

Abstract

This research project will be exploring the role of the adult in facilitating child-led play in two different settings in South Wales. Previous research will be explored and analysed to gain a greater understanding of the subject. Both settings will set up an enabling environment full of open-ended resources for the children to explore. One setting will just allow the children freely to experiment whereas the other setting will be adult initiated modelling how to use the resources. Through opportunity sampling the researcher will be observing 50 children per setting seeing how they engage and interact in the setting and recording the observations through note taking. If consent is gained to record the researcher will record the observations to watch later and further analyse. Using purposive sampling the researcher will collect data through a questionnaire from 15 playworkers at each setting. This will gain the opinions of the playworkers on their observations and reduce researcher bias. Using mixed methods approaches such as translation will ensure the research is valid and increase the reliability. The researcher will compare and contrast the findings to draw a conclusion on the role of the adult in facilitating child-led play. Ethical considerations will be put in place throughout the research outlined by British Educational Research Association (BERA) (2018), Ethical Research Involving Children (ERIC) (2020), National Society for the Prevention of Cruelty to Children (NSPCC) (2023) and the University of Wales Trinity Saint David (UWTSD) (2022). The children and the adults involved will all have their own consent form before participating and will have full disclosure on what the research will include being completely transparent in order to gain informed consent and assent. Participants will be aware that the data collected will be stored in a safe place following the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) to protect their privacy, confidentiality and anonymity.

Literature review

The rationale for this research project is to explore the role of an adult in facilitating child-led play. Rose and Roger (2012) and Wood (2013) both state that child-led play is the child taking ownership of their own learning. Rose and Roger (2013) expands on this saying that the child takes the lead in their learning as much as possible and

gradually reduces their reliance on the adult over time. Fisher (2013) argues that child-led play demonstrates a variety of skills that results in the children becoming natural and successful learners through their motivation and determination.

There is various research on child-led play and findings on how beneficial it can be. Bristow and Atkinson, (2020) carried out research on social, emotional and mental health and wellbeing aspects of playtime through child-led participatory action research in one school. Their research highlights that child-led play has positive effects on holistic developments. Robson (2016) researched the debate on the balance between child-led and adult-initiated activities in early childhood settings. He found that child-initiated activities provided the richest opportunities for children to both develop and display their self-regulation. Also Zachariou and Whitebread (2022) carried out research on the relation between early self-regulation and classroom context using the role of adult presence. The children showed significantly more self-regulation when the teacher was absent, compared to being involved in the activity, and more self-regulation when the teacher was involved compared to just present. Bristow and Atkinson, (2020) and Zachariou and Whitebread (2022) findings are similar as they both highlight the importance child-led play has on a child's confidence and learning.

Hunter *et al* carried out research focusing on practices and perspectives of adults at an early childhood centre. Their research discovered that adult intervention exists in child-led learning. While teachers maintain a strong preference for child-led learning, adults should intervene to alter the facilities and environment for the children to progress. Hunter *et al* (2020) findings show the importance of the role of the adult in child-led play. The research will look into this specifically to find out if adults facilitate child-led learning and if the children are benefitting or whether the adult is intruding. Rose and Roger (2012) state the adults role in child-led play is to 'guide, support, promote and scaffold'. Fisher (2013) supports this saying the adult should be knowledgeable on how young children learn and how to support this. Similarly Featherstone and Bayley (2009) state the adult role is to empower children and provide them with an enabling environment. Similarly, McInnes *et al* (2011) states

that if adults have a good understanding of play they will be able to facilitate play and learning considering choice and control of the child. Ivrendi, (2017) study aimed to examine teachers' roles in free play. Their students resulted in adults saying that leading the children was least preferred and observing was the most popular amongst the different roles from an adults perspective.

Howard *et al* (2011) research examines the links between practitioners' understanding of play and its relationship to learning, their pedagogic interactions with children and children's own perceptions of their play. The results showed that when the play was adult-led the children called this non-play however child-led activities they associated as play. This highlights that if the adult becomes too involved with the play the children no longer consider the experience as play therefore rather than interacting the adult is intervening. The research carried out by Hakkarainen *et al* (2013) is an innovative approach to adult participation in children's play development. They found that there is a need for joint interaction and discovered different steps to follow regarding adult intervention in children's play. Ephgrave (2013) suggests adults should observe children, intervene when necessary and spontaneously plan through observations gathered.

