

Supporting young children in Early Years During transition



(Source: Herts for learning, no date)

**The Early Years Practitioner's
Guide to supporting young children
through transition**

Contents

Introduction to Transitions	3
The Role of the Adults	5
The Needs of the Child	9
Partnerships	12
Interventions	14
Proposed Outcomes	16
Reference List	18

Introduction

Purpose

The purpose of this handbook is to provide early years practitioners in the Nursery setting with the knowledge and understanding of the importance of supporting young children during times of transition. For some children coming into Nursery school at the age of 3, this will be the first time they are leaving their parents or creche and entering the school environment. The handbook will focus on how the role of adults plays a very important part of transition, the importance of communication with families and other professionals, and the learning environment to which the child will become a part of.

What is transition?

‘Transitions are the moves children and young people make from home to an early learning and childcare setting, from there to primary, from primary to secondary, between schools and further education and beyond’. (Parent zone Scotland, 2021).

According to Dunlop and Fabian (2006), children’s experience of transition can be somewhat traumatic, for this reason it is vital practitioners in early years, parents and setting managers are aware of the importance of providing children with support during these times. Furthermore, Brocker (2002, cited in Alingham, 2011, p.7) is of the opinion that children experience many transitions during the early years, and this will include several changes and new experiences that they would not have experienced earlier on and therefore would not be prepared for. In addition to this, Croner-I (2019) believes that children leaving the home environment and joining early years settings is often an emotional time for parents and children. Though starting school is very exciting, children will be leaving the safety and familiarity of the home and entering a strange new environment with adults and other children that are not familiar to them. With this in mind, it is important that practitioners are knowledgeable in how to support

children and put policies and procedures in place to ensure transitions are effective and positive experiences.

According to the Welsh Government (2018) the role of the early year's practitioner is key to supporting children and their family during transition and for that reason it is vital practitioners have a clear vision of the needs of the child as individuals and are equipped to provide a warm, safe, welcoming environment for children to enter the setting with support in place with the aim for a successful transition.

The role of the adult

Early years practitioners

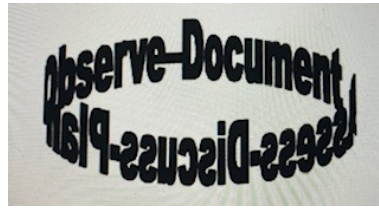
Becoming an outstanding practitioner in early years is to be enthusiastic about working in the childcare setting and having a passion for working with children. Practitioners will be knowledgeable but reflective and willing to further own development to provide the best possible provision for all children. Furthermore, practitioners will keep 4 principles at the centre of each approach when working with children. These are -

- 1 All children are individual and learn everyday regardless of need or ability.
- 2 Developing positive relationships with children enable them to become resilient, strong capable learners.
- 3 When children experience changes their emotions can be managed successfully when the new setting has a warm, welcoming enabling environment.
- 4 Children develop and learn at different rates depending on developmental needs of each child. (Burnham, 2016, p.3).

The Welsh Government's (2021) guidance on enabling pathways forms part of the curriculum for Wales and has been devised to support early years practitioners for planning, designing, and introducing an outstanding curriculum for children. The role of the enabling adult is to create a warm, and welcoming learning environment that is emotionally safe, which in turn will support children with changes, learn to manage and express emotions and prepare learners for transitions, enabling them to manage changes that may occur daily.

Brooker (2008) claims that actively listening to children is the foremost method of assessment and even more so during transition. Furthermore, the foundation of this idea is that listening and assessing children is the same principle, enabling children to have power and control over their learning which in turn allows them to accept and adapt to strange environments and new challenges. In addition to this, Smidt (2005) believes that to assess children successfully practitioners need to discuss strategies together during regular meetings. Moreover, assessment and observations are a cycle including, actively listening, and watching, taking notes, reading through and

thinking critically and the outcomes, sharing views with colleagues and coming to mutual agreements about changes for future provision.



(Source: Smidt, 2005a)

Attachment theory

John Bowlby (1969, cited in Watson and Ecken, 2018, p, 18). believed an attachment is formed between children and those giving direct care from an early age and that early bonds created will have the potential of influencing a child's development. Moreover, the relationship between biological family and environment in which a child will grow is what drives and influences how a child will develop. In addition to this, Mary Ainsworth who worked alongside Bowlby further identified 3 styles of attachment, secure, ambivalent, and avoidant, with Main and Solomon (1986) identifying disorganised as a 4th attachment style (Cherry, 2020).



