Independent evaluation of the Early Years Conversation Project (EYCP): A two-armed cluster randomised waitlist-controlled trial

Further Appendices (5/5)

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Table of Contents

Cohort 2 endline manager survey (intervention settings)..... 3

EYCP training observation template 16

Cohort 1 EYCP champion interview schedule 17

Cohort 1 EYCP manager interview schedule 20

Cohort 1 EYCP Setting focus group schedule 24

Cohort 2 ECYP setting focus group schedule 26

Cohort 2 Manager interview schedule 28

Cohort 1 midline EYCP mentor interview/focus group schedule 31

Cohort 1 endline EYCP mentor interview/focus group schedule 33

Cohort 2 midline EYCP mentor interview/focus group schedule 35

Cohort 2 endline EYCP mentor interview/focus group schedule 38

Cohort 1 baseline developer focus group schedule 40

Cohort 1 endline developer focus group schedule..... 43

Cohort 2 baseline developer focus group schedule 45

Cohort 2 endline developer focus group schedule..... 49

Cohort 1 & 2 baseline assessor focus group schedule 53

Cohort 1 endline assessor focus group schedule 55

Cohort 2 endline assessor focus group schedule 57

Assessor Quality Assurance form (full version)..... 60

Assessor Quality Assurance form (training version) 63

Appendix F: **OLP TOOL Technical Report**..... 66

Cohort 2 endline manager survey (intervention settings)

Default Question Block

EYCP Evaluation Final Survey 2025 – Nursery Manager: Intervention Setting

Thank you for agreeing to take part in the Early Years Conversation Project (EYCP). As part of the evaluation, we would like you to complete this final survey so that we can learn more about your nursery's experience with EYCP training and implementation in 2-3 year olds classrooms and what 'usual practice' looks like regarding staff Continuing Professional Development (CPD). **This survey should be completed by the nursery manager/headteacher or Early Years (EY) Lead and should take around 10-15 minutes to complete.**

Confidentiality and Data Processing:

Further information about what will happen to the data we (the evaluation team based at Durham University) collect as part of this brief survey can be found in the

Information Sheet and Privacy Notice. By completing this survey, you agree to your data being used as outlined in the Privacy Notice and Information Sheet.

All information collected in this survey will be treated with strict confidentiality and in accordance with the UK General Data Protection Regulation (GDPR) and Data Protection Act 2018. In any reports and publications arising from the evaluation, all data will be presented anonymously with no individuals or schools identified.

If you have any questions about this survey or the evaluation of the EYCP project, please contact the evaluation team at: eycp.evaluation@durham.ac.uk

Nursery name, please state:

Post code, please state:

Background

This section asks about yourself and your setting:

1. Your name, please state:

2. What is your role? Please select all that apply.

- [ ] Nursery Manager
- [ ] Nursery Owner
- [ ] Head Teacher
- [ ] Deputy Head Teacher
- [ ] School EYFS Lead
- [ ] Other, please state

3. How long have you been in this leadership role?

(years/months)

4. How long have you been working in education settings? (years/months)

5. How many rooms/classes of 2 year olds does your nursery have?

6. How many 2 year olds does your nursery have?

7. How many teaching staff/practitioners are based in your 2-3 year olds room(s)/class(es)?

Experience of the EYCP programme

This section asks about your experience with EYCP programme training and implementation.

8. Have you attended the 1.5 days face-to-face EYCP PD training?

- ○ Yes
- ○ No

9. What other aspects of the EYCP PD training have you attended? If so, how much time did you spend on the training?

- ☐ 6 online modules, please indicate the time you spent
- ☐ 9 hub meetings, please indicate the time you sepnt
- ☐ 5 mentor school visits, please indicate the time you spent
- ☐ None of them

10. Have you accessed EYCP digital resources (e.g., Padlet)? If so, how easy do you feel they were to access?

- ○ Easy to assess
- ○ Hard to access
- ○ Not sure
- ○ No/Not applicable

11. How often do you have meetings with the Champion regarding EYCP implementation?

- ○ Daily
- ○ Weekly
- ○ Monthly
- ○ Rarely
- ○ Not sure
- ○ [ ] Others

12. To what extent have you observed positive changes to the following categories within your setting since starting the EYCP programme in September 2024 (0 being 'no changes' and 3 being 'major changes')?

