

**With Kids Service Report**

**Nursery School**

**2021 - 2023**

## 1. Whole Service overview

### One to one Play Therapy

9 children received 1 to 1 Therapy.

- Play therapy encourages creative methods of self-expression enabling children to explore emotions and experiences through the use of play. Therapy takes place in a safe and contained environment where children can explore, recognize and learn to accept feelings. This enables them to develop coping skills, a greater sense of self and increased self-esteem.

### Group Play Therapy – Transition Group

4 children received Group Therapy:

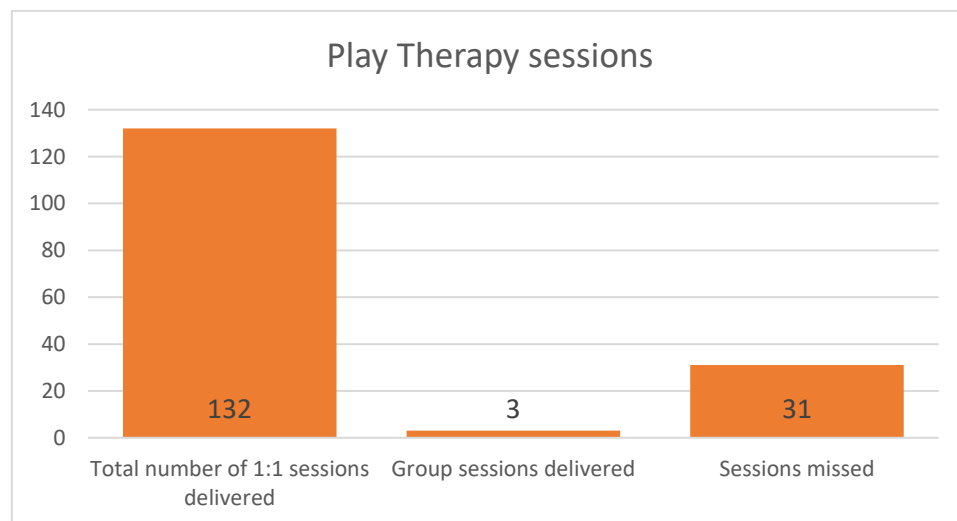
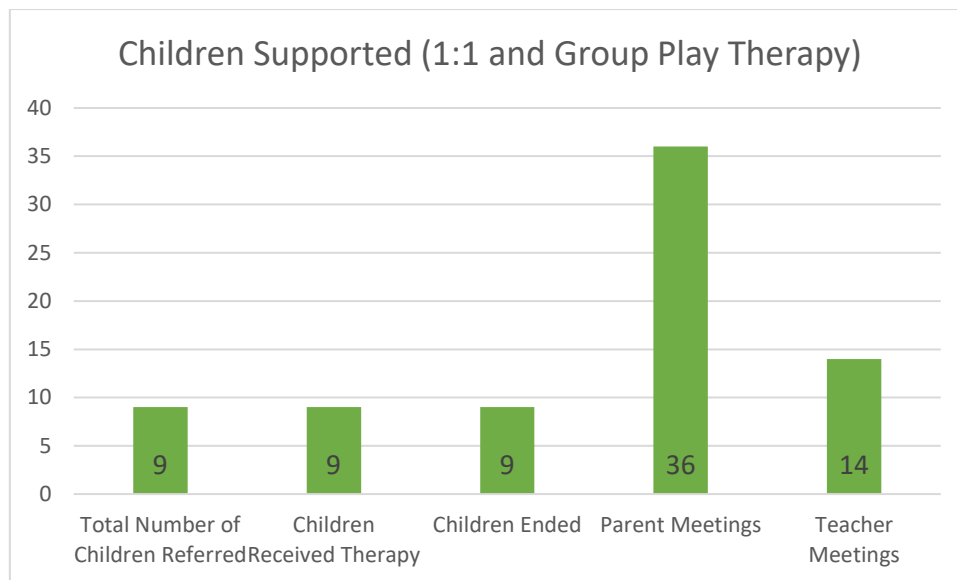
- Focused on enhancing self-esteem, social and emotional engagement, and resilience around transition to Primary school.
- The children developed practice skills such as listening, sharing, turn taking and working as a team. We also looked at understanding and identifying feelings as well as exploring worries and looking at positive ways of dealing with them.

