

Caregiver Survey

By

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Abstract

This report concerns a survey of the views, beliefs, understandings and practices related to early learning language and play of 65 team members and 51 parents from four Coventry Sure Start programmes. Findings suggested that participants had a good understanding of play and learning activities as outlined in the *Early Learning Goals* (1999), were aware of the importance of books to early language and literacy, and recognised the value of picture communication for young children with English as an additional language. It was concluded that the challenge to SS professionals lies in making this knowledge and understanding more widely available to all parents in SS areas and, in particular, raising their awareness and deeper understanding of the means for promoting spoken language in the early years, given the importance of this to later literacy learning, as well as more general academic progress in school.

1. Introduction

Whilst there exists a vast literature on children's early language development and, in particular, the impact of disadvantage on this (see, for instance, Hart and Risley, 1995 and 1999; Locke, 2002) rather less attention has been directed towards the perceived role of early years workers or, indeed, of the parents themselves and what is considered by them to be good practice. The data to be presented here are derived from a survey of early years professionals (including nursery and early years workers, programme managers, librarians, speech therapists, midwives, health visitors and support/administration staff) and parents in the four Coventry Sure Start (SS) programmes and allow consideration of the knowledge, beliefs, values and understanding of these diverse groups.

2. Context

Children's development is social and cultural and, indeed, the whole socialisation process is one of learning to participate in culturally-defined ways of talking, behaving, thinking and feeling, hence, the importance of investigating the beliefs and reported practices of early years professionals and parents. Developing emotional attachments, language development, early learning and play all take place within the context of cultural practices of the home and out-of-home educational setting. Indeed, children's play and social behaviour reveals their own exploration of such roles, relationships and actions through talk, props and pretend play. Becoming a member of different social groups with adults and peers, in the home and outside it, means taking part in shared activities, governed by shared goals and shared rules just as children's imaginary play situations are rule-governed (Vygotskii, 1966). Recently, Hart and Risley (1995; 1999), for example, have examined the social world of children and concluded that family talking, playing and practising is closely associated with verbal and school achievements, as well as general intelligence through till towards the end of primary schooling at least.

Bernstein (1971) argued that success in learning might be associated with the type of language learned from the earliest years. The less advantaged child, he regarded, as likely to be restricted to a 'public' language suited to descriptive rather than analytic concepts, whereas the more advantaged child who has an equal access to this public language can also make use of a more complex 'formal' language that facilitates verbal elaboration and, hence, the possibility of more abstract thought. Moreover, this 'formal' language is very much the language of formal education.

Goodman and Goodman (1979) drew attention to the fact that spoken language competence underpinned later reading and writing. Sticht and James (1984) have argued that reading comprehension is related to the level of children's spoken language, whilst Bradley and Bryant (1983) and Bryant, Maclean and Bradley (1990) have demonstrated that young children with well-developed phonological skill are typically good at decoding in reading.

Burt, Holm and Dodd (1999) have also suggested that disadvantaged children may have less well-developed phonological skills. Moreover, Robertson (1998) has related the development of phonological skills to a range of intellectual, linguistic and pre-reading measures. Explanations provided for poor phonological skills have included a lack of opportunity to engage in activities that draw attention to the structural features of language (Tunmer and Hoover, 1992) and poor meta-linguistic awareness (Ely, Gleason, MacGibbon and Zaretsky, 2001). Such language and literacy opportunities are generally more widely available in advantaged homes and the relationship of different aspects of spoken language to later reading skills has been highlighted (see, for example, Whitehurst and Lonigan, 1998; Snow, 2001). But, as noted above, it is Hart and Risley's unparalleled study (1995; 1999) that tracked forty-two children's month-by-month growth in the use of words, utterances and grammatical structures and changing patterns of parent-child interactions that demonstrated, most graphically, how the language experience provided by parents in the home is so strongly linked with later literacy development and academic achievement.

The question raised here is whether activities such as those advocated in the Early Learning Goals (DfEE, 1999) for communication, language and literacy will be sufficient to equip less advantaged children with the range of underlying linguistic and phonological competence that may be needed to progress satisfactorily both, specifically, with literacy skills and, more generally, with formal school learning.

3. Background

The survey is part of the evaluation of the four Coventry SS programmes that concerns early learning, language and play for which the following SS targets are relevant:

- Access to good quality play and learning opportunities for all children in SS areas, in order to help progress towards early learning goals when they get to school;
- Increased use of libraries by families with young children in SS areas;
- Reduction in the number of children with speech and language problems requiring specialist intervention by the age of 4.

It was planned to include parents in order to gain some view of the impact of SS professionals on their beliefs, views and practices related to communication, language and learning.

4. Aim

The aim was thus to ascertain existing attitudes, beliefs and practices related to early learning, language development and play activities, in and out of the home as well as services the SS team members provided that were additional to mainstream services.

5. Questions

Key questions included:

- What are caregivers' and early years professionals' ideas and practices regarding early learning, play activities and language development?
- What and how do they think adults should support young children's learning and development?
- What do they think is important for young children to know and do?

6. Methods

6.1 Participants

Team members from each the four Coventry SS programmes as well as willing parents took part in the survey. A further breakdown of participants by programme is provided below.

6.2 Materials

The questionnaire design took account of the full range of play activities likely to be encountered in the home and out-of-home-setting. Indeed, schedules of play activities of both Sylva *et al* (1980) and Clark and Cheyne (1989) were used as a means for cross-checking that all likely preschool activities had been included from gross motor, through imaginative play, to book and story reading. Participants were asked to rate each activity in terms of its importance on a five-point scale from 'not important at all' to 'very important'. They were asked to identify three things that an adult could do to help a child start talking as well as three things that other children could do. They were also asked to identify three things to help children to speak English as an additional language. SS professionals were then asked open questions about their role within the SS team, its contribution to the education and care of young children, as well as the value this added to the mainstream service in which they had, or still did, work. Parents were asked open questions about their hopes and aspirations for, as well as their fears and anxieties concerning the pre-school setting their child attended.

Instruments were piloted with a number of professionals and parents with relevant experience and adjustments were made to both the presentation and wording of questionnaires.

6.3 Procedure

SS team members were introduced to the survey at a team meeting that was attended by a researcher who explained the purpose of the survey. Senior Administrators in each of the four programmes were then asked to coordinate the distribution and collection of the questionnaires. Each team was given approximately one month from the time of the meeting to complete the questionnaires. The following table sets out the number of questionnaires given to staff members and the number returned, by programme.

Table 1: Distribution of questionnaires to staff members

	*	SSCSE	SSCW	SSCN	SSCNE
Number given		26	26	17	10
Number returned		22	17**	17	9

*SSCSE = Sure Start Coventry South East; SSCW = Sure Start Coventry West; SSCN = Sure Start Coventry North; SSCNE = Sure Start Coventry North East.

**Some team members felt that their role within the programme meant that it was not appropriate to complete the survey.

Researchers went to various SS venues and invited parents to take part in the survey either by completing a questionnaire or through interview, depending on what they felt comfortable with.

The first page of the questionnaire differed for the two sets of participants. The information requested was related to their role within SS, either as a team member or a parent. The rest of the questionnaire was identical.

In total 116 questionnaires were completed, 65 by staff members (the distribution of which is explained above) and 51 by parents across the four SS programmes. The distribution between programmes was as follows:

Table 2: Survey participants

	SSCSE	SSCW	SSCN	SSCNE	TOTAL
Team member *	22	17	17	9	65
Parent	9	9	13	20	51
TOTAL	31	26	30	29	116

* These figures are the same as the figures in Table 1 – the number of surveys returned by team members.

7. Results

7.1 Team members

Team members were asked how they felt their work contributed to the education and care of young children. 65 team members gave at least 1 response, 63 at least 2 and 35 at least 3 responses. In most cases, the maximum number of answers given to this question was three. A few had provided more than this and, in these instances, only the first three answers given were included in the analysis and themes were identified. The frequencies for each theme are presented in Table 3.

When analysing the data the responses were found to fall into one of four broad themes or categories. **Parental support** included raising parents’ confidence and awareness, providing them with information, being approachable and flexible to provide a service that met their requirements and offering training opportunities. **Children’s support** included providing good quality educare, creating a stimulating environment for the children, building confidence and self-esteem, promoting children’s rights and supplying early intervention for children and language support for children with English as an additional

language. **Professional support** related to team members working with different agencies in a multi-disciplinary way and ‘giving away’ or sharing their professional skills, supporting the partnership board and field workers, dealing with administrative issues and generally providing a flexible service. The **Sure Start structures** related to ensuring that targets were reached, making sure that all activities contributed to national objectives, delivering appropriate programmes and following statutory requirements/curricula, where appropriate. Supporting children was most frequently cited, followed by supporting parents.

Table 3: Professional contribution to educare of young children

	Programme				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
Parental Support	14 (26%)	13 (30%)	20 (48%)	9 (37%)	56 (34%)
Children's support	27 (50%)	18 (42%)	12 (28%)	10 (42%)	67 (41%)
Professional support	6 (11%)	11 (26%)	8 (19%)	4 (17%)	29 (18%)
Sure Start structures	7 (13%)	1 (2%)	2 (5%)	1 (4%)	11 (7%)
Total	54	43	42	24	163

Team members were then asked what was different about their work in SS as opposed to carrying out work in the mainstream service in an equivalent post. As with the previous question, the total number of responses given, up to three, was included in the analysis. 61 team members gave at least 1 answer, 57 at least 2 answers and 27 at least 3 answers. Themes were identified and frequencies for each established, as shown in Table 4.

Themes identified were: **Multi-agency (partnership)**, including mainstreaming the service, information flow/administration, putting procedures in place and training; **Holistic and whole family approach**, including advice to parents, support for parents, direct service to parents, relief from isolation, preventative ways of working, day-to-day influence, individual needs of child, involvement of parents, building trust; **Meeting family/community needs**, including what people want, area-specific needs, self-referral, easier access; **Hands on/practical help**; and **Multi-method**, including play activities and opportunities, language and interaction skills, flexibility of approach, broad job descriptions, more choice for children, extending services; **Increased bureaucracy**,

including more paperwork, decision making more protracted; **Has not changed** (meaning that the role they have now is no different from the one they had in the mainstream); **No similar mainstream post/did not work in mainstream**; and **More budget**.

Table 4: Differences in SS manner of working

	Programme				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
Multi-agency (partnership)	6 (13%)	17 (38%)	6 (16%)	8 (36%)	37 (25%)
Holistic and whole family approach	16 (36%)	11 (24%)	5 (13%)	3 (14%)	35 (24%)
Meeting family/community needs	5 (11%)	2 (5%)	10 (27%)	4 (18%)	21 (14%)
hands on/practical	0 (0%)	0 (0%)	4 (11%)	0 (0%)	4 (3%)
Multi-method	14 (31%)	14 (31%)	4 (11%)	5 (23%)	37 (25%)
Increased bureaucracy	2 (4.5%)	1 (2%)	2 (5.5%)	0 (0%)	5 (3%)
No Difference	0 (0%)	0 (0%)	2 (5.5%)	0 (0%)	2 (1%)
Not worked in mainstream/no similar mainstream post	2 (4.5%)	0 (0%)	4 (11%)	2 (9%)	8 (5%)
Total	45	45	37	22	149

Overall, the three most frequently occurring responses were multi-agency working, multi-method delivery and focusing on whole families. Individual programmes followed this pattern, with the exception of SSCN that placed meeting family/community needs at the top of its agenda.

7.2 Parents

As with team members, parents were asked background information about themselves. Before asking questions specifically about their SS-aged children (under four years), parents were asked how many children they had in total as it was felt this might affect their accessing services, SS or other, with their younger-aged children. The findings are summarised in Table 5. Overall, having one or two children was most common though SSCN had a wider distribution.

Table 5: Number of children each parent had

	Parents				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
One	6	3	2	15	26
Two	1	3	5	3	12
Three	1	1	3	1	6
Four	1	1	2	1	5
Five	0	0	1	0	1
Six	0	1	0	0	1
Total	9	9	13	20	51

Parents were then asked how long it took to travel to the settings to which they took their SS aged child (under 4 years), as shown in Table 6.

Table 6: Travel time to setting

	Parents				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
Up to 15 mins.	11	8	12	14	45
Up to 30 mins.	0	1	2	2	5
Up to 45 mins.	0	0	1	0	1
Up to 1 hour	0	0	0	0	0
Over 1 hour	0	0	0	0	0
Total	11	9	15	16	51*

*9 parents had more than 2 children of SS age and 2 parents had no children under 4 but a child 4 years of age. Due to the special summer event where the surveys were completed, these parents were attending as their children were previously involved in SS. This must be considered when viewing the above figures.

The overwhelming majority of parents took less than fifteen minutes to reach the setting though a couple of parents reported taking up to thirty minutes.

When asked what they would do if the SS settings were not available to them, parents responded in several ways, as seen in Table 6.

Table 6: Alternatives to the usual pre-school setting

	Parents				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
Look for another setting	1	1	6	4	12
Stay at home with child	7	8	7	4	26
Private day care	1	0	0	1	2
Be in despair	0	0	0	5	5
Find other children to interact with	0	0	0	1	1
Total	9	9	13	15	46

Interestingly, whilst some 20% of parents said that they would look for an alternative setting, more than 50% reported that they would stay at home with their child. This finding provides some indication of the impact of SS facilities in local areas and the potential isolation of families without such provision.

Parents were also asked first, what their aspirations were for their child going to a pre-school setting and second, what their anxieties were. Again, their responses were grouped according to theme, as shown in Table 7 and 8.

Table 7: Parents' aspirations

	Parents				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
They learn	3	5	4	8	20
Confidence/independence	0	1	2	3	6
Mixing with others/social skills	7	8	9	11	35
Play/Have fun	0	4	2	2	8
Prepare for school	2	0	3	4	9
Develop the right attitude	0	0	1	0	1
Help development	2	0	1	0	3
Become well-rounded	0	0	1	0	1
Do different things to home	0	0	0	1	1
Total	14	18	23	29	84

*Of the 50 people that answered this question 5 gave 3 answers, 29 gave 2 and the rest a single answer.

As studies for over thirty years have shown (see, for instance, the national survey of nursery teachers by Taylor, Exon and Holly, 1972), the major aspiration of parents related to the social needs of their child (mixing with others and developing social skills). Next most important was reported to be children's learning. This was the case for all SS programmes, in particular SSCW, though parents in other programme areas provided a wider range of responses.

Table 8: Parents' anxieties

	Parents				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
They get head lice	0	0	1	0	1
Being isolated at the setting	0	0	1	0	1
None	7	5	7	10	29
Their needs are not met/unsuitable toys and tasks	0	0	2	2	4
Feel abandoned by carer (being left without carer)	1	1	1	2	5
Carer not being able to 'let go' of child	0	1	0	1	2
They don't settle	0	2	0	3	5
Doesn't pick things up as quickly as most children	1	0	0	0	1
Develops bad habits	0	0	1	0	1
They misbehave	0	0	0	1	1
Other children being stronger/bullies	0	0	0	2	2
Total	9	9	13	21	52

*Two of the 50 people that answered this question gave two answers and the rest gave one answer.

The majority of parents in each programme responded that they had no anxieties about their child attending a preschool setting. This was a very encouraging finding and reflected the confidence parents had in the provision in their area.

Finally, parents were asked to identify aspects that made their child's pre-school setting important. (See Table 9.)

Table 9: important aspects of the preschool setting

		Parents				TOTAL
		SSCSE	SSCW	SSCN	SSCNE	
For social/friendship reasons	Yes	8	9	13	20	50
	No	1	0	0	0	1
For learning/ development	Yes	9	9	13	20	51
	No	0	0	0	0	0
For play	Yes	9	9	13	20	51
	No	0	0	0	0	0
For the sake of other family members	Yes	4	1	3	9	17
	No	5	8	10	11	34
For employment/training of the carer	Yes	4	2	4	13	23
	No	5	7	9	7	28
Total		9	9	13	21	51

Overwhelmingly, parents regarded social aspects, learning and play as important with 45% stating that employment/training were important and 33% highlighting the needs of other family members. This finding is interesting, among other things, for light shed on attitudes to work outside the home, given the current government agenda.

7.3 Team members and parents

All participants were asked how important they felt a range of activities were for young children's playing, learning and talking. Participants were asked to rate how important they thought each of them was both at home and at a pre-school setting. The rating was as follows:

- Not at all important
- Not very important
- Doesn't matter
- Important
- Very important.

First, the number of participants who answered or omitted to answer the question is presented. Second, a set of graphs shows the percentage of answers that fell under each rating by programme, firstly for team members and then for parents. (Tables that cross tabulate participants' views of each activity in the home with activities in the setting can be found in the appendices.)

- a **Hand skills (Creative)** included modelling, painting, drawing, lego or other small construction toys, stringing beads, sand and water play, craft activities, cutting, gluing and carpentry.