	0-No changes	1-Minor changes	2-Some changes	3-Major changes	Hard to tell
EYCP champion language and communication related practice	○	○	○	○	○
EYCP champion general practice	○	○	○	○	○
Children's language and communication skills	○	○	○	○	○
Other practitioners' language and communication related practice	○	○	○	○	○
Setting language learning environment	○	○	○	○	○

CPD

This section asks about your nursery's Continuing Professional Development (CPD) activity.

13. Since September 2024, has your nursery/setting undertaken any other language and communication area related CPD programmes?

☐ Yes; Please provide a brief description of the programme(s) including name, length and delivering mode (online, in person, or hybrid)

☐ No

☐ Additional Comments (if have)

14. Since September 2024, other than children's language and communication related-CPD, has your nursery/ setting undertaken any other CPD programmes?

- ○ Yes; Please provide a brief description of the programme(s) including names, subjects/areas, length and delivery mode (online, in person, or hybrid)

- ○ No

15. Since September 2024, have teaching staff/practitioners in your 2-3 year olds class/room undertaken any children's language and communication area related CPD programmes?

- ○ Yes; Please provide a brief description of the programme(s) including names, length and delivery mode (online, in person, or hybrid)

- ○ No

16. What, if any, are the main barriers to staff attending/completing CPD within your nursery setting? Please state:

17. Do nursery staff have an allocated time in their workload each month/year for attending CPD?

- [ ] Yes; Please indicate the allocated time (days/hours)
- [ ] No
- [ ] Additional Comments (if have)

18. Has your nursery incurred any extra costs in terms of the following elements for implementing EYCP in your nursery? Please detail costs below.

- [ ] Staff cover for EYCP champion cost/time to attend training, to do EYCP specific planning or implement EYCP strategies, please specify what the cost was for? How much the cost was?

- [ ] Travel costs to attend training, please specify what the cost was for? How much the cost was?

- [ ] Additional purchases to implement EYCP strategies or access EYCP training, Yes, please specify what the cost was for? How much the cost was?

- [ ] Any other costs

- [ ] No/Not applicable

19. Does your nursery/setting have an allocated annual budget for staff CPD training for the 2024/25 school year?

- ( ) Yes; Approximately how much?

○ No

20. To what extent were the following aspects of the EYCP programme evaluation difficult for your nursery (0 being 'not difficult' and 2 being 'very difficult')?

	0-Not difficult	1-Somewhat difficult	2-Very difficult	Not sure
Recruiting children and parents to the study.	○	○	○	○
Assessment of children by researchers visiting the nursery.	○	○	○	○
Understanding what was going on as part of the project.	○	○	○	○

21. Do you feel the level of contact by the EYCP team (delivery team from Sheringham Nursery and evalution team from Durham University) during the programme was...?

○ To much
○ Too little
○ About right

22. Do you have any further comments on the EYCP programme?

Thank you for completing the endline survey and supporting the EYCP research. Your answers are valuable to help us learn about the EYCP Programme. If you have any questions or comments about the survey, please email: eycp.evaluation@durham.ac.uk

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EYCP training observation template

EYCP Hub Meeting:

Expected Time:

Expected outcomes:

Date: Observer

Start time: End time:

Activity and main training points	Researcher notes

Resources:	

- **Time taken:**
- **Participants engaged:**
- **Resources used:**
- **Other points of note, including other resources provided/covered**

Cohort 1 EYCP champion interview schedule

EYCP Champion Interview Introduction

- Brief on the purpose of the interview in terms of the evaluation.
- Explain that any questions that people don't want to answer just say so and we will skip on.
- Encourage any questions from the interviewee about the interview and the process
- Explain that we would like to record the interview and get verbal consent to do this before starting.

