

THE POSITIVE IMPACT OF INTRODUCING VERP TO EARLY YEARS PRACTITIONERS



- as part of the Government-funded Stronger Practice Hubs' Covid-19 recovery programme.



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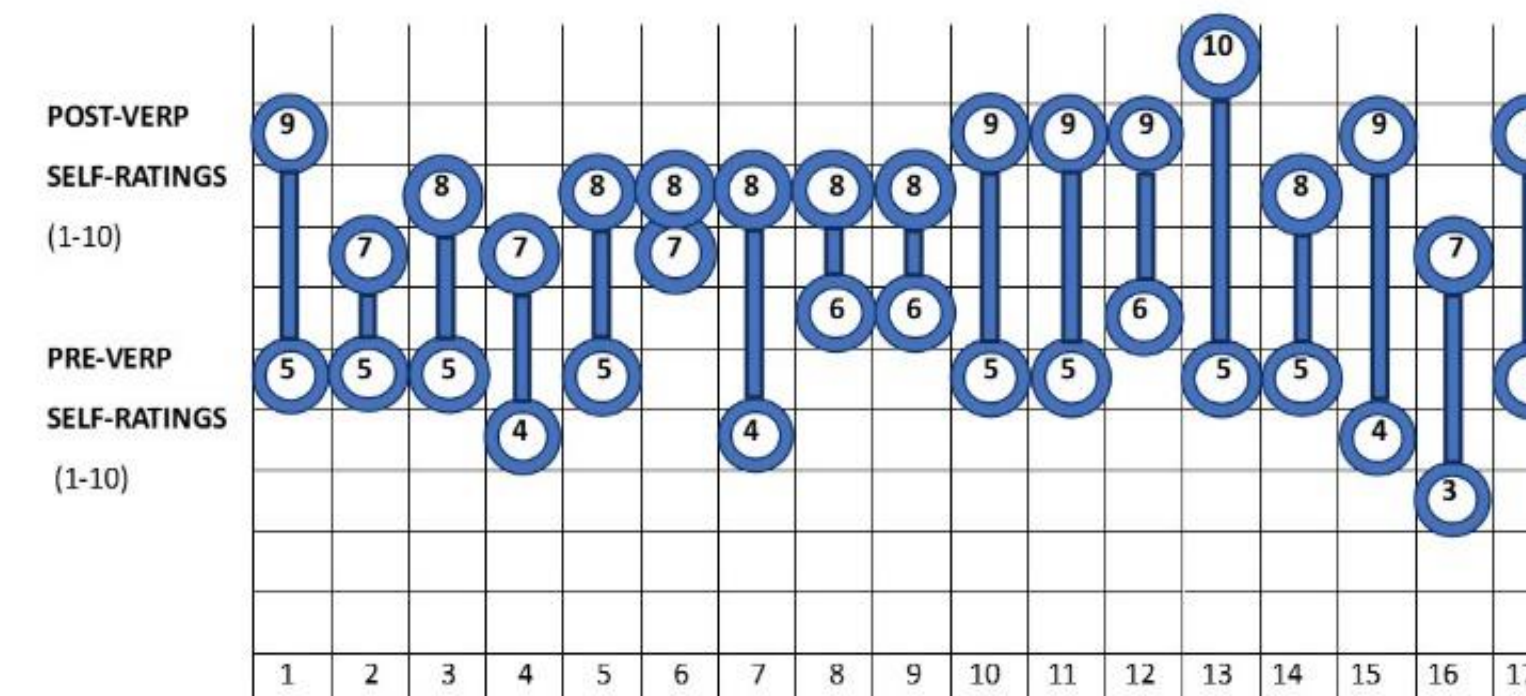
What we offered

What we offered as elements of a bespoke VERP programme delivered via the Stronger Practice Hub

	Introductory workshops	Webinars	VERP ITCs	Full VERP projects
NOV 2023	2 x face-to-face workshops Eve. & Sat. (< 15 attendance)	2 x 1hr webinars 9.30am & 6.30pm (43 EY Practitioners)	Rainbow Day Nursery (Sat.) (20)	Rainbow Day Nursery (all 20 staff members) 3 x small group Shared Reviews over 4 mnths + a celebration and evaluation session 3 mnths later (Saturday mornings)
AUG 2024	1 x face-to-face workshop (cancelled as poor take-up)	2 x 1hr webinars (22 EY Practitioners)	Ranelagh School EY (non-pupil day) (10) Emneth Nursery School (Sat.) (18)	Ranelagh School EY (8 staff members) Delivered as per above (using their Thursday staff meeting slot)
JAN 2025				
JULY 2025		1 x 1hr webinar (6 Childminders)		

Quantitative & Qualitative feedback

A chart showing the progress towards each participant's individual goal over the course of the Rainbow Day Nursery VERP project



(17 of the 20 VERP participants completed both the pre- and post- self-ratings in relation to their own goal)

