

The Being Two Project at Redcliffe Children's Centre

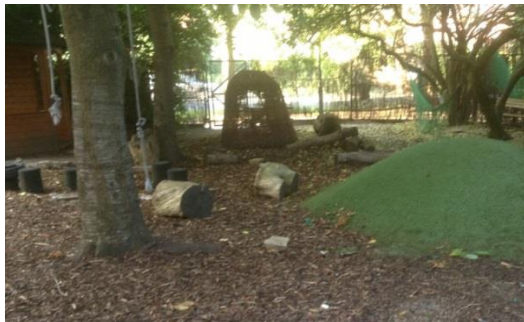
Donna Robinson from Rosemary Early Years Centre and Helen Payne the Daycare Manager at Redcliffe Children's Centre have been working with the Pen Green Research Centre on the 'Being Two' project. The project is funded by the Department for Education and the aim is to improve the quality of experiences for two year olds and their families in settings and, particularly, to support the whole staff team.

Donna and Helen have been working in partnership with the Early Years Team in Bristol to support private and voluntary settings and childminders in the locality to develop the project in their own settings.

The aims of the project are:

- To develop a more critical and reflective and differentiated pedagogy to meet the needs of individual children
- To effectively use assessment data to reflect on children's progress
- To work with parents and share knowledge about their children's learning
- To support information sharing about children on transition

The Blackbirds Nest



The under three's room, Blackbird's Nest is open from 8am to 5.30pm. The daily routine has been developed to allow children time to play freely both inside and out.

The Image of the Child

The staff team at Redcliffe constructed their 'Image of the Child' through dialogue and discussion on their aspirations for children in their setting, For example, 'a curious child, a child with resilience...' This is a way to communicate what they value and want to support in children's development and learning. They then chose six photographs to illustrate these values:

Safe and Secure



Building Relationships



Sense of Value and Belief in Oneself



Confident



Happy and Fun



An adventurous 'I can' attitude



Key Person Approach

Staff teams reflect on their key person approach and how each child and their family are supported by a known and 'special' worker who is able to develop a relationship of trust and understanding with them and tune to their needs



Working with parents sharing knowledge and assessments

Collection and analysis: Drawing from rich qualitative assessment data detailing children's learning and development over time and their discussions with parents, early childhood workers make a summative professional judgment against Development Matters in each aspect in each area of learning within the EYFS. Workers decide whether the child is emerging (E) developing (D) or confident (C) in a given age band for each aspect irrespective of chronological age. The engagement with this data enables the child's keyperson to think about their practice and support each child effectively.

Staff share knowledge with parents to make a summative assessment of the child's development and learning, three times a year, to look at the progress the child has made and to discuss the child's strengths and areas for development. The data is set out in a line graph for each child (through the Making Children's Learning Visible, MCLV, Pen Green software) which makes the child's learning and the progress they have made clearly visible.

Each participant on the training does a child study using video and works with a family to share knowledge about a child and how the child's learning is supported at home and in the setting. Staff and parents also share the frameworks of Involvement and Well-being (Laevers, 1997), schemas and adult pedagogic strategies used in the Pen Green Parents' Involvement in their Children's Learning (PICL) approach.

Redcliffe Child Study (Eleanor)