Background

- Can you tell us a bit about your background?
    - How long have you worked at the nursery?
    - How long have you worked within nursery settings generally in 2-year-old classroom?
    - What is your prior experience with language teachings?
        - Qualifications
        - enjoyment/dislike
- How confident do you feel in your own language and conversation skills?
- How confident do you feel currently in being able to support early year's language and conversation skills?
- Why are you interested in the EYCP programme?

Professional Development Opportunities

- Do you have access to other language-related professional development opportunities within the nursery?
    - What kind of format do these take?
        - One day courses/in the nursery/online courses?
    - Have you done anything similar to the EYCP programme in the past 12 months before the training of EYCP?

Current Nursery Language Practice

- Can you describe what normal language practice would be in the nursery for 2-year-olds?
- How would language teaching normally be incorporated into the nursery?
    - Prompt – resources, play activities (inside/outside), standalone/incorporated into tasks
    - Who would currently plan the language activities in the nurseries?
        - Champion/staff in each room/other?

The EYCP Programme

- Why did you sign up for the EYCP programme as the EYCP Champion?
    - Was it your decision to sign up?
    - If not, did you volunteer for the EYCP Champion role?
- What do you hope to get out of the programme?
    - Personally

    - Other nursery staff
    - Children
    - Parents
    - Other?
- How do you plan to monitor if the programme has worked?
    - What would you expect to change?
    - What will you use as success criteria for you?

EYCP Training

- How far through the EYCP training and implementation process in your nursery are you?
    - Have you done the in-person induction session on 17th November 2023 yet?
- What are your initial thoughts about the EYCP programme at this stage?
    - What do you like about the programme so far?
    - Is there anything you don't like or that you are worried about?
- How are you finding the EYCP training?
    - Training courses (online modules)/hub meetings/mentor visits?
    - Have you implemented the ShREC approach you learned from the online modules into your practice? Could you please share your experience?
    - How do you find filling out the RNAR form?
    - How's your experience with mentors in terms of their evaluation using the Infant and toddler environment rating scale-ITERS in your nursery? Did you get any feedback from mentors?
- What aspects of the EYCP programme (if any) have been most useful during the set-up period?
    - Was there anything that hasn't been useful?
-
    -
- How do you access the EYCP programme?
    - work/home, own computer, nursery computer
- When do you access the programme?
    - Do you have time during the working day?
- What support if any have you had from mentors? *Prompt, phone calls, induction etc.*
    - Face-to-face induction or webinar?
- Do you feel the amount of support is about right? (more or less and why?)
    - Is there anything missing at this stage in terms of support that would be useful?

Barriers to completing the programme

- What do you think will be the barriers or challenges to implementing the programme during the year? - all

<u>Conditions for the Success of the EYCP Programme</u>

- What do you think will be the necessary conditions for the success of the EYCP programme? (for example)
    - Additional CPD time allocated to the EYCP programme?

- Workloads adaption?
- Active engagement with the training and E-learning modules?
- Collaboration with the nursery manager and other practitioners on the implementation of the EYCP programme into practice?
- Support from mentors?

Costs of the programme

- How much time did the set-up training/steps take for you to complete?
- How much time has it taken for the practitioners to complete the initial set-up steps?
- Has any additional cover had to be provided to enable you to complete aspects of the EYCP programme so far?
- Do you expect to have to pay for staff cover during the programme as a result of the programme requirements?
- Do you anticipate there being any additional costs e.g. new resources necessary to implement the programme?

Parental Engagement (if time)

How engaged are parents generally with nursery staff and in particular with their child's learning at nursery?

Do you plan to use the EYCP resources to engage with parents?

Cohort 1 EYCP manager interview schedule

Nursery Manager Interview

Introduction

- Brief on the purpose of the interview in terms of the evaluation.
- Explain that any questions that they don't want to answer just say so and we will skip on.
- Encourage any questions from the interviewee about the interview and the process
- Explain that we would like to record the interview and get verbal consent to do this before starting.

Background

- Can you tell us a bit about your background?
    - How long have you worked at the nursery?
    - How long have you worked within nursery settings generally?

