

# **Under 2s at the Museum of London and Museum of London Docklands**

Evaluating the value of museums to the under 2s



### About the consultant

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Jo is perhaps best known for her expertise in families and Early Years in museums and it is this in-depth understanding, coupled with her evaluation experience that she has drawn on in this project. Her projects include:

- the garden, Science Museum, London: Head of Content and Communication for the UK's first permanent gallery for children under 6
- Discover, East London: Learning Advisor to the UK's first Centre for Curiosity and Imagination
- Thinktank, Birmingham: Early Years Advisor for the original design team, responsible for the content ideas for Kids' City, recently under 5s advisor to Made in Birmingham
- On the beach, @ Bristol: the UK's first touring exhibition for under 6s
- V&A Museum of Childhood, London: re-display of whole Museum
- Dragon Tales, Museum of Croydon: family interpretation of the Riesco gallery
- Potteries Museum, Stoke: mentor to this ground-breaking communication friendly museums project
- South West Museum Hub: Parents as First Educators research project
- South West Museum Hub: Close Encounters with Culture project

# The value of museums to children under 2

## Contents

1	Introduction	page 4
2	Executive summary	page 5
3	Policy context	page 6
4	Overview of findings	page 9
5	Detailed findings and recommendations: impact	
5.1	Developing language for life	page 11
5.2	Developing social and emotional capability through positive relationships	page 14
5.3	Developing curiosity	page 17
5.4	Developing agency, autonomy and ownership	page 20
5.5	Contributing to wellbeing	page 24
5.6	Contributing to engaging Home Learning Environments	page 28
6	Detailed findings and recommendations: future development	
6.1	Developing sessions for the future	page 31
6.2	Developing the Museum to meet needs	page 33
7	What does this mean for museums generally?	Page 36
8	Evaluation sample and method	page 39

## Appendices

Appendix 1: Observation framework	page 41
Appendix 2: Interview framework for parents	page 43
Appendix 3: Interview framework for staff	page 45
Appendix 4: Adopting spaces	page 47
Appendix 5: References	page 48

## 1 Introduction



Provision for children under 2 at the Museum of London and Museum of London Docklands is breaking new ground. Although there has been great progress over the last 10 years in opening up culture and heritage to the Early Years nationally, it is well documented that most of this provision focuses on children aged 3+. Barriers to participation have been in place from many quarters: museums and galleries have not felt comfortable with the health and safety implications of the kinds of resources, experiences and environments that under 2s need or convinced of the learning value. Early Years practitioners have not been confident or enthusiastic to take under 2s out of the setting and have not seen the value of culture for such young children and family adults have also felt either uncomfortable about taking babies and tiny toddlers into museums or felt that they had little to offer.

With the revised Early Years Foundation Stage published in March 2012, this is a good time to examine the learning value of museums to very young children. It is also timely to gather evidence of the positive impact museums can have on children's development and family relationships, with the early intervention agenda still high on the political agenda.

The Museum of London Docklands has been amongst the first to establish provision for the very young. Sessions for babies were piloted at the Museum of London Docklands in 2007. In the last 4 years, the provision has developed dramatically. Weekly sessions are now part of the core provision for families at both museums, holiday and weekend programming is inclusive of children under 2, new galleries at the Museum of London were designed to include families with under 5s and the audience profile has shifted in response. The expertise gained by the Museum in catering for under 5s is often shared across the region and the Museum champions the under 5 audience across London and nationally.

This is a small-scale study of the dedicated provision for under 2s at both museums. Its purpose is to inform further development of practice and to capture and distil the essential ingredients of the provision, so that the Museum can enthuse and convince the culture and education sectors of the part culture could play in the lives of children under 2. The study also has the potential to contribute to the evidence base around effective practice in early intervention.

## 2 Executive Summary

Although open to all under 5s, the Museum's term-time weekday pre-school provision is largely used by families with children 2 and under. It has developed through reflective practice, is largely advertised by word of mouth and is over-subscribed. The Museum offers weekly baby sessions at both sites, two toddler sessions and a story telling session at Docklands each week and one weekly toddler session and a monthly storytelling at the Museum of London. Demand for places outstrips supply, despite the size of programme.

This report focuses on Museum and freelance led baby and toddler sessions at each museum. This staff led provision is of a high quality, highly valued by parents and having an impact. The three most significant areas of impact appear to be in:

- encouraging and equipping families to become users of museums independently of the sessions and fostering an attitude of seeing children under 2 as a legitimate audience for museums
- improving the Home Learning Environment (HLE) through helping families better understand their child's development and potential and providing ideas for age appropriate activities
- improving wellbeing for both children and family adults through strengthening relationships, developing confidence, increasing social networks and stimulating children's curiosity and thinking

These impacts are important because they clearly resonate with key elements of the Early Intervention agenda, which now sits at the heart of family and Early Years policy.

Practice at the Museum is still developing through reflection and evaluation, with new activities and approaches regularly tried out. This experimental approach meant that some of the sessions observed were more successful at prompting more of the desired outcomes than others. This innovative approach is a positive thing, but care should be taken to share the findings across the team and to re-use successful elements. For this age group the balance of routine, familiar and novel is important and some of the sessions achieved this better than others.

The sessions are highly engaging which is largely down to the session leaders and the empowering structure for family adults that has been created, based on the core principles set out in the Early Years strategy, devised in 2008. Now that such exciting practice has been developing for a while, the Museum would be sensible to seek to re-visit the underlying principles and articulate the outcomes that the provision is seeking, so that the team can operate with a common language when sharing their expertise with the wider sector.

The sessions are, however, resource heavy and places need to be limited to ensure quality. Families who have benefitted from the provision need to have a "next stage" to move onto. They still need to feel they are being supported by the Museum and have access to "special provision" but could perhaps cope with less access to staff, leaving room for new families (perhaps with greater need) to be drawn into the programme.

The provision has done a great job in growing the under 2 audience but this success now poses a challenge. Programme places can perhaps be expanded e.g. extending Mudlarks opening on a Monday morning and developing Toddler days. However the medium to long-term solution is in galleries that are designed to support self-managed learning for families with under 5s and more resources to support family adults in engaging their babies and toddlers in the displays.

Whilst this is a larger investment, its value can already be seen in the new Galleries of Modern London where the design approach has provided rich spaces for family engagement. Creating more enabling museum environments for children under 2 and their families would mean that the Museum always has something meaningful to offer them, irrespective of the day or time of their visit. It reflects a commitment to children and families as an integral part of the wider museum audience and may also increase accessibility for other visitors who appreciate a more multi-sensory, visually stimulating, object-rich and active learning approach to gallery design.

### 3 Policy context

The Early Years occupied an unprecedented high policy profile under the Labour government. Targeted services through Sure Start, the introduction of the Early Years Foundation Stage (EYFS), the creation of Children's Centres and a raft of parenting support initiatives all sought to address inequalities in achievement and establish "the best start in life" as a means of addressing wider social issues and child poverty. Many of the same policy drivers have continued under the Coalition government. Whilst policies have changed and funding has diminished, Early Intervention, currently high on the political agenda, draws much of the previous policy to its logical conclusion.

The research base that underwrote the previous government's direction has not changed. Key reports such as *The Impact of Parental Involvement* (Desforges and Abouchaar, 2003), the *EPPE Report* (Effective Provision of Pre-School Education, 2004) and the *Effective Early Learning Project* (1995) which directly informed the first EYFS framework are just as evident in Graham Allen's *Early Intervention: the next steps* (2011).

The revised EYFS was published in March 2012. Whilst a radical slimming down of content and a new emphasis on "school-readiness" has brought some change, the new EYFS maintains the emphasis on parental involvement, the centrality of developing communication skills and the importance of personal, social and emotional development.

"Children's future attainment, wellbeing, happiness and resilience are profoundly affected by the quality of their experiences during early childhood. Parents are the most important influence, but high quality early education can also make a big difference to children's life chances. Improving the support that children receive in their early years is central to the Government's aims of greater social mobility and reducing the number of children in poverty." **Government response to EYFS consultation, Dec 2011**

Whilst perhaps too early to say, early intervention appears to be the Coalition government's equivalent to Labour's Change for Children: a call to action and an organising principle rather than a policy in itself. Early intervention cuts across government departments. It underwrites *Supporting Families in the Foundation Years* (2011) a joint publication from the DfE and DoH setting out Government plans on family policy, for example and the establishment of an Early Intervention Foundation has been put out to tender by the DfE but forms part of the government's Social Justice Strategy launched by the Dept. of Work and Pensions.

Of particular importance for this study, early intervention shines the spotlight on the very youngest of children:

"An overwhelming body of evidence now points to the benefits of intervening early in children's lives, before problems develop. The right kind of intervention is especially important in the first three years of children's lives, when children achieve their most rapid development and when Early Intervention can embed essential social and emotional skills." **Early Intervention: Smart Investment, Massive Savings, July 2011**

Early intervention is predicated on the idea that addressing problems early, perhaps even taking preventative action, is more effective and therefore saves money in the long term. It brings together cross-departmental policies to help to ensure that all babies, children and young people develop the social and emotional foundation skills they need to become "school ready, life ready and child ready". Allen describes this as the "social and emotional bedrock" of society.

#### Social and emotional bedrock

School ready – having the social and emotional foundation skills to progress in speech, perception, ability to understand numbers and quantities, motor skills, attitude to work, concentration, memory and social conduct; having the ability to engage positively and without aggression with other children and the ability to respond appropriately to requests from teachers.

Life ready – having the social and emotional capability to enter the labour market; understanding the importance and the social, health and emotional benefits of entering work, the impacts of drug and alcohol misuse, crime and domestic and other violence.

