

The impact of COVID-19 on language related practice in settings and the importance of ICAN Early Talk training

Authors: Claudine Bowyer-Crane, Katrina D'Apice, Chiara Manzoni and Louise Tracey

Executive Summary

In March 2020, early settings across England were closed to all children except children of key workers or children classed as vulnerable e.g. those under the care of social services. Many settings closed completely, while others worked with reduced staff to meet the needs of the few children who were attending. In addition, settings that did remain open were subject to new guidelines including additional hygiene measures and social distancing in order to reduce the spread of the virus. As a result many children missed out on months of early years support, and those that could attend nursery had to adjust to new policies and procedures.

This report outlines the results of qualitative interviews carried out to explore the impact of COVID-19 on language related practice in EarlyYears settings. We were particularly interested in practitioners views of the ICAN Early Talk training provided by BHT Early Education and Training, and the impact this training had on their ability to support families during lockdown.

Objectives

The study had three main objectives, namely , to establish:



The impact of COVID-19 related policy and guidance on organisational processes and capacity for of practices resulting from the ICAN training in the short term and what longer term implications there may be, if any



How the ICAN training has helped staff to support children and families during the current crisis.



What impact staff think lockdown may have on children's development in general, and language development more specifically, and whether the ICAN training will help them to mitigate any negative outcomes.

Methods



Semi-structured interviews carried out over the phone



Recorded and transcribed

6

Practitioners

1

Trainer

Key Findings

- ICAN training had a positive impact on settings and helped staff to support families during lockdown
- Training around strengthening links between settings and parents was seen as particularly useful
- All settings impacted by lockdown e.g. reduced staff numbers, reduced children numbers and new procedures
- Language related work was not a priority
- Environmental changes included the removal of some toys and activities reducing opportunities for play
- Some concern for children attending nursery in terms of limited social contact
- A great deal of concern for children not attending nursery in terms of missing out on language related activities, missing meals, opportunities for outdoor play, structure and routine.
- Some positive impacts found in terms of children spending more time with families and strengthening bonds.
- Most settings were concerned about the school readiness of children starting Reception in 2020

The impact of COVID-19 on language related practice in settings and the importance of ICAN Early Talk training

Introduction

On March 23rd 2020 the UK went into lockdown as a result of the COVID19 pandemic. Early Years settings across the country were required to close their doors to all but the children of key workers and vulnerable children. They then had to make adjustments to their procedures to ensure they could continue to provide high quality early years education to the children attending the setting, while ensuring the health and wellbeing of both staff and children. In addition, they were faced with the task of continuing to support families who were forced to stay at home. In June, the rules were eased, and more children were allowed to attend nursery. However, not all children returned which meant that staff were still supporting families remotely, and with nurseries not at full capacity many staff remained on furlough.

Against the backdrop of this challenging context, we wanted to explore whether a package of CPD delivered prior to lockdown was at all useful in helping settings to address the challenges faced. Better Start Bradford have commissioned BHT Early Education and Training to deliver a package of training focused on children's language development to all settings in the BSB area. The package consisted of three strands – ICAN Early Talk 0-5 “Working with Under 3’s” and “Working with Parents”, and ICAN Supported Accreditation.

ICAN Early Talk 0-5 “Working with Under 3’s” aims to improve practitioners knowledge about the development of speech, language and communication in babies and very young children. It also increases practitioners understanding of the approaches that are most effective in meeting children's speech, language and communication needs. ICAN Early Talk 0-5 “Working with Parents” focuses on helping practitioners to work effectively with parents, and help them to support their children's speech, language and communication needs. Having completed the training, settings can work towards achieving the ICAN Supported Accreditation which provides recognition that the setting is able to effectively support children's speech, language and communication needs.

By providing this package of training, BSB aimed to ensure that all practitioners in the setting could provide high quality language input, and that parents in the area had access to well-informed, consistent advice to help support their child's language development.

ICAN Training

Working with under 3s

Session 1: Babies' and toddlers' speech, language and communication development

- describe the development of speech, language and communication skills in children under 3 years
- understand the processes of communication up to and including first words
- identify risk factors that impact on the development of communication skills
- understand the role practitioners play in supporting speech, language and communication development in children aged 0-3 years
- gather information about what can go wrong in communication development.

