



Child Centred Feedback – Report

Together we learn

For: Playgroup
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Children's Voices in Action is the operating name for The Seaver
Foundation reg. UK Charity Commission: 1157104



SUMMARY FINDINGS & RECOMMENDATIONS

NB: For more detailed information, this document should be considered alongside the draft proposal documents submitted in the planning phases of the collaboration.

Playgroup is a vital resource for all of the children and parents that attend. Whilst inextricably linked to Together We Learn's financial support for some parents, it is independently a vital provision in many other unique ways. Parents value the learning resources, community and nutrition available for their children at playgroup. In this respect it is meeting their biggest concerns for their children's welfare. The space itself is adequate with the most important facilities working and accessed by all. The space itself does not require major overhaul to this end.

Most notably feedback showed that playgroup currently provides a safe social space for parents and children, although this is not the primary goal of attendance. The playgroup lead staff member is important in creating this atmosphere and creates positive, encouraging relationships with all children. Her position should be valued and strengthened within the community she has created.

Parents want to attend to encourage learning in their children and would particularly value access to learning in language and physical health. Children also want, and enjoy learning, but require this to be within the parameters of play via books, toys and with free physical movement permitted. It is within this domain that there is room for playgroup to become more efficient in achieving its goals. The quality and organisation of toys and learning resources requires some attention and would benefit children's learning. Learning activities should not be strictly directed or monitored, but activities and areas of focus outlined and freely available. The playgroup lead could benefit from some support or training in guiding children's learning. Introducing a 'montessori' style approach could cater to both the child's need for free play, and the parents desire for learning.

Children's Voices in Action welcomes requests for grants to respond to these suggestions and is willing to offer pro-bono support to creating more detailed plans for this.

EVALUATION REVIEW

SUMMARY OF METHODS

*This document is designed to be read in conjunction with the toolkit outline which gives all background understanding to the work

The evaluation was carried out during May 2023 alongside Enable-Ed local staff to ensure objectivity.

Structured observations were carried out of children's feelings of safety, readiness to learn and of the environment and provisions. Additionally parents were invited to complete structured discussions, as were children. There was a variety of tools and ways to respond offered to children and parents.

Six of the seven parents were engaged and participated fully. They attended with 1 - 3 children, and many had siblings simultaneously in the connected youth club (Kindu Club) . Six of fourteen children that attended playgroup, aged 4 - 11, were observed in depth, and were generally confident using the methods to communicate, regardless of their ability, or disability. An audit of the area and resources was completed and photographs were taken.

A telephone interview debrief was held with Enable-Ed to gain additional insight.

The evaluation process was thorough and well received by all involved. Enabling all beneficiaries the opportunity to participate in the review of playgroup is an empowering and important process in itself. In order to gain a fuller picture in the future, it may also be important to talk to those who are eligible to attend and would benefit from the facilities, but choose not to.