Child ready – understanding what it is like to build and sustain a relationship, to have a family and to look after a small child; understanding how babies grow and develop and how parents can best promote this development.

Concepts such as school readiness and social bedrock are not yet fully formed or established. Indeed in February 2011 for example, the Early Education Group, a well regarded group of Early Years academics, published their own understanding of school readiness, challenging some of the assumptions and highlighting the need to avoid a one-size-fits-all approach. However, things are firming up, with early intervention being at the heart of the new core purpose of Sure Start Children's Centers.

Whilst new ideas are swirling round, some trends are emerging. Evidence based interventions and the ability to identify which elements of practice are effective are being seen as increasingly important, with Allen publishing a list of effective intervention programmes and inviting further examples. This potentially opens up an opportunity for museums able to articulate the impact they have in delivering the early intervention agenda and break into the policy consciousness. Certainly no museum currently appears on the list.

A related issue still playing out is the universal versus targeted services question. Coalition policy is clearly to move away from universal services towards a more targeted approach, not least because of reduced resources. However, a recent report from the UK Millennium Cohort Study *On your Marks: Measuring the school-readiness of children in low to middle income families* (Resolution Foundation, Dec 2011) has provided evidence that a very targeted approach may increase the attainment gap leaving low and middle income families lagging further behind top earners. The same report highlights the Home Learning Environment as the key factor to address in narrowing the gap. This, then, may be a new area of need to which museums can make a positive contribution.

Although national initiatives do not drive Local Authority direction to the same extent as in the past, nonetheless, early intervention is not just a national policy direction, but a local driver. The GLA makes a direct connection between early intervention and health inequalities which has become a priority strand of the Mayor's renewed agenda on children and young people. Programmes established under this banner such as for example Family Nurse Partnerships, with their emphasis on the first 2 years of life, may offer opportunities for new collaborations with museums and the chance to demonstrate how museums can support early years.

Although the Cultural sector is currently formulating strategy around cultural education in the wake of the Henley Review of Cultural Education in England (2012) it is unlikely that there will be detailed recommendations around Early Years (children under 5) and even less likely that children under 2 will feature prominently. The Henley Review does mention the EYFS, states that children under 7 should have visited a museum and that the recommended National Cultural education plan should set out a pathway from the Early Years to HE. Whilst this is to be welcomed it is unlikely to bring about a cultural shift in early years provision in museums or radically alter the perception of museums amongst Early Years practitioners.

The policy context means there are opportunities for the Museum to raise awareness of the potential of museums to help address early intervention issues and to begin a national discussion across our sector of just how young you can be and still have a museum learning experience.



## **4 Overview of findings**

The sessions at both the Museum of London and the Museum of London Docklands are highly valued by families and have a clear impact on family well-being, children's development, the home learning environment and cultural participation by families with young children.

Key ambitions of the provision are:

- to encourage families to be confident to use museums and see them as places for young children to learn
- to help strengthen family relationships
- to support family learning relationships and the home learning environment
- to support children's language development
- to encourage curiosity of mind
- to deliver a high quality provision

### **Families as museum goers**

- most parents felt gallery experiences were important and all said sessions helped them to understand how to use museums with young children
- all parents thought the sessions encouraged visits to the Museum
- all families had become regular users of museums and most had encouraged family and friends to also visit
- some parents wanted more gallery time and stronger links to the collections

### **Strengthening family relationships**

- all families enjoyed the sessions
- family adults were fully engaged with their children
- families talk about the sessions at home with other family members

### **Supporting family learning**

- all families use activities, resources or songs from the session at home
- all parents said they got ideas about how to interact with their children from the sessions
- most parents see the museum as a trusted source of help in knowing what is relevant and meaningful for their child

### **Supporting children's language development**

- sessions were excellent at encouraging family adults to talk to, sing and communicate with their babies and toddlers
- all family adults modelled participation and social communication
- one-to-one exploration activities seemed to prompt the most verbal communication from children but there are opportunities to give babies and children a little more space to vocalise as part of the group

### **Encouraging curiosity of mind**

- all family adults supported their children in exploring activities
- all the family adults in the gallery session tried to engage with the handling objects, some parents were excellent at doing so
- all babies and toddlers showed high levels of engagement with the activities. Some activities sustained engagement longer than others

### **High quality provision**

- all the sessions provided some high quality learning experiences but not all the sessions were as effective at producing all the outcomes
- session leaders ask family adults for feedback and try to amend their practice in response
- the biggest logistical issues arise from difficulties with using gallery spaces: travelling between spaces as a group, transporting resources or needing displays close by with objects that can be interpreted for very young children

Using the Adult Engagement Scale developed as part of the *Effective Early Learning Project* (1995), sessions:

- scored highly on Sensitivity: with session leaders being caring and inclusive, excellent at giving parents and children confidence and establishing a positive atmosphere attuned to children's needs
- scored highly on Stimulation: creating a learning environment that clearly values the adult:child learning partnership and providing rich, stimulating and exciting experiences
- scored medium on Autonomy: with opportunities to increase child-initiated learning and create time and space for babies and children's voices

### **Future development**

- sessions are operating at capacity and there is often over-demand
- with limited budget and space, the number of sessions cannot simply be increased, although parents would like that
- story-telling could be increased, although not all parents feel story sessions are long enough to justify the journey
- any extension into outreach needs to be carefully considered as further raising demand would cause problems. If outreach is developed therefore it should focus on targeted work designed to result in autonomous museum use

## 5 Detailed findings and recommendations: impact

This section of the report considers the impact that sessions have on children and their families in detail. By setting each outcome within its policy context, the report seeks to help the Museum to prioritise its development of its provision. It also seeks to highlight ways in which the provision may contribute to national agendas and therefore areas of potential advocacy.

### 5.1 Developing language for life

#### Why is it important?

The importance of children's communication skills has been a key policy issue for over a decade. Highlighted in the *EPPE* research language for communication and thinking took central stage in the EYFS and was a National Indicator for Local Government. The influential *Bercow Report* (2008) investigated the issue of support for speech and language delay and Graham Allen's definition of "school readiness" as part of the social and emotional bedrock in *Early Intervention: the next steps* lines up speech and perception with the development of social skills. The Nottingham *Language for Life Strategy* is cited as best practice in the C4EO report *Grasping the nettle: Early Intervention for Children, Families and Communities* (2010). The strategy states: "The earliest months and years are the most important for all children and those who have strong attachments are more likely to achieve their developmental potential" and "Communication skills underpin the development of learning and social skills." *Grasping the nettle* identified language for life as one of only five golden threads running through all effective practice.

ICAN, the children's communication charity, also clearly make the link between language and emotional development: "Communication is at the core of (this) attachment" and the 2012 EYFS sets communication and language at the heart of development alongside personal, social and emotion and physical development as the "prime areas of learning and development".



## Evidence

The evidence of language development from the sessions covers parental, as well as children and babies, communication and overlaps with evidence around positive relationships.

- most of the parents who were interviewed consider the sessions have improved their child's communication skills
- songs, stories and rhymes introduced through the sessions are repeated at home, with some family adults convincing partners of the importance of communication
- in the sessions, children are aware of their peers, communicating mainly non-verbally with them
- babies from 6 to 12 months were observed communicating with their family adults and responding to other adults in the group, especially the group leader
- children from 12 to 28 months were observed communicating verbally and non-verbally with their family adults, learning new vocabulary and linking language to exploration
- in story-telling sessions staff report that children under 2 regularly join in non-verbally, e.g. listening to stories and waving pictures of characters or objects at appropriate times
- all family adults were observed communicating with their children in a highly focused way. For most this was sustained throughout the session
- the sessions prompted children and their family adults to communicate in many different ways from sharing songs and rhymes, to collaborating in making, imagining or investigating

Felix (7 months) is lying on his tummy on the rugs. His Mum has a rattling stick with beads on the end. She shakes them close to his body and he echoes the sound with movements of his arms and legs. When she stops shaking, he stills his limbs and then starts up when the noise begins again. When it suddenly makes a noise, he "jumps". Mum begins to move the shaker higher into the air, then lower and he follows the shaker turning his head. When the song and shaking reach a final crescendo he energetically moves his arms and legs, signalling his excitement, stilling as the sound ends.

Alice (23 months) and her Dad are using a picture sheet in the gallery.  
Dad: "Let's go this way Alice, we're trying to find the cup."  
Alice: "Find cup."  
Dad: "Shall we go this way? I don't know if it's over here."  
Alice shines her torch onto the paper and then into the case. They don't see a cup.  
Dad: "Let's try over here."

"Brenda's very good at saying this is not just about me and everyone just sitting back, it's about you engaging and you interacting with your child."

**Parent of toddler 16 months**

"The week the guy brought out his guitar the whole week after he kept saying "guitar, guitar". After that session my husband brought out his guitar and played it. He hadn't done that before." **Parent of toddler 23 months**

Kiran (18 months) has found the ship's horn in Mudlarks. His mum knows how it works. He tries but can't make anything happen. She shows him how to do it and as he tries again she encourages him saying: "up, up, up" as he pushes. Then what appears to be "harder" in their home language. She helps him sound the horn and then encourages him again. She walks away and he tries twice more on his own.

