



An evaluation of the impact of the Boogie Mites Programme at Paint Pots Nurseries. Report compiled by Cat Baker (Quality and Curriculum Manager Paint Pots Nursery Group).

Introduction

Paint Pots Nurseries are a nursery group comprised of ten settings operating around Southampton. Paint Pots currently employs over one hundred staff and have over nine hundred children in their care. We cater for a varied demographic which reflects the diversity of the city. We operate in areas of affluence as well as areas where there are high levels of social deprivation. We believe that a mixture of social backgrounds within a setting can provide a number of positive benefits and therefore we encourage social diversity among our families and staff.

The Practitioner Training

Paint Pots currently have 5 children registered that are in receipt of the Early Years Pupil Premium (EYPP) in November 2016. The focus of the EYPP funding has been on ‘narrowing the gap’ for this cohort of children to ensure that they are making progress if there is an identified risk of delay in their development.

After assessing our children, we decided that the Early Years Pupil Premium would be best spent developing children’s Early Communication Skills. This is because “Children from low income backgrounds* have fewer skills in the prime areas of learning, particularly in language and communication.....not only do children from low income backgrounds have fewer words in their vocabulary, but they acquire new vocabulary at a much slower rate than their better off peers. The difference in their vocabulary not only relates to the number of words they know and understand, but also to the extent to which they are able to use words to express meaning through speech”
(Ofsted (2014) Report of Her Majesty’s Inspector of Education, Children’s Services and Skills: Early Years) *EYPP.

As a group we looked at the quality of adult: child interactions and how we can refine and focus what we already do.

The quality of adult: child interactions includes:

- **language development**
singing, talking, conversation, reading, story telling, rhymes, repetition, modelling, praise, encouragement, questioning.
- **commenting – giving children vocabulary and context = literacy**
- **sustained shared thinking – using children’s interests**
- **Language rich environment**
- **organisation of the environment and resources**
- **opportunities for communication**

We decided to use Boogie Mites Music Programmes because we believed it would give us the best opportunity to develop adult: child interactions. We are aware of the evidence of the power of music to support development at this stage and that our staff did not have training in this area or follow any structure format for music provision. The Boogie Mites Programmes were recommended by a local Nursery Group. Due to the inclusive and group-focused nature of the program, we considered that it would be the most cost effective way of utilising our EYPP money as our staff would have



opportunities to develop skills for all current and future children. The aim was to extend practitioners understanding of language development and foundations for literacy development in the Early Years Foundation Stage through training and implementing the music programmes for the 1-3's (Boogie Mites Minis) and the 3-5's (Boogie Mites School Ready Programme).

We decided that staff would receive Boogie Mites training during our annual training day where all staff from nurseries and pre-schools attend. This way the programme could be implemented consistently by all staff across all age ranges.

Overview of inset training format

Implementation

The plan for implementing Boogie Mites has been to place the responsibility with the room leaders in each of our settings. The room leaders oversee the weekly planning and work in the rooms, therefore these have been the best people to ensure Boogie Mites has been happening on a daily basis. Boogie Mites has been included in daily activities such as small group times, snack times, key worker times, welcome times or focus activity times. Boogie Mites has been incorporated in the daily routines across all age ranges within Paint Pots.

The manager of the setting has overseen the quality of the planning on a weekly basis. The manager checked whether Boogie Mites has been included in the weekly planning and how it has been implemented. The manager has periodically observed Boogie Mites sessions within each of the rooms of their setting to ensure the sessions are of a high standard.

Peer on peer observations have been completed on members of the team carrying out a Boogie Mites activity. Members of staff observe each other and complete a report reflecting on their practice. The observer highlights the strengths of the staff member as well as advising on areas for further improvement. Any further training needs have been identified and support has been put in place for any staff members who are less confident.

Boogie Mites activities have been recorded through observations on Tapestry- our nursery management software. The observation is recorded and linked to areas of the EYFS and CoEL. An age band is selected in accordance to the content of the observation along with the practitioner's personal knowledge of that child's development. The observations form the child's termly tracking and this allows us to assess progress for each child.