No. of valid answers: 116

No. of missing answers: 0

Figure 1: Team members' views on hand skills (creative)

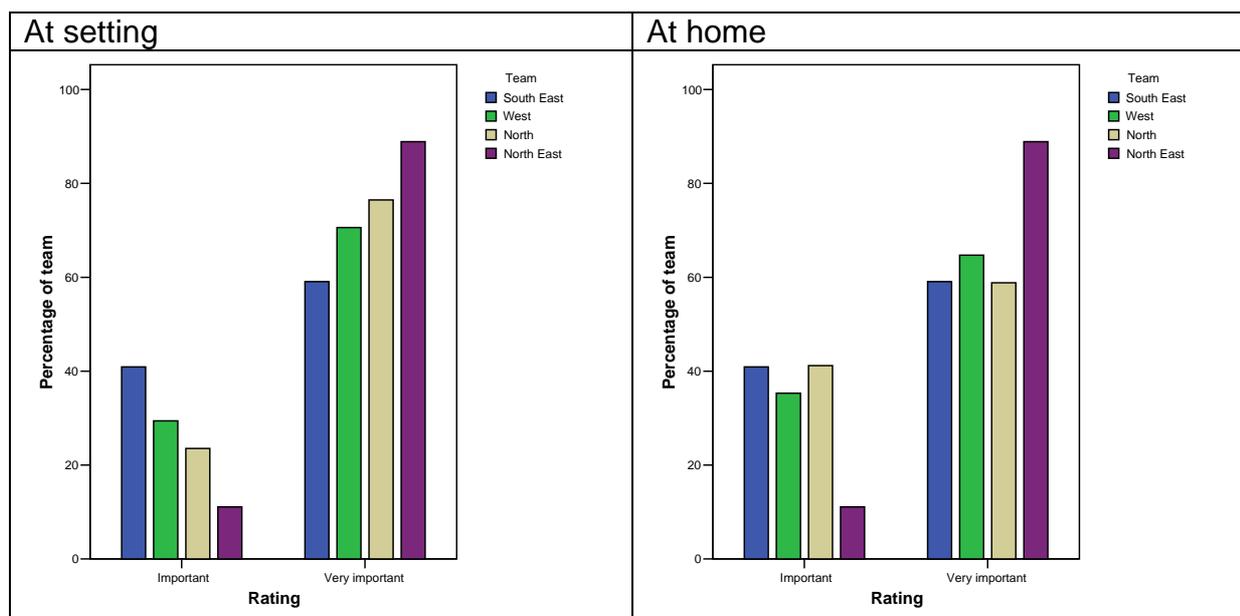
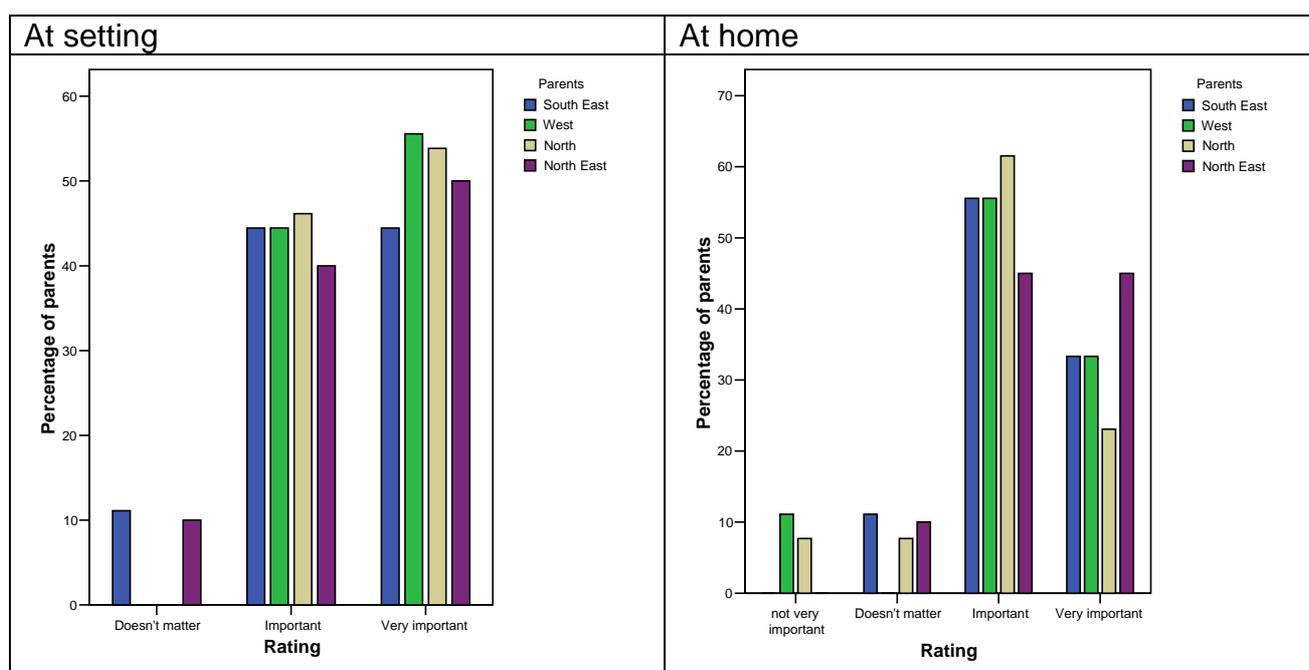


Figure 2: Parents' views on hand skills (creative)



The majority of professionals thought that hand skills (creative) was very important at home and in the setting, whilst the remainder thought them important. Regarding hand skills (creative) in the preschool setting, parents' responses were fairly evenly distributed between important and very important. Rather more thought them important than very important in the home. A minority thought them not very important or they did not matter.

- b **Hand skills (Structured)** included jigsaws, table games (picture bingo, snakes and ladders), cutting shapes, putting on/taking off clothes.

No. of valid answers: 110

No. of missing answers: 6

Figure 3: Team members' views on hand skills (structured)

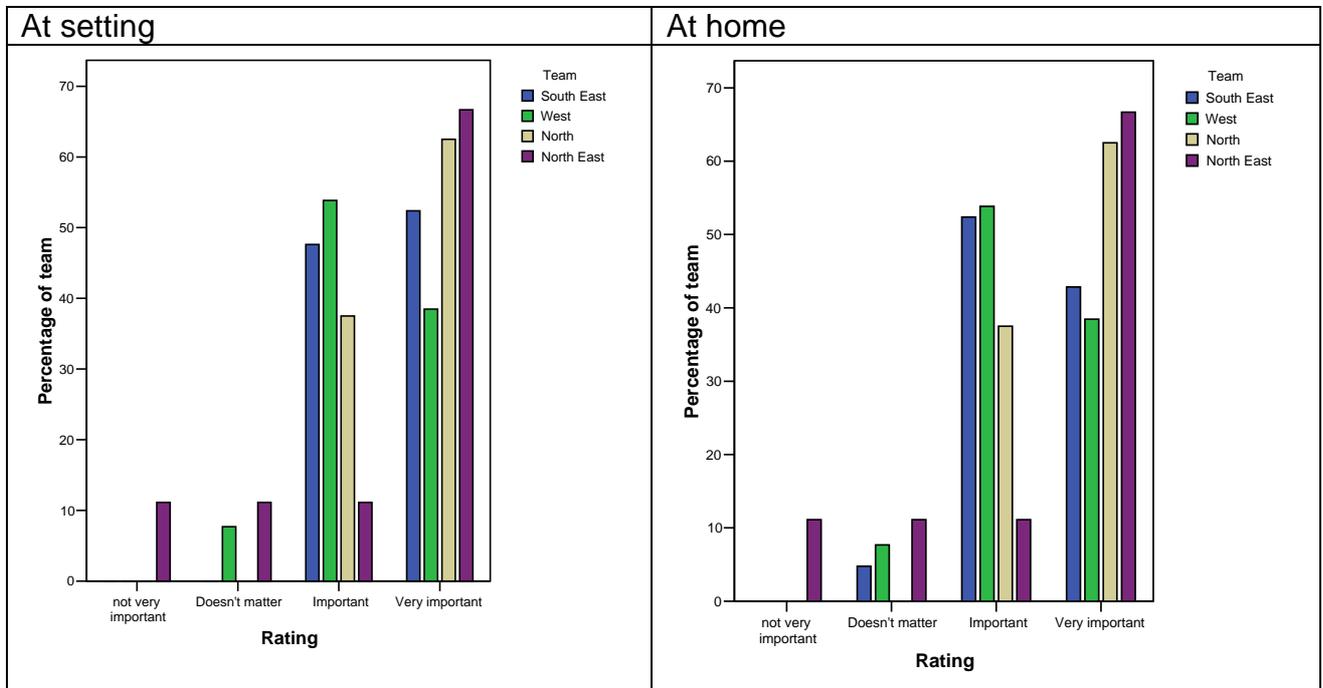
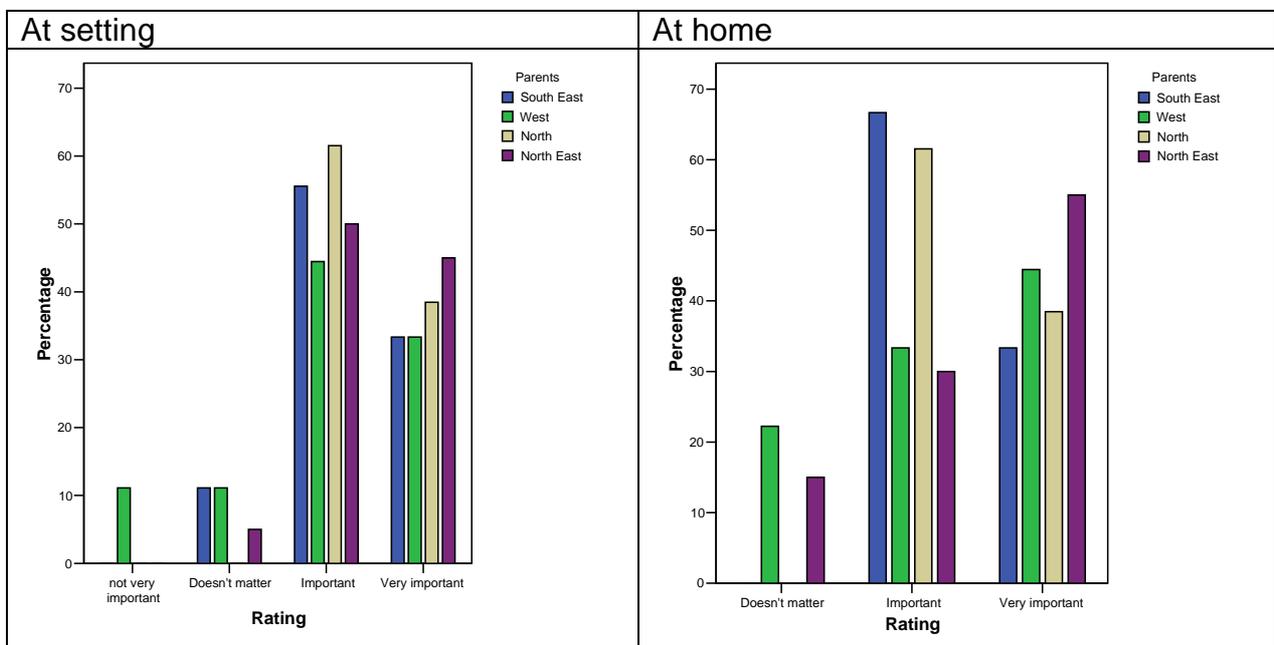


Figure 4: Parents' views of hand skills (structured)



Professionals' views about hand skills (structured) were more evenly divided between important and very important in the preschool setting and home with a few reporting them not important or not mattering in each setting. Parents' views were also divided between

important and very important, with a few regarding them as not mattering or unimportant. In both cases, there was some variation in response among the different SS areas though, in the main, participants regarded structured hand skill activity as important to very important.

- c **Physical activity (without equipment)** referred to the child moving around without the use of toys or other equipment and included running, jumping, hopping and walking.

No. of valid answers: 116

No. of missing answers: 0

Figure 5: Team members’ views on physical activity without equipment

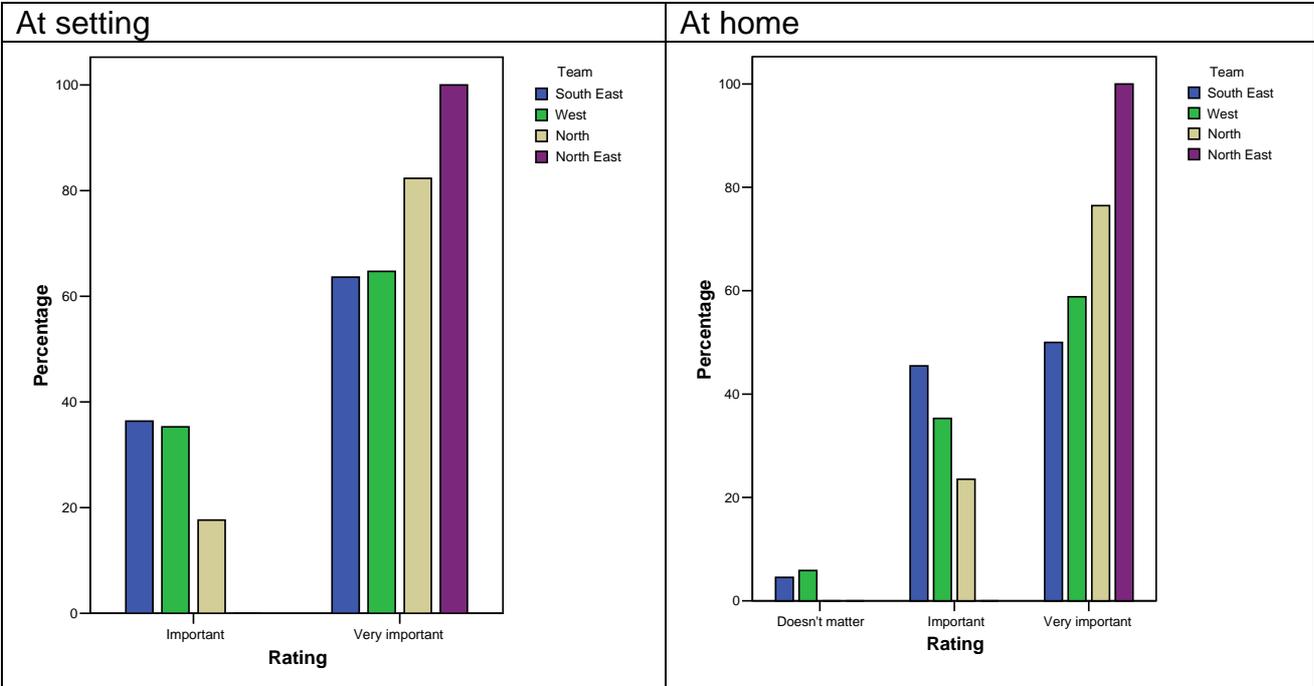
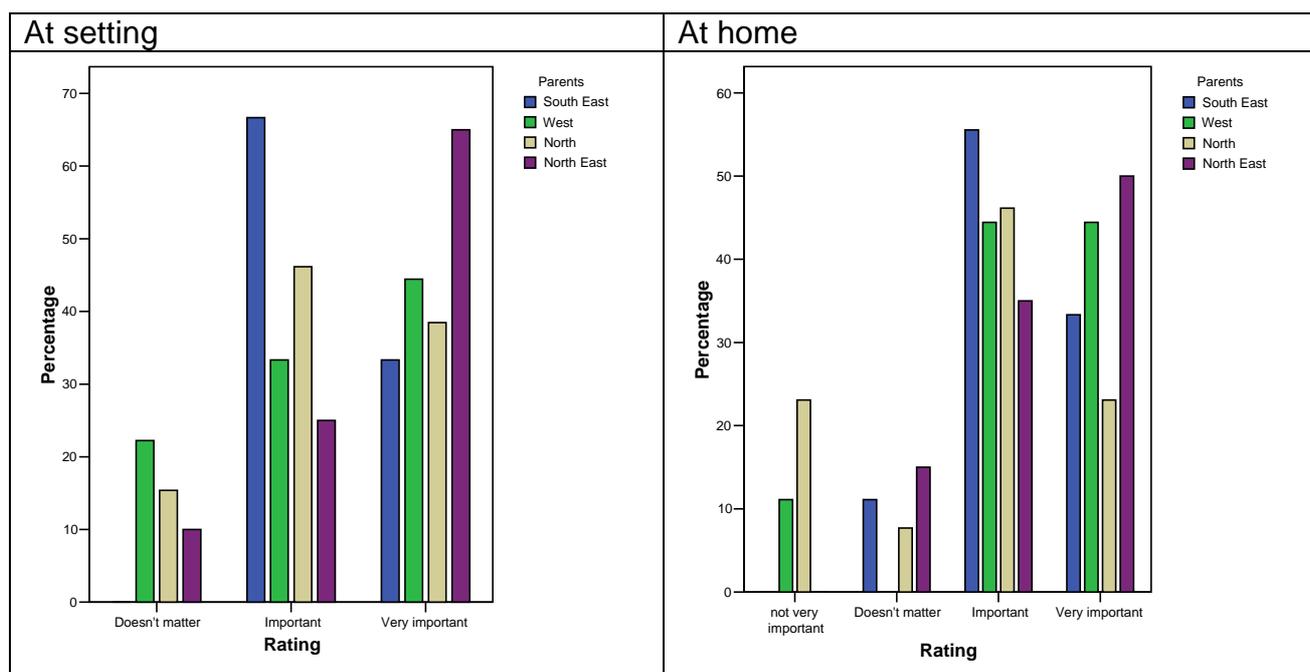


Figure 6: Parents' views of physical activity without equipment



The majority of team members thought physical activity without equipment was very important or important in the preschool setting and at home, with a few reporting it did not matter in the home. Parents' views were distributed between important and very important, with a minority reporting it did not matter or was not important. Again, there was some variation in responses for different SS areas.