### **Effective practice**

Practice that was most effective at developing language for life was:

- hello and goodbye songs that include each child's name
- session leaders that explicitly say this activity is for you to do with your child
- a mix of familiar and new simple songs and rhymes with actions
- sitting in a circle for part of the session, then breaking out of it to explore
- craft activities with choices of materials and an output that can be used either in the Museum, at home or both
- plenty of resources so that families could choose things to explore or play with
- clear guidance for family adults on how to explore the nearby displays, especially giving adults something to look for and remark on.
- one-to-one family adult and child activities

### **This report recommends**

- keep all the effective practice listed above, especially the explicit encouragement to family adults to be their children's first educators
- add some signing into the provision, either in existing sessions or in additional sessions promoted through outreach
- create opportunities for children to communicate verbally and non-verbally independently of their adults. This might be through signing or through small moments in songs where children do the action or make a noise. It could also be as an explicit part of one-to-one adult:child activities, encouraging family adults to notice and share what their children have said or done or signing songs that narrate the activity families are doing, e.g. "this is the way we cut and stick"
- provide adult content where relevant, which adults can then weave into their conversations, e.g. typically African drums would have colourful, geometric patterns
- re-structure Little Mudlarks mornings so that children can have more time with their adults and peers in Mudlarks, where much parent-child communication was observed

## 5.2 Developing social and emotional capability through positive relationships

### Why is it important?

*Early Intervention: the next steps* identifies social and emotional capability as fundamental to positive outcomes for children. It highlights the importance of positive relationships with family adults and other children from an early age. Give and take, joining in, being aware of others and developing a sense of belonging are all key ingredients in establishing successful relationships in later life and are crucial for “school readiness”. Emotional development is equally important: developing secure attachments, experiencing a range of stimuli and emotions and managing responses are precursors to achieving a child's full potential.

Of equal importance to museums as places of lifelong learning, Pascal and Bertram's AcE Programme (Accounting Early for Lifelong Learning, 2009) looks at “Life readiness” and identifies four key development domains within which children's long-term attainment is shaped.

- Language development and communication skills
- Attitudes and dispositions
- Social competence and self-esteem
- Emotional well-being

Although all four are crucial, interlinked and are all considered in this study, Pascal notes that probably the most critical is emotional well-being.

The revised EYFS also signals the centrality of personal, social and emotional development, identifying it as a “prime area of learning” and keeping the two related commitments: *A unique child* and *Positive relationships* largely unchanged.



## Evidence

The observed sessions clearly promoted positive relationships and connectedness between adults and children. Family adults' self-esteem and empowerment was increased which is likely to positively impact on the children's emotional well-being. Children were happy and either engaged with the activities or exploring in a way that didn't disrupt the group. The craft activity was better suited to the older children in the group but most younger ones were happy to help their family adult.

- all family adults in all observed sessions were engaging positively with their children. There were many examples of bonding behaviours: cuddling, raspberry blowing, tickling and a great deal of smiling and laughter
- all interviewed parents said the session gave them a chance to play and learn together with their children. Some commented that this was not the case in sessions they had been to offered by other providers where parents socialised while children played
- parents value the interaction their child gets with other children and with the group leader. Children are all relaxed with group leaders, most are fascinated by them and some are overtly affectionate (e.g. spontaneously giving them hugs)
- family adults were observed to be friendly and cooperative with other families, whether familiar or new to the group, thus modelling positive interactions
- parents talk about learning how to interact with their children, through coming to the sessions
- children recognise the group leader and other children. The babies in particular were observed to focus and concentrate on the group leader very intently
- children are given their own resources to enable parallel play, but are also expected to use joint resources like the parachute or to take turns with things such as handling objects. All the children behaved positively in each of these activity types
- children are given a wide range of stimuli, including some challenging ones. Adults were observed encouraging children to develop resilience, e.g. when loud noises were introduced

"It's teaching me how to interact with him." **Parent of baby 12 months**

"The atmosphere of the group is important: it really works." **Group leader**

"He has friends here like Maisy and Zara. He knows the babies he sees regularly. He met Maisy here and now we see them quite often." **Parent of baby 12 months**

"It's interaction with other people. I know babies of this age don't interact with each other that much but just seeing other people their size." **Parent of toddler 16 months**

"When he's happy it makes it easier for me at home. He smiles all the time to people here." **Parent of toddler 19 months**



"I get ideas for what to do with Nadia. I'm not a professional, so I don't always know. She gets to see other children and I can say hello to the other mums and I sing in English, which is good for me." **Parent of baby 6 months**

Rachna (approx. 10 months) is sitting on her mum's knee. They both smile as Brenda pulls a crocodile puppet out of the box. Rachna looks at the little girl who is next to her and then back at Brenda. She sees the other children doing "row the boat" with their adults and smiles. Her mum repositions her to look directly at her and they row their own boat.

### Effective practice

Practice that was most effective at developing social and emotional capability was:

- sitting babies in a circle facing each other, with their family adults
- lots of sound dynamics in the baby sessions, some of which may be new and surprising
- songs and rhymes that encourage tickling, hand holding, bouncing
- hello and goodbye songs that include each child's name
- stickers with family adult and child's name on
- time to play informally at the beginning and end of each session
- putting on high vis jackets and walking together through the Museum to a gallery activity space
- some activities where all families are doing the same thing, allowing for modelling, imitation and sharing ideas
- coming together times
- an emphasis on family adults joining in and being their child's educator in **every** activity

### This report recommends

- keeping the explicit empowerment of parents as children's facilitator, but making it even more overt in craft activities, e.g. through praising collaborations between parent and child
- keeping trying new ways of structuring craft activities to enable even babies to join in the making. This is a difficult balance to maintain since going too far down the path of providing pre-prepared materials might enable participation but limits the learning value of the activity
- using some of the exciting sound sources from the baby group in toddler sessions too
- considering a shortened "hello" song with names for the toddler group. They have not grown out of the need for this, even if it will take precious time
- building on the routines that have already developed in some sessions to standardise them, so that they give shape to sessions and are understood within the group as signals, e.g. the Museum of London session already uses spiders drumming on the floor as a signal to begin Incy Wincy spider to help the group settle into a circle and the Make it session uses a song to round off the session, signalling the session is ending. These signals help families know what to expect when.



### 5.3 Developing curiosity

#### Why is it important?

Curiosity is a vital disposition for learning as reflected in the 2012 EYFS, which talks about the three prime areas: “igniting children’s curiosity and enthusiasm for learning.”

Through asking questions and trying things out, children make sense of the world and develop their skills as independent learners. Curiosity is therefore seen as an important part of school readiness. It is also a keystone of research-based approaches to learning in older children such as Guy Claxton’s *Building Learning Power*, where Curiosity sits alongside Creativity and Confidence as the foundation of a successful learner.

Curiosity is fundamental to museum learning. As Arts Council England state in *Culture, Knowledge and Understanding: great museums and libraries for everyone* (2011): “Museums provide learning resources and experiences that can fuel children’s curiosity and critical capacity.” It is curiosity that encourages children to notice the natural and built environment and to ask questions about it. This is the beginning of the visual literacy and object investigation skills at the heart of museum learning.

#### Evidence

- all the parents interviewed consider that the sessions help develop their children’s curiosity
- parents talk about the sessions giving children experiences they wouldn’t have thought to give them until they were older, if at all
- staff identified taking torches, magnifying glasses and little toys into gallery spaces as a key way to encourage curious exploration
- staff were observed modelling ways to explore objects, following children’s interest
- babies were observed reaching for resources, especially following exciting modelling of the resources by the group leader
- children touched, picked up and looked at objects. Some compared familiar and unfamiliar objects, some tried things on, some explored the materials and some pretended to use the objects
- parents feel that the sessions offer a good balance between the familiar and the novel and see this is an important factor in the way sessions engage the children
- parents who most supported their children’s curious explorations made connections between children’s existing knowledge and the novel experience



"He's seeing new things all the time, even in the room, like those strange figurines and he says "What's that?" He's always asking what this new thing is." **Parent of toddler 23 months**

"Curiosity is his main characteristic. It's important for him because I suffer from not wanting to be in public. As a girl I was kept at home and that's made me scared of public places." **Parent of toddler 19 months**

Brenda's very good at saying, "Let the baby choose". I think that particularly when the baby's really quite small this isn't something you necessarily do at home, let them play with unusual items, and I think that's made Nora interested in things. **Parent of toddler 16 months**

A child is walking back to the Clore Centre with the group and notices a carved stone at her level. She stops and traces the letters with her fingers. The Mum also stops, crouches down and explains something in their home language. The Mum leaves the child for a few seconds more to continue to touch the letters. The child climbs onto the plinth and again the mother allows this exploration, then holds out a hand to help the toddler re-join the group. There is no sense of rush, no telling off, no enforcing the adult agenda and no sense of awkwardness at this exploration so close to the (public) café.

Romeo (23 months) has been exploring a leather flask with his mum. He has been fascinated by the water hole. He raises the flask so he can look into the hole again. Seeing this the group leader brings a torch. Romeo shines it on the table and then into the hole. He then shines the torch on his mum's name label, on the object label and then the floor. "We love torches don't we?" says his mum. She then puts the bucket on one side and rolls it making a sound. She speaks into the bucket. Romeo puts down the torch and tries to speak into the bucket. He rolls the bucket, smiling as it moves. Mum rolls it back to him. "Isn't it a beautiful thing? Isn't it gorgeous?" she says.

Richard (30 months) and his Mum are exploring the objects. She picks up the leather flask and pretends to pour water from it into the bucket. He peers into the bucket. She picks it up and pretends to tip water all over her head, shivering and miming that it's cold and wet. "Shall we put more water in?" she asks him. She repeats the pouring action, then picks up the bucket and pretends to tip it over his head. He pretends to shiver, copying her previous mime.