Working with under 3s

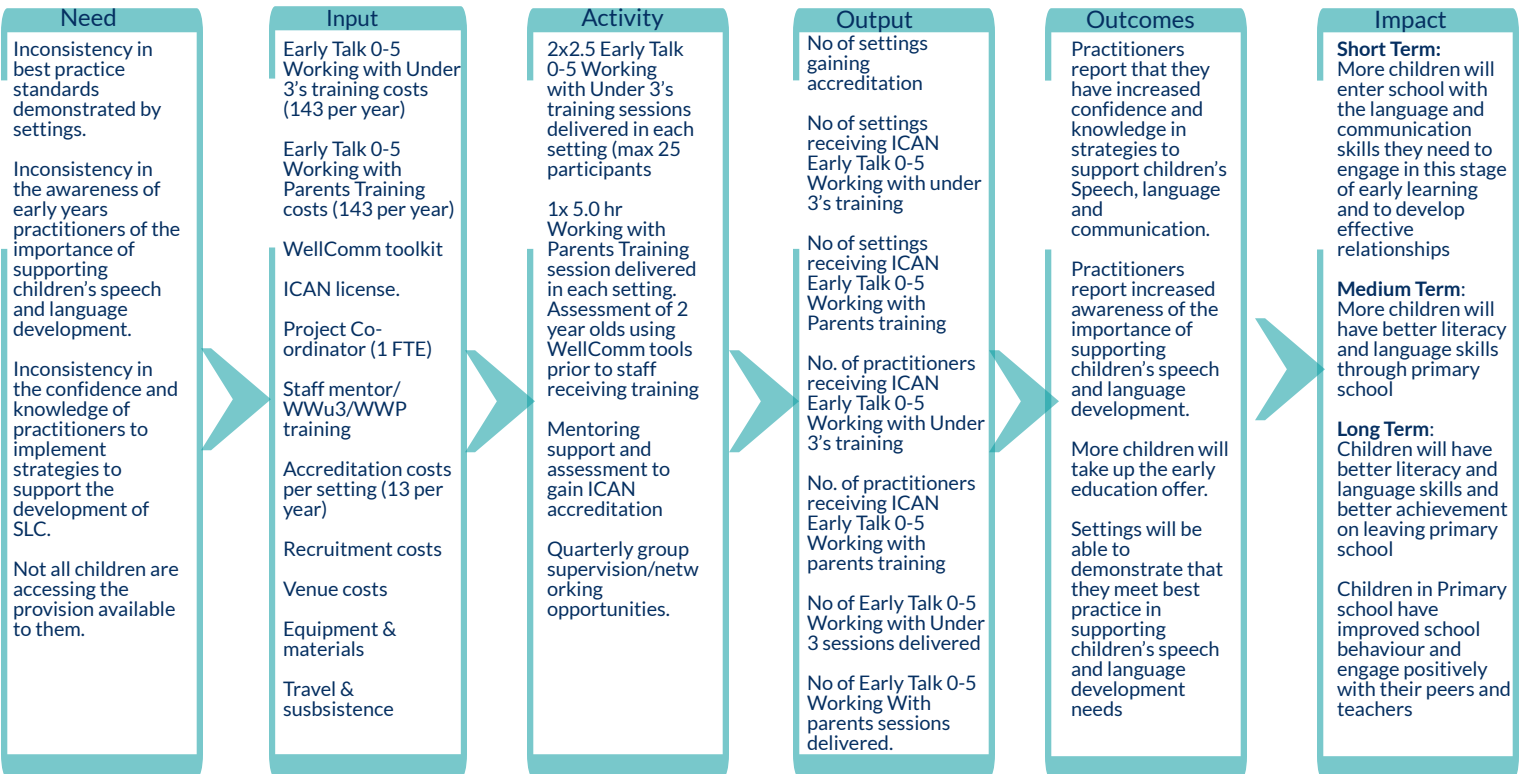
Session 2: Positive approaches in communication development

- Consider how babies and toddlers learn
- Understand the relationship between play, cognition/ learning and language development
- Identify the stages of play development and its links with language acquisition
- Be able to use a range of strategies to support all children's communication development
- Gain ideas for activities that can develop language and play within an everyday play environment
- Consider the role of the environment in supporting SLC development.