Dewey, Vygotsky, Montessori and Piaget all focused their work around the idea that children should be centred in education. (Mooney, 2000) Dewey suggested that children will however need assistance in order to make sense of their world. He believed teachers should observe the children to discover their interests and then create experiences around them. (Mooney, 2000) Issacs (2018) and Mooney (2000) states that Montessori suggested that the preparation of the environment is essential for children to learn life skills. These theorists support the idea that child-led play needs to be facilitated to an extent.

Welsh Government (2022) Curriculum for funded non-maintained nursery settings support the child-led approach to learning. The curriculum recognises that each child is unique. Adults working with children need to be skillful, observant and interested in order to provide authentic and engaging experiences in exciting environments for the

children. (Welsh Government, 2022) Ephgrave (2018) idea of 'planning in the movement' prioritises the child's well-being by considering that each child is different and allowing the child to lead the learning. Planning in the moment is the idea that

adults observe the child, assess and plan how to respond. This response should be unique to the child and a unique situation that can not be prepared in advance.

(Ephgrave, 2018) Both the Curriculum for funded non-maintained nursery settings (Welsh Government, 2022) and the planning in the moment (Ephgrave, 2018) suggest that adults creating an engaging environment that allows the children to feel secure so they can therefore engage in their learning and develop appropriately. Additionally the both support the idea that the adult should be skillful and enabling.

Methodological considerations

Sharp (2012) states observations are used to capture particular activities and watch them unfold. The researcher can collect detailed information through watching and listening. Observations enable the researcher to explore actions, behaviours and interactions. (Sharp, 2012) This research will be a structured observation as there is a clear agenda of what the researcher is observing. Sharp (2012) says structured observations are easy to organise, manage, record and analyse. This will be a non-participant observation as the researcher will be detached from the observation. This is less demanding for the researcher. (Sharp, 2012) This will be a naturalistic observation as the researcher will be conducting this study at the setting the children attend and will observe their natural reactions. (Angrosino, 2012) When participants are aware they are being studied they act in a different way, this is called the Hawthorne effect. (Payne and Payne 2004) To reduce the risk of the child acting differently in front of someone new, the research will need to be completed with a reactive observation. Angrosino (2012) states this is when the researcher identifies themselves and explains why they are present to the children so they are aware. Observation methods used will be note-taking, activity ratings and photographs and video. (Sharp, 2012) Whilst watching the children engaged in their environment I will be note taking how they interact and rate their participation and well being using the Leuven scale. MacRae and Jones (2020) describes this as an observational scale as

highlighting the degree of involvement in an early years setting. The observer will rate the involvement of the self chosen activity from 1 to 5. 1 being least involvement and 5 being the most. The higher the level suggests the higher level of quality provision. (MacRae and Jones, 2020) Finally this research will include video footage so that the researcher is able to go back and watch it to analyse further. (Cohen *et al*, 2016)

Simpson and Tuson (2003) list the benefits of using observations. They said observations are versatile and collect both qualitative data and quantitative data. Jarvis *et al* (2012) describes quantitative data as collecting numerical data and qualitative data as collecting non-numerical data. Observations can be used for a wide range of studies and are direct access to the enriched and enhanced data. (Simpson and Tuson, 2003) Using videos to film the observations can enable the researcher to watch the footage back and further analyse. However observations can be susceptible to observer bias where the researcher will ask the other adults to complete a questionnaire to compare and reflect on findings to prevent any bias. (Simpson and Tuson, 2003) Sharp (2012) suggest that the children might act differently providing misleading information if they are aware they are being observed. To limit this risk the researcher will attend the settings in advance to the research being carried out in order for the children to get used to the unfamiliar adult and hopefully result in more natural behaviour for the observations. Sharp (2012) expands on this suggesting that in order to record, valid consent is needed. Nolan, Macfarlane and Cartmel (2013) state consent is an informed decision as to whether an individual would like to participate or not. A challenge can be a researcher making any assumptions or judgements before carrying out the research. (Sharp, 2012) An example of this could be the halo effect. Nicolau, Mellinas and Martin-Fuentes (2020) describe the halo effect as a cognitive bias where an individual forms an opinion based on one attribute to make a whole judgement. This can be both positive and negative. Preventing this judgement will minimise this challenge.