(Source: Inner flow, no date).

Avoidant attachment

Children showing avoidant attachment often will evade interactions with carer and will not appear upset or distressed when separated. This type of attachment style can be down to lack of positive interactions with Mother or child has been ignored and so do not depend on relationships to survive.

Secure attachment

Securely attached children will actively seek contact or interactions with the mother. These children have the ability to connect and develop positive relationships with others and become resilient capable learners.

Ambivalent attachment

Children with ambivalent attachment can be resistant to the mother or carer and in particular during reunion after separation. This can be due to the infant developing a belief that their main care giver is not consistent or responsive towards the needs of the child.

Disorganised attachment

These children display unpredictable behaviours resulting in distress and confusion which in turn makes it difficult for them to trust. This can be due to their main care givers being a source of fear and the child being fearful of what may happen next. (Very well mind, 2020).

Attachment is an emotional connection which is formed between young children, parents, and carers. It is vital for practitioners to form an attachment with children entering their setting to enable attendees to feel safe, secure, and ready for the school day. Additionally, all adults connected to the child have an important part of providing the right provisions where children can thrive and grow into global citizens. This takes time and practitioners must consider the needs of the child. (Early years matters, 2007). However, according to Beacons house (2020) children learn early, from babies to use attachment strategies to keep them safe and to keep parents close to enable them to feel secure. Furthermore, it is the fact that the child feels in danger that is the problem rather than attachment being the detrimental factor. Therefore, early years practitioners are in a unique position to build positive relationships and form attachments with children to enable them to feel comfortable enough to adapt to their new learning environment.

Parents and Carers

Parents are seen as primary educators in the lives of their children, (Parents International, 2017) also that being a parent and educator are closely linked. Furthermore, fundamental for children's wellbeing, social, emotional, physical, and cognitive development is parents, being the first educators and having the ability to provide the best start for children at home and for the family. However, when the time comes for children transition from home to an early year setting, working in partnership with parents is vital for positive outcomes. Pacey (no date) believes that practitioners and parents working together is at the core of providing the best start to a child's journey in the early years. What is more, is that communication between setting and home from the beginning, is very important and that practitioners are flexible in their approach when communicating. For example, a parent may have difficulty using the English language to communicate, learning need, or it may not be the right time. It is important to take in to account the individual need of the family. In addition to this, building positive relationships with parents and carers is important and to remember that parents are leaving in the care of practitioners their most precious individual - their

child, and so to build a trusting positive relationship is vital between home and in doing so it enables practitioners to deliver positive outcomes.

The needs of the Child

Every child is an individual with individual needs that learns every day from their environment and the people involved with their care. In addition to this, children will become strong and resilient through the positive relationships built with parents, carers, and early years practitioners. Furthermore, to enable children to learn in line with their developmental need practitioners must ensure the early years setting provides a warm, welcoming, and safe learning environment with resources that stimulate and enrich learning opportunities through playful teaching and a playful environment. (Early Education, 2012).

With this in mind (Early Education, no date) suggests when children feel safe and happy in the early years setting, they will be confident to leave their parents with the knowledge they will return later in the day. Similarly, parents and carers feel confident to leave children at the setting, children should be phased into the new learning environment, children's social and emotional needs will be met when upset or crying, children will be listened to and comforted in times of sadness.

Abraham Maslow was an American psychologist whose line of study was around the needs of human beings. He divided the needs into 5 categories forming a pyramid to define the needs of humans from the very basic up to gratifying. According to Maslow's Hierarchy of Needs human beings have 5 categories.

Self - actualization

Realising one's own capabilities and reaching one's own potential

Esteem

Recognising one's own strength, and have confidence in one's own abilities

Love and belonging

The need for love and to give love with family and friends.

Safety needs

Health and wellbeing, financial security, feeling safe and secure.

Physiological needs

Food, warmth, water, home, clothing, and life.



(Source: Bassetti, 2018)

Maslow believed that before you move on to the next level you should fulfil the needs on each level first. (Pichère and Cadiat, 2015, p. 8).