The EYCP Programme

- Why did you sign the nursery up to the EYCP programme?
- Was there any specific reason you selected _____as the EYCP Champion for the setting?
- How do you perceive the role of the EYCP Champion?

How do you perceive your role (the nursery manager/EY lead) in the EYCP programme?

- What do you hope the programme will achieve?
    - Nursery staff
    - Children
    - Parents?
    - Setting overall?
- How do you plan to monitor if the programme has worked?
    - What would you expect to change?
    - What will you use as success criteria for you?

Current Nursery Language Practice

- How would language teaching normally be incorporated into the nursery?
    - Prompt – resources, play activities (inside/outside), standalone/incorporated into tasks
- Are there any policies or practices about the amount of language time done?
- How would day-to-day language activities normally be planned?
    - By room staff, by senior staff, on the day/in advance
- Can you describe what normal language teaching practice would be in the nursery for 2 year olds?

EYCP Training

- How did you find the recruitment process? Any challenges?
- What about the process of recruiting the children?
- What are your initial thoughts about the EYCP programme now you have started?
    - What do you like about the programme so far?
    - Is there anything you don't like about or that you are worried about?
- How have you found the EYCP training process?
    - PD training courses (in person and online modules)/ (from DT)
    - hub meetings/ (from mentors?)
    - How's your experience with mentors in terms of their evaluation using the Infant and toddler environment rating scale-ITERS in your nursery? Did you get any feedback from mentors?
    - ITERS visits (from mentors)
    - formal visits with mentors

- How engaged is your champion in the EYCP programme at this stage?

- Is the champion given time during the workday to engage with the programme or do they do this in their own time?
- Have you completed the EYCP setting baseline survey? Yes/No
- If yes, do you think the setting baseline survey is easy to complete?
    - If not, how could the setting baseline survey be improved?
    - How is your experience of completing the EYCP setting? Is there anything that can be improved?

Cost of the programme

Although the programme is being provided for free we are interested to find out if using the programme has any additional costs for nurseries.

- Have you had to provide any additional cover for staff so far to fulfil the EYCP requirements?
- Do you expect to have to pay for staff cover at any time during the programme?
- Do you anticipate there being any additional costs e.g. new resources necessary to implement the programme?

Barriers to the programme

- What are the barriers or challenges to training participation and implementation of the EYCP programme?

<u>Conditions for the Success of the EYCP Programme</u>

- What do you think will be the necessary conditions for the success of the EYCP programme implementation in your nursery? (for example)
    - Additional CPD time allocated to the EYCP programme?
    - Workloads adaption?
    - Active engagement with the training and E-learning modules?
    - Collaboration with champions on the Implementation of the EYCP programme into practice?

Support from DT

- Do you feel the level of support provided by the developers and mentors has been appropriate to support your setting accessing the programme?
    - If not, would less or more be better?
    - What support would help?

Cohort 1 EYCP Setting focus group schedule

EYCP Practitioner Focus Group Interview

Introduction

- Brief on the purpose of the interview in terms of the evaluation.
- Explain that any questions that people don't want to answer just say so and we will skip on.
- Encourage any questions from the interviewee about the interview and the process.
- Explain that we would like to record the interview and get verbal consent to do this before starting.

Background

- Can you tell us a bit about your background?
    - How long you have worked at the nursery?
    - How long have you worked within nursery settings generally?

The EYCP Programme

- How have you found doing the programme? Have you enjoyed it, has it been challenging?
- Have you experienced any difficulties with being able to do the EYCP programme? This can be in terms of accessing the training or materials and doing the EYCP activities in the nursery.

Support from the Mentors

- How often have you been meeting with the mentors to discuss the EYCP programme and/or the ShREC practice?
    - How did they provide you with support for the EYCP programme or your ShREC practice?
- Was there anything particularly helpful?
- Was there anything that could be improved?
- **Nursery ShREC Practice**
- How closely did you follow the action plan that the nursery developed at the beginning of the programme?
- How often are you incorporating the ShREC resources into teaching within a normal day within the nursery? Any examples?
    - Prompt: resources, play activities (inside/outside), standalone/incorporated into tasks
- Do you find that you have been delivering more ShREC activities since starting the programme?
- Are you feeling more or less confident in your own ability to teach Early Years Language and Conversation skills since starting the EYCP programme?