This research will also use questionnaires to gain feedback from the adults on their opinions on how they facilitate for children and what works best following on from the observation. This will prevent research bias as there will be other opinions involved. Sharp (2012) states a questionnaire is prepared questions given to participants as a way to discover new things. This will allow the research to gather straightforward information with a high level of standardisation. (Sharp, 2012) This will be a semi structured questionnaire including both types of questions. Tymms (2012) states that there are two types of questions that can be asked. Closed questions that have forced choice such as multiple choice and open questions that allow free choice. The questionnaire will include a likert-type scale for the adult to rate their own participation. This will provide a scale with 5 different options from a sad face up to a happy face. Tymms (2012) states it is important that the provided range has a middle answer so the researcher knows. The questionnaire will be mixed methods. Creswell and Plano Clark (2011) and Biesta (2012) state mixed methods are collecting and analysing a combination of both qualitative and quantitative data to create more accurate findings. Creswell (2014) and Robert-Holmes (2018) both agree that mixed methods provide a greater understanding. Robert-Holmes (2018) develops this discussing triangulation. Triangulation is using both qualitative and quantitative data to increase the researchers confidence in their accuracy of the findings and increases the validity. This consists of comparing and combining different resources in order to gain a better understanding of the topic. (Robert-Holmes, 2018) This will be used in the research when comparing the observation findings with the questionnaires to develop the role of the adult in child-led play.

Using a questionnaire in the study will benefit the research providing easy and quick responses with only relevant questions to avoid wasting time and reduce the risk of the participants losing interest. (Tymms, 2012) They are sent out by email allowing the participants to fill out in their own time with reduced pressure. This will also provide anonymity. However Tymms (2012) suggests that questionnaires might not be accessible to all the adults if they do not have access to an email or laptop account. Sharp (2012) highlights the possibility that if they are self complete, that not everyone will fill them in; however, this research will send follow-up reminders to

prevent this. This research will be using questionnaires rather than interviews. An interview consists of a researcher asking questions and listening and the participant responding. (Gubrium and Holstein 2002) Although Mears (2012) indicates that interviews are purposeful interactions, Mears (2012) and Creswell (2014) state that they provide no anonymity which instantly reduces the validity and accuracy of the responses as participants might not feel comfortable disclosing information. Taylor (2013) states that validity is how accurate a method measures what it wants to find out and reliability is the consistency of how it is measured. Mears (2012) expands on this, suggesting the researcher might provide accidental visual cues through facial expressions or body language that might make the participant feel like they need to answer in a specific way. Creswell (2014) also states response bias. The researcher could naturally respond in a way that would affect their answer or cause potential disagreement. Both Mears (2012) and Creswell (2014) state that interviews take up a lot of time to personally interact and difficult to coordinate schedules with all the adults. After weighing the strengths and weaknesses of these methods the researcher will observe the children and use questionnaires with the adults.

Bell (2018) describes a sample as different techniques used to represent a population as a whole as far as possible. The findings can then be generalised. Mukherji and Albon (2018) expand on this stating that there are two types of sampling; probability sampling and non-probability sampling. Dhivyadeepa (2015) states that probability sampling is when everyone in the population has an equal chance of being in the study. However, non-probability sampling represents a group of sampling techniques that the researcher is interested in. This research will be using non-probability sampling. Opportunity sampling will be used to observe the children. Mukherji and Albon (2018) state this involves the researcher choosing anyone that is available to take part from a specific population. In this research, the children who are at the setting with consent will be in the research. Setia (2016) states that purposive sampling involves including participants who are able to provide information on certain topics. When looking at how an adult can facilitate child-led play the adults will fill in a questionnaire. According to Guiloff (2013) a big

sample is good for showing a difference however sometimes there can be too many differences to generalise. A small sample is low in cost but can provide false generalisations. (Miocevic and Schoot, 2020) Mukherji and Albon (2018) state that a large sample is 30 or above. This research will be observing 50 children in each setting and will questionnaire 15 adults due to the ratios there will be less staff.