Learning to communicate is very important to young children. Human beings begin learning to communicate as babies by crying when they are wet or hungry, cooing and smiling when they are happy, and babbling when they are beginning to form sounds and moving their mouths to make noises. This very early stage of communication enables babies to have their needs met. A fundamental aspect of learning to communicate as they grow from babies to young children is interactions between care givers. By the time young children enter the Nursery School setting at the age of 3 children have developed the ability to communicate their emotions, express their needs, and feelings by using their face, body, simple verbal communication and hand movement. As practitioners in the early years, you will have knowledge that some children entering the setting for the first time will be the first time they are leaving the familiarity of the family home. Children may become visibly distressed upon arrival at the strange new environment and will be distraught about leaving their family. It is important to remember not all children are able to verbalise how they are feeling or a reason why and it the skills of the practitioner that will comfort and enable the child to feel safe, secure and begin to build an attachment with adults within the setting, thus developing their communication abilities over time as the child becomes more trusting and settled in the early year's environment. (ResearchBrief, 2013).

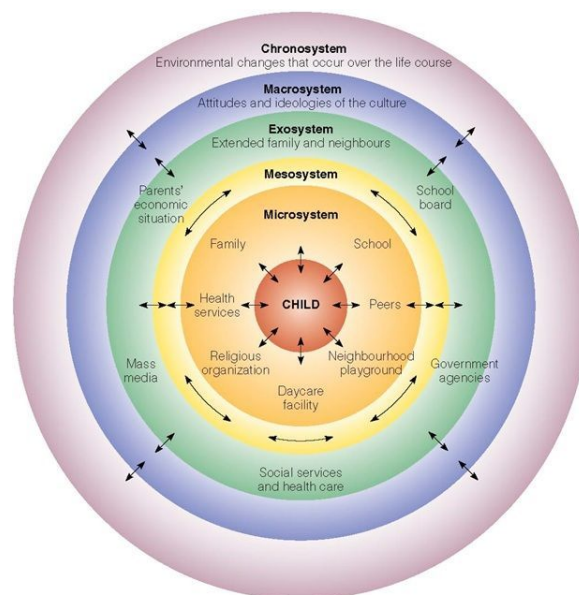
Play is a very important part of all children's lives. Giving the opportunity for children play allows learning, brain development, develops social, language and communication skills. The United Nations convention on the rights of the child

(UNCRC) has devised 54 articles outlining children's rights regardless of their race, gender, religion, or country of birth. This agreement is legally binding with 196 countries signed up and applies to all children across the world under the age of 18. Included within these rights are the children's right to an education which nurtures and develops children's abilities and talents. Children must be at the centre of all decision making, that their wellbeing is priority in any aspects that affect them. All children have the right to share their voice and express their feelings and all children have the right to play and take part in leisure activities. It is therefore important that the UNCRC are taken into consideration during transition and included in policies and planning enabling practitioners to implement into the early years setting. (UNICEF, no date).

Partnerships

When working with children in early years it is important for practitioners to keep children at the centre of the approach. This is particularly important during times of transition and the process is much easier when working in partnership parents, carers, extended family, or other professionals. Working in partnership with parents and carers historically was never seen as an important aspect in developing children's learning until the education act 1944, (Wilson, 2016, p. 7). Moreover, it was this education act that parental involvement was included as one of the key principles of legislation.

Urie Bronfenbrenner firmly believed to understand the development of a child practitioners and other professionals must observe at the immediate environment and equally important is environment's outside of the home and how children interact in various situations. Bronfenbrenner's model for ecological systems theory shows a person's environment split into five separate systems. Using this model shows and takes into consideration the wider influencing factors and that there are several aspects in a child's life that affect and interact the child. (Aubrey and Riley, 2019, p. 150)



(Source: Simply psychology, 2020)

Multi agency working and partnerships with families is fundamental to understanding child development and planning to meet the needs of individual children. Building and

maintaining positive, strong relationships with all involved with a holistic approach is vital for positive outcomes during this time. Early years practitioners are in a unique position to observe and plan with the child at the centre and maintain contact with those involved with the children. (Welsh Government, 2016).

Early years careers (2016), suggests that the relationship between practitioners and parents is fundamental in setting foundations for development. Moreover, when children observe the positive partnership between parents and key workers, it enables them to build key social skills with peers by observing respectful and positive interactions.

Interventions

Supporting the transition process is an important aspect of building positive relationships with children and their families. There are several interventions practitioners can utilise to build links with home and get to know the child before their journey in Nursery begins.

In school playgroup

Some Primary Schools offer a playgroup session run by Nursery teaching assistants aimed at babies from 0- to 4-year-olds and invite families from the community into the school environment. This allows the young children who attend to become familiar with the school, join in fun activities and become familiar with staff. This enables the child to get to know staff and begin to build a relationship, similarly it enables parents to get a feel for the school, ask any questions and get to know staff.