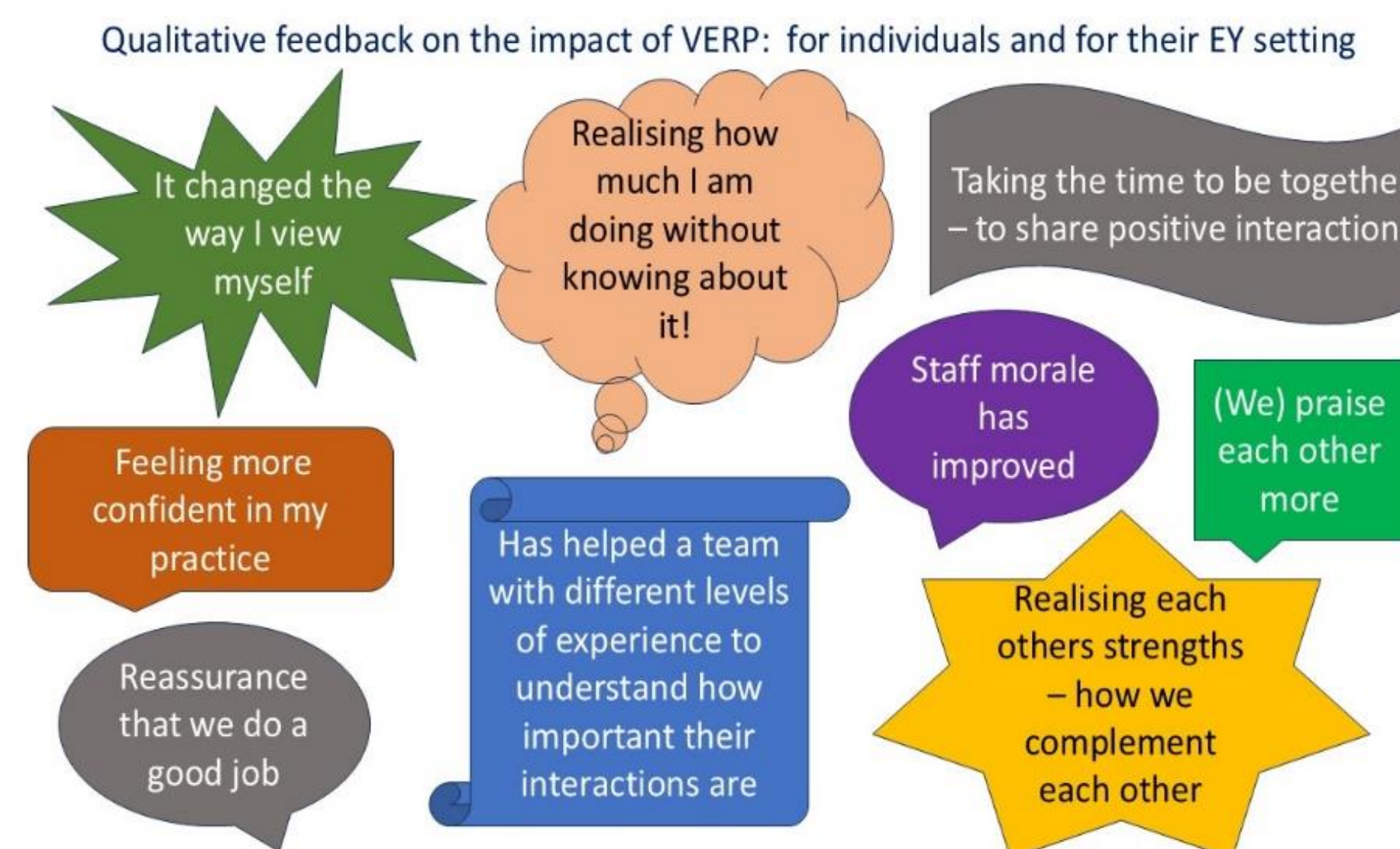
Participants' self-ratings on the 42 PAIG items showed an average percentage increase of 19.7% overall (with a spread of 0.3% - 48.6%)

The most improved area was Encouraging Initiatives (22.1%), with Deepening Discussion coming a close second (20.0%).

This was a very pleasing result, as common goals were to wait and listen more - instead of dominating the interaction with questions, and having more back-and-forth dialogue.

How we measured the impact of VERP

- ❖ Pre and post ratings for participants' individual goals (scale 1-10).
- ❖ Pre and post self-ratings on all 42 PAIG items (scale 1-10).
- ❖ Evaluation questionnaire responses :-
Ticking the aspects of practice that VERP helped to improve.
Ranking 8 VERP features in order of importance.
Responding to the questions "What has been the main positive outcome of this VERP project (for you as an individual and the setting as a whole)?" and to "Any other comments?"



The EY practitioners reported improvements in **self-reflection and confidence**, and to a lesser extent in understanding children's needs and in collaboration with colleagues.

VERP appears to have its strongest impact on participants' feelings about themselves and their practice

Examples of individual goals

- 'To extend children's ideas without asking too many questions'
- 'To support and help expand child A's peer group interactions'
- 'To listen more - not jump into a child's conversation so quickly'
- 'To have more confidence in my practice'
- 'To sustain interactions by being playful and contributing equally'
- 'To gain confidence in judging when to join in -not taking over'
- 'To see if I am engaging all the children (in a group)'
- 'To be the best I can be at turn-taking and modelling language'

Of the 8 identified features of VERP, the 3 ranked most important by participants were:- only looking at their strengths; having a trained VERP facilitator; and having the PAIG list for reference.
The PVI setting staff also ranked having a goal to work towards very highly, whilst the school staff valued sharing their film with peers.

Thematic map showing EY Practitioner perceptions of the positive impact of VERP