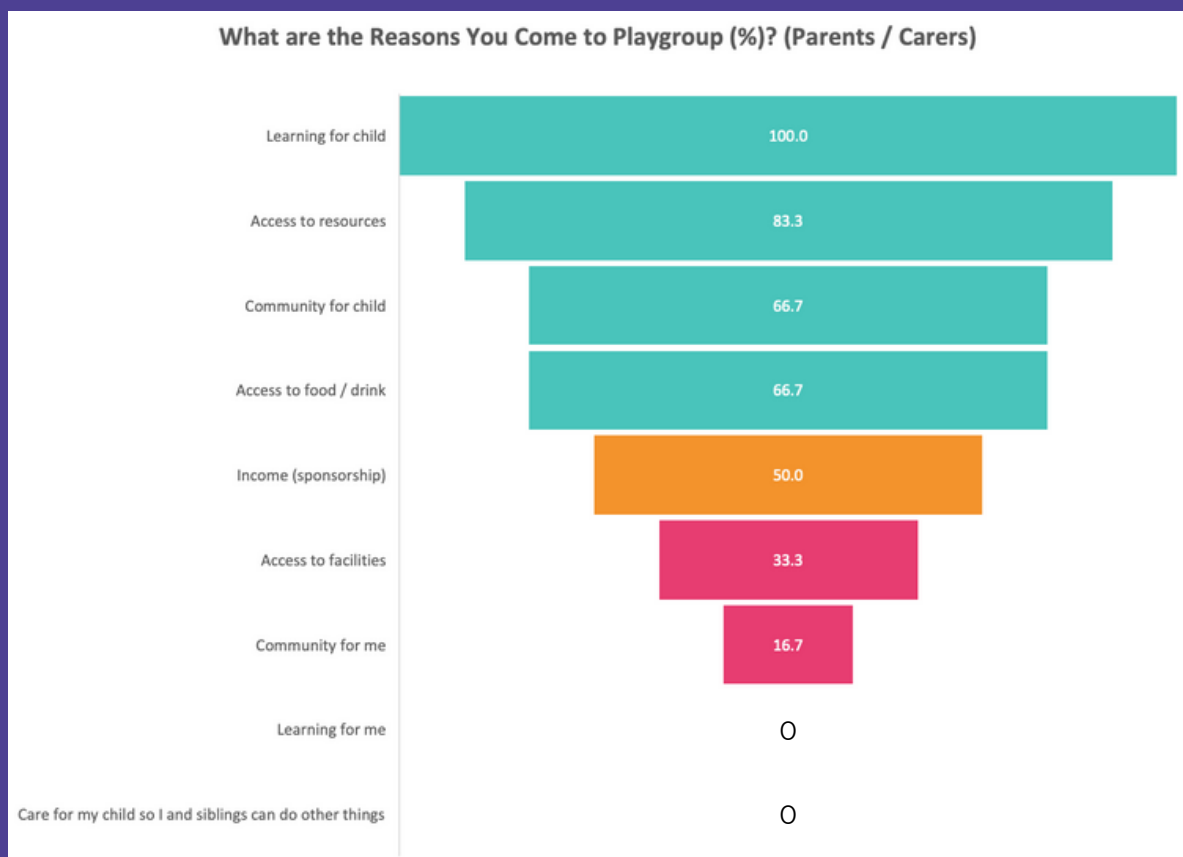


ANALYSIS OF SUCCESS ON PROGRAMME OBJECTIVES

1

LEARNING AT PLAYGROUP

- Parents bring their children to playgroup for a range of reasons, however there is a resounding consensus that children are brought to learn, and indication that the access to resources to do this is only available at playgroup.
- Specific learning areas that parents are concerned with appeared to be around language and physical health.
- Parents did not consider themselves to need or want learning experiences from playgroup.