### Additional support offered.

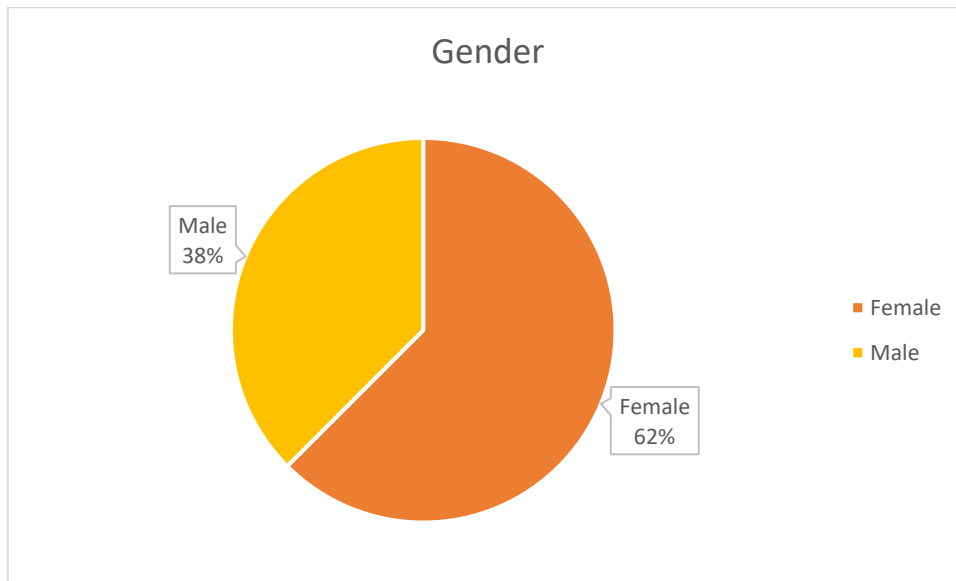
- **Reflective Practice** -The staff team together with the therapist had a programme of reflection sessions. This time was used to consider what their experiences of www group how best to integrate the learning from these sessions into everyday practice in the nursery playroom.
- **Staff support** - All staff have been involved in group reflective practice and have had the opportunity to work individually with the therapist as and when it is needed. This has been on a formal 1:1 basis at times, or more often, informal support within the nursery to work together on different approaches for individual children. The staff are very receptive to new ways of working keeping the child at the centre throughout.
- **Parent support** - Where individual play therapy was not deemed appropriate, but support was being sought, parents were invited to drop-in sessions or phone calls with the therapist when it best suited. This informal space was an opportunity for parents to discuss their family and allowed the therapist to encourage parent's own parenting knowledge of their children and their parenting abilities.
- **Parent and Child Groups** - These have all included a therapeutic element to support parent-child relationships. Groups have each had at least one member of nursery staff present and have been an excellent opportunity to build relationships between nursery and families. These were well attended, and the needs of the parents were reflected in the activities explored. There has been additional support in place for EAL families to make these sessions equally available and beneficial to all the families at Haghill nursery who wish to attend.
- **Child and Staff therapeutic play sessions** - There are times a child can find nursery difficult and it is recognised they could benefit from time away from that busy environment. Child drop-in session in the play therapist's playroom can provide a quiet, relaxing space where children can regulate their big feelings with the support of the therapist and member of staff.

- Watch Wait and Wonder** - Watch, wait and wonder is an evidence-based, child led psychotherapeutic approach which focuses on the quality of the parent/carer-infant relationship. The parent/carer/practitioner is encouraged to become a better observer of their child, to think about what lies behind the child's communications or play, and to follow the child's lead or cues. Watch, Wait and Wonder specifically and directly uses the infant's spontaneous activity in a free play format to enhance maternal sensitivity and responsiveness, the child's sense of self and self-efficacy, emotion regulation, and the child-parent attachment relationship.