- d **Physical activity (with equipment)** referred to the child moving around using equipment or toys and included climbing frames, swings, vehicles and chutes.

No. of valid answers: 115

No. of missing answers: 1

Figure 7: Team members' views about physical activity with equipment

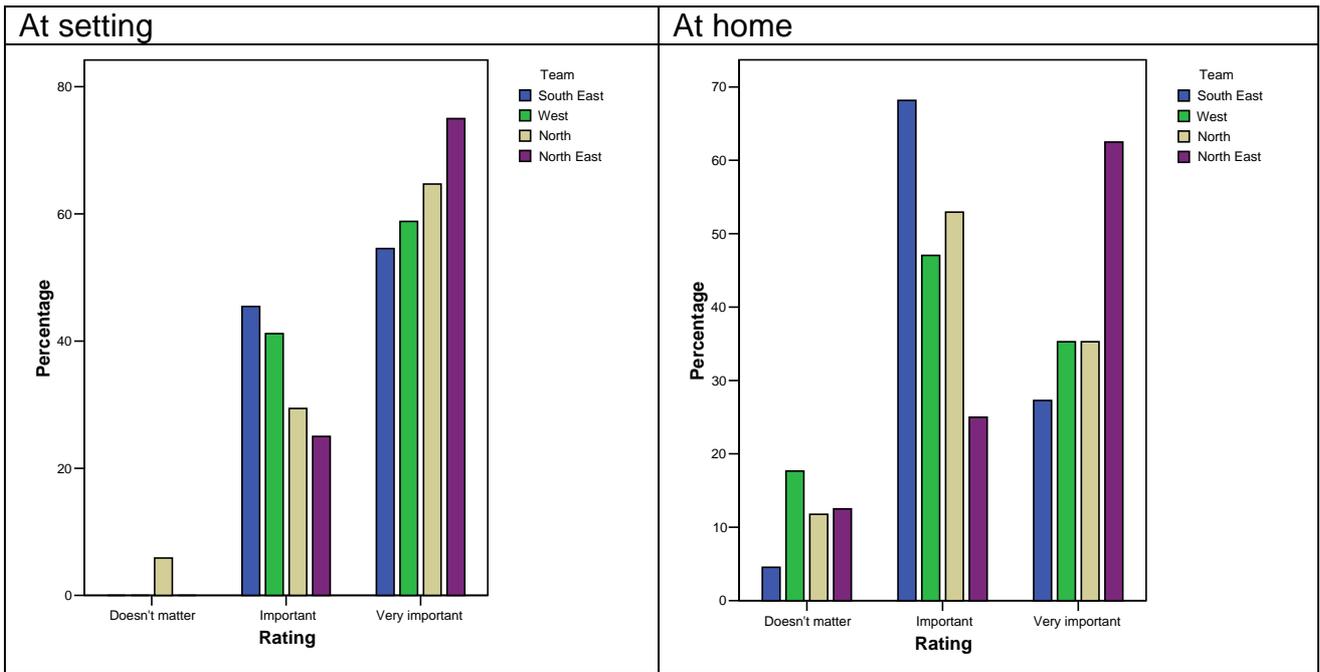
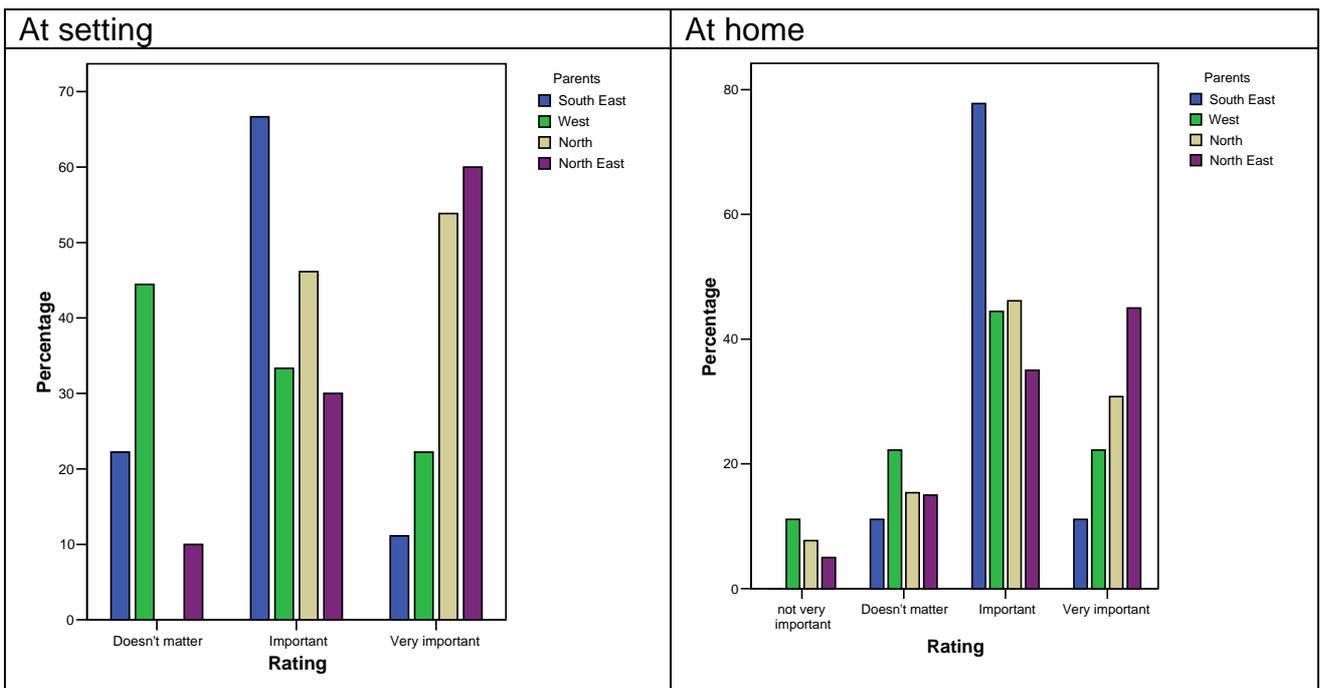


Figure 8: Parents' views about physical activity with equipment



Team members viewed physical activity with equipment as important to very important in the preschool setting and at home, with some thinking it did not matter, particularly in the home setting. Parents' responses to physical activity with equipment were even more mixed from very important, through important, to not mattering. Again, there was some variation in response across the different SS programme areas.

- e **Imaginative play** involved pretend play, where the child adopted the role of a particular person and was acting a part, for example, of superman, policeman and

nurse or pretending that an object represented something else, for example, a child using a box to 'drive' as if it were a car.

No. of valid answers: 116

No. of missing answers: 0

Figure 9: Team members' views about imaginative play

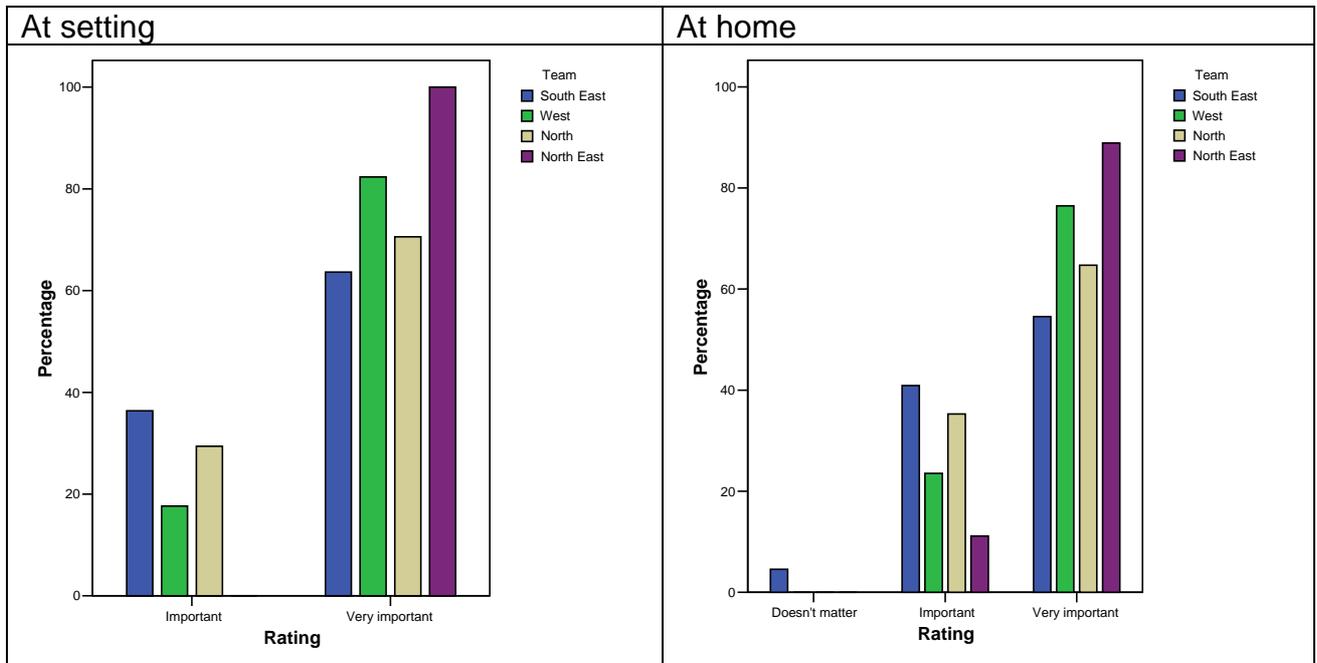
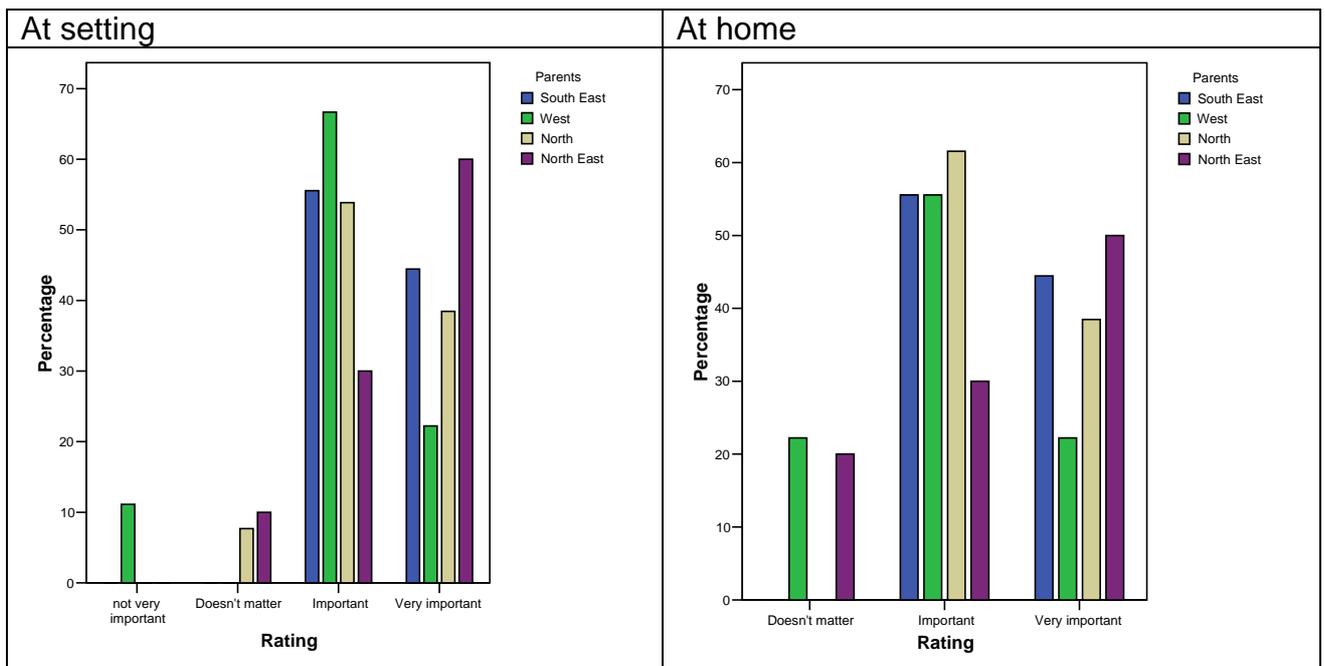


Figure 10: Parents' views about imaginative play



The majority of team members viewed imaginative play as very important in the preschool setting and in the home, with most of the rest regarding it as important. A few, however, thought it did not matter at home. Interestingly, parents viewed imaginative play as mainly important to very important, though some thought it did not matter or was not very important in the preschool setting and that it did not matter at home. Given the high emphasis on play, particularly role play, in the education of preschool children, in terms of theory, policy and professional rhetoric, this finding was interesting.

f **Listening to stories**, related to the story being read by a person for a child or for children.

No. of valid answers: 116
 No. of missing answers: 0

Figure 11: Team members' views' about listening to stories

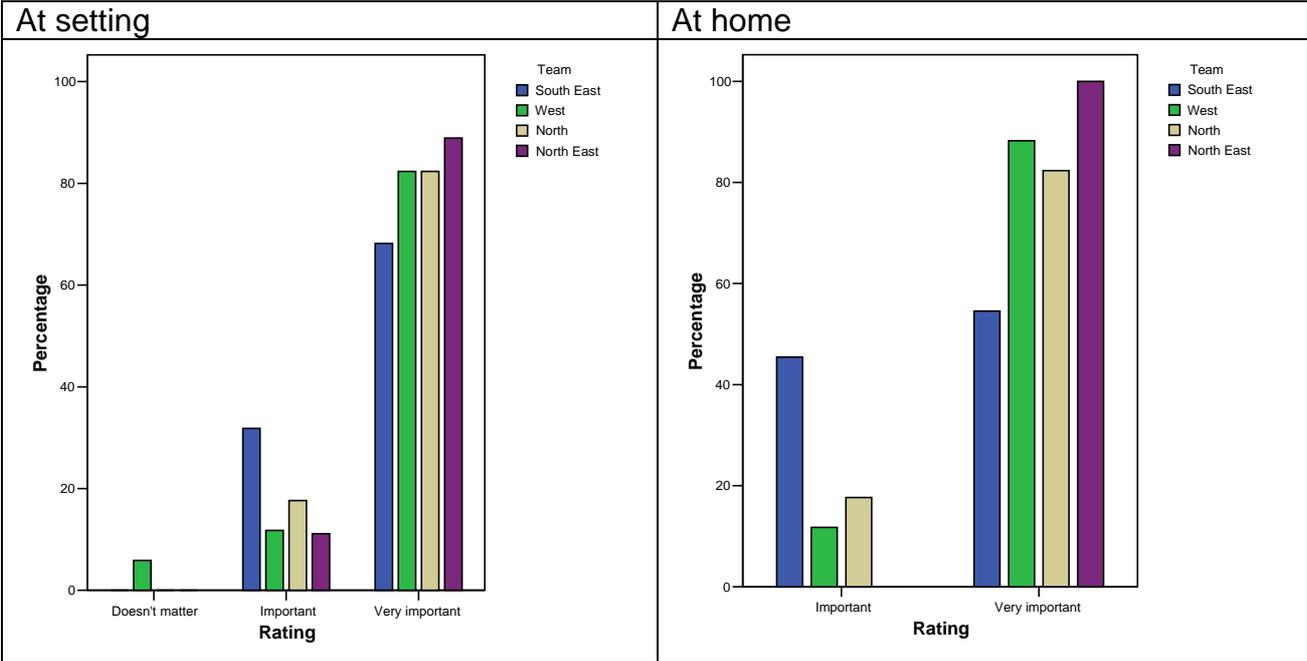
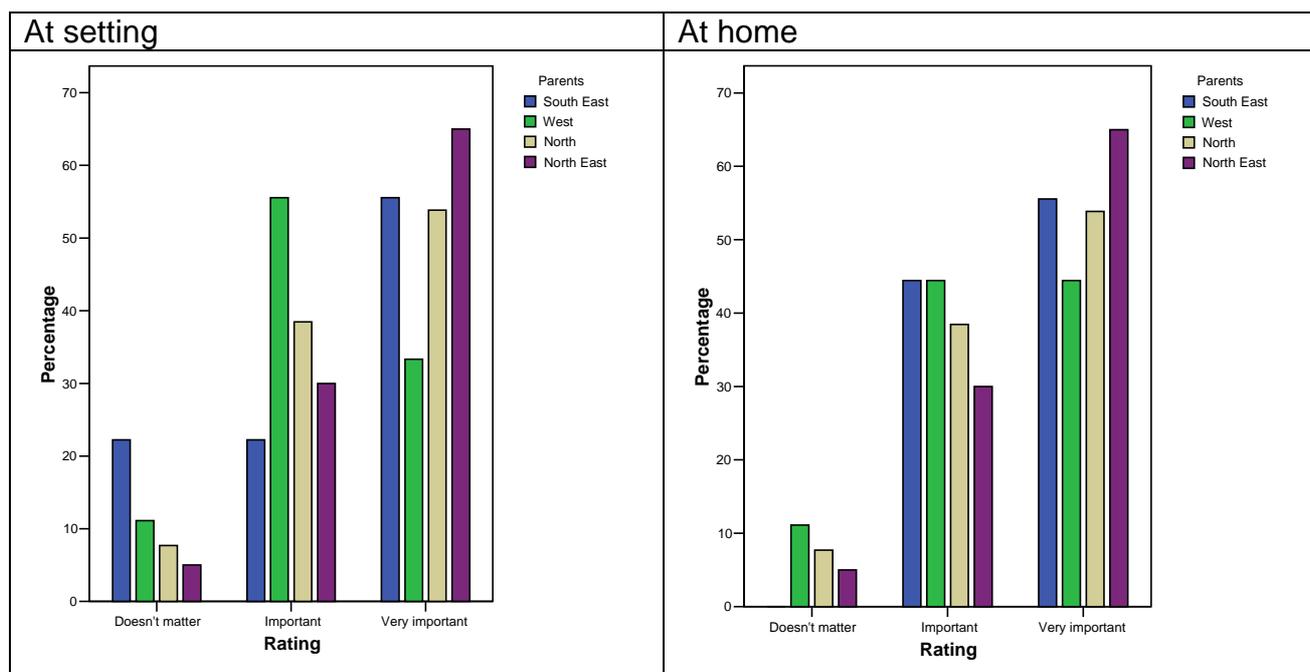


Figure 12: Parents' views of listening to stories



The majority of team members thought listening to stories was very important in the home and the preschool setting, with most of the rest thinking it important. It was surprising that a few thought it did not matter in the preschool setting. The majority of parents thought listening to stories in the home and the setting was important though a substantial minority thought it did not matter in the preschool setting or the home. Given the importance placed on book-related activities to language and literacy learning in the research and professional literature, as well as in current preschool curriculum policy, this result was particularly surprising and highlights an area that professionals might consider for awareness raising.