Ethical considerations

This research will be conducted with the UWTSD and strictly follow their ethical guidelines to conduct research appropriately following ethical, legal, obligations and professional frameworks (UWTSD, 2022). UWTSD (2022) concordat to support research integrity by recognising core aspects of the research including honesty, rigour, open communication care and respect and accountability honesty throughout all aspects of this research.

BERA (2018) states before beginning research all participants involved should have an open and honest debrief to avoid disclosure. BERA (2018) and Macfarlane and Cartmel (2013) say it is essential that participants do not feel obliged or pressured to participate in the study. NSPCC (2023) states that the children should understand what is expected of them and the nature of the research. Nolan, Macfarlane and Cartmel (2013) also make it aware that participants should be aware of any benefits and risks involved. NSPCC (2023) and ERIC (2023) state that during research the benefits and risks need to be balanced. In this research there is very limited harm as the only risk towards the children is the possibility that they will feel stressed when being observed. Campbell and Groundwater-Smith (2007) suggest that risk is inevitable. The participant should be fully informed to the degree of the risks before giving consent. NSPCC (2023) states that no extra stress should be added to the child that wouldn't usually occur in their day to day life. To minimise this the researcher will visit the setting multiple times before carrying out the research so they are familiar with them and feel comfortable preventing stress. Any injuries or other harm that might take place will not be to do with the research, just natural. A possible risk to the adults is if they are not facilitating enough for the children or on the other hand too much could result in emotional harm as they might feel like they

are not doing their job properly. However, the research will benefit the setting by increasing the quality of care at the setting and for other settings and therefore is

worth the risk. The adult will know how to make improvements if necessary and understand their role more. Campbell and Groundwater-Smith (2007) state the importance of not under-estimating the risk and over-emphasising the benefits. The harm and benefits need to be clear and disclosed to the participant before they provide consent. The participants will benefit as their setting will have a higher quality of care. Additionally the research will benefit society highlighting the importance the role of the adult is in facilitating child-led play. The degree of risk will be accepted knowing finding will help society. (Campbell and Groundwater-Smith, 2007) NSPCC (2018) participants are aware of the complaints procedure before participating. They will be reminded about this during the research and after.

UNICEF (no date) states that the United Nations Conventions on the Rights of a Child (UNCRC) Article 12 is 'the right to be heard' and Article 13 is 'the right to freedom of expression'. This links to gaining consent. Campbell and Groundwater-Smith (2007) state that consent is very significant and can not be overemphasised. It respects the participant. According to Nolan, Macfarlane and Cartmel (2013) consent is needed to provide purpose and background of the study to the participant including the aims and procedures involved. Mayne, Howitt and Rennie (2016) reveal that informed consent is ensuring the participants are informed and understand what they are consenting to. Nolan, Macfarlane and Cartmel (2013), ERICS (2023) and NSPCC (2023) all state that parents need to provide informed consent for children under the age of 16. They are able to choose a level of consent for the child throughout the study. The child might be allowed to participate in the observation however not allowed on video. Aswell as consent the NSPCC (2023) state the need to gain assent from the child. This is when the child is too young to fully understand the research but shows willingness to participate and understand what they will need to do. NSPCC (2023) highlights the importance of listening to the child's voice therefore if the child does not want to participate, this will override any consent given previously. Children should be aware that there is no negative

consequence for not participating. Researchers should check regularly with participants to ensure they are still happy to participate. (NSPCC, 2023) Nolan, Macfarlane and Cartmel (2013) and NSPCC (2023) state a consent form will need to be completed. This discloses all the relevant information that the participants should know. On the child consent form there will be an option for participating in the observation and an option for participating in observation and recording. The adults will have a consent form to participate in observing the children and to complete the questionnaires. NSPCC (2023), BERA (2018) and ERIC (2023) all state that consent is renegotiable. Participants should be aware that they have the right to withdraw at any time. However, Macfarlane and Cartmel (2013) state they should be aware that once the data is collected and analysed it will be too late to withdraw. There will be no reward to persuade anyone to join in.

