

## Rationale

Hillview Nursery is situated in the 3<sup>rd</sup> most deprived area in Stirling. The Scottish Government Growing up in Scotland (GUS) Study (2015) found that 54% of children in the lowest income quintile have below average vocabulary. The Organisation for Economic Cooperation and Development (OECD) report (2014) highlighted that children only spend 15% of their waking hours in school, whereas 85% is spent at home or in the community. The GUS study (2015) also found that less advantaged households are less likely to engage in home learning. Our data showed that; 72% of our children (3-5 years) are experiencing poverty related barriers, 40% are not on track within literacy and many of our families find it difficult to engage. This research, alongside our findings, enabled us to identify the need to improve children's literacy and parent's engagement in learning

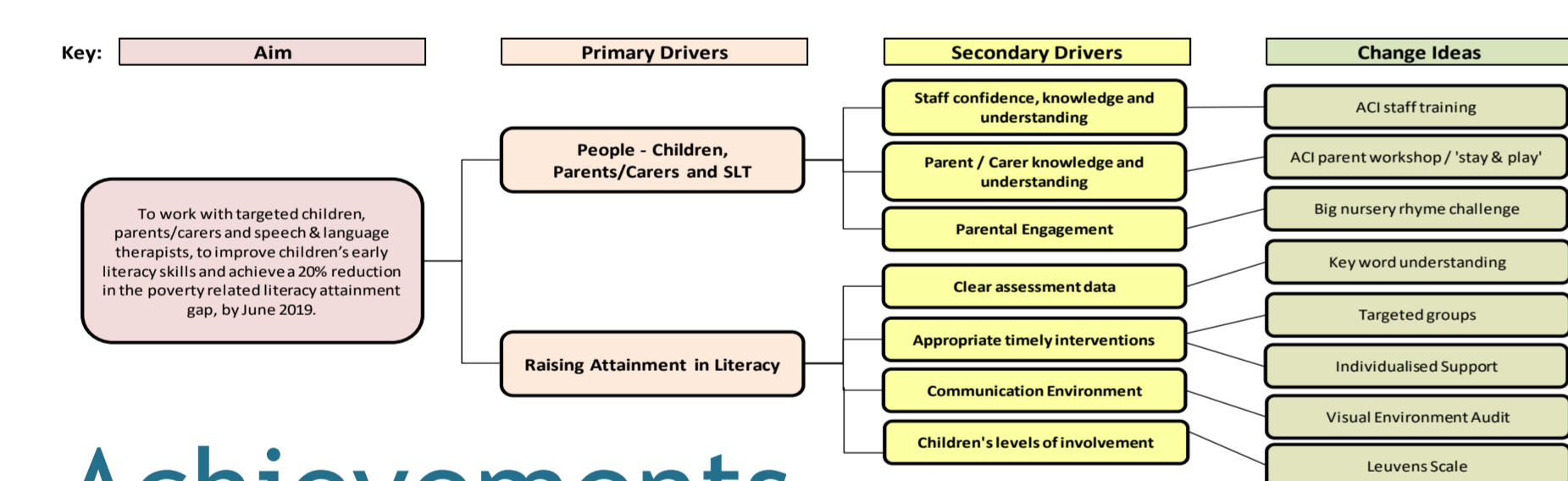
**Aim: To work with, parents / carers, speech and language therapists and targeted children in the 3-5 room, to improve early literacy skills and achieve a 20% reduction in the poverty related literacy attainment gap, by June 2019.**

## Method

A variety of QI tools were utilised to shape our work, which included creating a driver diagram to support planning of project and using a Pareto chart to help us understand our problem and create a theory of change. We used a project charter to plan rhyme time challenges and used run charts to measure progress over time. We also used the PDSA cycle to test changes for measuring children's levels of involvement. We identified outcome measures (key word assessments, phonological scores and achievement of learning intentions) and process measures (parental engagement in rhyme challenge, Leuven's scale of involvement and staff and parent feedback).

## Process Change

We planned three key interventions at the start of our work. Phase 1 was the provision of targeted support within the nursery for an identified group of children. Phase 2 was a home link project, 'The Big Nursery Rhyme Challenge', which aimed for 100% of families to be engaging in the challenge by June 19 (engagement defined as taking rhymes home, 'reading' together and then returning when child able to recite rhyme). Phase 3 was a joint project with Speech and Language Therapists (SLT) to audit existing practice and plan improvements. This work included staff training on communication friendly environments and adult: child interactions (ACI) and providing ACI workshops for parents.



Creating a driver diagram helped us explore the different measures that would help us achieve our aim

## Achievements

Parental engagement with our 'Big Nursery Rhyme Challenge' steadily increased over a 16 week period. Our data showed that many families needed persistent support and encouragement to engage and most of the families who were not readily engaging were the parents of children who most needed support. We found that staff promoting the challenge to individual parents and celebrating children's achievement had a positive influence on participation. By the end of the challenge all 34 families were engaging