- g **Listening to stories** related to the story being played on tape/CD or television.

No. of valid answers: 115

No. of missing answers: 1

Figure 13: Team members' views on listening to TV/taped stories

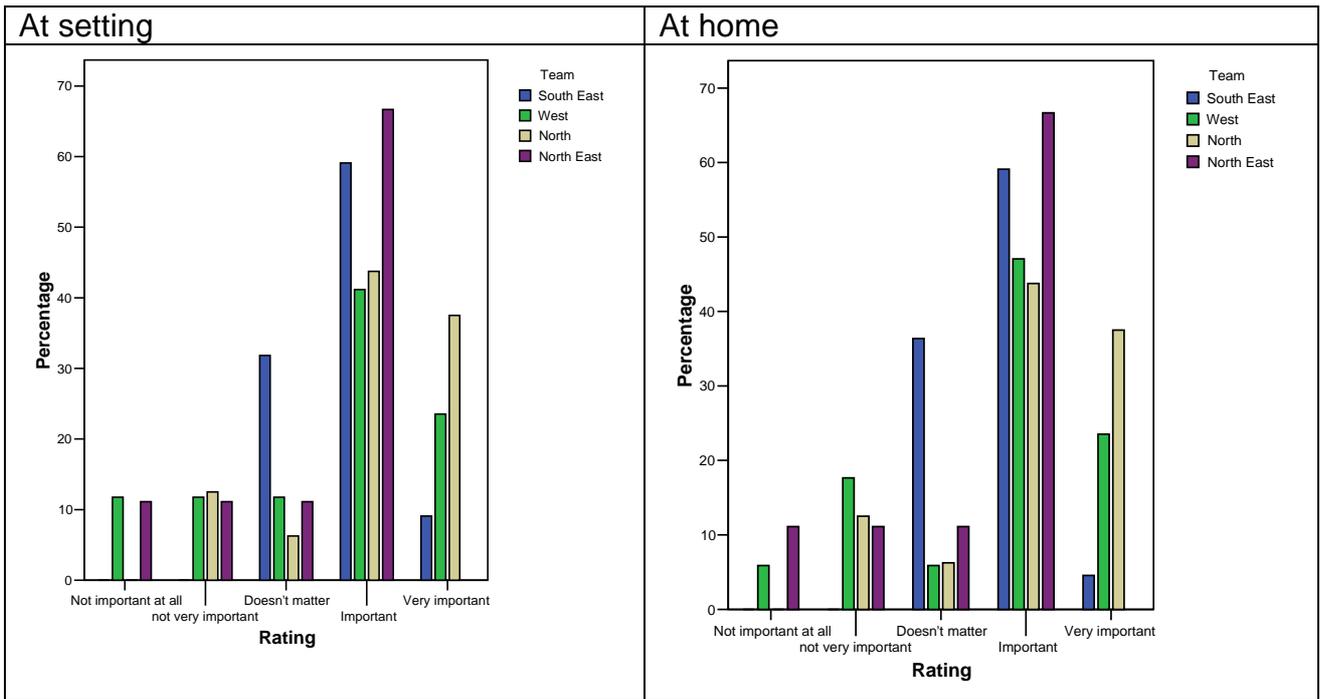
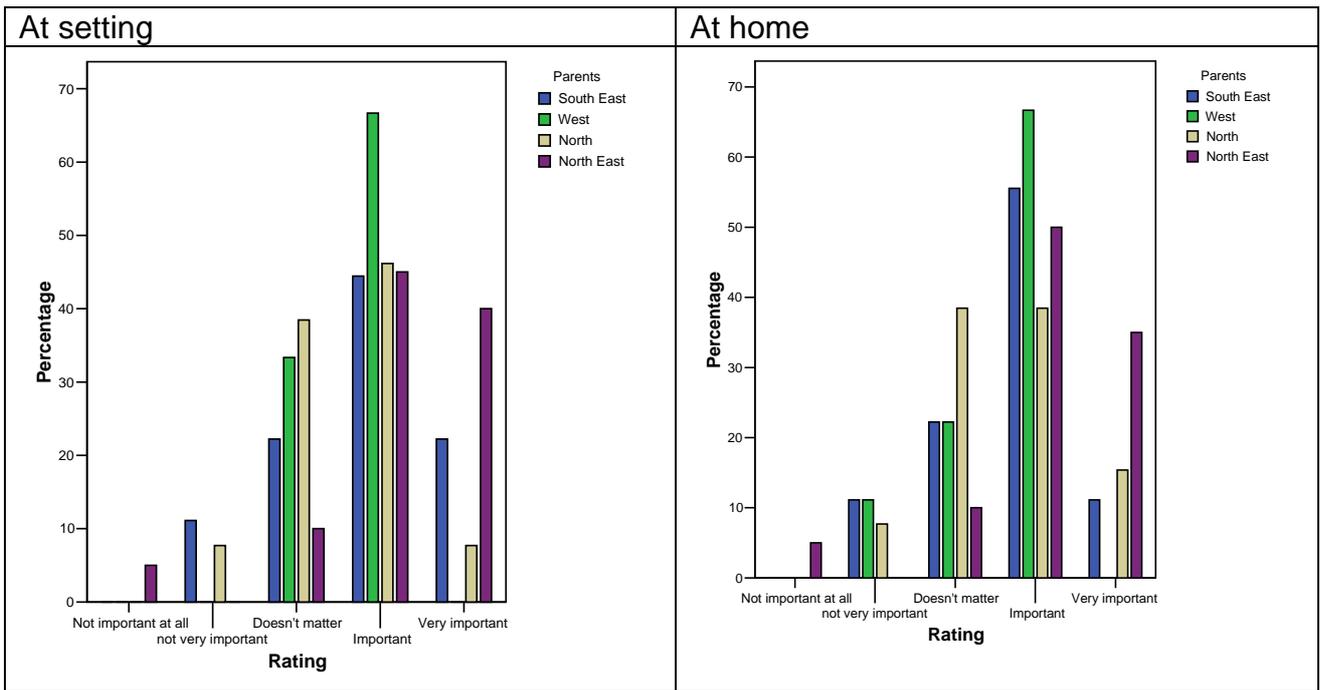


Figure 14: Parents' views of listening to TV/taped stories



For both parents and team members, listening to television or taped stories was regarded as important, with a distribution of responses from not important at all through to very important. It is, perhaps, unsurprising that, in general, listening to stories from a television or taped source should be regarded as somewhat less important than book-related activity.

h **Using books/stories** that involves the child 'reading' by him/herself and includes books, comics, wall-posters

No. of valid answers: 116

No. of missing answers: 0

Figure 15: Team members' views of the child's use of books

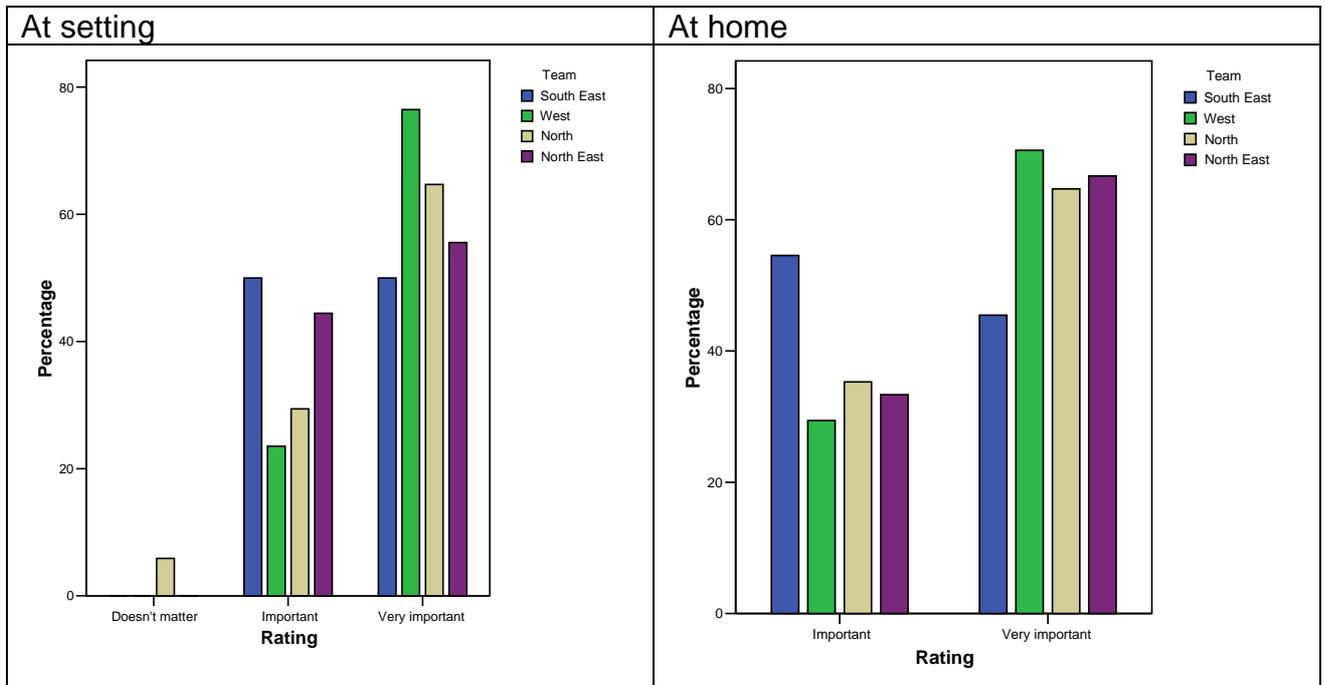
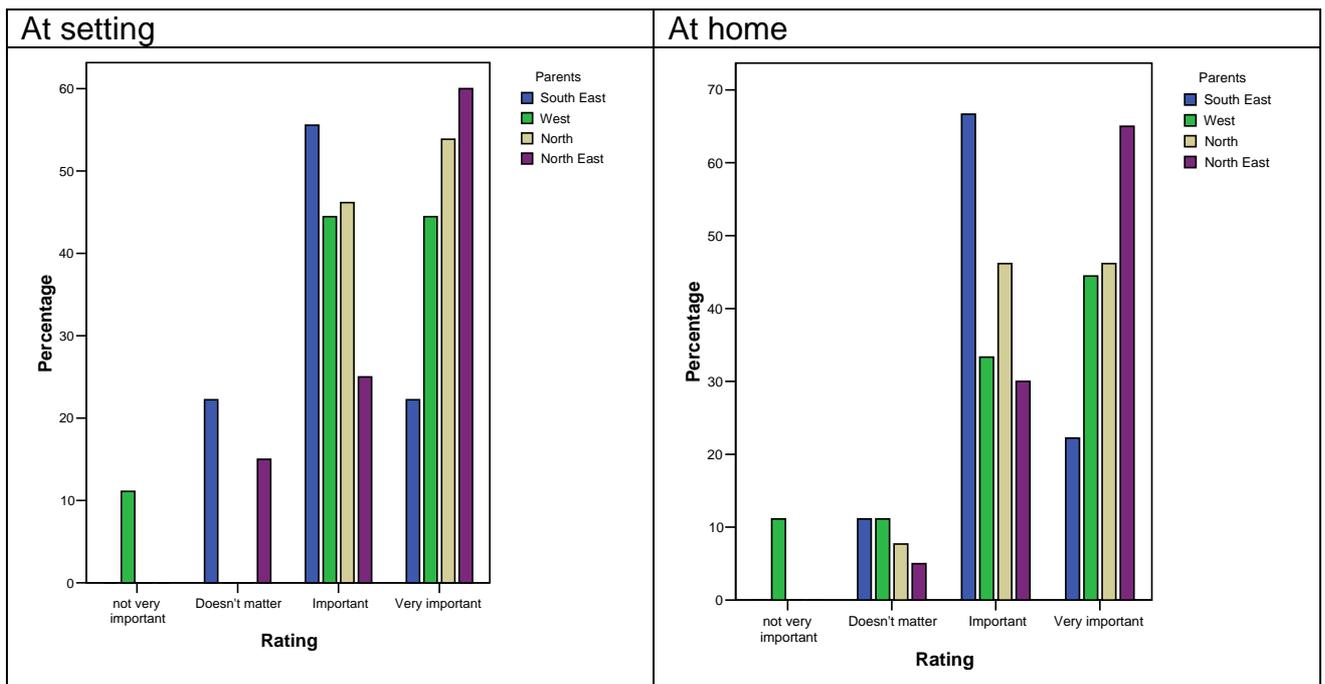


Figure 16: Parents' views of the child's use of books



The vast majority of team members regarded the child reading alone as important to very important in the home and preschool setting with a few feeling it did not matter in the preschool setting which was surprising. Again, the majority of parents thought the child reading alone was important to very important, with a minority regarding it as not very important or not mattering in each setting. There is some indication that awareness raising for both staff and parents in this area might be considered as appropriate.

- i **Playing with others** which involved playing with a group of two or more children without an adult telling them what to do and included rough and tumble play, peek-a-boo, hide and seek and catch.