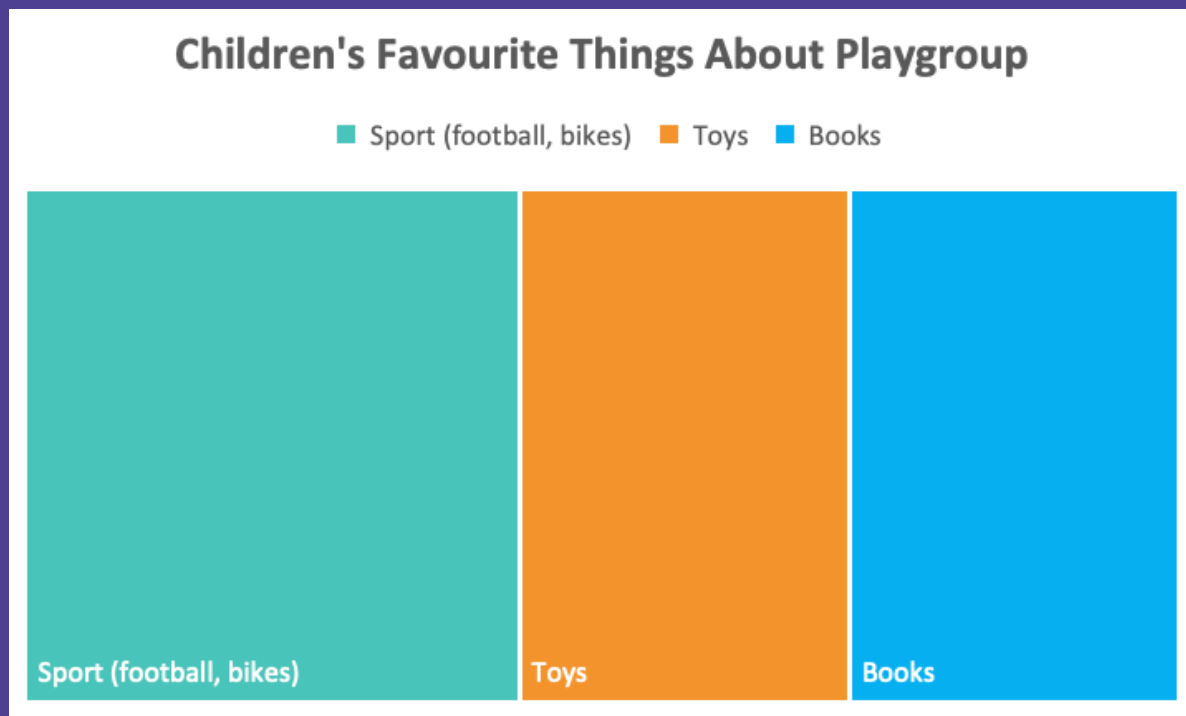


- There is also a strong desire to learn from children, and joy sought from it. All children report feeling happy, joyful or good when learning.
- Some children feel significantly better at playgroup than they do at home, and triangulation of results indicates this is due to the ability to learn and access resources.
- Observations of children indicated that the majority (bar one unique case discussed below) showed all the signs of school readiness, including the ability to follow instructions, join in group activities, mimic behaviours and carry out all essential personal skills independently.



ANALYSIS OF SUCCESS ON PROGRAMME OBJECTIVES

- Children also consider themselves that they come along for the resources (toys, books and access to sports) and these are their favourite part of playgroup. Some children say that they lack these things at home, indicating they feel more negative there because of this and that play group is uniquely meeting this need for them.



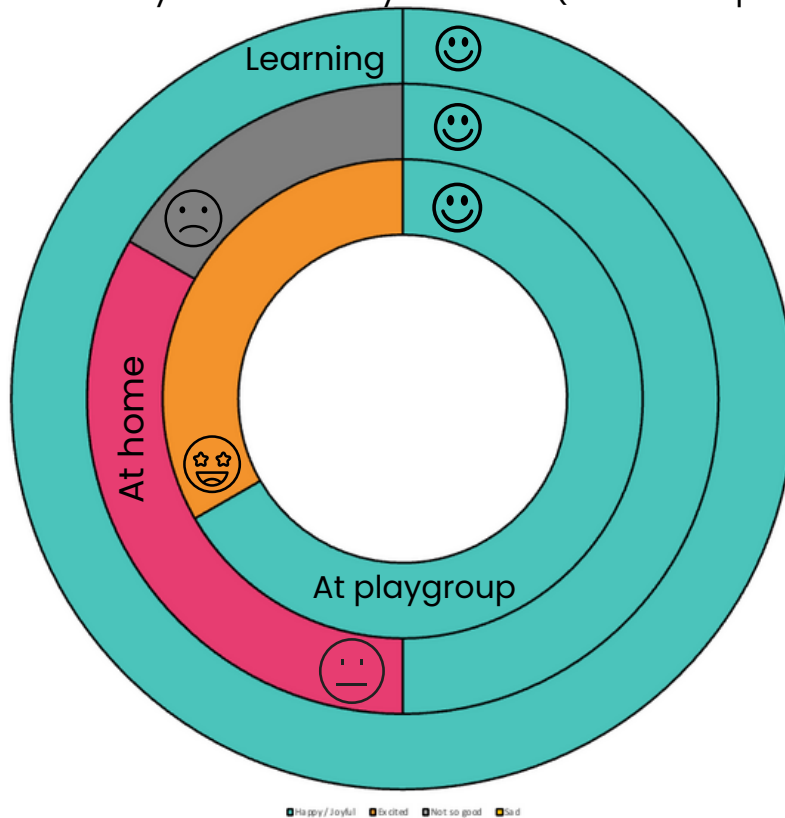
- The only requests for improvements at playgroup itself, were related to improved resources, with a better variety of toys.
- When listing activities that children engaged with, it is clear that learning materials and toys such as puzzles, dolls and literacy materials, are not being actively chosen and engaged with by children often.
- Photo observations show that many of the learning resources are in poor condition and stored in a disorganised way which can reduce the desire to choose and engage, and subsequently the ability to learn from them.



ANALYSIS OF SUCCESS ON PROGRAMME OBJECTIVES

- Observations showed that the only time at which children became 'bored' or 'frustrated' was when directed to 'draw,' perhaps in conflict with their desire or ability in that moment. Many children did not finish the activity, and at that time preferred to be physically active.
- Children frequently refer to play and physical movement and the joy it brings them.
- It is therefore important, that all initiatives to encourage learning in the playgroup environment, remain child-led and that a formal structured teaching approach is not introduced.

How do you feel when you are ...? (Child's Response)





2

SOCIAL WELLBEING AT PLAYGROUP

- Very few parents indicated that the social wellbeing of their child, or their community were of concern.
- All observations indicate that playgroup is playing a vital role in ensuring a safe, connected and socially nourished community.