Costs of the Programme

- How much, if any, extra time (over and above normal practice) has been needed for you to do what is needed for the EYCP programme? (prompt: setup phase, audits, planning, training, delivery, evaluation)
    - Has any additional cover had to be provided to enable you to complete aspects of the EYCP programme so far?
- Have there been any additional costs that you know about e.g. new resources necessary to implement the programme?

Monitoring Success (if time)

- Do you think that the EYCP programme is having any benefits:
    - For you?
    - For the children?
    - For the nursery?

Other Professional Development Opportunities (if time)

- Do you have access to other professional development opportunities within the nursery?
    - What kind of format do these take?
        - One-day courses/in the nursery/online courses?
    - Have you done anything similar to the EYCP programme?

Cohort 2 ECYP setting focus group schedule

EYCP Practitioner Interview (focus group)

Introduction

- Brief on the purpose of the interview in terms of the evaluation.
- Explain that any questions that people don't want to answer just say so and we will skip on.
- Encourage any questions from the interviewee about the interview and the process.
- Explain that we would like to record the interview and get verbal consent to do this before starting.

"We would like to explore your views about how EYCP is going so far in your nurseries across a number of different areas. We will ask you to discuss what has gone well, any challenges that have been faced, and what impact you are seeing so far. If you do not wish to answer a question, please let us know and we will move on to the next question."

We will record this session for transcription purposes only. Are you happy to continue?

I will begin the recording and then ask you again to consent to the interview and its recording, so that we have a record of your agreement. Are you ready to begin?

RECORD

"Please can you each state your name and where you work."

In turn, can you confirm that you agree to participate in this interview and that you are happy for me to record our conversation for transcription purposes?"

Background

- Can you tell us a bit about your background?
    - How long you have worked at the nursery?
    - How long have you worked within nursery settings generally?

Nursery Language Practice

- How closely did you follow the action plan that the nursery developed at the beginning of the programme?
- Can you please briefly describe what normal language teaching practice would be like in your nursery for 2-year-olds (before starting the EYCP programme)?
- Do you find that you have been delivering more language activities since starting the programme?
- How confident do you feel currently in being able to support 2-year-olds's language and communication skills?
    - Has this changed since starting the EYCP program?

The EYCP Programme

- How did you come to be involved in the EYCP program?
    - Did you volunteer to be a champion or were you asked?
- How would you describe the role of an ECYP champion?
    - Is it helpful to have the EYCP champion in the program?

- How have you found the programme so far?
    - What have you enjoyed or found helpful?
    - What has been difficult or challenging? (accessing training, materials, making changes to practice, completing and analysing videos of interactions with children?)
- How are you incorporating the EYCP resources into teaching within a normal day within the nursery? Can you give me any examples?
    - Prompt: resources, play activities (inside/outside), standalone/incorporated into tasks
    - How often are you doing this in a typical day?
- Can you talk about your experiences cascading the EYCP training? (with buddy, to wider workforce, managers)
- Have you noticed any impacts of the EYCP (on yourself, on the children, other staff, parents)

Training and support from the Mentors

- How have you found the in person and online training you have received? (anything particularly helpful? Anything you would like more/less of?
- How often have you been meeting with the mentors to discuss the EYCP programme and/or the ShREC practice?
    - How did they provide you with support for the EYCP programme or your ShREC practice? (what was helpful? What could be improved?)
    - Have you had any difficulties attending or engaging with the hub meetings or training sessions?

Costs of the Programme

- How much, if any, extra time (over and above normal practice) has been needed for you to do what is needed for the EYCP programme? (prompt: setup phase, audits, planning, training, delivery, evaluation)
    - Has any additional cover had to be provided to enable you to complete aspects of the EYCP programme so far?
- Have there been any additional costs that you know about e.g. new resources necessary to implement the programme?