## **Effective practice**

Practice that was most effective at developing curiosity was:

- introducing new and interesting resources, e.g. a “Thundermaker” or a silver emergency blanket
- the group leader using excited language, gesture or tone to describe the activity or resource
- combining new experiences with familiar ones
- giving real reasons to explore, i.e. unfamiliar objects, new spaces, new resources or new combinations of resources, different light levels
- ensuring that novel experiences are rooted in the familiar, e.g. singing songs with museum-related words to a familiar tune
- offering handling/exploration of objects that was structured but allowed free investigation, i.e. objects set out on a table for children to explore with their family adult
- putting everyday equivalent objects with each unfamiliar historical object as a cue to both family adult and child
- session leaders modelling interesting ways to explore objects
- giving an exploring tool to families so they can explore in gallery sessions, following their own interests
- time to play informally at the beginning and end of each session, including in Mudlarks interactive gallery

## **This report recommends**

- introducing some “curiosity moments” into the making sessions: something to explore, a material to handle, a related sound to listen to
- encouraging family adults to spot when their child is exploring, being curious or noticing something through group leader praise
- considering making curiosity explicitly valued: talk about being curious and encourage sensory and imaginary exploration
- using some of the exciting sound sources from the baby group in toddler sessions too
- offering a little more museum content to family adults when explaining the activity or once the children and adults are active, since parents will be able to listen as well as facilitate children's activity
- trying to find gallery spaces with nearby displays containing objects that can connect to the familiar (not just form or function but colour, shape, decoration etc)
- bringing objects into as many sessions as possible. This will be especially important in the Docklands Museum where some of the nicer group spaces are close to displays that are very adult, with few objects with which to interact
- building on the ideas from treasure basket work observed. Making sure that babies are always given the choice of things to explore

## 5.4 Developing agency, autonomy and ownership

### Why is it important?

It is important for both the children and the family adults to have a sense of agency and autonomy in sessions as this is what engenders the sense of ownership. Psychologists define a sense of agency (SA) as the feeling of being the initiator of, and having control over, one's actions. For family adults initiating actions in response to the session leaders' stimulus and support is more motivational and leads to greater learning than being a passive observer or even a participant. Choosing their own way to use a puppet or play with coloured balls with their child allows for both individual creativity and peer learning.

The *EPPE* research highlighted the importance for children of a balance between adult and child-initiated activities. Child initiated experiences have a powerful role to play in the development of children's concepts, skills and attitudes and also in the development of self-esteem. Ideally adults provides children with meaningful choices and time to explore through active involvement. Despite being slimmed down the EYFS still advises practitioners to seek a good balance between child-initiated and adult-led activity, with the balance towards child-initiated learning in the very early years.

Both for family adults and children, a strong sense of agency tends to correlate with a strong sense of self-efficacy: our belief in our ability to succeed. This in turn drives our approach to new learning situations, giving us confidence to try and resilience when we face set-backs. In *Early Intervention: Smart Investment, Massive Savings* Graham Allen links this to children making positive choices as they grow.

Autonomy is used in this report to refer to the session leaders style of engagement. In the *Adult Engagement Scale* Autonomy relates to the amount of freedom that the practitioner gives the child to experiment, make judgements, choose activities and express ideas. This is potentially important as psychologists think it links to motivation and to levels of engagement.

Developing autonomy in the museum setting for both children and family adults is a central aim of the Museum's provision. The Museum hopes that its sessions not only encourage families to visit but nurture the skills and confidence needed for families to visit independently and a belief that museums and galleries are places for children under 2.



## Evidence

- all the parents interviewed consider that the sessions help family adults to know how to engage their children in a museum
- all the parents interviewed consider that the sessions encourage families to visit the Museum and all had done so outside of sessions
- all the parents interviewed have been to other museums or galleries, although most had not done so before attending the sessions
- all the parents interviewed said they would recommend the Museum to others and most said they had already done so. Two said they had brought groups of friends to the Museum outside of sessions and another had invited friends to sessions
- all the parents interviewed felt that the sessions were highly unusual in being so age appropriate and that this made both museums extremely family friendly. None of them had expected to use museums with their children at such a young age but all are now convinced of its merits
- family adults are given a good amount of autonomy within sessions. All sessions explicitly ask family adults to engage with their children and explore with them. The way the craft activities are structured in the make-it sessions tends to result in less autonomy than the messy or gallery sessions
- family adults were seen taking ownership of a range of activities. The most successful of those observed were object handling, searching in the gallery, exploring a mix of resources on the mat with babies exploring textures and exploring in Mudlarks
- all the family adults in Mudlarks were focused on their children: there were no adults sitting talking to each other. Families asked for more time in the gallery with the extra resources
- children develop a reasonable amount of agency, but this is the area where there is still opportunity for new ideas to increase children's choices and expression

"I drag my husband to come too. It's only 1 stop away, so we come on weekends and holidays and we go to other museums to give me ideas to explore." **Parent of toddler 19 months**

When asked what he would say to a friend asking about taking young children to a museum, one Dad replied: "Do it and feel comfortable".

"We used that area today and we've done different areas, so that gives you confidence you can go into a museum, you can point things out." **Parent of toddler 16 months**

"I go to museums with my sister. Her children are 6 and 10. I would have ended up going with Ethan in the pram all day, but now I'm not as reticent to get him out." **Parent of baby 12 months**

Nadia (6 months) pulls up the shiny emergency blanket and notices that as she does so a ball seems to get hidden under the folds. She does it again this time deliberately and her mum notices. "Oh you're hiding it." Mum copies Nadia's actions. Nadia tries to do it again. She pulls the cover, then pulls it further till it covers the ball. She holds up the cover and peeps underneath. She repeats this action 5-6 times.

Brenda hands round a tray with objects on for parents to use in Round and Round the Garden. Oman's mum chooses a pastry brush. As they say the rhyme, she uses the brush to gently brush his nose and face, then his arms and leg. He leans into the brushing.

The families are playing with the coloured balls. One mum twists a ball into one of the gauze nets and twirls it round. Brenda says: "Oh, that's a good idea. I love that idea" pointing to what the mum has done. Most of the other mums then try the same thing, copying the "good idea".

Ted and Alice (23 months) come over to the handling table in the Clore Centre. Ted picks up the heavy leather helmet and holds it out for Alice to touch. She picks up the yellow plastic helmet and tries it on. He tickles her and then peeps under the brim of the hat to smile and talk to her. "That's a new hat". When Alice enters the London's Burning gallery, she immediately spots the helmets that are out for visitors to handle. She leaves the group and goes over to pick one up, clearly making the connection to the earlier object handling.

"The absolute best thing about the toddler group is when we go to the galleries and do things. We come here once every couple of weeks just to walk round ourselves just because there's so much to do." **Parent of toddler 23 months**

### **Effective practice**

- giving minimal instructions and giving more detailed instructions when an activity has been begun by children, so that they are engaged but family adults can still listen
- explicitly telling family adults it is their role to sing to children or make the animal noises
- session leaders modelling how to engage with objects as a friendly participant rather than a leader
- session leaders commenting on interesting examples of play or exploration and drawing other adults' attention to it
- providing activities that give family adults choice over what to use and how to use it
- providing support and a clear role for family adults where they might feel least comfortable, i.e. in exploring the galleries
- having free flow play time when children can choose activities
- including time to play independently in Mudlarks hands-on gallery, with extra age-appropriate toys provided

### **This report recommends**

- building on the minimal instructions and clear role of the adult by encouraging adults to notice and encourage children's behaviours
- encouraging family adults to have conversations with their babies and children as an integral part of the sessions. This could be in exploration sections where family adults are already encouraged to talk **to** their children, which is a great foundation to work from
- building in even more ways for children to be more active and vocal in the songs and rhymes
- building more choice and problem-solving into make-it activities. Even if for pragmatic reasons of time and parental involvement there is a pre-cut template, families could choose between different sizes or colours or shapes and could be challenged to find two that go together, e.g. in making a hobby horse they could have to find two horse heads that match to put them together
- putting resources for make-it activities where children can reach them or on a separate table so that families go and make their choice of materials together



## 5.5 Contributing to wellbeing

### Why is it important?

Wellbeing of both children and family adults is equally important and is interrelated. Well-being is more than simply feeling happy or contented. The Laevers scale of wellbeing characterises children with high levels as:

- looking happy and cheerful
- lively and full of energy
- spontaneous and expressive
- self-narrating, or humming or singing along with life
- relaxed with no signs of tension or concern
- open to the environment
- self-confident and self-assured

Such a sense of wellbeing is clearly a strong foundation for inquisitive learning and positive social interactions. As museum research in the South West has shown, for family adults in museums and galleries there is a direct relationship between levels of family interaction and parental confidence in the space. To maximise the learning potential for museums, family adults need to feel welcome, comfortable and confident.

Adult wellbeing clearly affects interactions with their children. Mothers' health and well-being is listed as a key factor promoting children's health and development in the foundation years in *Supporting Families in the Foundation Years* which also argues that good quality parenting programmes improve parental wellbeing. *On your Marks: Measuring the school-readiness of children in low to middle income families* has identified a significant gap in both vocabulary acquisition and behavioural issues between children from higher-income families and those from middle or lower income. The research suggests that fewer opportunities to learn at home is the most significant environmental factor in vocabulary whilst poorer mental well-being and greater social isolation of mothers in low-to-middle income families is the most significant factor for behavioural issues.

With the importance of wellbeing recognised in the Health and Wellbeing Boards being introduced under the new NHS public health reforms, *Early Intervention: Smart Investment, Massive Savings* argues that these boards should be a key vehicle to deliver the well-being benefits of Early Intervention on the ground. The Early Intervention emphasis on adults being "Child-ready" as well as children being "School-ready" underlines this inter-relationship.