BERA (2018) says participants should understand the research will be kept confidential and anonymous so the data will not come back to them. However they should understand that confidentiality and anonymity will only be overridden when concerns are raised. The researcher has a legal response and moral duty to ensure the safety of staff and students. (BERA, 2018) NSPCC (2023) states a plan should be in place ready in case there are any concerns such as child protection concerns. The researcher will be aware of who the information needs to go to if the children is distressed or discloses information of harm to them or others. NSPCC (2023) states there should also be a plan in place to help and protect the researcher if they become affected emotionally. The number for help will always be available to everyone involved in the research. Safeguarding procedures will be followed with any concerns. ERICS (2023) says in order to respect the privacy and confidentiality of the child they should be aware any concerns will be reported. Confidentiality should be explained to the children and adults involved and how the data will be used before they provide consent. Also participants should be aware of anyone else that has access to the data before they provide consent.

Campbell and Groundwater-Smith (2007) states that pre-existing relationships can make consent complicated. The research will have more power over the participant

which might not be respected if they already know the researcher. Nolan, Macfarlane and Cartmel (2013) say they do not hold power over the participants as this could affect their performance. This will be completed at new settings the researcher has not been to before and the children at the setting will have no link to the researcher either. When involving direct interactions the quality of research will fall upon quality of relationships therefore the researcher needs to remain professional at all times. (Nolan, Macfarlane and Cartmel, 2013)

NSPCC (2023) works in ways that consider the child's age and potential vulnerability. This research will adapt to the child during the methodology. There will be no sensitive questions asked. If the child wants to have a break they are allowed throughout and ensure the environment is safe, friendly and comfortable. BERA (2018) states that individuals should be treated fairly and sensitively with dignity and freedom. The researcher needs to recognise their rights and be inclusive. UNICEF (no date) states Article 2 that children should not be treated with discrimination. The settings are adapted for all children and staff to join in regardless of disability or language barriers however the information will only be available in English and Welsh so if translators are not available this could be a barrier for gaining valid consent if they do not understand the procedure. (ERIC, 2023)

BERA (2018) and NSPCC (2023) imply the importance of following the GDPR and Data Protection Act (2018). These state that the participants have the right to have their personal data stored safely and that participants should be informed where their data will be stored. The UWTSD (2022) follows these guidelines therefore this research will too. Freedom of Information Act (2000) allows requests for access to data from research. BERA (2018) highlights the importance of following the National Foundation for Educational Research that recommended using a secure computer to store the data securely. The data will need passwords and data encryption. Portable storage such as laptops or USB sticks that could get lost or damaged should not be used. All the data will be stored on a secure computer with passwords and data encryption. Only relevant individuals will have access to this. Anyone with access to the data will also share the same agreements and follow the GDPR and Data

2219700

ECEY5010

Page Count - 16

Word Count- 4320

Protection Act. BERA (2018) states that data should not be emailed or sent on any system that can be hacked. A Data Protection Assessment will be completed and sent to the research ethics committee with PG2/E1 as an application for ethics approval. (UWTSD, 2022)

Risk assessments are already completed in the settings that the researcher will be attending regarding environmental risks, risk of ill health and manual handling. The researcher will have a disclosure and barring service (DBS) before attending the setting. The researcher will not be left on their own with the children at any time to prevent any accusations and keep the researcher safe. Any allegations that are made will be referred to the UK Research Integrity Office and procedure for investigation of misconduct in research. UWTSD (2022) states any researcher misconduct throughout this research will damage credibility of research, undermine research records and a waste of time and resources. Also can create potential harm. This research will follow the ethical guidelines to reduce the risk of any harm and keep the high reputation of the University.