Each setting has a file specifically to evidence the effect of Boogie Mites in relation to the EYPP funding. The files contain observations and photos from Tapestry which are linked to the EYFS, peer on peer observations, case studies (three of which are supplied separately), tracking showing progress from one term to the next and examples of weekly planning sheets. The manager compiles the file to show the direct impact of Boogie Mites on children's progress

Boogie Mites topics are discussed at staff meetings, ranging from implementation and planning to observations. Staff decide if any further improvements can be made to current practice and plans are made accordingly.

Paint Pots employs a Quality Assurance Manager that oversees the implementation of Boogie Mites across the settings. The Quality Assurance Manager moderates Tapestry accounts and looks at children's progress at each setting. They check the EYPP/ Boogie Mites file as part of their audit at each nursery.

Methodology

The purpose of this report is to assess how the implementation of Boogie Mites has impacted children's development at Paint Pots since its introduction in June 2016. Due to the limitations of our childcare management software, it was impractical to do a monthly comparison. Therefore, it was decided to assess development at three Paint Pots settings on a termly basis, looking at the development between girls and boys and comparing it with the same terms from the previous year.



The management software provides an attainment graph which allows us to estimate the average rate of development for different terms. What we are interested in is the change in development rate since Boogie Mite’s introduction.

Results
Figure 1.

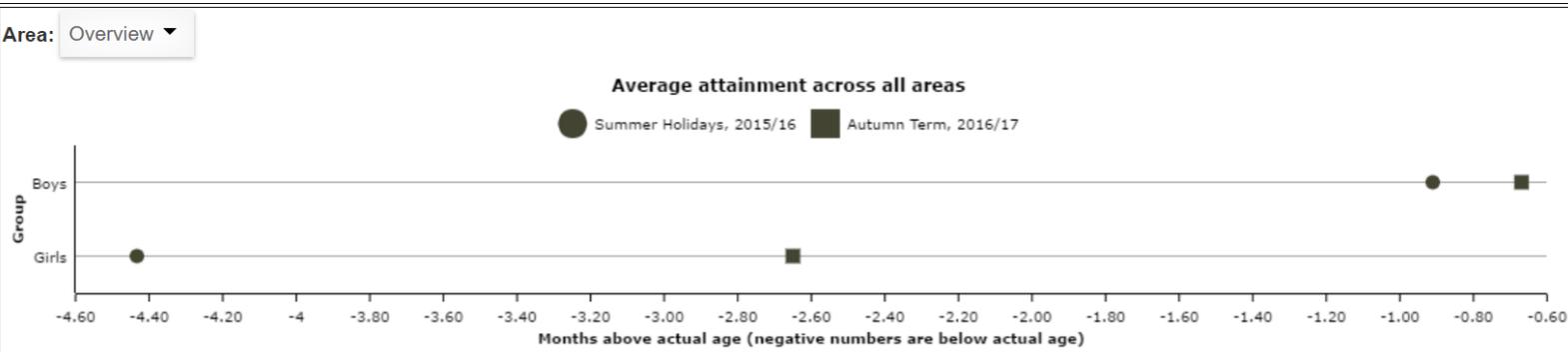
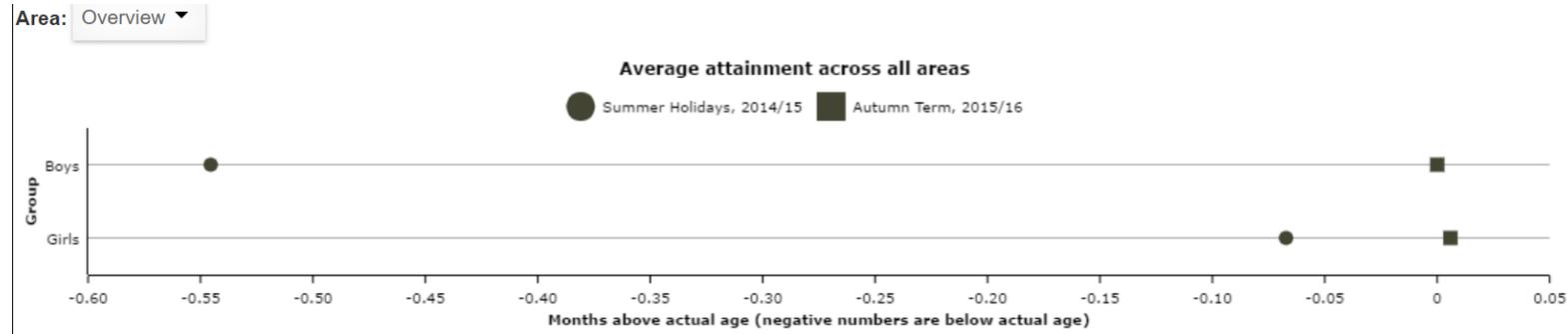
Rate Of Development from June- November 2015			
(Months)	Boys	Girls	Total
Nursery			
Paint Pots Howard Road	0.54	0.05	0.59
Paint Pots Swaythling	-2.65	-0.7	-3.35
Paint Pots Portswood	-0.05	0.07	0.02
Rate Of Development	-2.16	-0.58	-2.74
Rate Of Development from June- November 2016			
(Months)	Boys	Girls	Total
Nursery			
Paint Pots Howard Road	0.25	1.4	1.65
Paint Pots Swaythling	-0.35	-0.6	-0.95
Paint Pots Portswood	0.4	1	1.4
Rate Of Development	0.3	1.8	2.1
Rate of development change for boys	4.92		
Rate of development change for girls	4.76		
AVERAGE RATE OF DEVELOPMENT INCREASE FROM 2015-2016:	4.84		