Other Professional Development Opportunities (if time)

- Do you have access to other professional development opportunities within the nursery?
    - What kind of format do these take?
        - One-day courses/in the nursery/online courses?
    - Have you done anything similar to the EYCP programme?

Cohort 2 Manager interview schedule

EYCP Nursery Manager/EY Lead Interview

Introduction

- Brief on the purpose of the interview in terms of the evaluation.
- Explain that any questions that they don't want to answer just say so and we will skip on.
- Encourage any questions from the interviewee about the interview and the process
- Explain that we would like to record the interview and get verbal consent to do this before starting.

"We would like to explore your views about how EYCP is going so far in your nurseries across a number of different areas. We will ask you to discuss what has gone well, any challenges that have been faced, and what impact you are seeing so far. If you do not wish to answer a question, please let us know and we will move on to the next question."

We will record this session for transcription purposes only. Are you happy to continue?

I will begin the recording and then ask you again to consent to the interview and its recording, so that we have a record of your agreement. Are you ready to begin?

RECORD

"Please can you each state your name and where you work."

In turn, can you confirm that you agree to participate in this interview and that you are happy for me to record our conversation for transcription purposes?"

Background

- Can you tell us a bit about your background?
    - How long you have worked at the nursery?
    - How long have you worked within nursery settings generally?
    - What is your role in the EYCP programme?

Nursery Language Practice

- How would language teaching normally be incorporated into the nursery practice before adopting EYCP?
    - Prompt – resources, play activities (inside/outside), standalone/incorporated into tasks
- Are there any policies or practices specifying the amount of language learning time undertaken with the children?
- How would day-to-day language activities normally be planned?
    - By room staff, by senior staff, on the day/in advance

Current PD opportunities

- What are some current PD training opportunities that your teaching staff are taking?
- What is the language-related PD training that your teaching staff are taking?

Initial response to the EYCP Programme

- What attracted your nursery/setting to participate in the EYCP programme?

- How has your nursery chosen the EYCP Champion for the programme?
- How would you describe your role (as the nursery manager/EY lead) in the EYCP programme?
- What do you hope the programme will achieve?
    - Nursery staff
    - Children
    - Parents?
    - Setting overall?
- How do you monitor (or plan to monitor) if the programme has worked for your setting?
- Any impacts observed so far?

Feedback on the EYCP training & implementation

- How do you find the overall EYCP training experience (in terms of PD training, hub meeting, and mentor support visits) you and or your setting have received so far?
- What aspects of the EYCP programme/training (if any) have been most useful?
- Were there aspects that you'd like to have more (or less) during the training
- How do you find the EYCP training being delivered in a hybrid mode (face-to-face and online)?
- What did you consider were the strengths and barriers, if any, in delivering the training online vs face-to-face?
- How have you found implementing the EYCP programme in your nursery/setting? Has it been successful, has it been challenging?

Cost of the programme

Although the programme is being provided for free, we are interested to find out if using the programme has any additional costs for nurseries.

- Have you had to provide any additional cover for staff so far to fulfil the EYCP requirements?
- Do you expect to have to pay for staff cover at any time during the programme?
- Do you anticipate there being any additional costs e.g. new resources necessary to implement the programme?
- Do you have meetings with the champion regarding EYCP implementation? If so, how many each week, and how long is each meeting?

Barriers and Successful conditions

- What are the main challenges/barriers (if any) to deliver the EYCP programme in your nursery/setting?
- What will be the necessary conditions for the success of the EYCP programme implementation in your nursery? (for example)
    - Additional CPD time allocated to the EYCP programme?
    - Workloads adaption?
    - Active engagement with the training and E-learning modules?
    - Collaboration with champions on the Implementation of the EYCP programme into practice?

Support from DT

- Do you feel the level of support from the DT (Fliss and Mellissa from ELRS and mentors) has been appropriate to support your setting accessing and implementing the EYCP programme?
    - If not, would less or more be better?
    - What additional support would help?