No. of valid answers: 116

No. of missing answers: 0

Figure 17: Team members' views of children playing together

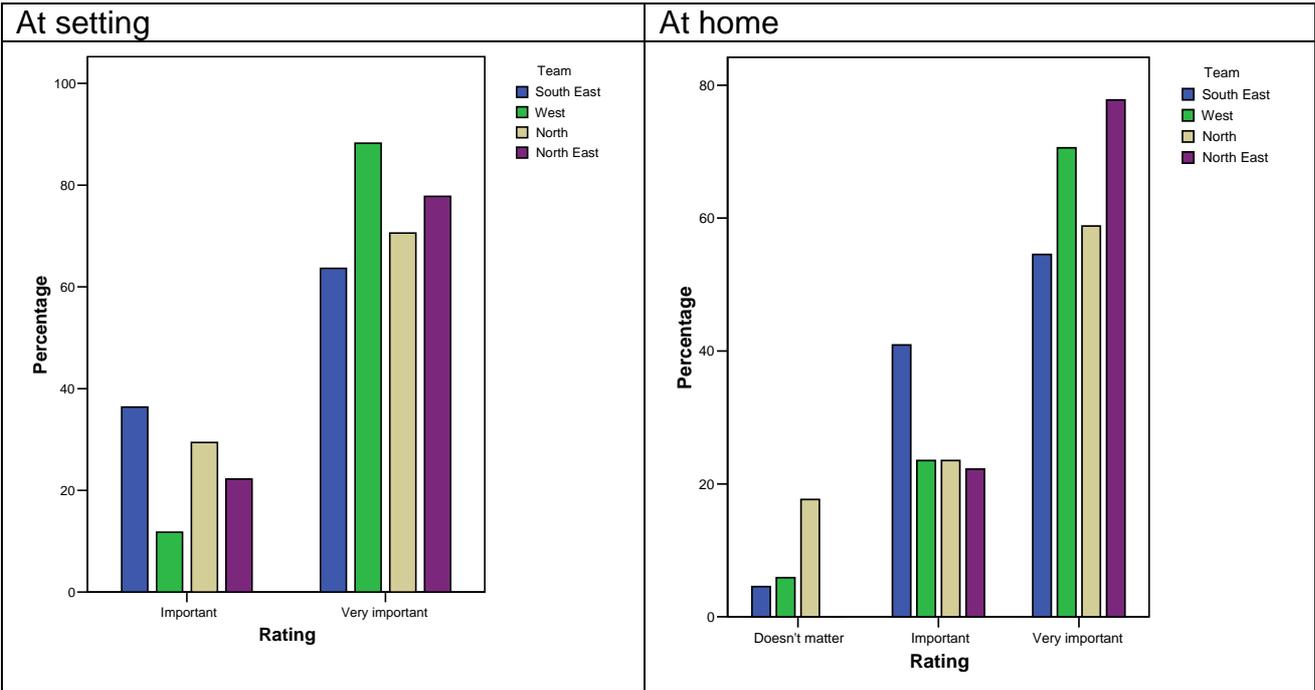
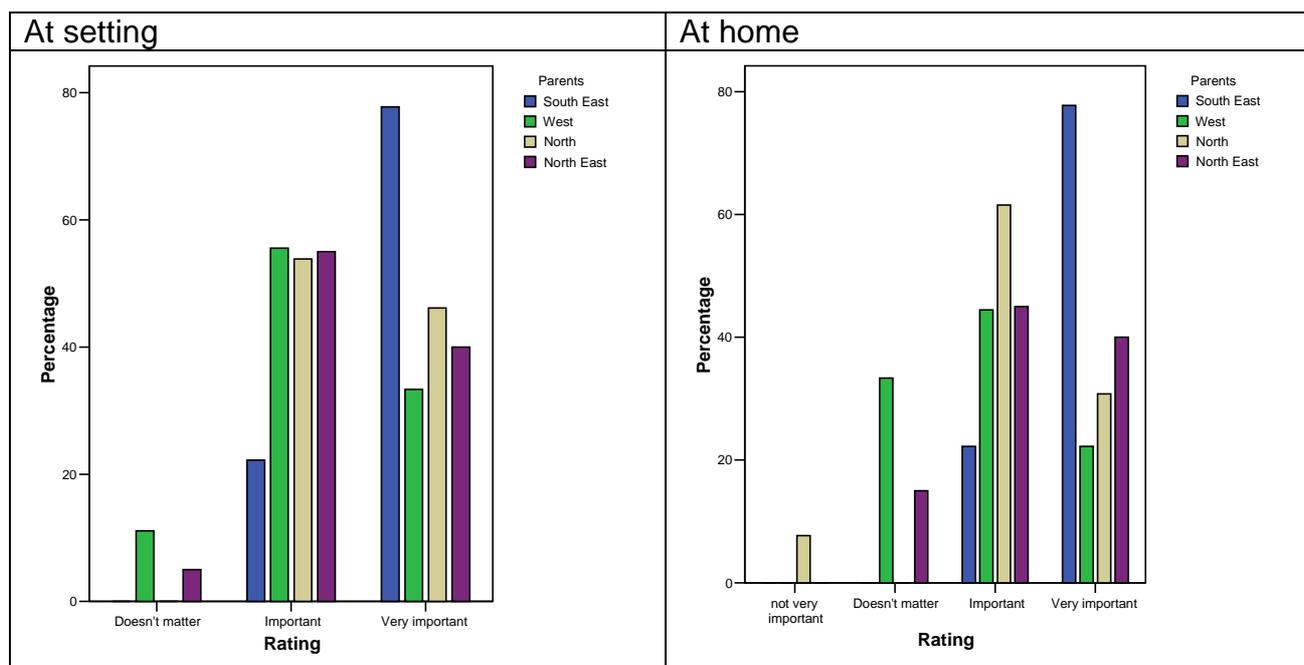


Figure 18: Parents' views of children playing together



The vast majority of team members viewed children playing together as important to very important with just a few regarding it as unimportant in the home context. The majority of parents also thought it was important or very important though a minority thought it did not matter in the preschool setting and was unimportant or did not matter in the home context. Given the overall importance attached by parents to the preschool setting's role in providing children with opportunities to mix with others and develop social skills, this finding is surprising.

- j **Music/dancing** included the child listening to music on tape, compact disks, television, piano, or participating in songs, dancing or moving to music, singing games, or using musical instruments.

No. of valid answers: 116

No. of missing answers: 0

Figure 19: Team members' views of music and dancing

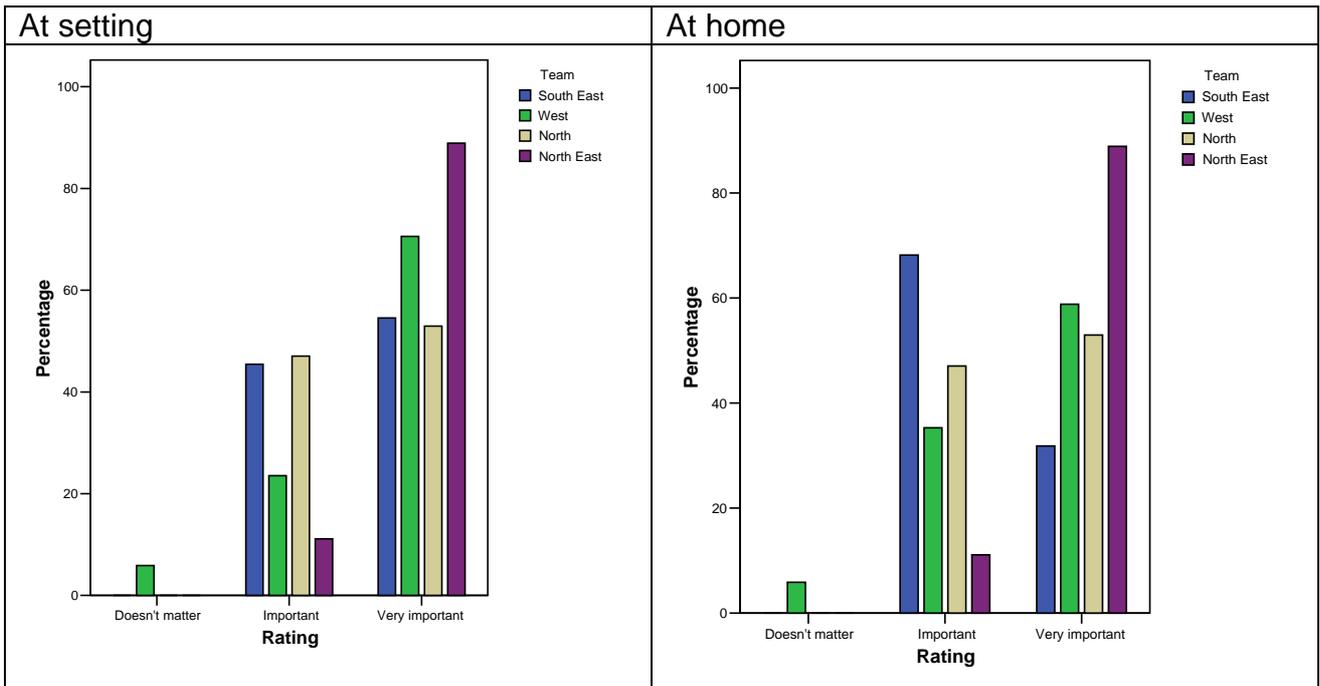
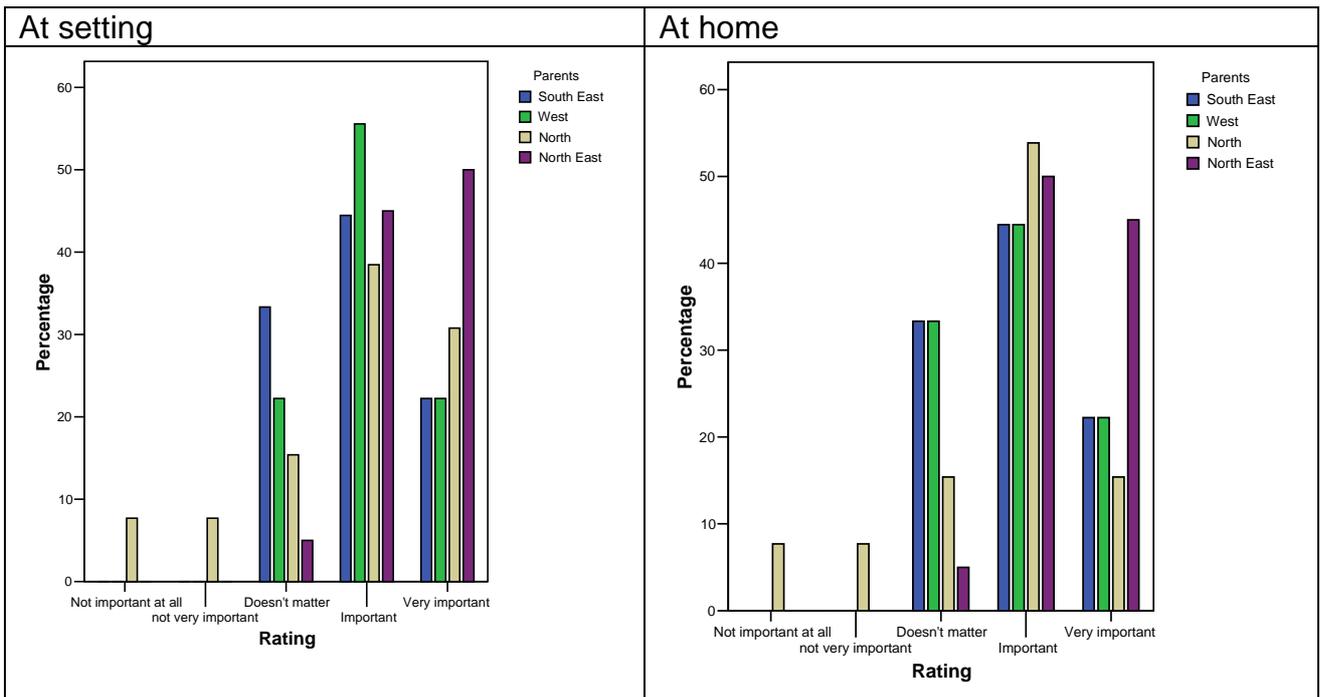


Figure 20: Parents' views of music and dancing



Most team members thought music and dancing was important to very important with a few stating that it did not matter. For parents, there was a distribution from not important or not important at all, through does not matter, to important and very important in the preschool setting and home. That said, there was still an overall majority reporting this activity important. This result is in line with findings from the Foundation Stage telephone survey (Aubrey, 2004) that showed practitioners, at least, regarding creative (and physical) development as slightly less important than other areas such as social-emotional

development, communication, language and literacy, mathematics development and knowledge and understanding of the world.

k **Self help activities** that included dressing and undressing, washing, using the toilet, cleaning teeth, brushing hair and eating.

No. of valid answers: 115

No. of missing answers: 1

Figure 21: Team members' views of self help skills

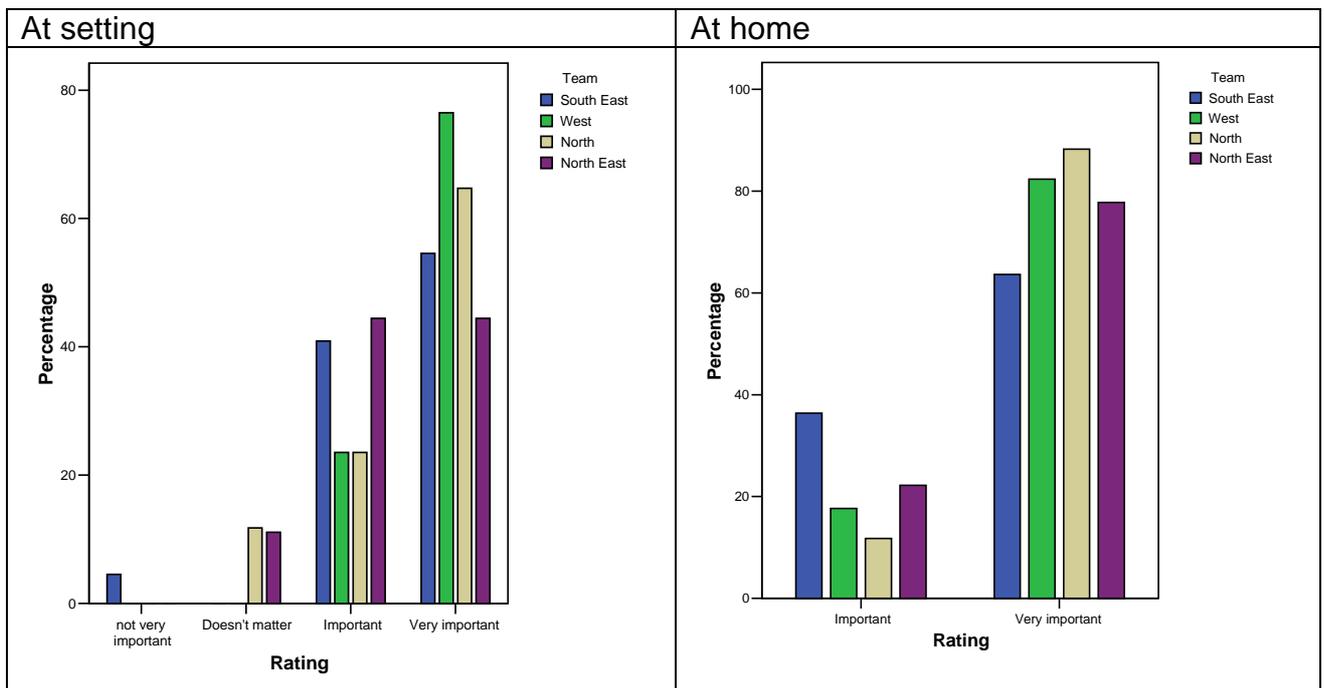
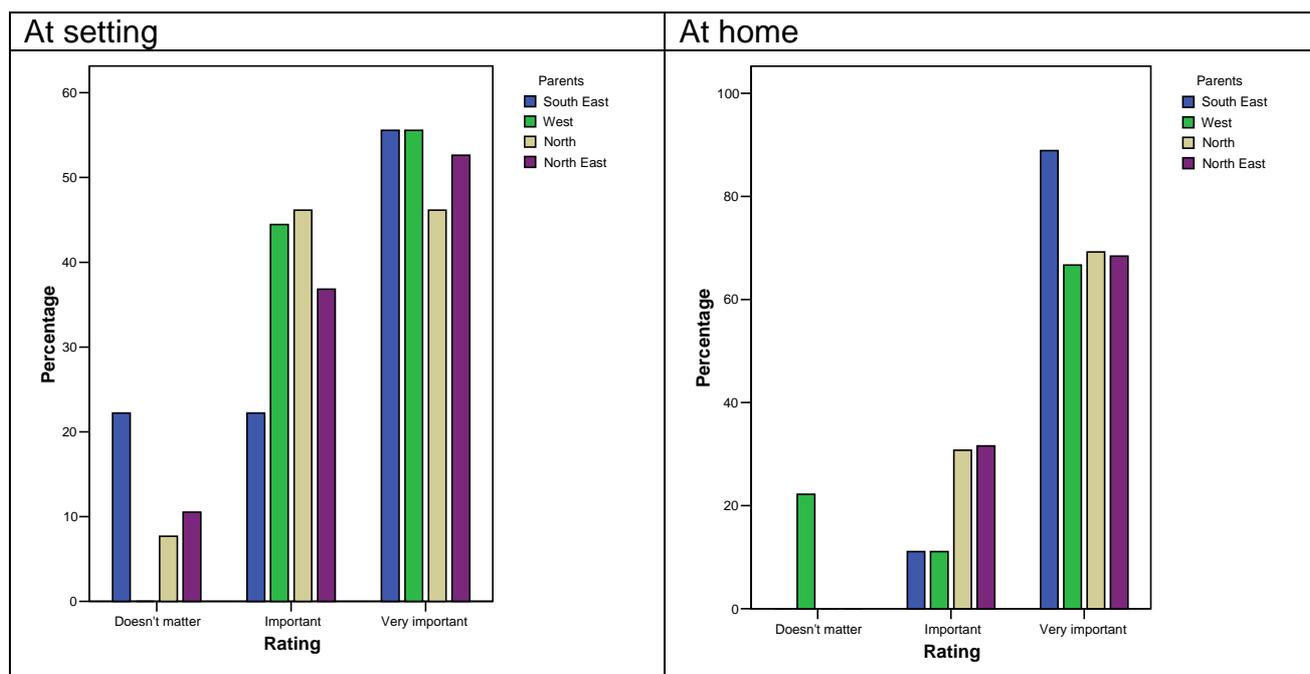


Figure 22: Parents' views about self help skills



Team members thought self-help skills were important to very important at home though a minority thought they were not important or did not matter in the preschool setting. The majority of parents thought self-help skills were important to very important in the pre-school setting with a minority viewing them as not mattering. The majority thought they were very important at home with rather less viewing them as important or not mattering. This may be an area that professionals could usefully seek the means to ensure that there are consistent expectations for independence and self help in the home and pre-school setting for mutual benefit.

- I **Helping an adult** was concerned with organising, fetching and tidying away equipment.

