



## Boogie Mites School Ready Literacy Music Programme

### Saurus Nursery Group Pre & Post Evaluation of Impact

The Saurus group of 7 Nurseries in Brighton and Hove held inset training on Friday 7<sup>th</sup> September 2018. 55 practitioners attended one of 2 training workshops delivered by Boogie Mites Trainers.

**Nursery Manager, Rikke, a few weeks after the training:** *“All the nurseries have been dancing and singing several times per day, the feedback from parents has been fantastic as they have been able to hear the children from the outside the nursery. I would love to receive your monthly newsletter and to arrange for you to come to each one of the settings and role model with the children and staff as a good reminder of the standards the staff need to work to.”*

**Boogie Mites Tutors were invited back to deliver workshops for the children 6 weeks after training to support the training via role modelling good practice and covering songs as requested by each nursery.**

**Nursery Manager, Rikke, commented:** *“I've been so impressed with the way you train the staff and the enthusiasm that is contagious. I will be contacting you in the future for refresher courses.”*

#### Evaluation of impact 2 months after the training:

Each of the 7 Nurseries in the Saurus Group scored their status for each question below, before and after the training, the %'s are summarised below.

#### Question 1. I sing daily with the children in my care

##### **Before Training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
80%	20%			

##### **After Training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
80%	20%			



**Question 2. My music practise includes use of active movement and percussion instruments**

**Before Training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20%	20%	40%	20%	

**After Training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
80%	20%			

**Question 3. I follow a music programme that progresses music making skills such as rhythmic and melodic awareness**

**Before training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	40%		40%	20%

**After Training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
60%	40%			

**Question 4. I support or lead a group music session several times a week – included in planning**

**Before training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
40%			40%	20%

**After training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
100%				



**Question 5. I link musical activities with other activities throughout the day spontaneously – not included in planning**

**Before training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	80%	20%		

**After training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
80%	20%			

**Question 6. I am aware of how music making supports development in each of the areas of EYFS and use this in observing children’s development**

**Before training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20%	40%	40%		

**After training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
100%				

**Question 7. I understand how regular singing and music making practise can support foundations for literacy development (e.g. links to letters and sounds phase 1 strategy and development of auditory skills)**

**Before training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20%	60%		20%	

**After Training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
100%				



**Question 8. I have observed children in my care making significant progress in one or more areas of the EYFS, through music**

**Before training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		40%	60%	

**After Training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
60%	20%	20%		

**Question 9. I have resources for supporting learning through music for children in my care**

**Before training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	40%	40%	20%	

**After training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
100%				

**Question 10. I feel confident in leading and facilitating music making that will maximise the benefits for each child's development**

**Before training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	60%	40%		

**After training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
80%	20%			



**Question 11. I feel confident to support of lead a parent music workshop and share the benefits of music making with parents, encouraging home practise**

**Before training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	40%	20%	20%	20%

**After training**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
60%	20%			

**Each Nursery Manager commented on the 2 months post training evaluations regarding perceived impact on daily practice and children’s development:**

“Since doing the Boogie Mites course we have implemented it into our physical time twice a day and into our circle times. The children have really benefitted from it and we have found they have wanted to participate more and have been very engaged. The children have been telling their parents at pick up and talking to them about it at home”

“The rhythm of the children has improved, the interest on playing instruments is now huge. They show more awareness for the actions that the body can make”

“I have particularly noticed how the children link song to role play, recreating the experiences we have lead previously.

Some children have described different sounds independently when exploring our home made shakers too!

Language: this has been extended on for the majority of the children. Their confidence has grown in speaking in large groups (e.g. bean bag hello)

Thank you for providing an inspiring training programme. The children thoroughly enjoy our Boogie Mites sessions.”



“I have noticed a huge development in the children’s listening and attention. Overall since we have started doing Boogie Mites, the children show more of an interest in singing and movement. They are able to majority join in with a session twice a day (at least) and always want to do more.

The children have all begun to realise they can use percussion instruments to any songs and they can use anything. In free flow play the children are using cushions as drums, cars as sticks and they are all singing songs.

The songs have helped the children in many areas especially with speech and confidence. The shy children have enjoyed learning and working on the songs as a group and find it easier to stand up and dance with other children.

One particular child who is learning English has really enjoyed the songs, especially the action songs as although he does not understand the words fully, he can understand the actions and order of them and this is really helping his confidence and speech.

I feel like every child at the setting is benefitting from the Boogie Mites sessions and overall is helping every child progress in a range of different areas in the EYFS.”

“The progress I have seen is particularly in their phonetic abilities. The children are much better at blending now. I believe this is, in particular, thanks to Jack the robot and Jack and Jill went walking. This is in about 60% of the children, mainly the children who will be attending school from September 2019.”