2219700
ECEY5010
Page Count - 16
Word Count- 4320

Reference List

- Angrosino, M. V. (2012) 'Observation-based research', in Arthur, J. *et al.* London: SAGE Publications Ltd.
- Bell, J. and Waters, S. (2018). *Doing Your Research Project: A Guide for First-time Researchers*. United Kingdom: McGraw-Hill Education.
- Biesta, G. (2012) 'Mixed methods', in Arthur, J. *et al.* *Research Methods and Methodologies in Education*. London: SAGE Publications Ltd.
- Bristow, S. and Atkinson, C. (2020) 'Child-led research investigating social, emotional and mental health and wellbeing aspects of playtime', *Educ Child Psychol*, 37(4), pp.115-31.
- British Educational Research Association (BERA). (2018) *Ethical Guidelines for Educational Research*. 4th edn. London: BERA. Available at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018> (Accessed 20 May 2023)
- Campbell, A. and Groundwater-Smith, S. (2007) *An Ethical Approach to Practitioner Research*. Oxon: Routledge.
- Cohen, D. H. *et al.* (2016) *Observing and Recording the Behavior of Young Children*. 6 edn. United Kingdom: Teachers College Press.
- Crewell, J. W. (2014) *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. 4 edn. Essex: Pearson Education Limited.
- Creswell, J. W. and Clark, V. L. (2011) *Designing and conducting mixed methods research*. 2 edn. Thousand Oaks, CA: SAGE Publications Ltd.
- Dhivyadeepa, E. (2015). *Sampling Techniques in Educational Research*. United States: Lulu.com.
- Ephgrave, A. (2013) *The reception year in action: A month-by-month guide to success in the classroom*. Oxon: Routledge.
- Ephgrave, A. (2018) *Planning in the Moment with Young Children: A Practical Guide for Early Years Practitioners and Parents*. London: Routledge.
- Ethical Research Involving Children (ERIC) (2023) 'Ethical Guidelines'. <https://childethics.com/informed-consent/> (Accessed by: 21 May 2023)
- Featherstone, S. and Bayley, R. (2009). *Child-initiated Learning: Hundreds of Ideas for Independent Learning in the Early Years*. United Kingdom: A&C Black.

2219700

ECEY5010

Page Count - 16

Word Count- 4320

Fisher, J. (2013). *Starting from The child: Teaching and learning In The foundation stage: Teaching and learning from 4–8*. 4th edn. Maidenhead: McGraw-Hill Education.

Government Legislations. (no date) 'Freedom of Information Act 2000'.

<https://www.legislation.gov.uk/ukpga/2000/36/contents> (Accessed: 21 May 2023)

Guiloff, R. J. (2013) *Clinical Trials in Neurology*. London: Springer.

Hakkarainen, P. et al. (2013) 'Adult play guidance and children's play development in a narrative play-world', *European Early Childhood Education Research Journal*, 21(2), pp.213-225.

Hunter, J. et al. (2020) 'Balancing Outdoor Learning and Play: Adult Perspectives of Teacher Roles and Practice in an Outdoor Classroom', *International Journal of Early Childhood Environmental Education*, 7(2), pp.34-50.

Isaacs, B. (2018). *Understanding the Montessori Approach: Early Years Education in Practice*. 2nd edn. United Kingdom: Taylor & Francis.

Israel, M. and Hay, I. (2006) *Research Ethics for Social Scientists: Between Ethical Conduct and Regulation*. London: Sage.

Ivrendi, A., 2020. 'Early childhood teachers' roles in free play', *Early Years*, 40(3), pp. 273-286.

Jarvis, P. et al. (2012) *Research in the Early Years: A step-by-step guide*. Essex: Pearson Education Limited.