No. of valid answers: 116

No. of missing answers: 0

Figure 23: Team members' views on helping an adult

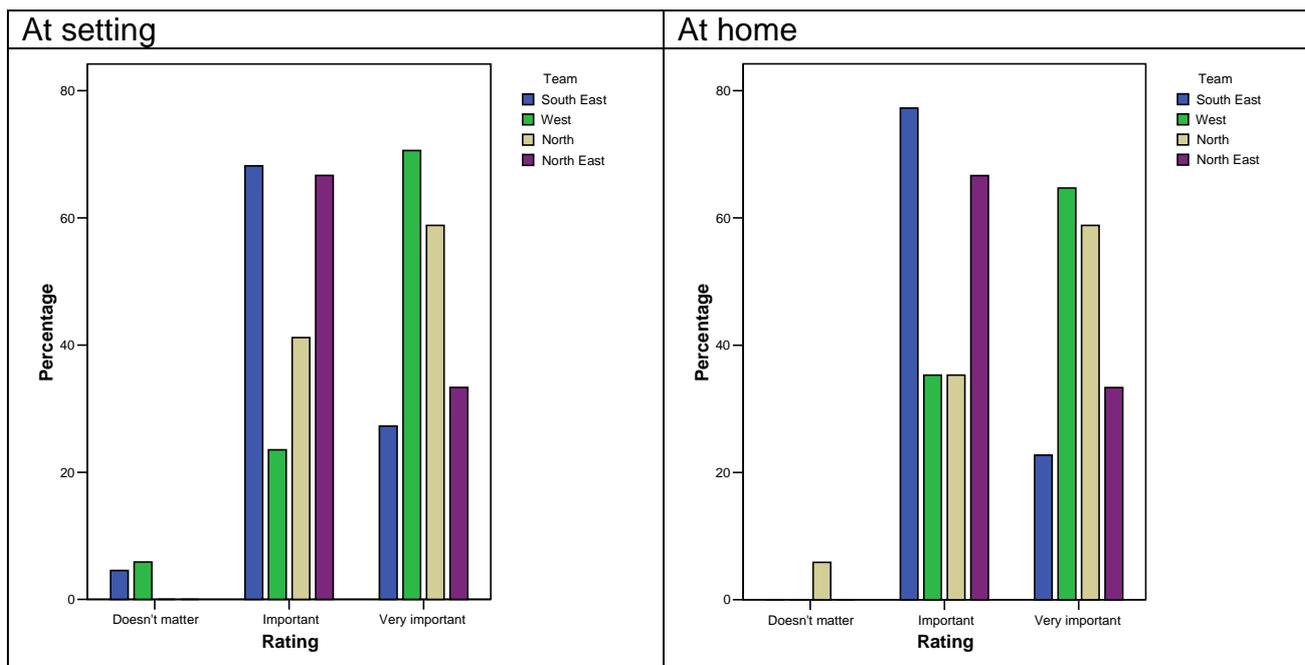
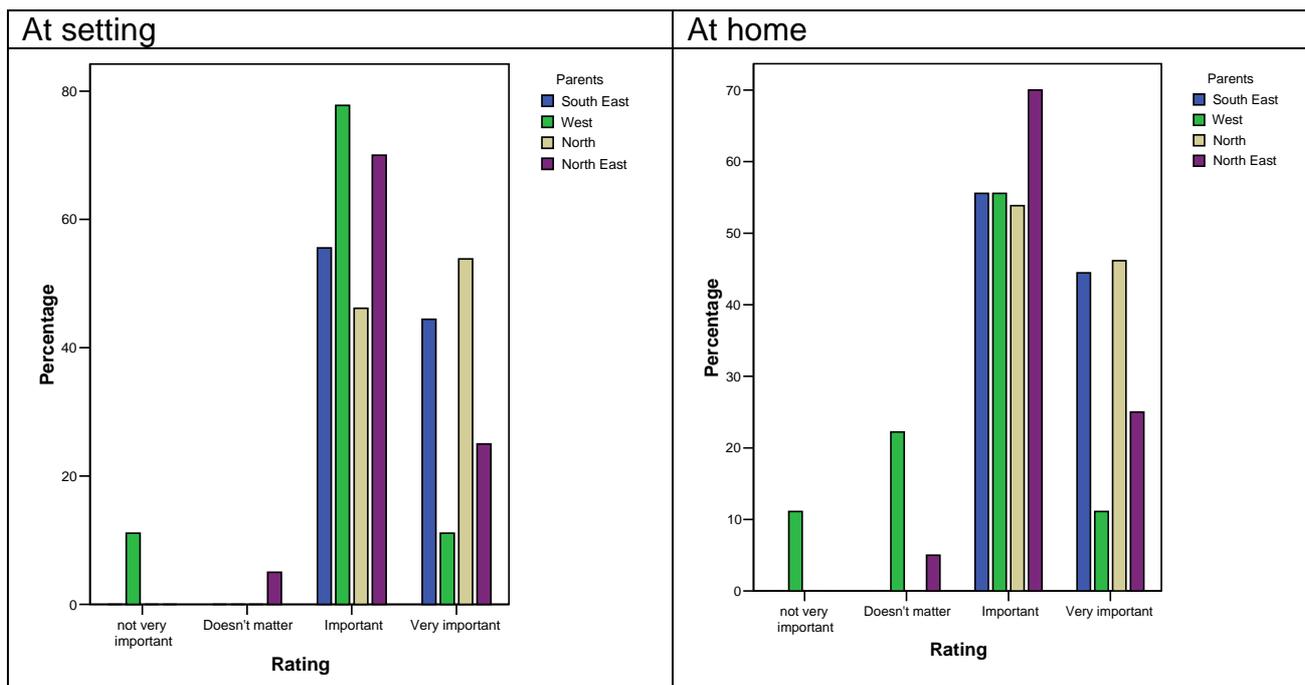


Figure 24: Parents' views on helping an adult



The vast majority of team members viewed helping an adult as important to very important in both settings. The vast majority of parents also viewed helping an adult as important to very important. A small minority of both groups, however, regarded this as not mattering. This is another area for establishing consistent expectations at home and in the pre-school setting.

m **Chatting (informally) to an adult and *doing nothing else.***

No. of valid answers: 113

No. of missing answers: 3

Figure 25: Team members' views on chatting to an adult

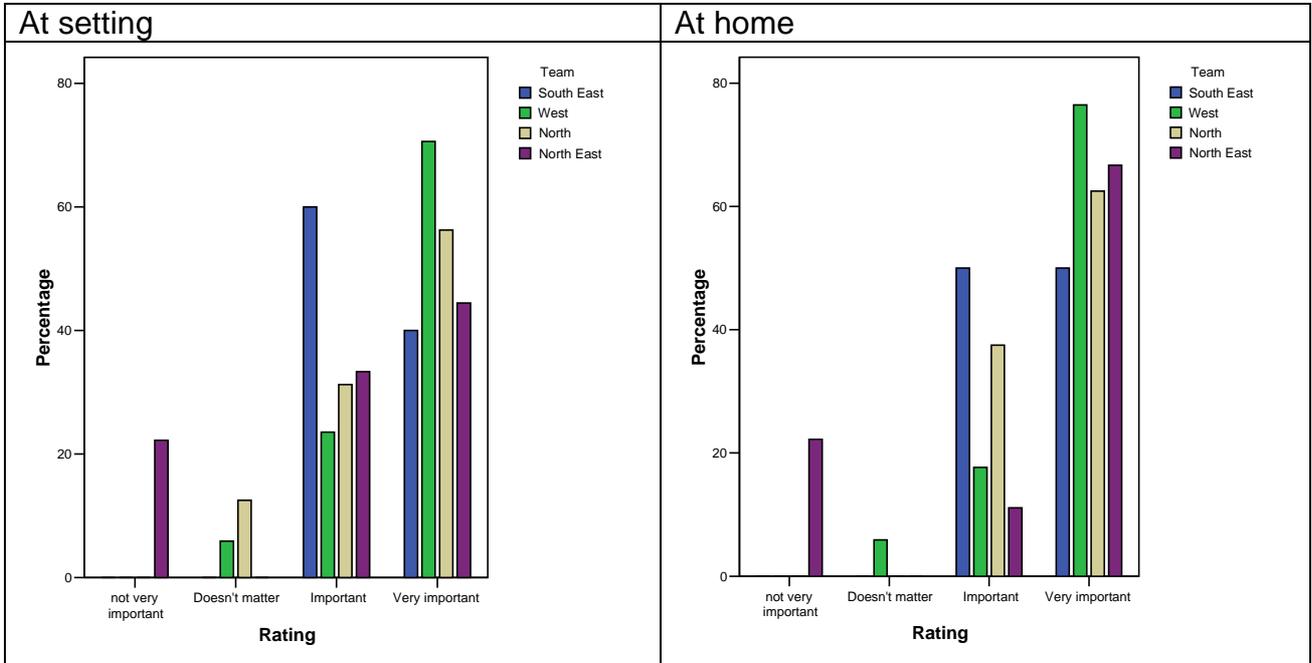
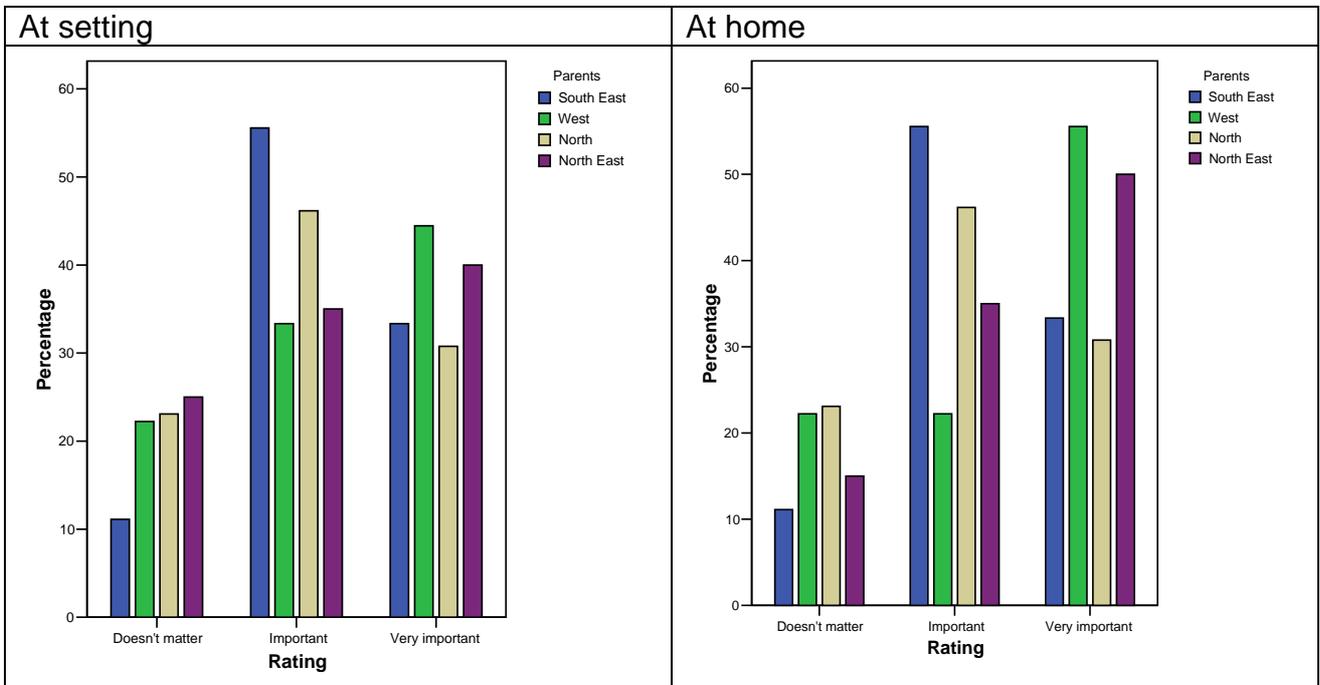


Figure 26: Parents' views on chatting to an adult



The majority of team members regarded chatting to an adult as important to very important in each setting, with a minority regarding it as not very important or not

matter in each setting. Parents' responses were more evenly spread across important and very important in both settings with a sizeable minority regarding this as not mattering. Given the importance that has been attached to the nature and quality of adult-child conversations for over twenty years, at home and in the nursery, (see, for instance, Sylva, Roy and Painter, 1980; Tizard and Hughes, 1984), this is an area for awareness raising of parents, if not further development of professionals.

n **Talking and reasoning with an adult** consisted of considering why or how things happen.

No. of valid answers: 115
 No. of missing answers: 1

Figure 27: Team members' view on talking and reasoning with an adult

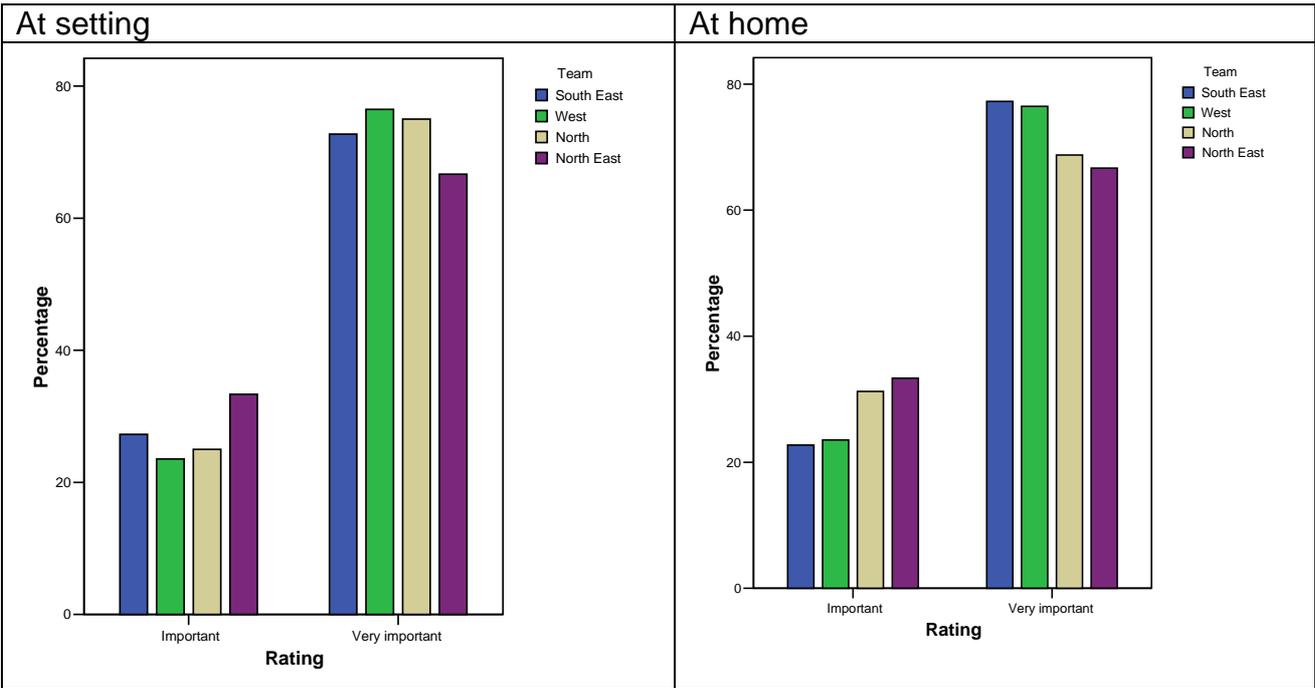
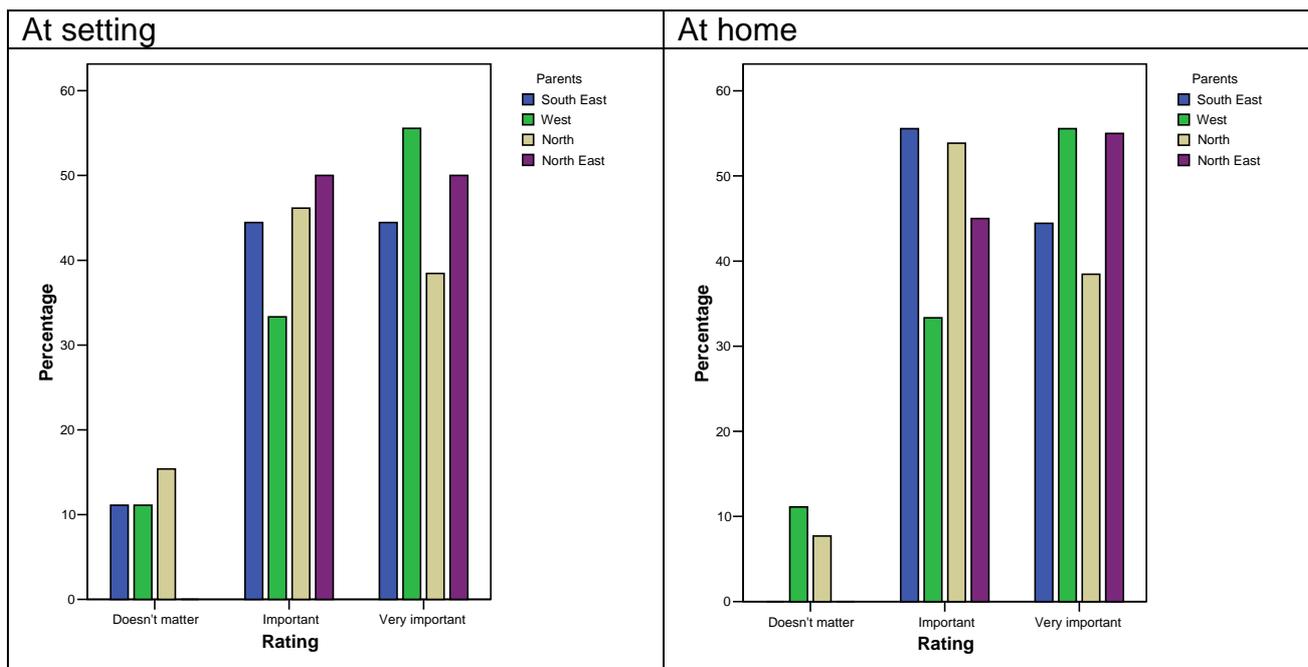


Figure 28: Parents' views of talking and reasoning with an adult



The majority of team members regarded talking and reasoning as very important with the rest thinking it important in each setting. The majority of parents also thought it important to very important, though a small number stated it did not matter in either setting. This finding links closely to the previous one in terms of the identified need for parental awareness to be raised.

