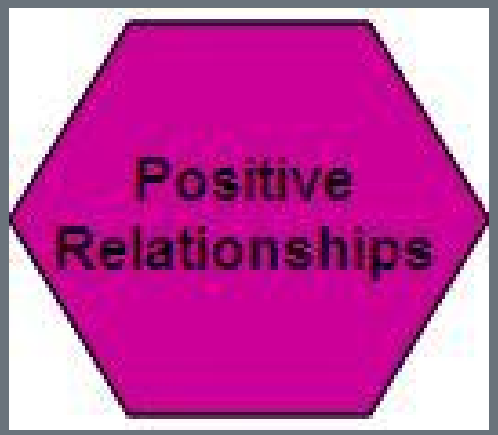
- Key principles
- Modelling
- Integration
- Transitions
- Case example

The Early Years

- Building blocks for life
- Impact on long term outcomes
- Central focus on developmental needs of children 0 -5
- EYFS Framework
  - holistic approach to planning and service delivery
  - focus on clear principles and objectives
  - Every Child Matters outcomes

EYFS Themes & Principles I

- A unique child
  - Competent learner from birth
  - Resilient, capable, confident & self assured



- Positive relationships
  - Strong and independent children
  - Loving and secure base with parents and/or key person

EYFS Themes & Principles II

- Enabling environments
  - Key role in supporting & extending development

- Learning and development
  - Different ways and different rates
  - All areas equally important and interconnected

EYFS Commitments

family action

The Early Years Foundation Stage: Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important.	**2.1 Respecting Each Other** Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.	**3.1 Observation, Assessment and Planning** Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.	**4.1 Play and Exploration** Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.
1.2 Inclusive Practice The diversity of individuals and communities is valued and respected. No child or family is discriminated against.	**2.2 Parents as Partners** Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.	**3.2 Supporting Every Child** The environment supports every child's learning through planned experiences and activities that are challenging but achievable.	**4.2 Active Learning** Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.
1.3 Keeping Safe Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.	**2.3 Supporting Learning** Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.	**3.3 The Learning Environment** A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.	**4.3 Creativity and Critical Thinking** When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.
1.4 Health and Well-being Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.	**2.4 Key Person** A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.	**3.4 The Wider Context** Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of *Every Child Matters*: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.	**4.4 Areas of Learning and Development** The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.

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Understanding: Modelling

- Stay and Play sessions
  - interaction and quality play experience
  - importance of secure attachments through play
- Specialist themes
  - Parents with learning disabilities
  - Pictorial prompts
- Parents, children & staff working together

Baby Café session: healthy eating starts with healthy weaning

Understanding: integration

- Multi agency working
  - Children with disabilities
- Speech and language
  - input from S&L therapists
  - promote language-rich environment at home
- Home Talk Work
  - outreach service
  - SMART targets to support parents' understanding to promote communication and language development
- Staff leading on story time session and incorporating physical play

Adult learning experience

- Raise parents' aspirations in relation to learning
- understand the learning needs of their children
- Dads are great storytellers!

Understanding: transitions

- From children's centre to home
  - Outreach
- To the next stage
  - Nursery
  - support children into nursery settings
  - support parents to prepare children for nursery

Example: a family's story

- Referral from health visitor for children's centre support
- Mother (with PND); her two children aged 2 ½ and 1 yr
- Family socially isolated, limited extended family support
- Family Support package:
  - 10 hours per week of childcare for 2 year old
  - Home Talk worker
  - Family Support worker
    - attachment issues
    - support mum to access universal groups at CC
  - Parent accessed adult learning courses in CC, led onto Family Action's participation project.
  - Parent now volunteering in CC – undertaking NVQ

A family's story - outcomes

- **Be healthy**
  - Improved mental health of parent
- **Stay safe**
  - Stronger, more secure bond between parent and children
- **Enjoy and achieve**
  - Enhanced learning and development for both children
  - Increased social engagement for both parent and children
  - Fun!!
- **Make a positive contribution**
  - Volunteering role for parent
  - Increased self esteem – modelling for children
- **Achieve economic well-being**
  - Opportunities to gain qualifications
  - Improved prospects for future paid employment

For more info:

www.family-action.org.uk

Contact:

Rose de Paeztron

rose.depaeztron@family-action.org.uk

Thank you