MacRae, C. and Jones, L. (2023) 'A philosophical reflection on the "Leuven Scale" and young children's expressions of involvement', *International Journal of Qualitative Studies in Education*, 36(2), pp. 234-246. Available at:

[10.1080/09518398.2020.1828650](https://doi.org/10.1080/09518398.2020.1828650)

Mayne, F., Howitt, C. and Rennie, L. (2016) 'Meaningful informed consent with young children: Looking forward through an interactive narrative approach', *Early Child Development and Care*, 186(5), pp. 673-687. Available at:

<https://doi.org/10.1080/03004430.2015.1051975>

Mears, C. L. (2012) 'In-depth interviews', in Arthur, J. et al. *Research Methods and Methodologies in Education*. London: SAGE Publications Ltd.

2219700

ECEY5010

Page Count - 16

Word Count- 4320

McInnes, K. et al (2011) 'Differences in Practitioners' Understanding of Play and How This Influences Pedagogy and Children's Perceptions of Play', *Early Years*, 31(2), pp. 121-133. Available at: <http://dx.doi.org/10.1080/09575146.2011.572870>

Miocevic, M. and Schoot, R. V. D. (2020) *Small Sample Size Solutions: A Guide for Applied Researchers and Practitioners*. United Kingdom: Taylor & Francis.

Mooney, C. G. (2000) *Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. United States: Redleaf Press.

Mukherji, P. and Albon, D. (2018) *Research Methods in Early Childhood: An Introductory Guide*. 3rd edn. London: SAGE Publications Ltd.

Nicolau, J. L., Mellinas, J. P. and Martin-Fuentes, E. (2020) 'The halo effect: A longitudinal approach', *Annals of Tourism Research*, 83(7). Available at: <https://doi.org/10.1016/j.annals.2020.102938>

Nolan, A., Macfarlane, K. and Cartmel, J. (2013) *Research in Early Childhood*. London: SAGE Publications Ltd.

National Society for the Prevention of Cruelty to Children (NSPCC) (2023) 'Research with children: ethics, safety and promoting inclusion'. <https://learning.nspcc.org.uk/research-resources/briefings/research-with-children-ethics-safety-promoting-inclusion> (Accessed by: 20 May 2023)

Payne, G. and Payne, J. (2004). *Key Concepts in Social Research*. United Kingdom: SAGE Publications.

Roberts-Holmes, G. (2018) *Doing your early years research project: A step-by-step guide*. London: SAGE Publications Ltd.

Robson, S. (2016) 'Self-regulation, metacognition and child-and adult-initiated activity: Does it matter who initiates the task?', *Early Child Development and Care*, 186(5), pp.764-784.

Rose, J. and Rogers, S. (2012). *The Role of the Adult in Early Years Settings*. United Kingdom: Open University Press.

Setia, M. S. (2016) 'Methodology series module 5: sampling strategies', *Indian Journal of Dermatology*, 61(5), pp. 505-509.

Sharp, J. (2012) *Success with your Education Research Project*. 2nd edn. London: SAGE Publications Ltd.

2219700

ECEY5010

Page Count - 16

Word Count- 4320

Simpson, M. and Tuson, J. (2003) *Using Observations in Small-Scale Research: A beginner's guide*. 3rd edn. Glasgow: SCRE Publication.

UNICEF. (no date) 'United Nations Conventions on the Rights of a Child'.

<https://www.unicef.org.uk/about-unicef-uk/> (Accessed: 21 May 2023)

University of Wales Trinity Saint David, (UWTSD). (2022) 'Ethics and Integrity Code of Practice.'

<https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/REICoP-July-2022.pdf> (Accessed: 20 May 2023)

Welsh Government, (2022) 'Curriculum for funded non-maintained nursery settings.'

<https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf> (Accessed: 18 May 2023)

Wood, E. A. (2014). Free choice and free play in early childhood education: Troubling the discourse. *International Journal of Early Years Education*, 22(1), pp. 4–18. Available at: <https://doi.org/10.1080/09669760.2013.830562>

Tymms, P. (2012) 'Questionnaires' in Arthur, J. *et al. Research Methods and Methodologies in Education*. London: SAGE Publications Ltd.

Zachariou, A. and Whitebread, D., 2022. The relation between early self-regulation and classroom context: The role of adult presence, the task's source of initiation, and social context. *British Journal of Educational Psychology*, 92(3), pp.861-880.