## Evidence

### Adult wellbeing:

- almost all of the parents interviewed feel that the sessions are valuable as a chance to meet with other parents and interact to a social level
- one parent mentioned that the booking system meant that it was not always exactly the same families at every session which gave them a chance to meet a wide variety of people
- staff have noticed that one parent always makes a point of welcoming new families
- most of the parents valued the chance to get away from the home for a while, with some saying it felt as if they could share the responsibility for their child for that session
- one parent said the sessions made her feel relaxed, with another saying they offered "a bit of a break"
- for all the parents interviewed, this was their oldest child. Most mentioned that they didn't really know what to expect about the next stages of their child's development and that they felt they learned more about what to expect from the sessions

"All the mums I know I've met through the group. I now go out for lunch with one of the mums." **Parent of baby 12 months**

What's nice is that it can be a completely different set of people even though we're all from the same area. **Parent of toddler 23 months**

"This is the only gallery where I've seen them be quite so baby friendly. And it gives you a kind of confidence to go to other galleries. I mean I wouldn't let Nora create a nuisance to other people... but if she wants to enjoy the space I'm not going to be shushing her because she's just making a little noise."

**Parent of toddler 16 months**

### Child wellbeing:

- all the babies and toddlers in all the observed sessions looked happy and cheerful
- some babies and toddlers were full of energy, many were very focused on the activities or tasks at hand
- all babies and toddlers were happy to join in activities, some initiated their own explorations
- most of the babies were almost transfixed in their sessions: gazing at the sessions leaders, being stimulated by their family adults and by the sights, sounds and movements of the sessions. One parent commented that when his child had been in the baby group she used to fall asleep two minutes after the session ended because she had been concentrating so hard, she tired herself out
- some of the experimental resources worked less well at engaging the babies, but the babies at no point became listless or ill at ease
- even when surprising or discomfiting sounds happened (such as loud thunder rolls) the babies were equanimous. Some babies blinked, or even flinched but were not upset nor sought to move away from the new stimulus

- toddlers were very confident and comfortable in Mudlarks, clearly a familiar space
- most toddlers were happy to participate in the making activity, even though what they could do might be limited. There was a sense of purpose in the group. However for toddlers who no longer wanted to engage, there was acceptance that they could explore and play independently, which helped make family adults feel comfortable

"It was different sounds and different textures and things to play with, all hands on in a cosy circle. It was a great way to take things in. There was lots of visual stimulation and things to get their imaginations whirring, even at that age." **Parent of toddler reflecting on baby group**

In the hello song, the group sing: "Roll the ball Dylan". Dylan looks intently at Nevin when she claps and says "Hello Dylan". Bronte does exactly the same. When it is Jackson's turn he gives a huge grin and looks at Nevin every time his name is about to appear in the song, clearly anticipating. Ella is new and doesn't know the song, but she too smiles as her name is sung. Maisie smiles and calls out when her name is sung. The session leader brings out a piece of white net to be "snow". She moves the net, swirling it, twisting it, up and down and around, making Whee and woosh sounds. All the babies are riveted on the movement.

Luisa (12 months) sits in front of her Dad and he hands her things as they are passed around. He hands her a cold block and she pushes it away. Instead she crawls towards the shiny emergency blanket. Dad checks this is OK with the session leader, then allows Luisa to investigate the coloured acetate and torches. She lifts the acetates up and watches them catch the light.

### **Effective practice**

- keeping routines familiar, without becoming inflexible. One parent commented she really liked starting and ending the make-it the session with the same song
- combining familiar songs or activities with new and exciting ones
- combining highly sensory, energetic songs, movements and sounds with calmer periods of exploration for babies
- using baby names and animal noises to focus attention
- providing a range of toys and equipment for toddlers to interact with freely at the beginning of sessions
- including songs, rhymes and activities with simple ways for children to join in
- emphasising the active role family adults should play in engaging their child
- commenting on exciting learning when it happens, whether that is from a child, or a family adult coming up with a nice idea
- taking a flexible approach to how long families want to spend doing things and providing lots of resources so if they want to move on they can
- allowing time at the beginning and end of sessions for parents to talk to each other

### **This report recommends**

- considering having a song with names in all the sessions
- opening Mudlarks up across Monday mornings so that family adults have slightly more time to meet each other when the session is very focused, e.g. the make-it session
- adding in some activities that give opportunities for families to work together, taking care that no family is left out
- establishing a way to introduce new families. Could a group of parents take it in turn to be the "buddy" for any new arrivals?
- considering having some online means of families keeping in touch with the group in between sessions
- considering some activities that are about building a sense of belonging to the group: e.g. each child could have their picture taken once a month using a digital camera, then near Christmas picture could be turned into a calendar,
- ensuring that family adults are aware that sessions continue in the Summer holiday although they are not weekly
- providing dedicated under 2s backpacks or other resources on Mondays and Wednesday's so that families can maintain their museum visiting routine even if sessions are not happening. One parent mentioned that this break in routine over the Summer was a surprise to them

## 5.6 Contributing to engaging home learning environments

### Why is it important?

*Parents are children's first and most effective motivators for learning. The key to keeping young children's natural curiosity alive is for parents to take an interest in everything their child does and to talk about it together. (Desforges and Abouchar, 2003).*

The Desforges report was highly influential in focusing on the importance of parents in "narrowing the achievement gap" which had been identified as a key component in social mobility and important in combatting child poverty. Its concept of parents as children's first educators is the basis of one of four central commitments of the EYFS and its findings support, and are echoed in, the EPPE research, which coined the term "Home Learning Environment".

The EPPE project made a crucial assertion about the importance of home learning. They stated that: "For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. What parents do is more important than who parents are."

In 2008 they went on to say: "The Early Years Home Learning Environment (HLE) is still one of the most important predictors of later attainment in English and Mathematics in Year 6 as well as 'Self-regulation'. Experiencing a better Early Years HLE shows a significant positive long term impact after controlling for other influences such as parents' qualification levels, family SES (Social and Economic status) and income. 'Neighbourhood' influence, measured in terms of the Index of Multiple Deprivation (IMD), was non-significant after taking into account child and family characteristics, particularly HLE."

Current policy still reflects the idea that the quality of the HLE is **the** crucial factor in determining children's longer-term outcomes. It appears as a key factor promoting children's health and development in *Supporting Families in the Foundation Years, Early Intervention Next Steps* describes the HLE as: "the single biggest influence on a child's development" and a 2011 DfE report on *Provider Influence on the Early Home Learning Environment* argued that Early Years settings were not having a positive enough impact on the quality of home learning around early literacy and numeracy. Indeed, *Foundation Years*, the government supported website for those working with families and young children states that the revised EYFS will emphasis the need: "To encourage dads and mums to become more involved in their child's development and to give ideas as to how they can support this development at home."

*Grasping the nettle* goes further, maintaining that how parents are engaged is central to success. They stress: "the importance of engaging parents in a collaborative approach, building on their strengths and taking account of their views and experiences."



## Evidence

- all the parents interviewed feel that the sessions give them a chance to play and learn together with their child
- all the parents interviewed gave examples of ways in which the sessions had improved the home learning environment. These included singing the songs at home, playing with the toys or resources made during the sessions, buying new resources based on those used in the session and getting ideas for new things to play, explore or make
- all the parents said the sessions gave them new ideas of things to do
- some parents talked about many of the experiences children have in the sessions being new for them, even “firsts”, with the experience then being followed up at home
- one parent mentioned that the sessions always use inexpensive materials, so they can be replicated at home
- one parent said that she felt that the sessions gave the parents confidence to play with their babies as well as new ideas
- one parent commented that the resources and ideas from the session meant they could do something other than play with plastic toys
- there was evidence that ideas from the session impacted on partners too and influenced their learning relationships with their children
- three of the observed sessions included a grandparent who watched the group. None of the grandparents spoke English, but their daughters/daughter-in-laws translated and explained
- all the parents interviewed said they have visited the Museum outside of the sessions and have been to other museums or galleries, although most had not done so before attending the sessions

“They run different programmes every week. It’s always fresh and gives you ideas, so you can create your own ideas to play at home. You can’t always do the same ideas at home, but you can sing.” **Parent of toddler 19 months**

“Each session has a different theme and it’s always something new. We’ve done a lot of big firsts here: today he used scissors for the first time. The other week it was flour and water and playdough. We kept the playdough for the kitchen floor. Now we have glue sticks and scissors so who knows!” **Parent of toddler 23 months**

Learning new things and new things she can play with. Definitely some of the stuff we’ve done here, we’ve done at home. **Parent of toddler 19 months**

"It gives you lots of ideas of things you can do with kids on a rainy day at home." **Parent of toddler 23 months**

"It makes you interested in doing something new, finding something that you can just pull out in your kitchen and make a game with." **Parent of toddler 23 months**

I say to my husband, "We did this at group today." And then he starts doing it. **Parent of baby 12 months**

As they are leaving a mother says to her son: "Let's take the drum home to Daddy. Let's show Daddy." **Parent of toddler 22 months**

A Dad has come to the session this week because the Mum who usually comes is ill. He explains this and adds: "I've heard all about it, so now it's Daddy's turn." **Parent of toddler 12 months**

### **Effective practice**

- empowering family adults in the sessions to support their own children's learning gives adults confidence and affirms their role
- using low tech, interesting but easily available resources enables replication
- using everyday tools, objects and experiences in interesting and creative ways
- providing craft ideas that enable even the youngest children to join in
- making things in the craft activity that can continue to be played with at home
- including songs and rhymes that can be repeated at home
- balancing familiar favourites with new experiences