Feedback on the recruitment strategy, and baseline assessment

- Were you involved in the initial setting recruitment process?
- If yes, how did you find out about the overall setting recruitment process? Were there any issues/challenges regarding signing the data sharing agreement and the MOU?
- How was the child recruitment process for EYCP programme in your setting?
    - Were there any difficulties in recruiting children and families for this programme? If yes, what were they and any strategies that could be helpful?
- What's your experience of completing the EYCP setting baseline survey for managers/EY lead? Is there anything that can be improved?
- How did you find the children baseline assessment process? Is there anything that can be improved?

Conclusion

Thank setting manager for their time and ask if they have any questions or if there is anything else they would like to comment on

Cohort 1 midline EYCP mentor interview/focus group schedule

EYCP Mentor Focus Group Interview 2023/2024 Cohort (mid-intervention)

Participant briefing and consent to record.

"We would like to explore your views about how EYCP is going so far in nurseries across a number of different areas. We will ask you to discuss what has gone well, any challenges that have been faced, and what impact you are seeing so far. If you do not wish to answer a question, please let us know and we will move on to the next question.

We will record this session for transcription purposes only. Are you happy to continue?

I will begin the recording and then ask you again to consent to the interview and its recording, so that we have a record of your agreement. Are you ready to begin?

RECORD

"Please can you each state your name and where you work."

In turn, can you confirm that you agree to participate in this interview and that you are happy for me to record our conversation for transcription purposes?"

Background

- Can you tell us your prior experience you had before mentoring for the EYCP Project?
- What motivated you to be a mentor? How many settings are you mentoring this year? In which local authorities?
- How did you find the settings-mentors allocation process this year? Was there anything that can be improved?
- How did you find the time allocated for the EYCP mentoring sessions?

Delivery in Cohort 1 nurseries

- How do you think EYCP is going for the nurseries that you are mentoring?
- How do you feel nurseries are engaging with the EYCP ShREC approach?
    - Are there differences between the type/size of nurseries?
        - PVI vs school settings, Ofsted status
    - Are there differences between practitioners?
        - Age, experience, new staff
- What has been going well using the EYCP ShREC approach? If so, please share with us some examples.
- What have been the challenges for nurseries doing EYCP?

Practitioner PD Training and support

- How do you feel the practitioner's PD training delivered by the developers went in the settings you are mentoring?
    - Is the training at the appropriate level for the champions?
    - Is the training accessible to the champions in each setting?

Hub meetings, support visits and ITERS-3 visit

- How do you find the overall hub meetings experience you had so far (content, length, attendance, engagement)?
- How did you decide the allocation of time and venue for each hub meeting?
- How did you monitor practitioners' attendance and enhance their engagement?
- Did you include all the training materials (your own or PD training materials) when delivering the hub meetings? If not, why not?
- How did you coordinate with the settings?
- Any feedback from them?
- Were there any challenges?
- How's your experience evaluating the nurseries using the Infant and toddler environment rating scale-ITERS?
- Has this been different for different settings? If so, how and why?
- How have your ITERs and support visits been accepted or accommodated?
- How's your setting support visits going so far?
- How many support visits were provided for settings so far?
- Were there any challenges, issues, or successful examples?
- What kind of feedback have settings/practitioners given so far regarding PD training? How did you collect them?

Mentor Training and Support

- What did you think of the training you received to be an EYCP mentor?
    - Was there anything you needed more/less of?
- How has the developer team supported you?
    - Is the support enough? Is there anything you could do with more of the support?
- How are you working with your peer mentor? How do you find the overall mentoring experience working in pairs?
- Do you think the current EYCP programme enables you to train and support delivery consistently across settings?
    - Prompt: training, structure, materials etc.
    - Do you have any questions for us, or is there anything you'd like to share that we haven't covered?

Cohort 1 endline EYCP mentor interview/focus group schedule

EYCP Mentor Focus Group Interview Cohort 1 (post-intervention)

Participant briefing and consent to record.

