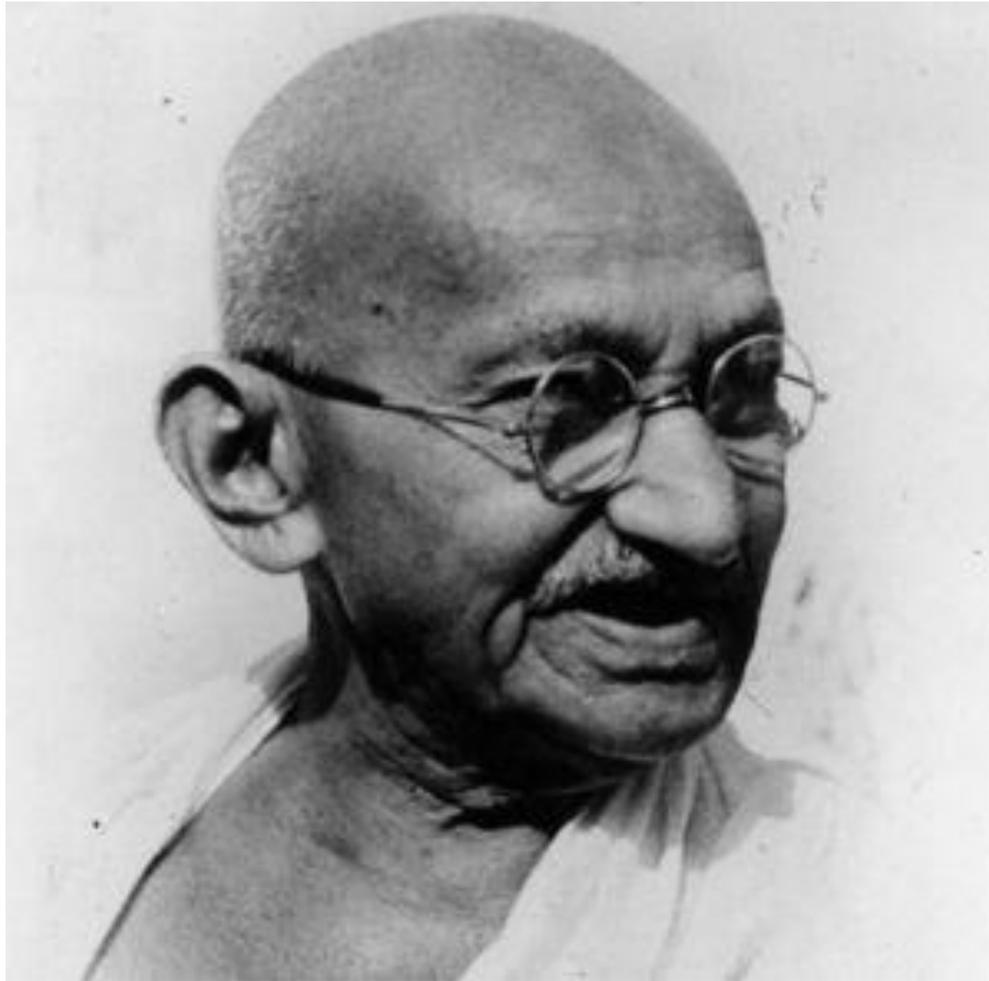


Practical ways to retain key values and principles despite policy challenges

June O'Sullivan
Chief Executive
London Early Years Foundation
TACTYC Birmingham November 2014

Be the Change you Wish to See



Be the change you wish to see ...one sequin at a time



*Be the change you wish to see ...one child
at a time*



What Change Do We Wish to See?



‘Good quality Early Years education is vital to the wellbeing of young children especially those in disadvantaged households. Without it children’s life chances are diminished.’ Well-Being in the Early Years - June O’Sullivan et al.