- o **Talking with other children** meant talking and doing nothing else.

No. of valid answers: 114

No. of missing answers: 2

Figure 29: Team members' views of talking with other children

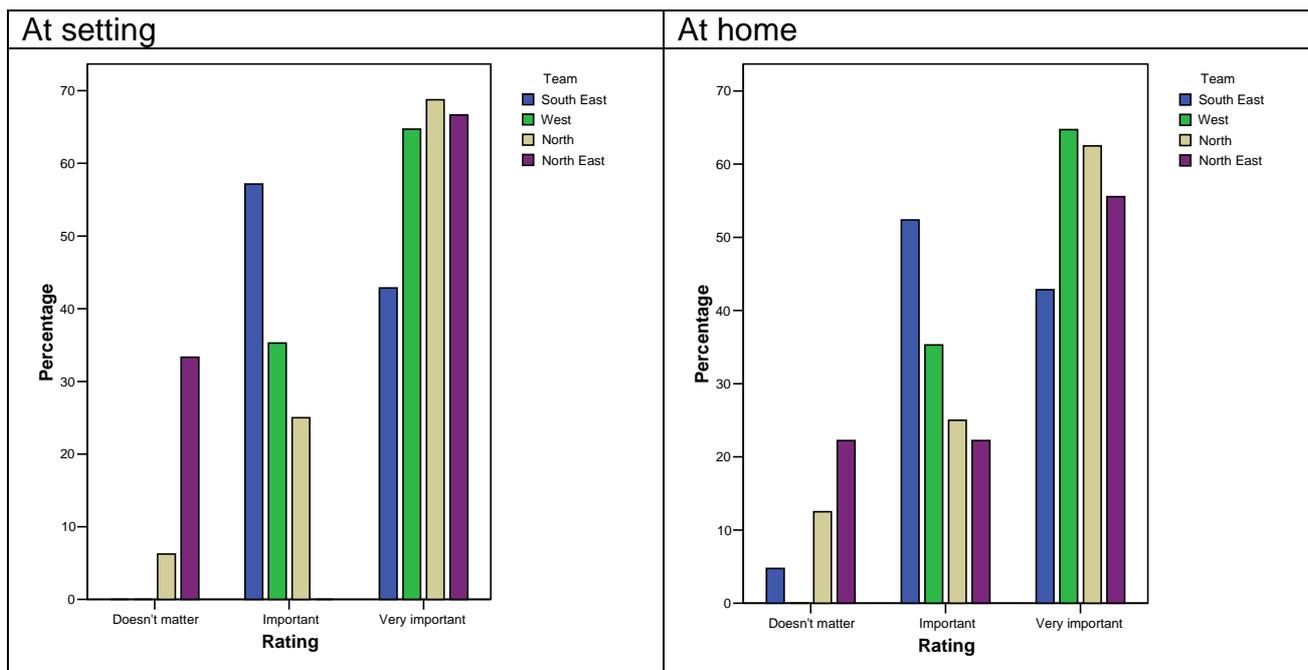
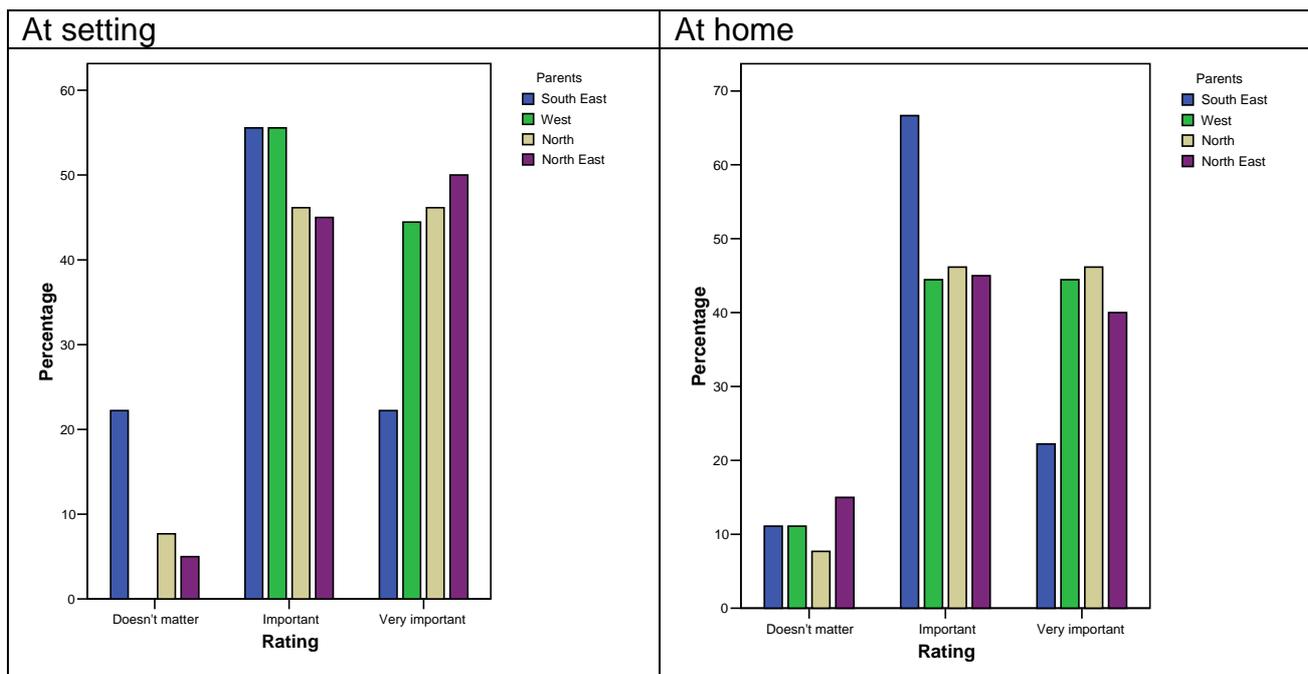


Figure 30: Parents' views of talking with other children



The majority of team members viewed talking with other children as very important or important in both settings, whilst a minority thought it didn't matter. The majority of parents thought it was important or very important in each setting with a minority reporting that it did not matter. This finding, yet again, points to the need for parental awareness raising in the area of talk, communication and language development.

Both team members and parents were then asked to identify up to three things that an adult can do to help a child start talking (**in his/her mother tongue**). Of the team, 59 gave 3 answers and 4 gave 2 answers. Of parents, 34 gave 3 answers and 14 gave 2 answers. Table 10 and 11 list the range of responses and their frequency.

Table 10: Things team members think an adult can do to help a child start talking

	Team				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
Interact through talk	8	8	11	7	34
Look at books/poems etc.	11	6	5	5	27
Sing	6	5	2	4	17
Repetitive talking/singing	6	8	2	2	18
Pointing and saying	4	3	3	0	10
Imaginary/role play	1	1	1	1	4
Use gestures/actions alongside speech	0	2	1	0	3
Labelling	0	0	1	0	1
Eye contact	1	1	1	0	3
Use artefacts for discussion	0	1	1	1	3
Play/listen to music	1	1	0	1	3
Allow time for child to speak/follow child's lead	2	1	2	1	6
Make friends	0	0	0	1	1
Speak clearly	4	4	3	0	11
Pictures/flashcards	3	1	2	1	7
Spending time together	0	0	3	0	3
Listen to the child/be attentive	0	1	1	0	2
Give child opportunities to mix with other adults/children	0	0	1	0	1
Provide activities that encourage language	0	0	1	0	1
Praise efforts to speak	1	1	4	0	6
Be a role model	1	0	0	0	1
Provide incentives to communicate	0	1	0	0	1
Ask questions	2	1	1	0	4
Provide activities that encourage language	1	0	0	0	1
Sharing toys/negotiating	1	0	0	0	1
Provide verbal commentary of child's play	1	0	0	0	1
Playing together/games	5	1	3	3	12
Listen to the child/be attentive	0	2	2	0	4
Total	59	49	51	27	186

Table 11: Things parents think an adult can do to help a child start talking

	Parents				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
Interact through talk	5	4	6	10	25
Look at books/poems etc.	6	5	6	9	26
Sing	2	1	3	2	8
Repetitive talking/singing	2	2	1	3	8
Pointing and saying	0	0	5	1	6
Use gestures/actions alongside speech	0	0	0	1	1
TV viewing/video/cartoon	0	1	1	3	5
Labelling	2	0	0	1	3
Eye contact	0	3	1	0	4
Translate words	2	1	0	0	3
Allow time for child to speak/follow child's lead	0	1	0	0	1
Use simple language	0	1	1	1	3
Speak clearly	0	2	3	4	9
Pictures/flashcards	0	0	1	0	1
Listen to the child/be attentive	0	0	1	1	2
Give child opportunities to mix with other adults/children	1	0	0	3	4
Provide activities that encourage language	0	0	1	1	2
Praise efforts to speak	0	0	0	1	1
Provide incentives to communicate	0	0	0	1	1
Ask questions	0	0	0	1	1
Provide activities that encourage language	1	0	1	0	2
Sharing toys/negotiating	0	1	0	0	1
Toys that talk	0	0	0	1	1
Copying	0	0	0	1	1
Break into sound	1	0	0	2	3
Listen to the child/be attentive	0	2	0	1	3
Work with adult	0	0	0	1	1
Shape of mouth	0	0	0	2	2
Counting	0	1	0	0	1
Total	22	25	31	51	129

Both parents and team members regarded opportunities to talk and look at books as the most important, though modelling through pointing and saying, with repetitive talking and singing were also popular choices for professionals.

Team members and parents were also asked to identify up to three things that other children can do to help a child start talking (**in his/her mother tongue**). 49 team

members gave 3 answers, 9 gave 2 answers and 3 gave 1 answer. 22 parents gave 3 answers, 13 gave 2 answers and 6 gave 1 answer. Table 12 and 13 list the range of responses and their frequency.

Table 12: things other children can do to help a child start talking

	Team				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
Interact through talk	6	5	9	3	23
Look at books/poems etc.	6	3	3	3	15
Sing	5	7	4	4	20
Repetitive talking/singing	1	2	1	1	5
Imaginary/role play	5	6	1	3	15
Pointing and saying	3	2	2	0	7
Turn taking	2	3	0	0	5
Translate words	0	0	1	0	1
Use artefacts for discussion	1	1	0	0	2
Allow time for child to speak/follow child's lead	2	2	2	1	7
Make friends	2	1	2	2	7
Speak clearly	2	1	0	1	4
Drawing/modelling	0	0	0	2	2
Pictures/flashcards	1	0	0	0	1
Spending time together	1	1	3	0	5
Listen to the child/be attentive	0	1	3	0	4
Give child opportunities to mix with other adults/children	0	0	1	0	1
Be a role model	5	0	2	0	7
Provide incentives to communicate	0	0	1	0	1
Praise efforts to speak	0	0	1	0	1
Ask questions	2	0	0	0	2
Sharing toys/negotiating	0	1	0	0	1
Playing together/games	9	9	9	6	33
Total	53	45	45	26	169

Table 13: Things another child can do to help a child start talking

	Parents				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
Interact through talk	10	9	8	9	36
Look at books/poems etc.	2	3	4	4	13
Sing	0	1	2	2	5
Repetitive talking/singing	0	0	0	3	3
Imaginary/role play	0	0	2	0	2
Pointing and saying	0	0	3	0	3
Labelling	0	0	0	1	1
Turn taking	0	0	0	1	1
Translate words	1	0	0	0	1
Use artefacts for discussion	0	1	0	0	1
Make friends	0	0	1	0	1
Speak clearly	0	1	1	1	3
Spending time together	0	0	0	1	1
Listen to the child/be attentive	0	1	1	1	3
Give child opportunities to mix with other adults/children	2	1	2	1	6
Use gestures/actions alongside speech	0	0	0	1	1
Ask questions	0	0	0	1	1
Provide activities that encourage language	1	1	0	2	4
Provide verbal commentary of child's play	1	0	1	1	3
Sharing toys/negotiating	0	0	1	1	2
Simple language	1	0	1	0	2
Copying	0	0	0	3	3
Break into sound	1	0	0	1	2
Total	19	18	27	34	98

The most frequently-recurring response for team members and parents was for a child to help a peer by interacting through talk and looking at books though repetitive talking/singing was nearly as frequently chosen by team members.

Finally, both sets of participants were asked to identify up to 3 things that help children learn to speak **English as an additional language**. 60 team members and 21 parents gave 3 answers, 3 team members and 5 parents gave 2 answers and 1 team member and 5 parents gave 1 answer. The full range of responses and their frequency is given in Table 14 and 15.

Table 14: Things that help a children learn English as an additional language

	Team				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
Listen to stories in English	0	1	2	3	6
Hearing correct/simple English (word repetition)	6	5	4	5	20
Songs, rhymes and games	4	3	2	4	13
Use books (English)	5	1	0	2	8
Display pictures/words/signs in both languages	13	6	9	1	29
Play with English speaking children	3	4	5	3	15
Interaction with English speakers	5	1	8	4	18
Speaking clearly (point and say)	6	6	3	1	16
Translate words	0	3	2	1	6
Provide stimulating environment	1	0	0	2	3
Watch/listen to TV and other media	2	2	4	0	8
Feeling safe/secure	1	0	3	0	4
Language games	0	0	1	0	1
Out of necessity	0	0	1	0	1
Exposure in the home	0	0	1	0	1
Speak in both languages	2	5	1	0	8
Use dual language resources	2	5	1	0	8
Good language skills in their first language	1	1	1	0	3
Keep different languages separate	2	1	2	0	5
Praise efforts and encourage	3	3	0	0	6
Outside agency support	2	0	0	0	2
Adult-lead activities	0	1	0	0	1
Consistency of words used for objects	1	0	0	0	1
Respect mother tongue	1	0	0	0	1
Individual approach to child's needs	1	0	0	0	1
Get information from child's carer	1	0	0	0	1
Total	62	48	50	26	186

Table 15: Things to help a child learn English as an additional language

	Parents				TOTAL
	SSCSE	SSCW	SSCN	SSCNE	
Listen to stories in English	0	0	1	0	1
Hearing correct/simple English (word repetition)	3	2	3	2	10
Songs, rhymes and games	1	1	0	1	3
Use books (English)	3	3	5	5	16
Display pictures/words/signs in both languages	0	0	3	0	3
Play with English speaking children	0	2	0	1	3
Interaction with English speakers	1	3	6	5	15
Speaking clearly (point and say)	2	1	2	0	5
Provide stimulating environment	0	0	0	1	1
Watch/listen to TV and other media	1	0	5	3	9
Exposure in the home	0	0	0	1	1
Speak in both languages	0	0	3	1	4
Outside agency support	0	1	2	1	4
Children copying	0	0	1	1	2
Start at an early age	0	0	0	1	1
Total	11	13	31	23	78

The most frequently occurring response of team members was displaying pictures, words and signs in both languages. This was an interesting finding given the pilot use of picture communication in the one of the SS programmes that contained most children with English as an additional language. This response was followed by hearing correct and simple English (with word repetition) and interacting with English speakers (or playing with English-speaking children) for team members and parents.

8. Discussion

In terms of the SS target related to accessing good quality play and learning opportunities in order to help progress towards early learning goals, the survey showed that the majority of both team members and parents were aware of the importance of the full range of typical pre-school activities. It was surprising, however, that a few professionals thought that listening to stories, looking at books or chatting to adults did not matter. It was also clear that a minority of parents do still need to be made more aware of the importance of children's listening to and reading books, talking to adults and one another, imaginative play, as well as gross and fine hand skill development. In terms of the SS target related to

increased use of libraries by families in SS areas, the survey showed that both professionals and parents regarded looking at books as one of the most important activities for both an adult in helping a child to start talking and for another child to help a peer in starting to talk. That said, there are clearly identifiable areas for professional development and parental awareness raising.

In terms of the SS target related to reduction in the number of children with speech and language problems requiring specialist intervention by the age of 4, the responses of participants to the open questions revealed an awareness of both professionals and parents of a range of activities that might be used and, indeed, can be found in the communication, language and literacy section of the Early Learning Goals (DfEE, 1999). Moreover, the most frequently-occurring strategy for supporting the language learning of a child with English as a second language found in the survey (use of pictures, words and signs in both languages) suggested the possible impact of the pilot picture communication project carried out in one of the four SS programmes. Given the increased likelihood of delayed language skills in less advantaged communities and the relationship of this to subsequent academic failure, however, it should be anticipated that SS professionals will need to have access to and have confidence in using the range of more specialised interventions that the SS Coventry speech therapists are currently disseminating in their programme areas. (In this respect, it is noted that team members' survey responses, in general, indicated that professionals still regard working in a multi-agency, multi-method manner with whole families, with parents and children, as a far higher priority than working with other professionals.)