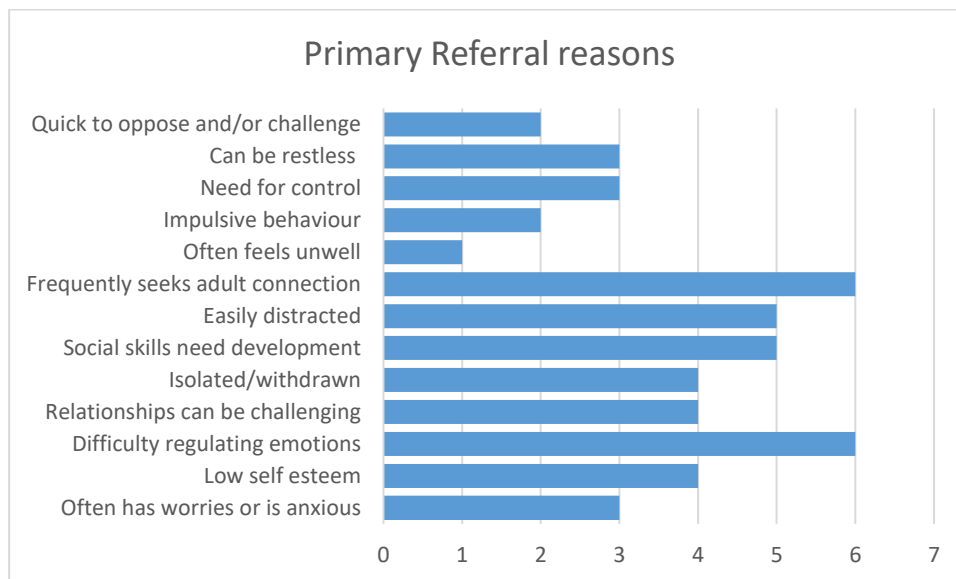
## 2. General overview of Play Therapy delivered 2021-23



## Gender Data



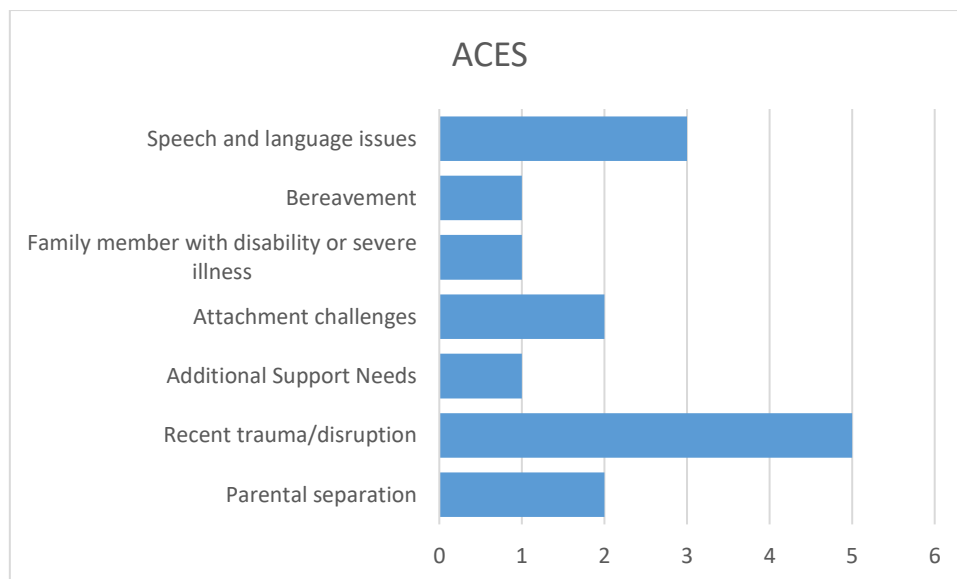
### 3. Presenting Issues at Referral: 1:1/Group Play Therapy



#### 3 Most common Presenting Issues:

1. Frequently seeks adult connection.
2. Difficulty regulating emotions.
3. Easily distracted /Social Skills.

#### 4. Adverse Childhood Experiences



#### 3 Most common Adverse Childhood Experiences:

1. Recent trauma/disruption
2. Speech and Language Issues
3. Attachment challenges/Parental separation

#### Qualitative Feedback: 1-1 Play Therapy

##### From Parents/Carers:

*"He has made so much progress. it has been amazing. He is like a different boy. He has come so far. His speech has improved, his relationships with his friends, his confidence is so much more. I was worried about him starting school, now I can see he is ready and is going to really enjoy it!"*

