What

Intentions

What specific curriculum area, subject or aspect did you intend to have impact on?

- Personal, social and emotional development

How did you intend to impact on pupil learning?

We intended to have impact on these curriculum aspects and areas:

- Social and Emotional Aspects of Learning (SEAL)
- Early Years Foundation Stage – Unique Child; Positive Relationships; Enabling Environments
- Baby brain development
- Babies’ emotional, psychological health and well-being

We were aiming to achieve:

- Higher quality experiences for babies in child care provision e.g. nurseries, children centres, child minders.
- Opportunities to be cared for by adults whose knowledge base will increase because of up-to-date information about developmental cognitive neuroscience.
- Access to improved resources that are imaginative, stimulating, simple and cheap to make based on babies’ learning and development.
- Adults who are tuned into infants at a reciprocal level.

What were your success criteria?

- Engagement of early years practitioners.
- Engagement of colleagues such as advisers and educational psychologists.
- Quality of babies’ experiences in full day care improved.
- Sustained positive change in settings.
- Status of practitioners working with babies boosted.
- Higher quality learning environments for babies.
What information or data did you use to measure progress towards your success criteria?

- Learning walks / study visits
- Logs or interviews
- Observation outcomes

Teaching approaches

What did you do? What teaching approaches (pedagogy) did you use to achieve the intended impact?

- Collaborative group work
- First-hand learning
- Interventions

Describe the teaching approaches you used

- Babies were given opportunities to repeat actions and experiences to mylenate the brain connections.
- Babies were provided with resources that specifically targeted aspects of their learning and development. e.g. high contrast resources to stimulate their visual cortex.
- Babies were supported in their personal, social and emotional development (psychological well-being) by having experiences that were tuned into how they may be feeling.
- Babies were supported in their personal, social and emotional development (psychological well-being) by practitioners who were tuned into how they may be feeling.
- Babies learning and development was helped by having well-informed practitioners who could see the experiences from a babies' perspective.
- Babies received wider sensory opportunities that were emotionally containing i.e. did not overwhelm them.
**CPD approaches**

**What did you do? What approaches to CPD and learning for adults were used?**

- Classroom enquiry
- Demonstration
- Lesson observation
- Lesson study
- Mentoring
- Modelling
- Training

**Describe the CPD approaches you used**

- The Northamptonshire Baby Room Project© involved baby room practitioners engaging in a series of experiences (three interactive sessions) over the period of a year, with ongoing follow up support from the Birth-three adviser and the Educational psychologist extending the impact of the training.
- Information provided using power point presentations, DVD, up to date research findings on neurological development.
- Access to national speakers.
- Facilitated group discussions, small group work, quizzes, question and answer sessions.
- Practical resource making to be used with the babies to develop play and interaction.
- Materials such as the "Sharing information " cards that can be adapted for use in settings e.g. using as a display for parents.
- Observations and follow up visits to settings by the Birth-three adviser and educational psychologist to reflect on how learning from each session has been put into practice.
- 'Unique me' Infant observation completed over the duration of the project by each practitioner. Reflective observations on babies to get to know a baby in depth, develop reciprocity and attune to the baby. This process has been used alongside the EYFS profile gathering.
- Active follow up visits by the facilitators to review, comment on and support early years practitioners in their settings.
- Sharing of good practice and knowledge about brain development and activities to support it both within their own settings and by visiting other settings in the area.

**Teaching approaches used with practitioners:**

**Practitioners: Collaborative Group Work**
The success of the project was affected by the extent to which practitioners felt nurtured, stimulated and inspired. Facilitating the group is the recommended mode of delivery as it creates a more accepting environment for delegates. Facilitating questions based on practitioners' observations about their work with babies helps tailor the content of the three sessions to the needs of the group. A degree of flexibility helps the groups understand complex information about infant brain development. Using a facilitative method of group work helps develop practitioners' reflective skills.

Practitioners: First-hand learning

To inspire practitioners we set up resources that created a 'wow' factor as they walked into the room. Suggestions for resources that will stimulate babies' brains and link to the key themes are included within each of the three sessions (see The Northamptonshire Baby Room Project Facilitator's Manual for details). The aim was to:

- Reflect and support the theme of each session.
- Inspire practitioners using simple resources.
- Display resources that practitioners could replicate easily back in their settings.
- Encouraged practitioners to use the resources made during the sessions with the babies in their settings.

The Northamptonshire Baby Room Project Facilitators' Manual is available by contacting Veronica Lawrence or Claire Stevenson. (see contacts on Who page)

What CPD materials, research or expertise have you drawn on?

The Northamptonshire Baby Room Project Facilitators’ Manual is available by contacting Veronica Lawrence or Claire Stevenson. (see contacts on Who page)
Search on the internet for 'Northamptonshire Baby Room' to find articles in Nursery World referring to this project.

Multi disciplinary team input from Birth-3 Adviser, Educational Psychologist and Foundation Stage Adviser who have specialist knowledge and passion about babies and infant development.


Northamptonshire Children and Young People’s Partnership. Emotional Milestones in the Early Years from birth – 5 years.


Science museum website [www.sciencemuseum.org.uk/on-line/brain](http://www.sciencemuseum.org.uk/on-line/brain)


Siren Films. (2008)*The Wonder Year 1st year development & shaping the brain*. Siren Films Ltd. Newcastle upon Tyne [www.sirenfilms.co.uk](http://www.sirenfilms.co.uk)


**Who provided you with support?**

- Local authority staff

**How were you supported?**

Line management support from Northamptonshire LASI and the Northamptonshire Educational Psychology Service

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Attachments Zip:
798389ac358626b36b8581813ada0e49.zip

File Attachments

- Unique Me examples 1 (pdf 2.3 MB)
- Unique Babies (doc 511 KB)
- Photographs of the baby Room Project (pdf 1.3 MB)