

Disclaimer: Activities with children must always be risk assessed, including for allergies or choking. Children must always have adequate supervision. Resources and materials must always be appropriate for children's age and stage of development.

Home learning

Researchers and early years practitioners recognise that the earliest years are one of the most important developmental periods in a child's life.

Parental involvement in early learning has a greater impact on children's well-being and achievement than any other factor. Where fathers and mothers engage with their child's development from birth, this can have a direct positive link to a child's future economic well-being, health, educational attainment and relationships.



By forging a true partnership with parents and working together, you can have a major impact on each child's outcomes both while they are with you and lasting well beyond their time in your setting.

Here are some top tips to support and promote home learning at your setting:

- Get to know your parents and families and find out about their routines and skill set so you can provide individualised ideas for home learning and provide the support they need to carry out activities with their child
- Share information on the importance of home learning and the impact parents can have
- Provide resources parents can borrow, e.g. create a lending library so children and parents can choose books together to share at home. Include a range of fiction, non-fiction as well as recorded stories for families with English as an additional language or for parents who lack confidence in their own story telling skills
- Run sessions or workshops for parents so they can build their confidence and practice how to take part in key activities with their child at home
- Ensure any home learning activities you provide do not add a burden to busy families. For example, choose activities that can be done as part of a family's daily routine such as 'Recite a nursery rhyme while feeding your baby' or 'Talk about the things you see while you are out and about'. Do not send activities that have a financial cost for families e.g. recommending trip to the local zoo
- When sharing photographs of the child doing something at nursery they enjoy with parents, encourage them to talk about it with the child. Model how to open dialogue such as saying, "You look like you're having fun there" which allows children a range of options to respond. Ask parents to do the same at home
- Use staff meetings to familiarise your whole staff team with the most common activities identified through research as making the most difference to a child's future outcomes:
 - Parents reading to the child
 - Parents taking their child to the library

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- Children playing with letters
- Parents helping their child to learn the alphabet
- Parents teaching their child numbers or counting
- Parents teaching their child songs, poems or nursery rhymes
- Children painting or drawing at home.

Ensure that you value the contributions parents share with you, so they receive feedback about the genuine importance of what they do to support their child.

NDNA products to support you

- Online course: [Home Learning Environment](#)
- Publication: [Supporting the Home Learning Environment](#)
- Factsheet: [Parent's guide to home learning](#).

Find more resources at www.ndna.org.uk/hub/myndna