

Walk and Talk Case Study

Chez Nanny, Burnley
Paula Tomlinson



Background

Chez Nanny is a full day care nursery catering for children from birth to 5. It is open all year round. There are 131 children on roll, two English as an additional language children and six children with speech and language referrals. Chez Nanny is an Ofsted outstanding setting, they have completed the LQA for the outdoors and have a designated Language Lead, Paula Tomlinson.

Intent

Share the Walk and Talk materials with parents to encourage communication and language.
Ensure staff fully understand what speech, language and communication means.
Take families away from technology that can sometimes hinder communication.
To promote a campaign that is financially viable for all families, as we have a cost-of-living crisis.

Implementation

Walk and talk activities happen constantly at nursery whether the children are inside or outdoors. Walks are organised approximately twice a month and parents are invited to these. These have also involved bus journeys, such as a trip to the library.

The setting has had multiple opportunities for parents to join their children on a Walk and Talk themed walk. On one which I went on with my daughter, there was rich language being promoted talking about it being wheelie bin day and all the numbers on the street, spotting the bin truck and talking about what it and the workmen on it were doing and looked like. It was so valuable to have this dedicated time to enjoy talking to my daughter in this context of promoting language and communication and I am very aware that other parents have enjoyed these Walk and Talk sessions too.

Parents are provided with a walk and talk pack with the prompt card and bingo game for a specific place e.g., the park or the shops. They are also given talking tips and a diary to record their walk and what was discussed.

Paula has frequently and consistently communicated the programme and its aims to families via iconnect and through posters and information displayed both inside the setting and on doors and entranceways. She has shared tips, prompts and posters to support parents. As such, the programme has been high profile in the setting and been embedded and impactful. Paula arranged a wonderful, interactive, and engaging pack to be sent home to promote talking and the development and language and literacy when visiting the shops.



Impact

Relationships between practitioners and parents has grown. Quality conversations are happening, and parents are making links with other parents who have children at nursery.

Practitioners are able to model the correct language for parents.

Parents have commented on the benefits of having a purpose to do something. One parent hadn't taken their child to the train station before, so they went to the station and rode on the train. The parent commented on the adventure:

*Recently Ruby was sent home from nursery with a walk and talk pack.
Can I just say how much Ruby and I enjoyed this!!
First of all, it gave us a sense of purpose to go on an 'adventure' and explore.
We decided to visit Ramsbottom train station. Before our visit we talked through the activity in the pack and looked at the pictures in preparation for our visit. This enabled me to see if Ruby not only recognised the pictures but helped practise her speech and language.
When we arrived, we constantly used the pack to identify items and I was able to ask Ruby questions which then led to Ruby asking more questions which brought out her inquisitive side.
This was really good to see how much Ruby not only enjoyed the experience but also how much her speech and language has improved.
We really enjoyed our day out to the train station.*