(Source: Trallwn Primary, 2021).

Home visits

Visiting the family home is a useful way of collecting information and gives practitioners the opportunity to identify any sensitive issues and put effective strategies in place. This gives parents the opportunity to share any concerns with practitioners and allows for observations to be made that will support children for their transition to school. Furthermore, lays the foundation for building positive, trusting relationships between school and home. (Welsh Government, 2016a).

My new class booklet

Providing families with a transition booklet is another effective way of introducing children to their nursery environment. Including photographs of the nursery yard, cloakroom, classroom, activity areas and pictures of nursery staff. Simple captions on each page giving a brief explanation of each area and who's who.



(Source: Trallwn Primary, 2021a)

Using this booklet at home to support transition gives children and families a visual tool enabling them to become familiar with the nursery environment.

All about me

All about me books are a useful way of finding out about children starting nursery school. The books can be filled in during home visit by parents or by practitioners during a visit to the nursery prior to the child's start date. Making the book personal by including a photograph or self portrait of the child and contain information such as name, age, favourite toy, likes and dislikes. Using a resource such as this allows practitioners to become familiar with the child prior to joining the setting and will help in the process of transition. (Little Swans, no date).

Setting visit

Most early years settings arrange visits and include this in policies. Whilst practitioners will be used to facilitating visits it may not be something parents are used to and so it is vital practitioners bare this in mind. It is important to inform parents what the purpose of the visit is and to be prepared with information such as welcome pack, letters with relevant information and important calendar dates. During the visit the early years setting should be an inviting, warm, and exciting environment with activities suitable for the age of the children. Practitioners should engage with children and parents enabling them to feel safe, valued, and welcome. Using this opportunity to begin to develop that important home school relationship. (Wilson, 2016a, p. 49, 50)

The purpose of interventions to support transition is the on the basis that every child and their parents have the most positive experience and emotional support during every step through transition, with the aim to provide the best experience of changes, develop and nurture the wellbeing and support development and learning. (Country background report Wales, 2018).

Proposed Outcomes

The proposed outcomes for children to have a positive experience during transition is to provide a warm, safe, welcoming, and exciting environment to nurture and enhance children's learning. The principles for positive outcomes are –

- 1 To ensure children have rich learning experiences where their feelings views and rights are respected.
- 2 All children are treated fairly and as individuals with their own interests and strengths are taken into consideration and valued.
- 3 Interventions are used to support children to prepare for transition and practitioners are consistent in delivering a child centred approach.
- 4 Practitioners value the knowledge and skills of parents during their child's transition and parents are supported emotionally during this process.
- 5 Early years settings are committed to developing positive relationships between parents and other mult agencies to support children during transition successfully. (Tower Hamlets, no date).

According to Tickell (2011), the early years in a child's life are most crucial for child development and positive outcomes. In addition to this, the future for the child's wellbeing, resilience, relationships and becoming global citizens is guided greatly by the influences, love and care the have during their development in early years. Furthermore, early years practitioners are an important influence on child development and ensuring the best possible early years environment and experiences for children to learn and grow has the potential for a big impact on gaining long term outcomes.

Kolb (cited in Aubrey and Riley, 2019a) believed that people learn through experiences rather than observation or reading alone. Moreover, experiential learning enables people to learn at their best being fully engaged in experiences that later allow them to reflect upon using thought, feelings and questioning. Similarly, John Dewey believed that people learn and develop through interactions and exploration of their environment using a hands-on approach. Therefore, it is vital that practitioners in the early years allow children to investigate through play and independence in an enabling

environment. This stretches their knowledge and understanding, using the superior knowledge of practitioners to enable children to make sense of the world around them. (Robinson, A. 2018).

The aim is to ensure children and their families are at the centre of each approach during transition, positive relationships are developed and maintained, observations are undertaken effectively to ensure children are settling well in the learning environment and the importance of transitions being planned to take into consideration the needs of the child and family to support transition and learning. (Welsh Government, 2017).

Reference list

Allingham, S. (2011) *Transitions in the early years a practical guide to supporting transitions between early years settings and into key stage one*. London: Practical Pre-School Books. (Accessed: 5th November 2021).

Aubrey, K and Riley A (2019) *Understanding and using educational theories 2nd ed*. London. Sage. (Accessed: 9th November 2021).