*"We are very happy to know you and thank you so much for the wonderful work you have done to help my daughter to reach this wonderful point."*

*"I see such a change in her. All the things at the beginning that were worrying me have 100% changed. Thank you so much for everything that you have done. It has been so great to come here and have a chat with you. I really appreciate the time."*

## From Staff:

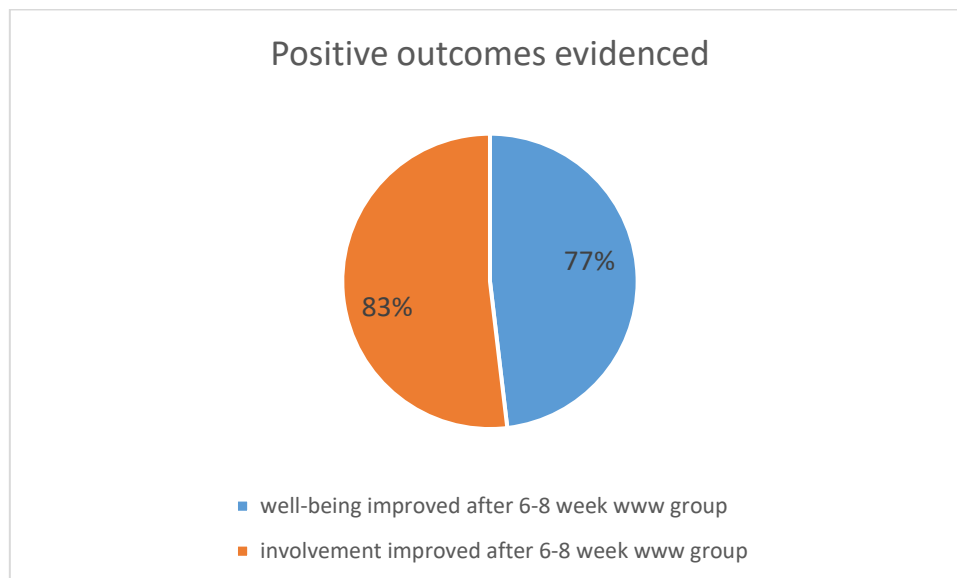
*"I noticed such a big change in her. She is now very chatty and playful having been completely silent and mostly involved before. She is now full of fun and energy, making connections with others, getting involved in groups and seeking out friendships.*

*"She is brighter and happier".*

*"He is communicating more now with staff and children. He looks for friendships and will quietly join others in play where before he would have never done that".*

## 5. General overview of Watch Wait and Wonder delivered 2021-23

10 Watch Wait and Wonder groups have been facilitated in the Nursery. Each group had between 4 – 6 children, one staff member and in some groups, one or two parents.



Data taken from nursery staff feedback on the 10 groups.

## **Qualitative Feedback:**

### **From Staff:**

*"I have noticed that now the group is complete, I allow more time for 'child A' to process the question and will respond given this time."*

*"The observer's role has offered a TRUE picture of what is going on, for example, sometimes I will only observe the middle of a scenario - WWW reinforced the importance of observation and getting to know the children as individuals".*

*"We often underestimate the children doing things for themselves and do not give them the time and space to come to their own conclusions."*

*"I think the process was an eye opener, to see how children without involvement of adults can resolve problems, develop friendships and their resilience."*

*"I wasn't aware how much as a practitioner, I started the conversation to play with the children, engaging with them maybe too early on a day-to-day basis."*

*"We are too early to jump in to engage with the children instead of sitting back and watching them more in their daily routine/play".*

### **From Parents/Carers:**

*"I have explored new things about my child during this group".*

*"I now know how my child handles themselves with other children. I have a sense of what sort of friend they are. It was not about the other kids, but how my child responded to the other kids".*

*"I am happily surprised about how my child is dealing with their life".*

*"This group has given me permission to focus solely on my child for 30 mins."*

*"The opportunity to chat with Suzy and Hannah after the group was very helpful for me, I appreciated it".*