



Case Study 4

Library and Home Learning service

We have developed this part of the service using the definition of Library below:

'The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups.'
(IFLA/UNESCO Public Library Manifesto, 1994)

Libraries are no longer an expectation in local communities due to many service closures, as a result of this children and parents have limited access to free books, internet and information technology. Children and families are losing access to cultural capital.

Therefore the fundamental aim of the LEYA Library service is for parents and children to have access to these free resources and for them to enjoy and engage with learning activities alongside their children. The vision being that this will build and strengthen attachments, improve interactions and increase academic progress before the child starts at school. We have already identified that there is a local need to improve EYFS / GLD outcomes and we know from research that home learning between an engaged parent and child plays an integral part their future academic success.

The libraries will deliver a stigma free, non-judgemental learning package for all care-givers and children to use. Service Practitioners and Preschool Practitioners will invite parents to use the facility and all children will have a LEYA library bag to take home.

We feel that the development of a Library is an innovative way to engage (*encourage*) parents to invest time in reading to their children. Research tells us that if parents read regularly with their children they are likely to develop more extensive vocabularies (Brooks-Gunn, and Markman, 2005). Similarly, a secure attachment in infancy enhances social, cognitive and emotional skills in later life (Sroufe, 2002). The service will positively impact all children and especially



those living in Deprivation as we know that poorer children are significantly less likely to experience a rich home learning environment. As the Home matters research has stated “the home learning environment (HLE), including the extent to which children read with their parents, learn the alphabet and numbers, sing songs, play games and go on educational visits, is crucial for the development of skills that determine school attainment. These include reading, verbal and spelling abilities, and positive behaviour, well-being and enjoyment of school; children who experience a strong HLE also have a lower likelihood of being identified with SEND” (Home Matters: making the most of the home learning environment Guidance for schools, nurseries, local authorities and public health partners, 2017)



In addition, by nurturing more positive interactions between parents and child whereby they are sharing attention together in infancy and early childhood, then more secure attachments are formed and security is well documented to be associated with enhanced social, cognitive and attentional skills, and emotional regulation in later childhood and life.

Libraries will contain :

- Den kits
- Books
- Story and Singing Sacks
- Talk Tickets
- Chatterboxes
- Challenging bags - mathematics / literacy
- Personalised activities to take home
- Book start packs
- Toy library
- Cameras



- Information books for parents regarding the Early Years and parenting support and mindfulness.