Transforming Lives : Building a Social Enterprise

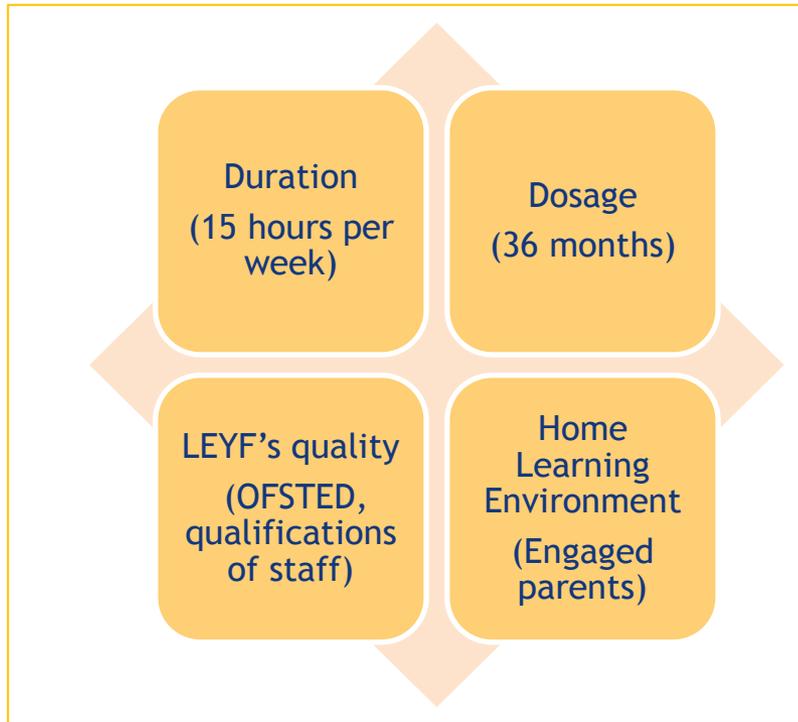


- ➔ We run **29 community nurseries** in 8 London Boroughs
- ➔ We are in areas of **high economic disadvantage**
- ➔ We provide **high quality, accessible** childcare
- ➔ We **actively engage** with parents and the communities
- ➔ We have a **multi-generational, whole family** approach

How LEYF delivers Social Impact



To assess the social impact delivered through its nurseries, LEYF developed a measure that focuses on key drivers of childcare that directly benefit the child:



LEYF Social impact units



The social impact delivered by LEYF is not limited to high quality childcare provision as it includes increasing social mobility, reducing child poverty, supporting parents in returning to work, multigenerational engagement with communities, enhancing social cohesion and inclusion, local employment of nursery staff and apprenticeship programmes for NEETs

Leading for a Culture of Excellence



LEYF Life Long Learning



Success delivers growing confidence and mastery - what Bruner calls the 'art of inquiry'; 'inquiry as a way of life'.

Our DNA

What makes us who we are?



Our ambition

Changing the
world, one
child at a time



Our purpose

Together with families and communities we enable each child to be the best they can be through wonderful experiences that enrich and extend their learning

Our values

INSPIRING

We encourage continuous development for children and staff. We challenge each other to question and explore so we learn together.

BRAVE

We are curious, bold and adventurous. We push boundaries and test new ideas, always standing up for the rights of children.

