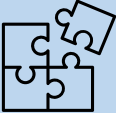









Storyboard at a Glance...

- Families
- Environment
- Workforce
- Identification
- Intervention
- Universal
- Targeted

LCFE: Language and Communication Friendly Environment

An Early Language and Communication Improvement Story Board from East Dunbartonshire

 The issue	 The team	 Our idea
<ul style="list-style-type: none"> Children with English as a second language Delays in early communication and language skills Physical environment not encouraging or promoting opportunities for children to communicate. 	<ul style="list-style-type: none"> Upskilling the staff team to encourage the best out of all our learners. Promoting positive interactions and participation Staff changing their interaction styles to suit children’s individual needs Learning key words in different languages that suit our children and centre. LCFE Working Party, - <ul style="list-style-type: none"> *Acting Depute * 2 Teachers *3 (3-5 room) Early Years Workers * 1 (2-3 room) Early Years Workers The whole staff team have undertaken in-house training to drive the LCFE journey forward. This consisted of staff from the working party supporting other staff members to complete tasks like introducing Makaton/ implementing SALT strategies and running nursery initiatives. 	<ul style="list-style-type: none"> Adding LCFE as a priority to our centre’s improvement plan. Build on each individual LCFE indicator and work out which one was a priority within our centre Sharing our vision of what LCFE would look like within our centre with children and parents. Create a nurture room to support children’s wellbeing as well as language and communication skills

 Tools & resources we used.	 What we did	 The impact
<ul style="list-style-type: none"> • ICT – power points and sharing of practice from other centres. • Now and next boards were created • Literacy programmes required resources to be ordered in order to run these programmes. • Labels and environmental print have been printed and displayed around the playroom. • Added fairy lights to bring the noise volume down in playrooms. • Staff from the LCFE working party used the PDSA evidence tool to support with the changes our centre is implementing. We gathered evidence and put this together in a folder available to all staff to witness that the changes have been an improvement. • We used our budget to buy resources and create a nurture room in our old family room. 	<ul style="list-style-type: none"> • Created a power point and wall display to inform staff, parents and carers. • Focused on indicator one, two and three. Within the playroom and outdoor space staff and children created defined areas. Resources were clearly visible and easy to reach for children. Children's comments and work were displayed on wall boards to invite them over to reflect their learning. We have been implementing literacy focused programmes such as story stars, book bug and talk for writing to encourage language and communication skills. • Staff members took turns at observing other staff which focussed on interaction styles. We implemented appropriate visuals/now and next boards and visual timers. • We used the children's voice to create a safe space that allowed children to take time out of the busy nursery environment – the early years support worker rolled out small sessions which included a nurturing lunch. 	<ul style="list-style-type: none"> • We have seen an influx of children taking part in role play within the home corner area. • Children have enjoyed looking through/having stories read to them in quiet areas indoors and outdoors. • Using the TALK strategies have developed children's interactions with staff • Adding fairy lights means we are able to turn the playroom main lights off for a softer setting. • Using the dimming setting on our lights/visible timers have allowed us to capture the children's attention without the added noise level. • All children have the opportunity to ask any member of staff to go into the nurture room for some quiet time. Children have smaller group sessions which help to focus on individual well-being needs.
 Our learning & next steps	<ul style="list-style-type: none"> • Introducing book bug sessions with parents within our setting with a trained staff member. • Adding a Makaton sign of the fortnight and rolling this out within the centre and to parents. • Continue to up skill staff with all relevant training relating to LCFE • Sharing practice with other EDC centres. 	
 Find out more	<p><i>Enter contact details here:</i> Auchinairn Early Years Centre</p>	