### **This report recommends**

- continuing to build on ways to encourage family adults to interact with their children
- continuing to link craft activities to things likely to be used at home
- considering occasionally making things that could be used by older siblings if they are at home, or offering instructions for older siblings to make something linked to the thing the toddler has made
- considering ways to enable parents to share ideas of things they've done at home or on the journey to and from the Museum, e.g. a newsletter or online space of some kind
- signposting to, or uploading, instructions or lyrics used in sessions for parents to reference at home
- considering some audio or even DVD online (if safeguarding protocols are in place) of session songs or music making
- considering structuring outreach to Children's Centres around the concept of improving the HLE. The June 2011 report suggested that many settings aren't sure how best to tackle this issue and that practitioners don't feel they have been especially trained in this area. This is an area in which the Museum could provide some expertise

## **6 Detailed findings and recommendations: future development**

### **6.1 Developing sessions for the future**

#### **Evidence**

- parents who were interviewed liked most of the current activities. They especially mentioned the musical instruments, the singing, the messy play, the craft, the additional toys in Mudlarks and the gallery visits
- their advice on developing the sessions was largely pragmatic and involved in the detail of recent activities, e.g. make sure there are enough instruments for everyone to have one
- some parents suggested that more could be made of the galleries and direct links to the objects, e.g. when exploring the gallery near the Lord Mayor's coach, perhaps having a procession to link the idea
- none of the sessions quite got the level of information for family adults about the gallery/collections right
- some parents mentioned liking the balance between new and familiar things
- one parent mentioned that keeping instructions short and succinct was important
- parents liked the idea of having age appropriate sessions for their children to progress to but had few ideas about what they might be, since they had no experience of older children
- whilst parents with under 2s come to story-telling sessions, some parents mentioned that it didn't offer enough on its own to warrant the journey
- family adults bringing babies to the toddler session could only observe. Those families that did bring 2 children, brought an extra adult so could have been more meaningfully engaged. For those toddlers that had just come from the baby session, both the make-it and gallery sessions were more appropriate for the older children
- observation showed that although the journey to the galleries at the Museum of London may be difficult, the Museum of London displays and spaces seem more meaningful and relevant for this age group and therefore easier to work with
- when reflecting on the success of sessions, there was little mention of principles or outcomes, although the sessions clearly reflect the principles established in the Museum's Early Years strategy
- more opportunity, and a framework, for sharing practice would be helpful
- session leaders encourage family adults to feedback at the time about new ideas and discuss informally with them. Whilst this is positive it's not the best way to get quality feedback. Instead asking one or two parents to feedback at the end of the session or even via email would be more reliable

## **This report recommends**

- not expecting children to join the toddlers as soon as they can walk
- providing resources for families with two children and two adults to keep babies in Mudlarks whilst older siblings go to the session
- providing some extra resources for babies in the toddler sessions. This worked well in the Museum of London gallery session where younger children played with torches whilst older children hunted for objects
- giving a little more collections related information for family adults. Although this is currently tried it is not yet quite at the right level. Links in activities need to be simple and obvious for children but the information should be directed at adults. The best time to deliver information is when children are engaged in a short independent task
- making more of the presence of the under 2s in the galleries: signs could include colourful pictures, and maybe the theme of the session, and would do an important job in under-scoring the learning value to both family adults and other visitors
- structuring Mondays so that Mudlarks is available all the time. It may then be possible to offer some families who can't get into a session the opportunity to come to Mudlarks and have an Explorer Pack
- considering creating a Toddler Trolley that goes into the galleries on Mondays (and may be useful at other times). If this was lockable, families who don't get places in the sessions can be booked into Mudlarks (capacity allowing) and given a Toddler Trolley key so they can go and explore with extra resources. Session families might also be able to book out a key or pick one up on the day if still available
- considering bringing handling objects into Docklands sessions to supplement the displays
- considering having some "Toddler days" (initially at Docklands) re-using some of the best parts of sessions but more on a drop in basis. These toddler days could provide the capacity for outreach work. They could therefore be invite only, or they could offer invite only sessions, with wrap round toddler activities in Mudlarks and the most friendly gallery spaces, including story telling. Targeted outreach work could also consider Dads sessions or Dads days
- consider expanding story telling at the Museum of London, perhaps providing exploring resources for use after the session to make the session appear longer and therefore worth the travel time
- considering having a "Little friends" group or some kind of membership, with no heavy commitment but something that means the families, have "joined" the Museum. This could link to the idea of an online way to keep in touch such as a members only page with downloadable lyrics of the songs from the last session or instructions for how to make playdough
- building reflective practice across the team, e.g. establishing a set of agreed outcomes for the team to plan to, videoing sessions to share practice, the EYs Coordinator observing gallery sessions at the Museum of London, professional development opportunities around deepening understanding of how families and young children learn
- building an activity bank, with activities listed by the outcome they seek: what worked and what didn't



## **6.2 Developing the Museum to meet needs**

### **Evidence**

Developing the museum environment:

- parents of the babies who had their session in the Pleasure Garden commented on what an atmospheric space it was and how well it worked practically
- parents trying to explore in the Docklands gallery commented on the lack of things to try to encourage their babies to look at
- parents who use Mudlarks during the week without the extra toys provided on a Monday mentioned what a big difference it made
- one parent mentioned that a story telling session on its own wasn't sufficient to justify the travel to the Docklands Museum
- staff and parents commented on the need to re-develop Mudlarks to provide more age appropriate and robust activities. There are many parts of the gallery that do not appear to work either physically or intellectually
- parents stated they would like more time in Mudlarks
- one parent suggested providing books for families in the Sainsbury Centre

Marketing:

- parents highly value the soft play area and many cite it as a reason they first came to the Museum. It is also a way they describe the Museum to other parents, to signal its family friendliness
- some parents had seen leaflets, though often in Mudlarks
- one parent mentioned searching the web for things to do and coming across the baby group
- the Museum is struggling to cope with session bookings because demand outstrips the supply of places
- although the booking system does enable a wider pool to access the sessions than pre-booking half term places for example, it still favours those families where the adults are highly organised. One parent said she sets a weekly reminder on her phone to call and book her place as soon as lines are open

### **This report recommends**

Taking a strategic approach to:

- developing provision for this audience in which improving access within the museum learning environment is as important as providing staff-led provision
- raising the profile of the Museum's ground breaking work with this audience in relation to national policy
- establishing a reputation for, and championing the development of, high quality provision for under 2s across the heritage and cultural sectors

### Developing the learning environment:

- in the short term, reflecting on the relative strengths of the two Museums as they currently are and building on those, i.e. the Museum of London has more gallery spaces that can better support independent use by families with the appropriate playful resources. It may be able to offer a “hybrid” form of provision that is less staff-intensive for slightly older children for example. Docklands has Mudlarks and fewer appropriate and useful gallery spaces. This is a strength to build on
- identifying existing spaces with the potential to be relevant to this audience with only small scale changes. The prime example of this is the Sainsbury Centre in the Museum of London Docklands. This was suggested by a parent. (see Appendix 4)
- improving Mudlarks so that all parts of it work effectively both physically and in engaging family users
- considering providing a family desk, as the British Museum have just done, that can offer orientation advice for families and administer family resources. This may be permanent or during weekends and/or holidays. As a new provision, it may be suitable to be staffed by volunteers, although it is also a great opportunity to ensure that Visitor Services staff understand the family audience and can advise them on how to get the most from the Museum
- in the medium term, identifying opportunities in upcoming gallery re-displays or new exhibitions to include relevant objects, visually accessible displays, atmospheric spaces and spaces that can be made comfortable for groups to meet and explore
- creating family corners in new and existing spaces that offer permanent resources that are relevant and meaningful in supporting family engagement with the collections

### Raising the Museum profile with policy makers and the education sector

- finding the appropriate contact within those involved in Early Intervention. This might be the London Mayor's Health Inequalities Team, Dartington's Social Research Unit, the Centre for Social Justice or Graham Allen's office. This study does not provide the kind of empirical evidence that Graham Allen has sought to use in recommending successful early intervention programmes, but it does provide evidence that indicates the **potential** of museums to contribute. Since museums are largely publicly funded universal services which already exist, the Museum could argue that a wider study (perhaps action research) could be justified to provide more statistically robust data
- focusing outreach on working with Children's Centres around the early intervention agenda, especially on improving HLEs as part of the new core purpose of Sure Start Children's Centres. Ideally this should be discussed at Local Authority level initially to see if there is a wider strategic fit than just local Centres.

- exploring the possibilities of the above with the pilot Early Years Teaching Centres, coordinated by Penn Green. Westminster, Haringey and Lambeth all have consortia of Centres taking part in the pilot. Each Centre or consortia seeks to spread exemplary practice to up to 20 settings in their area. Links to the settings can be found at: <http://www.pengreen.org/page.php?article=1812>
- developing a relationship with 4Children: the lead organisation in the Early Years and Childcare Strategic Partnership, which works with government to inform the sector and “coproduce support and resources”. 4Children is the key player in developing this sector lead, but other partners are also worth considering, particularly the Fatherhood Institute (if the Museum explores the idea of Dads sessions) and Children England, who have a strong family focus too
- if the Museum already has good relations with any educational charitable trusts it would be worth considering whether any would be interested in a presentation of the under 2s work and its impact. The Trust could then be asked for advice on how to take the work forward and who to approach, rather than directly for money
- cultivating opportunities to publish in educational publications, e.g. Nursery World has just published two articles about museums as part of the EYFS drawing on the experience of the South West Hub and the East of England

#### Championing under 2s as an audience across the sector

- developing a dissemination and sharing plan that builds awareness of the Museum’s work through popular channels of communication within the sector. This should include talks and articles, possibly training workshops or conferences, but also drip feeding “news”, commenting and reviewing, providing related information to colleagues etc
- building an informal network of those working in the heritage and cultural sector with under 2s. If this was systematised, whilst it would create work, it would also mean the Museum would be the founding and leading member
- exploring a relationship with Kids in Museums. Although they do not exclusively champion this age group and don’t have the depth of knowledge that the Museum does, they do have a high profile and like to work in association with well-known museums such as the Museum of London
- talking with the Cultural Learning Alliance, who have identified Early Intervention as an agenda for museums to contribute to (<http://www.culturallearningalliance.org.uk/early-intervention-the-next-steps.aspx>)
- taking DVD footage of sessions and having good photos with permissions for use to be able to share more widely
- considering sharing the professional development opportunities that should be developed for session leaders to others in the sector