Aubrey, K. and Riley, A, (2019a) *Understanding and using educational theories 2nd ed*. London. Sage. (Accessed: 12th November 2021)

Bassetti, M. (2018) *Public service motivation: Applying Maslow's Hierarchy of Needs to understand Employee motivation and engagement*. [image]. Available at: <https://patimes.org/public-service-motivation-applying-maslows-hierarchy-understand-employee-motivation-engagement/> (Accessed: 7 November 2021).

Beacons House, (2020) *Developmental trauma close up*. Available at: <https://beaconhouse.org.uk/wp-content/uploads/2020/02/Developmental-Trauma-Close-Up-Revised-Jan-2020.pdf> (Accessed: 5 November 2021).

Brooker, L. (2008) *Supporting Transitions in the Early Years*. Maidenhead: McGraw-Hill Education. (Accessed: 7th November 2021).

Burnham, L. (2016) *How to be an outstanding early years practitioner*. London, England: Bloomsbury. (Accessed: 5th November 2021).

Cherry, K. (2020) *The different types of attachment styles*. Available at: <https://www.verywellmind.com/attachment-styles-2795344> (Accessed: 16th November 2021).

Country background report Wales, (2018) *Transitions from early childhood education and care to school*. Available at: <https://www.oecd.org/education/school/SS5-country-background-report-wales.pdf> (Accessed: 12 November 2021).

Croner-I, (2019) *Managing transition in early years provisions*. Available at: <https://app.croneri.co.uk/feature-articles/managing-transitions-early-years-provisions> (Accessed: 5 November 2021).

Dunlop, A.W. and Fabian, H (2006) *Informing Transitions in The Early Years*. New York: McGraw-Hill Education. (Accessed: 5th November 2021).

Early Education, (2012) *Developmental matters in the Early Years Foundation Phase*. Available at: <https://www.early-education.org.uk/sites/default/files/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage%20-%20FINAL.pdf> (Accessed: 7 November 2021).

Early Education, (no date) *Settling children well*. Available at: <https://www.early-education.org.uk/settling-children-well> (Accessed: 7 November 2021).

Early years matters, (2007) *Positive relationships*. Available at: <https://www.earlyyearsmatters.co.uk/eyfs/positive-relationships/> (Accessed: 5 November 2021).

Hayes, N. et al. (2017) *Introducing Bronfenbrenner: a guide for practitioners and students in early years education*. [Online]. London; Routledge. (Accessed: 5th November 2021).

Herts for learning, (no date) *Supporting smooth transitions*. [image] Available at: <https://www.hertsforlearning.co.uk/leadership-and-management/early-years-improvement-services/transition-project> (Accessed: 4th November 2021).

Inner flow Counselling Wellness, (no date) *Communication – attachment styles*. [image] Available at: <https://innerflowcounselling.com/communication-attachment/> (Accessed: 15th November 2021).

Kelly, (2016) *Why parent partnerships are so important*. Available at: <https://www.earlyyearscreers.com/eyc/early-years-practice/parent-partnerships-important/> (Accessed: 17 November 2021).

Little Swans, (no date) *How to use all about me book*. Available at: <http://www.littleswans.org.uk/media/other/8087/allaboutme-1.pdf> (Accessed: 12 November 2021).

Pacey, (no date) *Working in partnership with parents*. Available at: <https://www.pacey.org.uk/working-in-childcare/spotlight-on/partnerships-with-parents/> (Accessed: 7 November 2021).

Parent Zone Scotland, (2021) *What are transitions?* Available at: <https://education.gov.scot/parentzone/my-child/transitions/what-are-transitions/> (Accessed: 5th November 2021).

Pamela L, (2021) Bowlby and Ainsworth Attachment theory – how does it work? Available at: <https://www.parentingforbrain.com/attachment-theory/> (Accessed: 15th November 2021).

Parents international, (2017) *The world celebrates parents as educators today*. Available at: <https://parentsinternational.org/the-world-celebrates-parents-as-educators-today/> (Accessed: 7 November 2021).

Pichère, P., Cadiat, A.-C. and Probert, C. (2015) *Maslow's hierarchy of needs*. Namur: Lemaitre Publishing. (Accessed: 12th November 2021).

Research Brief, (2013) *The importance of communication skills in young children*. Available at: <https://files.eric.ed.gov/fulltext/ED574738.pdf> (Accessed: 7 November 2021).

ResearchGate, (no date) [image] Available at: https://www.researchgate.net/figure/Bronfenbrenners-ecological-model-Diagram-by-Joel-Gibbs-based-on-Bronfenbrenners-1979_fig1_311843438 (Accessed: 5 November 2021).