The results show a marked increase in the rate of development for both boys and girls at the nursery compared to the previous year. Girls and boys across the settings have shown an average development rate increase of almost five months in comparison to the same period the previous year. Staff perceive that this increase in development rate compared to the same time last year can be attributed, at least in part, to the introduction of the regular Boogie Mites music making practise.

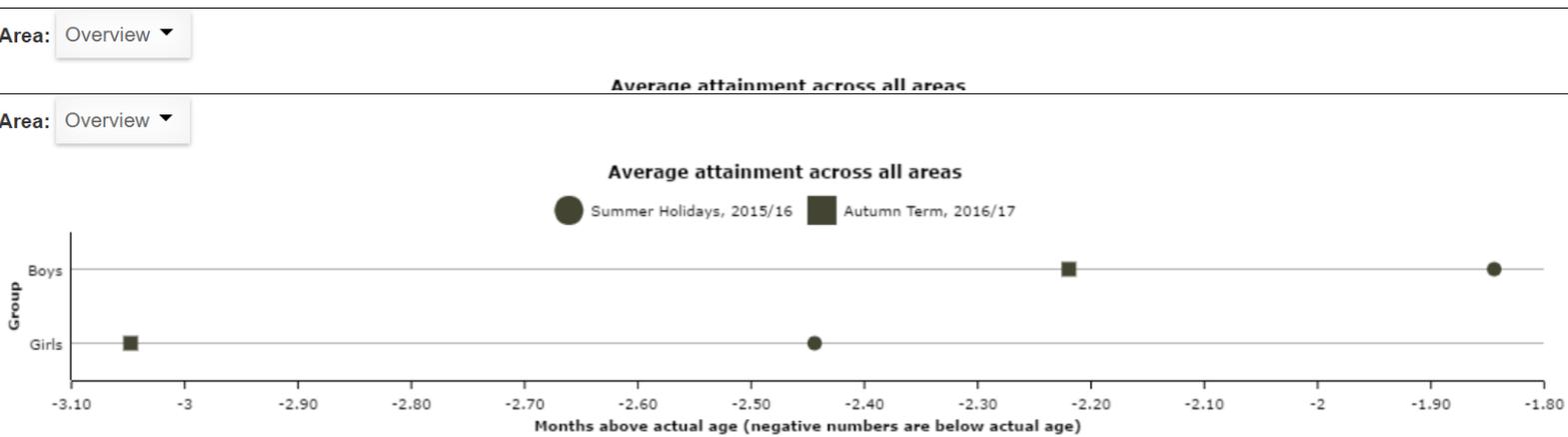
Appendix



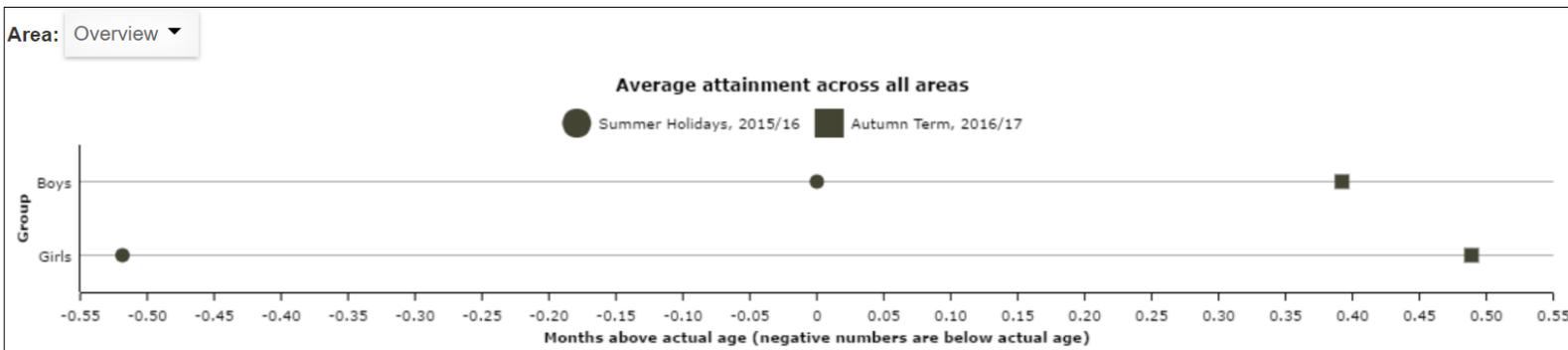
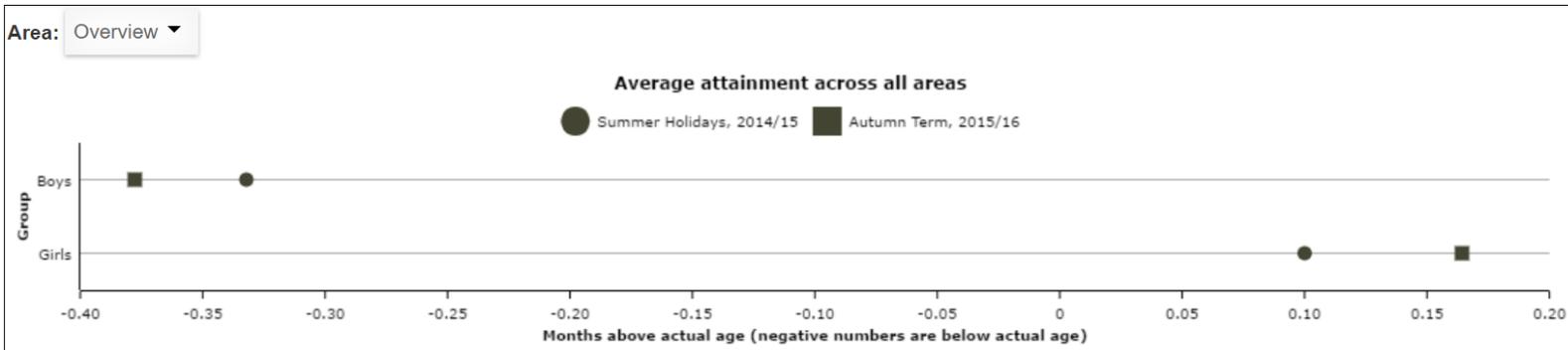
Paint Pots Howard Road