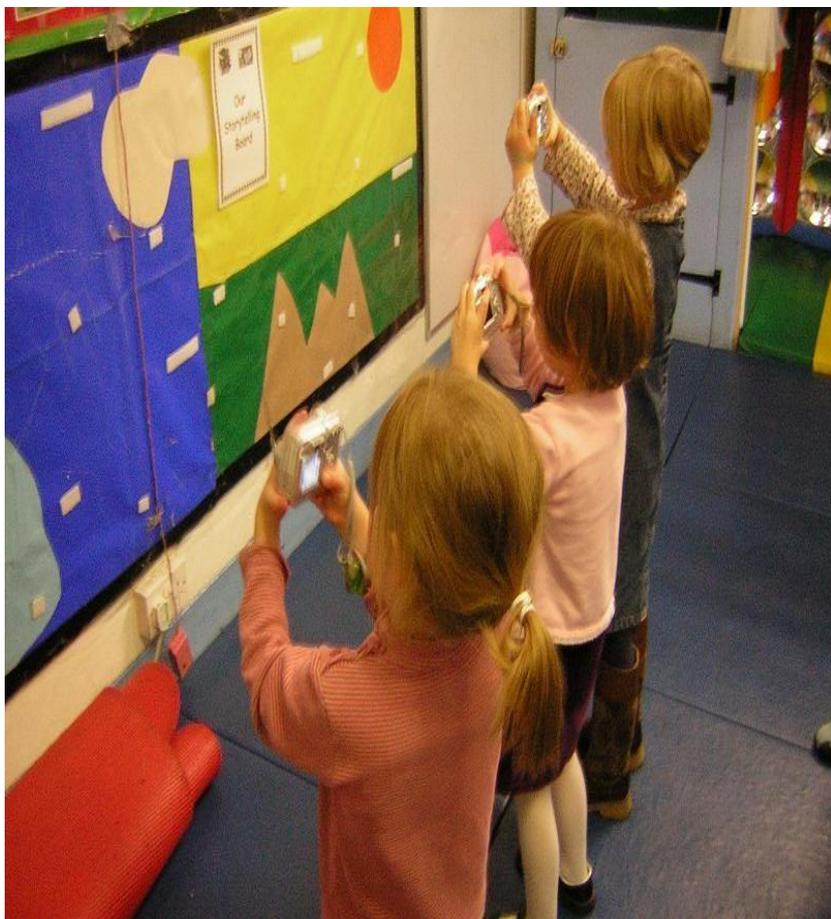
NURTURING

We are warm, caring, loving and welcoming. We create safe and homely environments for each child.

FUN

We are imaginative and creative and learn through play.

Action Research For Quality



What are we trying to achieve?

How will we know that a change is an improvement?

What change can we make that will result in improvement?



Safe, Fit and Healthy



Talking to Narrow the Gap

- Conversations
- (Long Words
- Stories and Poetry
- Music and Singing
- Action & Trad Songs
- Ring Games
- Helicopter Drama
- Dialogic Reading
- Science and Maths
- Curiosity, Discovery and Investigation
- Children Led Planning
- Exit Interviews



The LEYF Approach to Reading

- Real Books to Take Home
- Phonologically Sound
- Dialogic Reading





Why Does Home Learning Matter?

“The home learning environment has a greater influence on a child’s intellectual and social development than parental occupation, education or income. What parents do is more important than who they are, and a home learning environment that is supportive of learning can counteract the effects of disadvantage in the early years.”

Melhuish, E., Sylva, K., Sammons, P. et al. (2008)

The Pedagogical Conversation

- Help parent scaffold the children's learning
- Motivate and encourage the child
- Give models that can be imitated
- Simplify the tasks or idea
- Highlight significant elements of the task
- Arouse their interest



Understand Your Community



Create a Multi-Generational Approach



Nurseries are a community catalyst, connecting people of all ages and stages across the local community through a network of activities and support.

Men in Childcare Report

We want children to understand that men can be caring too and that nursery is natural place for them to work and that children need to experience both male and female approaches to early years care and education.



The Twoness of Twos Report

Those people working on the front line with young children and their families, whether they know it or not, have a vast wealth of knowledge grounded in real life experiences and through developing practitioner research this knowledge can be used to improve service delivery

Pascal & Bertram



Keep A Grip On Yourself



To be able to reflect on personal and professional beliefs is a quality that enables practitioners to do the best job they can.

Listen : Get Off Your High Horse



Ignite Your Spark and Celebrate!



“One can never consent to creep when one feels an impulse to soar.”

Helen Keller

For more information contact:

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