Working with parents

- Understand the importance of parental support for the development of speech, language and communication (SLC)
- Be better prepared to work in partnership with parents to support their child's speech, language and communication development
- Consider activities and approaches that parents can use to support their child's speech, language and communication development and the impact of these
- Understand the importance of working in partnership with parents of children with speech, language and communication needs .

Logic Model



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Method



This is a qualitative study involving telephone interviews with staff at early years settings. Some quantitative data has been collected from BHT to provide context to the interviews.



Participants

To take part in the interviews, staff had to be based at a setting that remained open during lockdown and had already received the ICAN training. Of the 22 settings that had been trained, only eight remained open during lockdown and all of these settings were approached to participate. We were aiming to carry out interviews with both a manager and a practitioner at each nursery setting, and with some childminders. Our recruitment target was 16 interviews. Unfortunately only six people from three settings agreed to participate; one childminder, two managers and three practitioners. We also interviewed the training provider. All three settings were in areas of deprivation with a high proportion of children in receipt of the two year offer and a large EAL population.



Materials

Separate topic guides were produced for managers and early years practitioners/childminders. The topic guides were produced taking account of the content of the ICAN training programme as well as contextual factors related to COVID19. Questions were designed to elicit information regarding expectations of the ICAN programme, changes made as a result, specific elements that were helpful and whether the ICAN training had been put into practice to support families during lockdown. We also asked questions about the impact of lockdown on settings, and whether practitioners were concerned about the impact of lockdown on children's development and school readiness. A semi-structured interview approach was used to allow participants freedom to share any information they felt was relevant to the topic.



Procedure

Initial contact with potential participants was made by the training provider, who sent them the information sheet and consent form on behalf of the research team. Practitioners who were willing to take part gave the training provider permission to pass their contact details on to the research team who then contacted them to arrange a convenient date and time for interview. Interviews were all carried out by telephone and were audio recorded. At the beginning of the interview, the interviewer confirmed that the participant had read and understood the information sheet and consent form and were happy to take part. They also got permission for the interview to be recorded. Interviews lasted approximately 15-20 minutes and participants were given the opportunity to ask questions before and after the interview. NVIVO automated transcription was used to convert audio files to written transcripts. These transcripts were then checked against the recordings for accuracy.

Analysis and Discussion



Context

Since March 2019, 22 settings in the Better Start Bradford reach area have received ICAN training, including three childminders. In total, 206 practitioners have been trained. All 22 settings have applied for accreditation and six settings have achieved this. Unfortunately, three settings have now closed.

During lockdown, only seven of these settings remained open, and only for children of key workers and vulnerable children.

An initial coding framework was produced based on the key topics covered in the interview. A first coding of the transcripts based on this framework resulted in some changes the original themes to better reflect the information produced by participants. This led to nine identified themes. Each of these nine themes are explored separately below.



1. Expectations of ICAN training

We asked our practitioners why they chose to do the training and what they were hoping to gain through attending. All of the practitioners took part in order to improve their knowledge of children's language development, identify children who were struggling with language and learn more about how to support families with language development in the home.

For example, one member of staff commented that the manager wanted "to help children with early talk and to help children with speech and language problems..." and that the "...whole staff should have that training just so they know how to support them..."

Another commented that they wanted to "...identify why we when we need to refer to children to the SALT team and how we can support them while they have been referred, what we could put in place, and help get outside support as well."

A manager commented that they agreed to take part because

"We see lots of children who come to us starting nursery with really low language levels and skills included listening, attention and speaking, and I wanted to upskill the staff to give them some tools and skills and confidence to be able to talk to parents about these issues and support the children and look at what they do in their practice and to see if we if we needed to change anything to support the children so that they make good progress."

I wanted it to give staff better understanding of the role that they can play in supporting children's language and give them the confidence to look at what they're doing and be honest about their practice and where they need to change and then work together as a team to hopefully try and shorten some of these gaps that we know children that are starting school with and in this area and with the peers."

One practitioner mentioned working with homes specifically i.e. "That's what I wanted to really get out of it. Is how we can do what we're doing at nursery, but how do we carry that on at home yeah..."

2. Impact of the ICAN training on settings

All of the staff noted that the training had made positive impact on settings.

For example, the training improved staff knowledge e.g.