## **7 What does this mean for museums generally?**

One of the aims of this study was to identify any findings that may be transferable and have relevance for the wider sector. The following 10 elements have emerged as important in contributing to the success of the Museum of London's led provision for families with children under 2:

### **1 a safe and comfortable space**

- families need to feel confident and comfortable to participate: the space is a key component in this
- sessions use learning spaces that can be closed to the general public and where noisy and messy activities can take place
- sessions use enclosed or semi-enclosed gallery spaces where a group can gather together, e.g. a corner
- sessions provide cushions and rugs to make spaces more comfortable and demarcated

### **2 well organised logistics**

- booking for sessions is important to enable numbers to be controlled. It also gives an opportunity for getting contact details for families so you can keep in touch. The Museum sessions are over-subscribed and the booking system is changing in response. Booking 2 days in advance by phone has been very popular with parents. Having a weekly session enables families to predict when sessions are and build sessions into weekly routines
- arrival and sign in is important to get right. The Museum uses signing in to greet families, gives out stickers with family adult and child's name on and has free play at the beginning of sessions because families don't all arrive at the same time
- signposting where the session is avoids frustration (especially if the session uses different spaces each week). Sometimes this involves extra Learning staff in the Museum, which may not always be possible. Designing some colourful signs to point the way is one of this report's recommendations for the Museum
- it is important to have space for families to park buggies. The Museum always designates a space even if that is a corner in the gallery
- choice of activity is central to success with under 2s and this means lots of resources. The Museum has boxes and trolleys for transporting resources to the session space. The group leader gets help from other staff to transport and clear away resources

### **3 an enthusiastic and caring session leader**

- to encourage family adults to actively participate, session leaders are extremely confident, enthusiastic and engaging
- session leaders understand babies and children's needs and are at ease with families needing to breastfeed, put children to sleep or move around within an activity

- session leaders establish an informal, easy familiarity, using their own first names, using family adult and children's names and getting to know individual likes and dislikes, interests and motivations

#### **4 age appropriate activities**

- the Museum began offering session for under 5s, but found that most children were under 3. Even within that age group, the babies clearly had different needs to the slightly older children. By splitting the sessions between babies (sitting to walking) and under 5s the Museum is able to offer much more tailored activities
- if the activity is too difficult for children, parents will tend to feel they have to do it for them. Unless children and babies are actively engaged, they will lose interest and find other things they would prefer to do. In either case, the collaborative learning, curiosity and communication has been lost. Finding activities that enable children and adults to work together is very difficult but is the key to success. The Museum has found this most difficult to achieve in craft sessions
- no single activity is likely to suit all families all the time. Even children of the same age are developmentally very different. One way to cater for this is to provide a range of activities within a sessions, free flow times and where a common activity is happening, make sure it is open-ended so family adults can pitch it to suit their children

#### **5 parents as children's first educators**

- the session leaders explicitly tell parents that it is their role to sing for/to their children, do actions, make animal noises, use puppets, explore objects, look at displays, help with sticking etc
- the space is set out to indicate parents stay with their children, i.e. there is never seating round the edge of the circle for adults and resources for children in the middle
- sessions include activities where parents are expected to help their child do something, at which point session leaders come round and ask parents about it or join in and model new ideas

#### **6 songs, actions and rhymes**

- session leaders and parents agree that songs and rhymes are a really important ingredient. They get family adults involved, children can join in at any level and they establish an informal atmosphere
- it's important to offer as many ways as possible for families to communicate verbally and non-verbally
- using well-known songs and rhymes helps participation and can provide a vital familiar element that builds confidence and connects to children's existing knowledge
- well-known tunes can have new words added as a way to introduce new ideas or vocabulary
- songs can introduce difficult ideas more easily, e.g. the Museum used a simple Nigerian song, that was very catchy and had great whole body actions, to think about different communities in London. It was so

catchy, family adults were singing it leaving the session and four asked the Museum for the lyrics the next week

- songs are great ways to start and end sessions. The Museum uses a “hello” song with children’s names in to start baby sessions which really engages all the babies

## **7 music and mess**

- the most highly valued activities for family adults are ones they feel they can’t get normally, either because they wouldn’t have thought of them or because they don’t have the space or resources. The Museum’s messy activities are very popular, e.g. not just playing with home made playdough but making it from flour and water too
- even glue sticks and scissors may not be something young children have access to at home
- consider what kind of activity families might not normally be able to do. The Museum of London Docklands has a gravel and water exhibit and many parents value this highly as they live in flats and don’t have access to sand and water play
- the Museum’s music sessions were not observed as part of this study but were mentioned by parents as being exciting and different. They are led by a musician and the feedback was that seeing instruments being played was inspiring for toddlers

## **8 up close with objects**

- family adults may be attracted to Museum sessions by age appropriate songs and resources but one of the things that they feel makes sessions special and successful is getting up close to objects and exploring the building and displays. The Museum has a monthly rota of sessions, one of which is gallery based (the others are messy, music and make it). One Dad said he’d like to go to the galleries every week while another Mum said she’d like to tie more closely into the things on display
- for babies, using a gallery space and transforming it into a baby-friendly area helps families feel confident. Incorporating a brief session of gallery exploring helps family adults engage with nearby displays. For this to work well, displays need to have objects that have some level of familiarity, so that family adults can talk about them. Hiding things around the space so that babies can help “find them” worked well, e.g. small plastic frogs were placed around an area
- the toddler Gallery session included a handling table with objects and their modern equivalent for families to explore, torches and coloured acetate to explore in the gallery while singing London’s burning and a simple sheet with four pictures of objects to find and stickers to put on them once found. These activities worked best with children closer to 2, who benefitted from meeting the same objects in different contexts

## **9 time and space to socialise**

- whilst a strength of the sessions is that parents are focused on their children, they and children also benefit from the chance to socialise with other families. Providing free flow activities at the beginning and end of sessions gives some of this time
- the Museum of London Docklands has a separate interactive space called Mudlarks in which they provide extra toys and resources on Monday morning. This space is then reserved for families, which provides further chances to socialise around the led parts of sessions
- in both museums the café is a crucial place for families to socialise before and after sessions. The cafes are family friendly and many families come back there to meet with friends during the week. Museums without cafes could consider providing refreshments as part of sessions

## **10 something to take away**

- the Museum has found that making activities work best when families make something to wear or play with in the Museum and/or to take home
- songs and rhymes are the easiest thing to “give” to families and help keep the connection till the next session
- parents interviewed mentioned a number of things they had taken home and continued to use, e.g. the playdough and a simple hobby horse. They were keen to be able to make these again when they finally “fell to bits” so putting instructions on a sheet or online is a good idea

# **8 Evaluation method and sample**

## **8.1 method**

The focus of this evaluation was the families taking part in the programme. Children under 2 are largely pre-verbal, making data gathering challenging. In addition, family adults are often highly focused on their children during sessions and are unlikely to be able to either take part in evaluations or necessarily take notice of anything else happening in the session. Outcomes and impact of the session are more likely to be seen outside the session as during it, although learning behaviours could potentially be observed.

For all these reasons a 360 degree approach was taken to data collecting, triangulating data from family adults, staff and participant observer field notes from sessions to capture both the children's perspective and the potential of sessions.

The evaluation needed to combine data around the impact of the provision on the families taking part with data around current practice and how it might be deepened and extended. Both required qualitative data that could offer in-depth insight. For this reason a set of outcomes for families was distilled

against which impact could be measured. These outcomes should also prove useful in steering the future planning of provision for this audience.

Data was gathered using the following tools:

- a participant observation framework with indicators of the agreed outcomes (see Appendix 1). This was based loosely on the Leavers scales of involvement and well-being, cross-referenced with social and emotional and communication and language outcomes from the revised EYFS
- interviews with parents, outside of sessions (see Appendix 2)
- interviews with staff delivering sessions (see Appendix 3)

A number of potential frameworks for coding the findings were considered, with an understanding that the final coding would be determined by the nature of the evidence. Ultimately an analysis framework was devised to reflect a combination of the Museum's desired outcomes and key policy drivers. This way of coding the evidence enabled the report to address two central aspects of the brief: to enable the Museum and the sector to see how work with under twos fits within the current policy context and to recommend areas for future development. An additional coding was carried out using the Adult Engagement Scale devised through the EEL project, which helped to reflect upon the characteristics of effective practice.

## 8.2 sample

The sample was relatively small and there is no statistical significance to the findings. Instead this is an in-depth data set, studied from all angles.