100% of parents and carers said they felt joyful when at playgroup & 50% also chose safe

- Children were mostly observed to feel excited and engaged, and self-reported only positive emotions such as happiness and excitement.
- Relational interactions at playgroup were observed to be very strong, especially between the playgroup leader with parents and children. A positive and warm atmosphere was created using a coffee ceremony, and parents interacted with each others children as well as staff and each other.
- Whilst parents community appeared strong, the reason parents attended remained primarily for their children.
- Children's interactions with each other were generally good with lot's of shared play and activities, however with some minor challenges such as shyness. One child mentioned fighting with other children. Whilst this is developmentally expected in children under the age of 6, managing relations with other children is an area that can still be encouraged and managed within the playgroup environment as part of preparedness for school.
- Children were welcomed and prasiyed by staff, and responded well with an atmosphere that was calm and relaxed.
- Children were observed to show a great feeling of social safety in the environment, moving confidently and independently around.

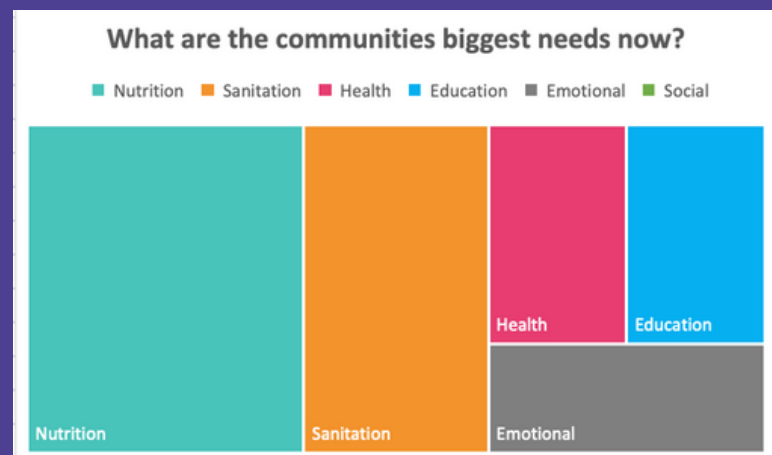
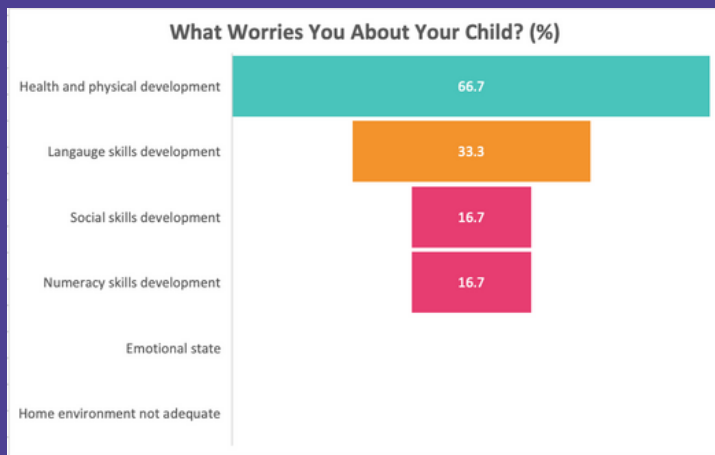
“Playgroup is like a second home for us”
Mother of one child at Playgroup



3

HEALTH & ADDITIONAL NEEDS AT PLAYGROUP

- Parents worries about their children and their community were varied, however some common themes emerged. Most parents expressed a concern either with their child's physical health and / or nutrition, or access to sanitation.
- Latrines and water were accessible and observed to be used by all families.
- Two of six children expressed a lack of access to toys at home as a need, and improving this provision was suggested by two of the six parents.
- All children were observed to receive a balanced meal of rice, vegetables and fruit and drinking water, and all children ate this well.
- Children were independent in eating, and the majority were observed to practice hand-washing on their own.
- The majority of parents consider nutrition an important reason to attend playgroup, and it seems this vital service should be maintained.



- Whilst not a topic that was designed into the questions for parents, finances and sponsorship payments of children and / or their siblings were raised regularly by parents. Four out of six parents either indicated that these payments were a reason they attended, or requested financial support when discussing ideas of how support at playgroup could be improved.
- In particular, there is one case of a lady who is carrying her 11 year old disabled daughter to playgroup on her back, and is unable to get her to school (which she reports the daughter would like) due to lack of a wheelchair. The daughter herself also expresses a desire to learn and showed a strong ability to communicate with the evaluator using movement and when given the right materials.