



Petya Tomova

Deputy Manager

Little George's Hounslow

Thanks to the EYPDP we've developed a better understanding of how to increase children's communication and language skills, which has helped to support all other aspects of their development.

While getting dressed for example or playing outside, we're counting the number of shoes or number of steps to climb or how many vegetables are in the pan as we pretend to cook. We also compare the sizes and weights of things more, like the size and weight of a milk bottle, and encourage the children to identify the difference.

Increasing the amount of maths language we use in our everyday routines is helping the children to increase their vocabulary and be more aware of the maths that's everywhere.

We found communicating with parents on how to help children further at home by identifying maths that's all around (road signs/house numbers etc.) has also helped to support the children's development further which has been great to see. The content we covered on the course about partnerships with parents helped us to feel more confident in having those conversations with parents and carers.

Expanding our questions during role, sensory and small world play has also increased the amount of vocabulary the children are learning and using. Apart from asking simple questions such as 'what is this and what noise it makes (for a toy animal),' we are now going further by asking 'where does it live? What does it eat? What does it look like? (Specifying colour, number of legs etc).

These little talks have shown that children's minds and vocabulary are expanding, and it helps to broaden their understanding and knowledge of the world around us.

The course also helped me to understand, monitor and better review the needs and progress of children with special educational needs. Building a closer relationship, praising the child both with words and body expressions (nodding, smiling) and having a special one-to-one play time, showed us a significant improvement in certain children's social and emotional behaviour. Those children grew a stronger sense of belonging which also had a massive positive impact on their language and communication skills.

It was also amazing to see how the rest of the children developed a better understanding of how using quieter voices, having more patience and a friendlier approach helped their peers. We've noticed certain children are now more willing to take part in group activities, which is great to see.

During my time on the course, after every session I discussed with my colleagues the importance of introducing new strategies for better learning, including the need to continually monitor, evaluate and update plans and methods by implementing the motto Assess, Plan, Do, Review.



Funded by



Delivered by



In partnership with



Anna Freud
building the mental
wellbeing of the
next generation