Robinson, A. (2018) *Early childhood theorists: John Dewey*. Available at: <https://www.allanarobinson.com/early-childhood-theorists-john-dewey/> (Accessed: 12 November 2021).

Simply Psychology (2020) *Bronfenbrenner's ecological systems theory*. [image] Available at: <https://www.simplypsychology.org/Bronfenbrenner.html> (Accessed: 9 November 2021).

Smidt, S. (2005) *Observing, Assessing and Planning for Children in the Early*. London: RoutledgeFalmer. (Accessed: 20 November 2021).

Smidt, S. (2005a) *Observing, Assessing and Planning for Children in the Early*. [image] London: RoutledgeFalmer. (Accessed: 20th November 2021).

Tickell C, (2011) *The Early Years: Foundations for life, health, and learning*. Available at : https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180919/DFE-00177-2011.pdf (Accessed: 14 November 2021)

Tower Hamlets, (no date) *Supporting children's transitions in the early years*. Available at: https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Early-Years/Moving_On_Supporting_Childrens_Transitions_in_the_Early_Years.pdf (Accessed: 12 November 2021).

Trallwn Primary, (2021) *Trallwn Tots Playgroup*. [image] Unpublished. (Accessed: 12th November 2021).

Trallwn Primary, (2021a) *My new class booklet*. [image] Unpublished. (Accessed: 12th November 2021).

UNICEF, (no date) *A summary of the UN Convention on the Rights of the Child*. Available at: [https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf?_ad=sd=www.unicef.org.uk.1636751423968&_ad_ca=so%3DGoogle%26me%3Dorganic%26ca%3D\(not%2520set\)%26co%3D\(not%2520set\)%26ke%3D\(not%2520set\).1636751423968&_ad_cw=1636319432827.1636751423968&_ad_id=ac4c29ff-c25b-41fc-904f-5b9abb68076f.1636319433.3.1636751359.1636319433.69d80e5b-fe9f-496f-895f-81d7f5c72a4f.1636751423968&_ga=2.88069464.1392659491.1636751359-1222982359.1636319432](https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf?_ad=sd=www.unicef.org.uk.1636751423968&_ad_ca=so%3DGoogle%26me%3Dorganic%26ca%3D(not%2520set)%26co%3D(not%2520set)%26ke%3D(not%2520set).1636751423968&_ad_cw=1636319432827.1636751423968&_ad_id=ac4c29ff-c25b-41fc-904f-5b9abb68076f.1636319433.3.1636751359.1636319433.69d80e5b-fe9f-496f-895f-81d7f5c72a4f.1636751423968&_ga=2.88069464.1392659491.1636751359-1222982359.1636319432) (Accessed: 12 November 2021).

Very well mind, (2020) *The different types of attachment styles*. Available at: <https://www.verywellmind.com/attachment-styles-2795344> (Accessed: 16th November 2021).

Watson, M. & Ecken, L (2018) *Learning to trust: Attachment theory and classroom management*. Second edition. New York, NY: Oxford University Press. (Accessed: 15th November 2021).

Welsh Government, (2016) *Developing partnerships and multi-agency working*. Available at: <https://gov.wales/sites/default/files/publications/2018-12/theme-5-developing-community-partnerships-and-multi-agency-working-resources-1-2.pdf> (Accessed: 9 November 2021).

Welsh Government, (2016a) *Welcoming families to engage with school*. Available at: <https://gov.wales/sites/default/files/publications/2018-12/theme-3-welcoming-families-to-engage-with-the-school-resources-1-9.pdf> (Accessed: 10 November 2021).

Welsh Government, (2017) *Transition Guidance*. Available at: <https://gov.wales/sites/default/files/publications/2019-07/flying-start-transition-guidance-for-professionals.pdf> (Accessed: 12 November 2021).

Welsh Government, (2018) *Foundation Phase Framework (revised 2015)*, <https://hwb.gov.wales/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf> (Accessed: 5 November 2021).

Welsh Government, (2021) *Enabling Pathways*. Available at: https://gov.wales/sites/default/files/consultations/2021-05/enabling-pathways-consultation-document_0.pdf (Accessed: 20 November 2021).

Wilson, T. (2016) *Working with parents, carers, and families in the early years: the essential guide*. [Online]. New York: Routledge. (Accessed: 7th November 2021).

Wilson, T. (2016a) *Working with parents, carers, and families in the early years: the essential guide*. [Online]. New York: Routledge. (Accessed: 12 November 2021).