Staff involved in the study were those most deeply engaged in the provision. This was:

- 3 session leaders (1 of whom is also the Early Years Coordinator)
- 1 Visitor Assistant, who provides story telling sessions
- the Early Years Programme Manager

5 families were interviewed. Family adults were approached by the Early Years Programme Manager to provide as representative a sample as possible. They covered:

- both Museums
- Dads as well as Mums
- parents of boys as well as girls
- parents from the babies' group as well as from the toddler group
- families who had been attending for over a year as well as those only attending for a few months
- families for whom English is a additional language

5 sessions were observed. The sessions chosen for observation offered a realistic view of the programme. They were:

- at both museums
- at different times
- baby groups and toddler groups
- gallery sessions and "make-it" sessions



## Appendix 1: Observational framework

### Observation and analysis framework

Outcome	Indicators
Families feel that museums are places for them and for all families with young children	Family adults and children appear at ease in the session
	Family adults and children appear at ease in the galleries
	Family adults seek to engage their children with resources, collections or the building
	Children show interest in the resources, collections or the building
	Family adults talk about other visits or other museums
Families enjoy their time together and deepen their bonds through shared experiences	Family adults engage with their own children about the activity, building or collection
	Family adults help and support their children
	Families enjoy close physical contact: sitting on knee, holding hands, ruffling hair
	Families laugh or smile
	Family adults remark on or narrate the experience in an interested or lively manner
	Family adults thank or praise children through their engagement
	Family adults mention talking about the Museum with wider family
Families are confident and curious to explore both in the sessions and beyond	Family adults and children look around the spaces as directed in sessions
	Family adults and children touch, point, sing, act etc following staff direction
	Family adults encourage children's exploration
	Family adults make connections to home experiences for children
Families become autonomous users of museums	Family adults and children explore beyond staff direction in session
	Family adults and children explore beyond staff direction in galleries
	Family adults make connections to other museum experiences
Babies and toddlers will feel secure and confident to learn in a new environment	Children look happy and cheerful.
	Children are actively engaged.
	Children concentrate and show persistence with an activity.
	Children are intensely and/or continuously engaged with the activity.
	Children are open to the environment and alert to change or following interest.

Babies and toddlers will develop their language for life (communication and language)	Children seek to communicate with their adults.
	Children seek to communicate with other adults and/or peers.
	Family adults talk/sing/sign to children about the session.
	Family adults talk/sing/sign to children about the collections or gallery space.
	Family adults introduced new vocabulary.
	Family adults model effective communication.
	Children talk/communicate about the collections or displays.
	Children use new vocabulary or modelled language.
	Children imagine or pretend.
	Children make connections between new and prior experience.
Babies and toddlers will initiate activity and take part in set activities	Children join in led activities with prompting, responding as required.
	Children join in led activities independently, responding as required.
	Children initiate small-scale activity within led activity.
	Children explore independently.
	Children lead family adults to activity or exploration.
Family adults will find the sessions interesting	Family adults remain engaged with the activity.
	Family adult body language is positive.
	Family adults talk about the activity or subject matter.
Family adults will meet new people and make new friends	Family adults have positive body language towards each other.
	Family adults speak to a range of other family adults throughout the group.
	Family adults know each other's names.
	Family adults speak about other sessions or other places they meet.
Family adults will be surprised by what their children can achieve	Family adults comment on children's effort or achievement.
Family adults will engage more in their children's learning at home	Family adults mention doing something related at home or planning to do so.
Family adults will value and understand their child's development and their role in supporting it	Family adults talk about the age appropriateness of an activity or element of activity.
	Family adults talk to their child about the adult role, e.g. Mummy needs to help you with that.

## Appendix 2: Interview framework for parents

- 1 How old is your child/children?
- 2 How long have you been coming to the sessions at the Museum?
- 3 What made you decide to come along to your first session, if you can remember?
- 4 How, if at all, do you think your child benefits from the sessions?  
(prompt: how can you tell?)
- 5 Which of the following do you think the sessions help your child to develop?
  - curiosity
  - communication/language/speaking
  - confidence
  - strength
  - relationships
  - none of the above
- 6 Have you and your child done anything new or differently at home as a result of coming to the sessions?
- 7 What if anything do you think the sessions give the adults that come?
- 8 Which of the following benefits for parents and carers do you think we could honestly tell funders that the sessions provide:

The sessions:

- help family adults have fun with their children
- help family adults to know how to engage their children in a museum
- give families a chance to get to know other families
- give family adults an opportunity to feel proud of their children

- help family adults get to know their children better
- give family adults and their children a chance to play and learn together
- encourage families to visit the museum

9 What would you say if a friend asked you about taking young children to a museum?

10 If the Museum was going to develop the sessions further: what parts, if any, should it definitely keep?

Are there any parts it should think about changing?

Is there anything it should add?

11 If the Museum was going to develop sessions especially for toddlers/3-4 year olds what kind of thing do you think they should include?

12 any other thoughts to add

### Appendix 3: Interview framework for staff

- 1      Would you consider the current provision to be successful?  
Y      N      Partly   Don't know

What makes you think that?

- 2      Are there any elements that you think are more successful than others?

- 3      Are there any elements you think should be changed?

- 4      Are there any logistical or practical difficulties with the current sessions?

- 5      Is there anything that should be added to the current sessions?

- 6      What do you see as the main benefits of the sessions for the children?

- 7      For the family adults?

- 8      Do you think the sessions help children develop their curiosity and ability to explore?

If no: why not?

If yes: in what ways? Do you have any examples?

- 9      Which activities do you think families most enjoy doing **together**?

- 10     Have you seen any evidence of family adults getting to know each other through the sessions?

- 11     Do family adults ever seem surprised by the things their children can do or are interested in?

- 12     Have family adults ever talked to you about things they've done at home after sessions?

If yes: what kind of things?

- 13 Have family adults ever mentioned visiting the Museum before or after their sessions, coming on another day or visiting any other museums?

If yes, do you have examples and how many of the families?

- 14 How, if at all, do you think the sessions give parents the message that they are important in their children's learning?

- 15 What implications, if any, do you think the sessions raise for the way the Museum develops its exhibitions and displays in the future?

## **Appendix 4: Adopting spaces**

The Sainsbury Centre space is wonderfully comfortable and would be appealing to families with young children. Whilst their need to play must of course be balanced with others' need for quiet study, a level of timetabling should ensure that this space could offer something for younger visitors.

Children under 2 are often computer literate. The availability of computers, with social seating (i.e. an adult or older sibling could sit with the younger child and use the computer together) gives this space great potential.

In addition, the Sainsbury images and the familiarity of the shopping topic make it an ideal space to locate an exciting shopping role play area, perhaps on days when story-telling is on offer.

The comfortable seating and natural daylight also make it a wonderful place for children and adults to share picture books related to the Museum's themes. This could range from story books on related topics (e.g. "Mr Gumpy's outing" on rowing boats) to "photo albums" of images that children and their family adults might like to share and talk about, e.g. pictures of Sainsbury's from Grandma's day on. Linking books to what can be seen out of the window, e.g., picture books on cranes or narrow boats would also be an excellent resource for family adults to help children make connections.

The suggestion of a comfortable reading space was made by one of the parents interviewed for this study.



## Appendix 5: References

The following publications, research papers and policy documents were quoted in this report.

Page	Publication	Author	Date	Source
6	<i>Early Years Foundation Stage Framework (EYFS)</i>	DCSF DFE	2008 2012	<a href="http://www.education.gov.uk/publications">www.education.gov.uk/publications</a> <a href="http://www.foundationyears.org.uk">www.foundationyears.org.uk</a>
	<i>The Impact of Parental Involvement</i>	Desforges and Abouchaar,	2003	<a href="http://www.education.gov.uk/publications">www.education.gov.uk/publications</a>
	<i>Effective Provision of Pre-School Education</i>	K Sylva et al	2004	<a href="http://www.education.gov.uk/rsgateway">www.education.gov.uk/rsgateway</a>
	<i>Effective Early Learning Project</i>	Pascal and Bertram	1995	Original report now difficult to find. Useful summary at <a href="http://www.publications.parliament.uk">www.publications.parliament.uk</a>
	<i>Early Intervention: the next steps</i>	G Allen	2011	Useful summary and the report can be found at <a href="http://www.culturallearningalliance.org.uk">www.culturallearningalliance.org.uk</a>
	<i>Government response to EYFS consultation</i>	DFE	2011	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
7	<i>Supporting Families in the Foundation Years</i>	DFE DOH	2011	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
	<i>Early Intervention: Smart Investment, Massive Savings</i>	G Allen	2011	<a href="http://www.cabinetoffice.gov.uk">www.cabinetoffice.gov.uk</a>
	<i>Definitions of teaching and school readiness</i>	Early Education Group,	2011	This is an informal document and can only be found via Google

8	<i>On your Marks: Measuring the school-readiness of children in low to middle income families</i>	E Washbrook and J Waldfogel, Resolution Foundation	2011	<a href="http://www.resolutionfoundation.org">www.resolutionfoundation.org</a>
	<i>Review of Cultural Education in England</i>	D Henley	2012	<a href="http://www.culture.gov.uk">www.culture.gov.uk</a>
11	<i>The Bercow Report</i>	DFE	2008	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
	<i>Grasping the nettle: Early Intervention for Children, Families and Communities</i>	C4EO	2010	<a href="http://www.c4eo.org.uk">www.c4eo.org.uk</a>
14	<i>Accounting Early for Lifelong Learning</i>	Pascal and Bertram	2009	The project was completed in 2000. The programme is available through <a href="http://www.crec.co.uk">www.crec.co.uk</a>
17	<i>Building Learning Power</i>	Guy Claxton	N/A	<a href="http://www.buildinglearningpower.co.uk">www.buildinglearningpower.co.uk</a>
	<i>Culture, Knowledge and Understanding: great museums and libraries for everyone</i>	ACE	2011	<a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a>
24	<i>Laevers Scale of involvement and wellbeing</i>	Professor Ferre Laevers, Research Centre for Experiential Education		Well summarised at: <a href="http://www.earlylearninghq.org.uk">www.earlylearninghq.org.uk</a>
28	<i>Research brief to DCMS</i>	EPPE team	2008	<a href="https://docs.google.com/h">https://docs.google.com/h</a>
	<i>Provider Influence on the Early Home Learning Environment</i>	DFE	2011	<a href="http://www.education.gov.uk">www.education.gov.uk</a>