



## **PDP3 Programme**

### **Context**

Eileen is a childminder who has been in the profession for twenty years. She currently employs two assistants. Amy, one of the assistants, completed the PDP3 programme with Eileen. They are currently looking after children aged between 11 months and 4 years. Amy has been working with Eileen for 5 years.

### **Why did you decide to do the course?**

**Eileen** – we wanted to refresh our knowledge and keep up to date with current practice. We often attend online training together, so this seemed like a good option.

**Amy** – we also wanted to be able to help offer better support, following the impact of covid.

### **How did you find the training overall?**

**Eileen** – it was good. The group we were in was predominantly childminders, which was great. I did think that it could have been more in-depth, although the content was informative. The webinars were one and a half hours, and perhaps could have been slightly shorter. The allocated time given to the break out rooms was longer than we needed for discussions.

**Amy** – we used worksheets throughout the training which were helpful, but we didn't get any feedback from them, which would have been useful. During discussions, some tutors were more proactive than others in getting everyone involved in discussions.

### **Communication and Language**

**Eileen** - Lots of information about resources were provided. Since then, we have introduced more posters in our setting, for example, we have a poster that displays sea creatures. Children now identify some of them, e.g. a crab, and we were not aware that they had this vocabulary. We use the posters daily, learning about the days of the week, months of the year which enables more conversation and enhances language. We make books more accessible to children, for example a basket, which helps to encourage independent reading and more group story sessions. We shared our own ideas with the group, for example, we use a 'talking spoon' with the children and this works really well to promote a listening culture, even the younger children will engage and babble whilst holding the spoon

**Amy** - We now know to wait up to 10 seconds for the children to respond. It was good to be reminded of what we do and why we do it. The training has made us realise our children are actually quite advanced in speech and language. We do a lot of singing and music on a daily basis helping to promote language.

**Eileen.** We do bucket time, and some childminders from other areas on the course did not know what bucket time was. We learnt this through the Hounslow SEN team.

## **Maths**

**Eileen** - We were anticipating that this may have been our weaker spot but the course reaffirmed how much we actually already do. We do lots of counting and number rhymes and pointing out shapes and numbers in the environment. We are more aware of how to utilise the environment to support more mathematical concepts, for example, creating patterns using natural resources and comparing sizes and counting objects.

**Amy** - the Education Development Trust shared some videos during the webinars which include the pattern song that we now use in the setting.

**Eileen** - We have brought big buckets and the children explore spatial awareness, using the buckets to climb into or for balancing. They throw objects into the bucket and use big hoops. We are going to stick numbers on the buckets so the children can throw the corresponding numbers of items into the bucket and begin to recognise numerals. We use more Mathematical language around the sandpit, e.g. when lifting a bucket of sand, we ask if it is heavy or light. We share information with parents on how they can support at home, simple things like counting as they go up and down stairs. Lots of information from the course was shared with them. We also include ideas in our weekly newsletter.

## **PSED**

**Eileen** - Lots of resources have been purchased since this training. We have bought the colour monster, puppets and other books to facilitate PSED. We have a few children who struggle to regulate their emotions, so this section was useful for us. We have purchased a puzzles and flip chart, so children can match a face to an emotion. We use mirrors for the children to look into, and we shared our experience of using lycra with the children to release frustration and tension with the group as a helpful resource.

**Amy** - Our children like to talk about their emotions quite a lot

**Eileen** - We were reminded about staff wellbeing, our staff wellness policy, and the importance of ensuring staff are ok.

## **Summary of feedback**

Sharing ideas with other childminders was the most useful part. It was good that we were in a group with so many childminders. We did feel that most content was focussed on nursery settings. The tutors referred quite a lot to the role play area, the quiet area, or staff rooms. We live in London so outdoor space is limited and we don't have all those areas in our setting. It could have been adapted more for childminders. Having said that, it has reaffirmed our practice and encouraged us to review our resources. We have taken away lots of ideas and in turn contributed positively to the cohort.