"Well, practitioners, know more. There's more knowledge of how to help the children"

"It did give me some new ideas. The things I didn't know before. I learned training and then using them in my setting. Actually, it did really help children,..."

"But it was just more that the information that they were given use you know as practitioners what we could do with parents with the vulnerable are that we are working on at the moment"

Others commented that the training changed the way they worked with children e.g.

"So I'm thinking about the children as individuals"

"...looked at each other's practice and to say, whether they do give children enough time to process what they're asking, do you give children enough time to actually listen and understand what we're wanting or what we're saying"

"...why I need to like stop with the questions. And really like keep it simple for the ones that do have language delay"

"Again I just speak to the children a lot more when they come"

"Basically just going with the children"

Practitioners also changed the way they worked with parents e.g.

"...as practitioners what we could do with parents with the vulnerable are that we are working on at the moment, they were just saying like like what we could do to help them. It's not just the children"

"...I'll speak to the parents a lot more. Yeah, ask them how they're doing. If everything's okay. Their well-being. Just so I can get a little bit more of how the weekends gone. If they've been at home over the weekend. Yeah. I do that a lot more now. And I've got special bond, a lot more bonds with the parents"

"...you know, I tried to communicate more with the parents that case and tried to learn a few words of their language as well. So it would help this child more and I could understand the child more. And that really made a difference in the child's life and their communication."

we can explain cos some parents say what am I supposed to do with all these things? So we'll sit them down, explain it, set it out for them explain to them and they have more understanding and say you're confident to do it"

3. What was most useful about the ICAN training

There was a clear consensus that the ICAN training was helpful e.g. "I think I think to be honest, it was all useful; I mean, the whole thing was very useful and most of it was really useful". Specific elements that were commented on were the opportunities for group discussions e.g.

"...in the groups during the training...and group activities, they were there to do the practice side."

"I liked the fact that we could all talk in the group and not it wasn't just one person... Good to hear everyone's opinion on it"

"...nice to get other people's opinions. Yeah. And get that help and support really"

"...where we'd watch a video. And then it be like they'd ask us, can you give us your feedback on that? What was right? Was there anything right? Was there anything wrong? Yeah. So everyone got their ideas and it were really good to hear everyone's opinion on it"

Staff also commented positively on the attention paid to the home environment and working with parents e.g.

"I just thought, especially the parents, because, usually we just go morning, we have a quick chat. how child's been doing how has as a child been that morning and go. I think once you start that you speaking to the parents get a little bit to know them in the background. It helps us a lot more then and that was really useful"

"I think the working with parents one"

"That was just how XXXX taught us how we can do things with them. Well, we can give them story bags to take home and make them really simple. Put it in the puppets. See now and explaining to the parent...first language is not English. We will speak in our language to them and explain to them in Punjabi to say that this is how we can do it, this is how you can do it. Just read books, put puppets on your hands and... give them a book to write what their comments are. And if they didn't have anyone to write anything in the comments that would ask, you could bring the book to us and we could write it for you. You tell us what to write and we would write it and they would do a signature Okay. So we're still supporting em, because some parents can't write English and can't speak English"

Staff also appreciated increasing their knowledge of children's development e.g.

"I also like the stepping stones and everything going up leading towards language, started with a single word and how it's starting to sound."

"... basically like showing us how they can progress and where they should progress at their age."

"And what they should be seeing how, many words they should be saying and when they should be conjugating sentences. I think all that were really good."

"And sometimes it can be very hard just to sit down and actually focus and interact with them with speech. Yeah, sometimes and I think with the training and knowing how important that is. It made me realize a little bit more. We do have to no matter how busy we are we do have to implement it a little bit more. Right. Just speaking with them just sit talking with them for five minutes."

And one staff member commented on the usefulness of the training even for those who have received similar training before i.e. "You can forget what you've learned. So I think for some of us that have possibly done it before it was really good to refresh and revisit those skills and that learning and just to sort of top up that knowledge"

Staff appreciated gaining practical ideas during training e.g.

"Its how to simplify it with special children, with special needs children. How we can actually help some more and make it more simplified... and when XXXX was doing the training she was giving us ideas"

"she would actually relate it to us because you could do this how you couldn't do it or you could try it like this. she goes There's no right and wrong is the way you do it and how to try to understand that."

"...is just identifying how we could support each child and getting the training we were getting ideas. So yes, we could do with this child. You can do this thing with this child... Each child is different. We have to adapt things to each child..."