Paint Pots Swaythling



Paint Pots Portswood



Case Studies

In addition 3 case studies of EYPP funded children have been written up:

Child A:

Diagnosed with autism. Child A was in the 8-20 month age bracket for most areas and is now emerging into the 16-26 month/ 22-36 month age bracket. Since starting Boogie Mites child A is now repeating tunes and single words from the songs. Spending time with her key person she is continuing to show interest in the songs and develop her understanding of simple words. We believe this is down to boogie mites activities we provide daily to her as well as all the children in all rooms. The songs are repetitive and very catchy, making it easier for child A to put words and objects together with support.

Child B:

Child B takes a little time to settle in the unfamiliar environment, preferring to play close to the staff or explore activities where they are. Child A plays alongside his peers but can become frustrated at exchanging resources in play and being able to respond to the needs of others.

We introduced child B to Boogie Mites training as part of our welcome time routine and during the first week he started to join in the actions to the songs we had as well as using the shakers and rhythm sticks. He appears to really enjoy joining in with this activity, which has helped him to become more confident whilst he is involved in group play as well as taking turns with resources and in activities. As Child B has become more involved in the songs it has also given him a chance to develop his gross motor skills, using the instruments as well as the control of his whole body when dancing. This has become something that Child B very much enjoys and he often seeks out other toys that play music that he can then dance too as well. To help Child B progress in his speech and language skills we have been using the Boogie Mites songs. Child B has progressed from joining in with certain words from the songs to matching the rhythm and pacing in singing sections of them, this has in turn complimented his development by being more confident and clear with longer and more involved sentences. Child B is now more confident towards his peers, initiating conversations and forming



good relationships with peers and familiar adults. He has also found it easier to focus as part of group times both when he is involved in an activity directly himself as well as being able to take turns when needed or share resources and accept the needs of others too.

Child C:

Child C appears very shy upon entering preschool for the first time. He needs support from his key person to separate from his carer. But does not appear to have separation anxiety. Child C plays alongside his peers, and seems interested in their play, but does not play in a group, extending and elaborating play ideas. After 4 weeks of being at the preschool Child C's keyperson completes his Baseline development report, through observing him during play, and focused activities. Child C's development (base-line) report shows he is at risk of delay in quite a few areas of the early years foundation stage development framework.

We introduced child C to Boogie Mites training, and incorporated his love of jungle animals into the activities. Introducing him to the Jungle of Brazil song, and pretending to go on jungle expeditions whilst listening to the CD. After a few turns of the Boogie Mites Jungle of Brazil activity, Child C begins to show more confidence, not just playing alongside his peers, but approaching them independently and asking to hold their hands to dance. He appears to really enjoy joining in with this activity, which has helped him to become more confident whilst he is involved in group play.

To help Child C progress in his speech and language skills we have been using the Boogie Mites Letters and Sounds activities. Using the instruments to help sound out the beats of the words. He did not need encouragement to join in with these activity, and shows great enthusiasm when participating. Child C has come on very well in these areas of development he is no longer showing as delayed, and only at risk of delay in some areas. He is more confident towards his peers, initiating conversations and forming good relationships with peers and familiar adults. He is more outgoing towards unfamiliar people, and more confident in new social situations. He is beginning to use more complex sentences to link thoughts (e.g. using and, because).

Conclusion

Both the quantitative data supplied in figure 1 and the qualitative data from the case studies suggest that the Boogie Mites Programme has had a positive impact on development at Paint Pots Nurseries. Whilst these results do not account for variables such as the children naturally developing at different rates or a changing environment, it is reasonable to infer that much of the developmental increase can be attributed to the Boogie Mites Programme, as perceived by Paint Pots staff.