These findings are indeed encouraging, particularly so, given the recent finding from the Foundation Stage telephone survey (Aubrey, 2004) that parents' understanding of the Foundation Stage was judged by reception teachers to be 'moderate'. As noted above, however, the contribution of young children's spoken language to their future literacy learning and academic success should not be under-estimated and this will need to remain a key area for raising awareness and levels of understanding for SS professionals, registered and non-registered users, if SS speech and language targets are to be met.

The number of parents responding to the survey was relatively small in most cases and, in any case, likely to be those already most committed to SS goals and targets. This leaves unanswered the broader question as to how a larger sample of parents in the SS areas, both users and non-users, might have responded. Significant here is the finding that when

asked what they would do if their current SS provision were unavailable more than 50% reported that they would stay at home rather than seek for another place, thus increasing their social isolation. At the same time, the very real social and education benefits of pre-school are recognised.

9. Conclusions

In terms of the key questions asked at the start of the survey – what were caregivers' ideas and practices regarding early learning, play activities and language development; what and how did they think adults should support young children's learning and development; and what did they think it was important for young children to know and do – responses were in line with recommendations found in the Early Learning Goals (DfEE, 1999). Given the importance of spoken language in the early years to later literacy and academic success, the key challenge for the SS professionals will be its continuing promotion from birth to three years and beyond, in order to raise awareness and understanding in all SS families in the communities concerned.

10. Acknowledgements

The research was undertaken as part of the evaluation of Sure Start Coventry and was funded by the four Sure Start Programmes in Coventry. Principal investigators were Chris Coe and Nick Spencer, with Maria Stuttaford as a named researcher. Carol Aubrey was a co-investigator, with Sarah Dahl as a researcher on the project. The study would not have been possible without the co-operation of the many respondents who agreed to participate and gave their time to teach us about their lives.

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Appendix: contingency tables

Count			Hand Skills (creative) - home				Total
Hand Skills (creative) - setting			not very important	Doesn't matter	Important	Very important	
Doesn't matter	Sure Start Programme	South East Parent		1	0		1
		North East Parent		1	1		2
	Total			2	1		3
Important	Sure Start Programme	South East	0	0	9	0	9
		West	0	0	5	0	5
		North	0	0	4	0	4
		North East	0	0	1	0	1
		South East Parent	0	0	4	0	4
		West Parent	1	0	3	0	4
		North Parent	1	0	5	0	6
		North East Parent	0	1	6	1	8
		Total			2	1	37
Very important	Sure Start Programme	South East		0	0	13	13
		West		0	1	11	12
		North		0	3	10	13
		North East		0	0	8	8
		South East Parent		0	1	3	4
		West Parent		0	2	3	5
		North Parent		1	3	3	7
		North East Parent		0	2	8	10
		Total			1	12	59

Count			Hand Skills (structured) - home				Total
Hand Skills (structured) - setting			not very important	Doesn't matter	Important	Very important	
not very important	Sure Start Programme	North East	1	0			1
		West Parent	0	1			1
	Total			1	1		2
Doesn't matter	Sure Start Programme	West		1	0		1
		North East		1	0		1
		South East Parent		0	1		1
		West Parent		1	0		1
		North East Parent		1	0		1
		Total			4	1	
Important	Sure Start Programme	South East		0	9	1	10
		West		0	7	0	7
		North		0	4	2	6
		North East		0	1	0	1
		South East Parent		0	5	0	5
		West Parent		0	3	1	4
		North Parent		0	6	2	8
		North East Parent		2	6	2	10
		Total			2	41	8
Very important	Sure Start Programme	South East		1	2	8	11
		West		0	0	5	5
		North		0	2	8	10
		North East		0	0	6	6
		South East Parent		0	0	3	3
		West Parent		0	0	3	3
		North Parent		0	2	3	5
		North East Parent		0	0	9	9
		Total			1	6	45

Count

Physical activity (without equipment) - setting			Physical activity (without equipment) - home				Total
			not very important	Doesn't matter	Important	Very important	
Doesn't matter	Sure Start Programme	West Parent	1	0	0	1	2
		North Parent	0	1	1	0	2
		North East Parent	0	2	0	0	2
		Total	1	3	1	1	6
Important	Sure Start Programme	South East	0	1	6	1	8
		West	0	1	5	0	6
		North	0	0	3	0	3
		South East Parent	0	1	5	0	6
		West Parent	0	0	3	0	3
		North Parent	3	0	3	0	6
		North East Parent	0	1	4	0	5
		Total	3	4	29	1	37
Very important	Sure Start Programme	South East			4	10	14
		West			1	10	11
		North			1	13	14
		North East			0	9	9
		South East Parent			0	3	3
		West Parent			1	3	4
		North Parent			2	3	5
		North East Parent			3	10	13
		Total			12	61	73

Count

Physical activity (with equipment) - setting			Physical activity (with equipment) - home				Total
			not very important	Doesn't matter	Important	Very important	
Doesn't matter	Sure Start Programme	North	0	1	0		1
		South East Parent	0	1	1		2
		West Parent	1	2	1		4
		North East Parent	1	1	0		2
		Total	2	5	2		9
Important	Sure Start Programme	South East	0	1	9	0	10
		West	0	2	5	0	7
		North	0	0	5	0	5
		North East	0	1	1	0	2
		South East Parent	0	0	6	0	6
		West Parent	0	0	3	0	3
		North Parent	1	1	4	0	6
		North East Parent	0	1	4	1	6
		Total	1	6	37	1	45
Very important	Sure Start Programme	South East		0	6	6	12
		West		1	3	6	10
		North		1	4	6	11
		North East		0	1	5	6
		South East Parent		0	0	1	1
		West Parent		0	0	2	2
		North Parent		1	2	4	7
		North East Parent		1	3	8	12
		Total		4	19	38	61

Count

Imaginative play - setting			Imaginative play - home			Total
			Doesn't matter	Important	Very important	
not very important	Sure Start Programme	West Parent	1			1
	Total		1			1
Doesn't matter	Sure Start Programme	North Parent	0	1		1
		North East Parent	2	0		2
	Total		2	1		3
Important	Sure Start Programme	South East	1	6	1	8
		West	0	3	0	3
		North	0	4	1	5
		South East Parent	0	5	0	5
		West Parent	1	5	0	6
		North Parent	0	6	1	7
		North East Parent	2	4	0	6
		Total		4	33	3
Very important	Sure Start Programme	South East		3	11	14
		West		1	13	14
		North		2	10	12
		North East		1	8	9
		South East Parent		0	4	4
		West Parent		0	2	2
		North Parent		1	4	5
		North East Parent		2	10	12
Total			10	62	72	

Count

Listening to stories - person reading - setting			Listening to stories - person reading - home			Total
			Doesn't matter	Important	Very important	
Doesn't matter	Sure Start Programme	West	0	0	1	1
		South East Parent	0	1	1	2
		West Parent	1	0	0	1
		North Parent	0	1	0	1
		North East Parent	1	0	0	1
		Total		2	2	2
Important	Sure Start Programme	South East	0	7	0	7
		West	0	1	1	2
		North	0	2	1	3
		North East	0	0	1	1
		South East Parent	0	2	0	2
		West Parent	0	4	1	5
		North Parent	1	4	0	5
		North East Parent	0	6	0	6
Total		1	26	4	31	
Very important	Sure Start Programme	South East		3	12	15
		West		1	13	14
		North		1	13	14
		North East		0	8	8
		South East Parent		1	4	5
		West Parent		0	3	3
		North Parent		0	7	7
		North East Parent		0	13	13
Total			6	73	79	

Count

Listening to stories - tape/TV - setting			Listening to stories - tape/TV - home					Total
			Not important at all	not very important	Doesn't matter	Important	Very important	
Not important at all	Sure Start Programme	West	1	1				2
		North East	1	0				1
		North East Parent	1	0				1
	Total		3	1				4
not very important	Sure Start Programme	West		2			0	2
		North		2			0	2
		North East		1			0	1
		South East Parent		1			0	1
		North Parent		0			1	1
	Total			6			1	7
Doesn't matter	Sure Start Programme	South East		0	7	0		7
		West		0	1	1		2
		North		0	1	0		1
		North East		0	1	0		1
		South East Parent		0	2	0		2
		West Parent		1	2	0		3
		North Parent		1	3	1		5
		North East Parent		0	1	1		2
	Total			2	18	3		23
Important	Sure Start Programme	South East			0	13		13
		West			0	7		7
		North			0	7		7
		North East			0	6		6
		South East Parent			0	4		4
		West Parent			0	6		6
		North Parent			2	4		6
		North East Parent			1	8		9
Total				3	55		58	
Very important	Sure Start Programme	South East			1	0	1	2
		West			0	0	4	4
		North			0	0	6	6
		South East Parent			0	1	1	2
		North Parent			0	0	1	1
	North East Parent			0	1	7	8	
Total				1	2	20	23	

Count

Using books/stories - setting			Using books/stories - home				Total
			not very important	Doesn't matter	Important	Very important	
not very important	Sure Start Programme	West Parent	1				1
		Total	1				1
Doesn't matter	Sure Start Programme	North		0	1		1
		South East Parent		1	1		2
		North East Parent		1	2		3
	Total			2	4		6
Important	Sure Start Programme	South East		0	11	0	11
		West		0	4	0	4
		North		0	5	0	5
		North East		0	3	1	4
		South East Parent		0	5	0	5
		West Parent		1	3	0	4
		North Parent		1	5	0	6
	North East Parent		0	4	1	5	
Total			2	40	2	44	
Very important	Sure Start Programme	South East			1	10	11
		West			1	12	13
		North			0	11	11
		North East			0	5	5
		South East Parent			0	2	2
		West Parent			0	4	4
	North Parent			1	6	7	
North East Parent			0	0	12	12	
Total				3	62	65	

Count

Playing with others - setting			Playing with others - home				Total
			not very important	Doesn't matter	Important	Very important	
Doesn't matter	Sure Start Programme	West Parent		1		0	1
		North East Parent		0		1	1
	Total			1		1	2
Important	Sure Start Programme	South East	0	1	6	1	8
		West	0	0	2	0	2
		North	0	1	4	0	5
		North East	0	0	2	0	2
		South East Parent	0	0	2	0	2
		West Parent	0	1	4	0	5
		North Parent	1	0	5	1	7
		North East Parent	0	2	9	0	11
		Total		1	5	34	2
Very important	Sure Start Programme	South East		0	3	11	14
		West		1	2	12	15
		North		2	0	10	12
		North East		0	0	7	7
		South East Parent		0	0	7	7
		West Parent		1	0	2	3
		North Parent		0	3	3	6
		North East Parent		1	0	7	8
		Total		5	8	59	72

Count

Music/dancing - setting			Music/dancing - home					Total
			Not important at all	not very important	Doesn't matter	Important	Very important	
Not important at all	Sure Start Programme	North Parent	1					1
	Total		1					1
not very important	Sure Start Programme	North Parent		1				1
	Total			1				1
Doesn't matter	Sure Start Programme	West			1	0		1
		South East Parent			2	1		3
		West Parent			2	0		2
		North Parent			2	0		2
		North East Parent			1	0		1
		Total			8	1		9
Important	Sure Start Programme	South East			0	10	0	10
		West			0	4	0	4
		North			0	7	1	8
		North East			0	1	0	1
		South East Parent			1	3	0	4
		West Parent			1	4	0	5
		North Parent			0	5	0	5
		North East Parent			0	8	1	9
		Total			2	42	2	46
Very important	Sure Start Programme	South East				5	7	12
		West				2	10	12
		North				1	8	9
		North East				0	8	8
		South East Parent				0	2	2
		West Parent				0	2	2
		North Parent				2	2	4
		North East Parent				2	8	10
		Total				12	47	59

Count

Self help activities - setting			Self help activities - home			Total
			Doesn't matter	Important	Very important	
not very important	Sure Start Programme	South East		1		1
	Total			1		1
Doesn't matter	Sure Start Programme	North			2	2
		North East			1	1
		South East Parent			2	2
		North Parent			1	1
		North East Parent			2	2
	Total				8	8
Important	Sure Start Programme	South East	0	6	3	9
		West	0	3	1	4
		North	0	2	2	4
		North East	0	2	2	4
		South East Parent	0	1	1	2
		West Parent	2	1	1	4
		North Parent	0	4	2	6
		North East Parent	0	5	2	7
	Total		2	24	14	40
Very important	Sure Start Programme	South East		1	11	12
		West		0	13	13
		North		0	11	11
		North East		0	4	4
		South East Parent		0	5	5
		West Parent		0	5	5
		North Parent		0	6	6
		North East Parent		1	9	10
	Total			2	64	66

Count

Helping an adult - setting			Helping an adult - home				Total
			not very important	Doesn't matter	Important	Very important	
not very important	Sure Start Programme	West Parent	1				1
	Total		1				1
Doesn't matter	Sure Start Programme	South East			1		1
		West			1		1
		North East Parent			1		1
	Total				3		3
Important	Sure Start Programme	South East		0	15		15
		West		0	4		4
		North		1	6		7
		North East		0	6		6
		South East Parent		0	5		5
		West Parent		2	5		7
		North Parent		0	6		6
		North East Parent		1	13		14
	Total			4	60		64
Very important	Sure Start Programme	South East			1	5	6
		West			1	11	12
		North			0	10	10
		North East			0	3	3
		South East Parent			0	4	4
		West Parent			0	1	1
		North Parent			1	6	7
		North East Parent			0	5	5
	Total				3	45	48

Count

Chatting informally to an adult - setting			Chatting informally to an adult - home				Total
			not very important	Doesn't matter	Important	Very important	
not very important	Sure Start Programme	North East	2				2
	Total		2				2
Doesn't matter	Sure Start Programme	West		1	0	0	1
		North		0	1	1	2
		South East Parent		1	0	0	1
		West Parent		2	0	0	2
		North Parent		3	0	0	3
		North East Parent		3	0	2	5
	Total			10	1	3	14
Important	Sure Start Programme	South East			10	2	12
		West			3	1	4
		North			4	1	5
		North East			1	2	3
		South East Parent			5	0	5
		West Parent			2	1	3
		North Parent			6	0	6
		North East Parent			7	0	7
Total				38	7	45	
Very important	Sure Start Programme	South East			0	8	8
		West			0	12	12
		North			1	8	9
		North East			0	4	4
		South East Parent			0	3	3
		West Parent			0	4	4
		North Parent			0	4	4
		North East Parent			0	8	8
Total				1	51	52	

Count

Talking and reasoning with an adult - setting			Talking and reasoning with an adult - home			Total
			Doesn't matter	Important	Very important	
Doesn't matter	Sure Start Programme	South East Parent	0	1		1
		West Parent	1	0		1
		North Parent	1	1		2
	Total			2	2	4
Important	Sure Start Programme	South East		5	1	6
		West		4	0	4
		North		4	0	4
		North East		3	0	3
		South East Parent		4	0	4
		West Parent		3	0	3
		North Parent		6	0	6
		North East Parent		9	1	10
Total			38	2	40	
Very important	Sure Start Programme	South East		0	16	16
		West		0	13	13
		North		1	11	12
		North East		0	6	6
		South East Parent		0	4	4
		West Parent		0	5	5
		North Parent		0	5	5
		North East Parent		0	10	10
Total			1	70	71	

Count

Talking with other children - setting			Talking with other children - home			Total
			Doesn't matter	Important	Very important	
Doesn't matter	Sure Start Programme	North	1	0		1
		North East	2	1		3
		South East Parent	1	1		2
		North Parent	1	0		1
		North East Parent	1	0		1
	Total	6	2		8	
Important	Sure Start Programme	South East	1	10	1	12
		West	0	6	0	6
		North	0	4	0	4
		South East Parent	0	5	0	5
		West Parent	1	4	0	5
		North Parent	0	6	0	6
		North East Parent	1	8	0	9
Total	3	43	1	47		
Very important	Sure Start Programme	South East	0	1	8	9
		West	0	0	11	11
		North	1	0	10	11
		North East	0	1	5	6
		South East Parent	0	0	2	2
		West Parent	0	0	4	4
		North Parent	0	0	6	6
		North East Parent	1	1	8	10
Total	2	3	54	59		

Count

Talking with other children - setting			Talking with other children - home			Total
			Doesn't matter	Important	Very important	
Doesn't matter	Sure Start Programme	North	1	0		1
		North East	2	1		3
		South East Parent	1	1		2
		North Parent	1	0		1
		North East Parent	1	0		1
	Total	6	2		8	
Important	Sure Start Programme	South East	1	10	1	12
		West	0	6	0	6
		North	0	4	0	4
		South East Parent	0	5	0	5
		West Parent	1	4	0	5
		North Parent	0	6	0	6
		North East Parent	1	8	0	9
Total	3	43	1	47		
Very important	Sure Start Programme	South East	0	1	8	9
		West	0	0	11	11
		North	1	0	10	11
		North East	0	1	5	6
		South East Parent	0	0	2	2
		West Parent	0	0	4	4
		North Parent	0	0	6	6
		North East Parent	1	1	8	10
Total	2	3	54	59		