4. Impact of lockdown on language related practice

Staff felt that lockdown had a significant impact on language related practice because the increased work involved in protecting settings and children from COVID-19 detracted from the time they could spend with children on language activities e.g.

"the children have got to wash their hands like to come into nursery before they eat anything when they've been playing outside. Before they go home. The toys have got to be wiped down at the end of the session and a lot of them. If like with the young babies because do tend to mouth a lot of the toys because that's how they learn. They've got to get wiped as soon as they're put down. So rather than playing a lot they are cleaning a lot"

"...because the staff are so consumed with making sure that things are clean and that they're, you know, they're handwashing in and sanitizing and that, you know, they're keeping into the small group. Then that that attention is not focused that way would be on language."

"So then it's the same language really just repeated, they are not hearing wider ones, because we're not going on trips. So we're not talking about the community or what we can see or where we're going on buses, so they are hearing, a lot of the same language really not as varied as we would be normally."

"And you know a lot of it's been quite tough and I think. Staff are doing a lot more cleaning during the day, so their attention is not always with the children like it would normally be."

5. Impact of lockdown on the settings operation

There was general agreement that lockdown had a significant impact on the way settings were run in terms of reduced numbers of children and staff, as well as changes to the activities on offer and the physical set up of the setting e.g.

"It's just that we only have two children at the moment and we are used to having 15-16 children. Right. Like an empty room at the moment. But the furniture that we had to remove as well is just all the furniture that the soft toys and that really help the children, the cosy areas where the children can sit down and read and look at books."

"And a lot a lot lower staff we're on a reduced staff, but they we've been we've condensed all the rooms of condensed into one because we were only offering places for children of key worker, and vulnerable children. In the beginning, for the month, we had meant that we just had a one room open and we had to remove all soft furnishings of things that were really hard to clean or with intricate bits. Yeah. And because we have so we had like children from 10 months old up to four years. So then we had to try and have a variety of toys that were suitable for that mixture of age ranges and same with the garden. so, it has been it had been quite a big change."

"And there's no way for me to block off so that they just stay in them groups if they're outside. So we've we've been stuck to being able to only have two of the rooms because they are on opposite sides of the building, keep the staff apart and the children apart. But there's a lot that haven't been able to come back because we can't open as we normally would."

"And just have to like segregate children a lot more in little groups, clean a lot more. And just things that I implementing things like there's a lot that they can't do now. as before such as materials sensory things products or we can't use a lot of things"

"...like normally would be able to come in and look at planning and get out the play dough get out the . They'll get out the messy play. Get out the sand, get out the water, and add things into that. But at the moment, we're not allowed anything like that. Right. So that has literally just been stripped back, but literally going went back to basics."

"But during that time, we have been ringing parents. We each go out every two weeks just to see if they are all right just to see if they need anything. We have been setting up little play packs for them if they want to come and pick them up or we do...the food parcel delivery every Thursday, so sometimes we're giving them some playpacks to take with them. Right. Just to keep 'em stimulated at home and keep things going for them at home. But I have found the ones that have come back about two week ago that have come on quite a lot, ... being language, or with it being the social side they have come out of their shell a lot. So I feel that it has done them some good. But with the activities its just really stripped back at the moment because can't have out the stuff that they really enjoy"

6. Impact of lockdown on children and families who were still attending nursery

Mixed responses were given to the question of whether there had been a negative impact of lockdown for children attending nursery. Some were positive e.g.

"I don't think so. I think that they've been fine in preschool room the children that have come they are fluent talkers."

"No, I think that we've tried to keep it as normal as possible for them. I think the only difference here for them is learning to adapt to like the new rules like the cleaning and not being able to share equipment and things like that. Yeah, it's just getting used to the new way of life. Yeah, with the learning I think we've kept it ok. We've kept it as normal as possible"

"like I said there a variety of ages in one room. Yeah. So we had from one years all the way up to the four to five. Yeah. And I think that's what done them some good is that they've been able to mix with them ages because they didn't before."

But negative impacts were also mentioned e.g.

"Yes, it has. Because they're used to having more children like today only got two children in."

"They haven't got much of a choice to play"

"Yeah. they don't really see each other. No, not really. I didn't want them to be confused and upset about why they can't play with friends so in the groups that they are in. They play with friends sit next to em at the table."

"But theres been more of change in the ones we haven't seen and they've come back"

7. Impact of lockdown on children and families who were not attending nursery

For most settings, concern was expressed about the negative impact of lockdown on children who could not attend nursery. This was usually linked to language and communication, but also emotional development e.g.

"Bonding with the family. Yes. I can't think of anything else of this, I think the children will benefit from being in school more than the home."

"We're more worried about their language at the moment. Their first language wasn't English learning and we were learning Key words, we were using flash cards to help em and ??? they've had quite a long time off and its different routine what they're used to as well? Yeah. behave different at home and different at nursery. Lack of routine."

"The older children. They were before and after school, they couldn't come to me in that case, yhey missed out on meeting each other and, you know, sharing the breakfast together or after school they would have snack. They would have chats. So those kind of things, obviously, they're missed out here. And all those things, they develop children emotionally and all the other aspects on communication side it helped them"

"I think for children at home they are missing out on playing with their, the friends of the missing out on a lot of them because of where we are and missing out on a bit of structure a bit of routine a bit of time away from home. Some of them missing them, you know. You know, we have a healthy meal. So the missing the meal. You know, they're missing mixing with others being outside, you know, in the garden and interacting with other children, just general playing and learning, because we do things at nursery that doesn't always happen at home, you know, like paints and chalks things like that"

"I think it is a massive impact on them. And we've got parents that are still calling us, asking for help with things to do with them like activities that enable them to learn because they're not able to do so. all the time. So we do have vulnerable children vulnerable backgrounds here. And I think its hard for some parents, especially with money and day to day living and some of, the children need to be here more than they do home"

"Time spent with them, talking with them, playing with them, because I think some parents are busy and when they get home from work, it's bath and bed, you know, so I think some children really do benefit being here as well as being at home."

Although one member of staff commented on the positive aspect for one of their children

"And before lockdown working with him but since he has come back honestly he's like a changed totally. He's talking more, is going over to children, he's asking them shall we play with and it's like well where's this come from. And when I spoke to mum she said I've been doing a lot with him at home, and I did give some cards to take home with her, just simple word cards. I've been doing that with him at home, he's not been having his IPAD, so I think its helping. And it's done some children some good being at home with the parents. And spending time with them"

8. Impact of lockdown on school readiness of children.

Most of the settings were concerned about the impact of lockdown on school readiness, particularly in terms of the lack of preparation children will have had e.g.

"But for the ones that the staff did so much hardworking and to reach the target again, we don't know where they are now or where they'll be in September. Yeah, the school will have to kind of pick up again"

"It would because like they would have settling in sessions they would go visit the schools were schools at this precise moment the schools are not letting outsiders from outside communities to come and see them and see what's happening. Yes."

"they're so used to staying with their parents or their caregivers that would have build that bond for separating them Again, it would be the new routine all over again. Because the children they don't understand why they are at home why is all this happening, I know they stay home for six weeks, but it's just been such a long period as well as it all happened so suddenly"

"I'd say like like most of them are happy and ready to go to school. But the others don't understand what's going on"

9. Use of ICAN training during lockdown

All settings said that they used the ICAN training to support families during lockdown and it helped them to communicate with families e.g.

"Definitely. Definitely. Okay. We were able to identify children more as well. Right. and Put them on ISPs. We have children from Romania. But their language was obviously romanian whereas children from Pakistan. their languages Punjabi. And yet so it helped. I think it helped the girls more to think a lot out of the box as well. Right out to help us support them. The staff were able to give them some activities to do some easy steps like making flashcards at home on making magic bags at home"

"You know, I think also the staff and the children came into a routine of doing things as well. So the staff knew exactly what to do and implemented all the strategies they learnt through the training in that planning and in their observations and and everything you see. Yes. Targets on the ISP was easy then to they implement and carry out..."

"During the lockdown we had over the phone talk or text messages system.."

"Basically talking to parents, asking them how, you know, children are doing or if parents share any concern about their children learning or how they at home or anything are now thing. Then it gives me more confident and understanding to talk to them and advise them"

"We have been able to make them like small resource packs and, craft packs and activity things to share with the children like. we has been dropping them off as well. Yes. Good parents have hopefully been carrying them out at home with the children. Especially the three and five year olds that are not in. Oh, yeah. We have been able to keep and keep in contact with them every week"

"Yeah, of course, like I said before they just gave us little tips on how to speak to parent and how we can implement it off. Yeah, it did help pull a lot with us doing what we were doing at nursery and then basically speaking to parents every day. Having daily chats just little stuff like what. What daily routines like just so we can get a better picture of what they're doing."

Comments from Trainer

The comments from these interviews align with the comments from the trainer. She felt that the settings wanted "better understanding of speech, language and communication. How to identify issues they may be struggling a little bit. Strategies that they can put in place to support language and communication and different agency that they can come to the setting to support and into the sectors to support, different agencies they can ring to."

The most useful aspects of the training in her opinion were "... the chance for practitioners to get together to discuss children they were worried and I think seeing how speech, language communication developed....I think it's just particular strategies have been really useful. And knowing what to expect from different ages and stages as well."

The length of the training was thought to be appropriate e.g. "I think because it's split over two sessions, it gives them chance to go away to digest what was said if they have any questions they come back and ask. If it's only one day training some people might don't have the confidence, to ask questions within a larger group. And they can contact me after"

Like the staff, the trainer thought they gained a lot of useful knowledge about development e.g. "...in regard to knowledge, I think they understand more about different stages of speech, language and communication and the processes. They gain a lot of knowledge."

In terms of lockdown, the trainer shared similar concerns as the settings e.g.

"we're in a deprived area and we know that the families that we work with, have lots of other things going on at home that might be just as hard to focus on speech and communication issues. Therefore, for parents, speech, language and communication may not be their priority. And I feel that parents often rely on the setting that children attend for various things. So again, I don't feel that any speech, language and communication work that may have been going on before the lockdown would have continued. I'm not saying that it was not, but I think for a lot of families is not going to be their top priority. We've seen an increase in people needing foodbanks. And of course, these parents have been laid off work they are self-employed, furloughed. You know that means their income is going to come down. So there's going to be other stresses and strains on the family over speech, language and communication."

For children who could attend settings during lockdown, the trainer felt that "It's good that some are still able to attend settings but again they have been placed into bubbles with social distancing... But still, there's no space, energy and communication this might have been very difficult to understand. So it may have had an impact on their behaviours." And "...but hopefully the practitioners they are still putting things in place so they've been able to support those children and their families. So I would hope that children that have continued to attend the settings they are still getting the support that's required"

For children who couldn't attend settings, the trainer felt "They will going to need a lot of extra support when they do return to the settings in regards to their emotional well-being and their speech language and communication, as I said earlier, we don't know what goes on at home and the impact will be quite big."

Summary

The interviews carried out with trained practitioners suggest that the ICAN training was viewed as useful and was helpful in supporting families during the lockdown. The practitioners enjoyed the interactive nature of the training and appreciated the support from the trainer in developing ideas for working with specific children. Interestingly, the training was seen as particularly useful for helping practitioners work families and developing strong bonds with parents. This link between settings and home is vital in ensuring children have consistent high-quality input to help develop their language skills.

All settings were impacted by the lockdown in terms of reduced staff numbers, vastly reduced children numbers and new procedures to control the pandemic. This meant that language related work was not a priority as staff were focused on other tasks such as cleaning settings and ensuring children followed hygiene procedures. In addition, many toys and activities had to be removed during the lockdown which limited children's opportunities for play. For children who continued to attend nursery, the impact of the lockdown was felt to be minimal. There was some concern over limited social contact as there were fewer children at the nursery but far more concern was expressed for children who could not attend nursery, particularly around missing out on language related activities, as well as more generally missing meals, opportunities for outdoor play and missing structure and routine. Some positives were found in terms of children spending more time with their families and some children benefiting from that strengthening of bonds.

In terms of school readiness, most of our interviewees were concerned that children would be adversely affected by the lockdown. Children due to start school would not have had the preparatory activities usually undertaken in the nursery or the typical school visits which help to familiarise them with the mainstream classroom. In addition, some concern was expressed about the difficulties children might face in adjusting to full time schooling having been at home with their families since March.

Overall, the ICAN training seems to have had a positive impact on the settings both before and during lockdown. Although, this is based on a small number of practitioners the message across all of the interviews was consistently positive.