"We would like to explore your views about how EYCP is going in nurseries across a number of different areas. We will ask you to discuss what has gone well, any challenges that have been faced, and what impact you are seeing. If you do not wish to answer a question, please let us know and we will move on to the next question.

We will record this session for transcription purposes only. Are you happy to continue?

I will begin the recording and then ask you again to consent to the interview and its recording, so that we have a record of your agreement. Are you ready to begin?

RECORD

*"**Please can you each state your name and where you work.**"*

In turn, can you confirm that you agree to participate in this interview and that you are happy for me to record our conversation for transcription purposes?"

Background

- Which hub are you mentoring and h**ow many settings are you mentoring this year?**
- **Will you continue to work as a mentor for Cohort 2?**

Delivery in Cohort 1 nurseries

- How do you think EYCP is going for the nurseries that you were mentoring in your hub?
- What is the general engagement level of the setting with the EYCP programme? Did you record their engagement? If so, in which way?
    - What went well with the EYCP programme?
- What have been the challenges for nurseries doing EYCP?

Hub meetings, support visits and ITERS-3 visit

- **Have you observed any positive changes in the setting practices after the implementation of EYCP?**
    - Setting environment
    - Champion's practice, confidence using ShREC
    - Children's language and communication skills (children with special education needs, EAL)

- **How do you find the overall hub meetings experience you had (content, length, attendance, engagement)?**
    - What went well in your hub meetings? Can you share some examples?
    - What difficulties or challenges have you encountered in the hub meetings?

- Are there any areas you'd like to improve? Are there any new strategies you'd like to introduce to Cohort 2 settings?

- **How did the endline ITERS (the Infant and toddler environment rating scale) visit go? Did you give any feedback to the settings?**
- **How did the setting support visits go?**
  - How many support visits were provided for settings?
  - How was the content of the support visits being decided?
  - What are the general feedback form settings regarding your support visits?

Mentor Training and Support

- **Preparing for Cohort 2 mentor training and support, is there anything more or less you'd like to receive?**

Practitioner PD Training and support

- Reflecting on the PD training (mode, frequency, topic/content, length), are there any parts/areas you'd like to include?

- What kind of feedback have settings/practitioners given regarding PD training?

Do you have any other questions that we haven't covered? Regarding the overall mentoring experience, do you think the EYCP programme is having any benefits or impacts on you?

Cohort 2 midline EYCP mentor interview/focus group schedule

EYCP Mentor Focus group/Interview schedule: Cohort 2 (mid-intervention)

Participant briefing and consent to record.

"We would like to explore your views about how EYCP is going so far in nurseries across a number of different areas. We will ask you to discuss what has gone well, any challenges that have been faced, and what impact you are seeing so far. If you do not wish to answer a question, please let us know and we will move on to the next question.

We will record this session for transcription purposes only. Are you happy to continue?

I will begin the recording and then ask you again to consent to the interview and its recording, so that we have a record of your agreement. Are you ready to begin?

RECORD

"Please can you each state your name and where you work."

In turn, can you confirm that you agree to participate in this interview and that you are happy for me to record our conversation for transcription purposes?"

Background

- What was your motivation for continuing in your role as a mentor for the EYCP?
- How did you find the settings-mentors allocation process this year? Was the setting allocation process different to last year? (better or worse) Was there anything that can be improved?

Delivery in Cohort 2 nurseries

- What are your thoughts about how the EYCP is being received in the nurseries you are mentoring?
- What differences have you noticed between the nurseries in cohort one vs cohort two in how they are engaging with the project?
- How do you feel nurseries are engaging with the EYCP ShREC approach?
    - Are there differences between this cohort and last year? (if not covered by above question)
    - Are there differences between the type/size of nurseries?
        - PVI vs school settings, Ofsted status
    - Are there differences between practitioners?
        - Age, experience, new staff
- What has been going well for nurseries using the ShREC approach? (prompt for specific examples) What challenges have nurseries experienced in using ShREC strategies? (prompt for specific examples)

Practitioner PD Training and support

- How do you feel the PD training was received by the nurseries you are mentoring? Have you noticed any differences between this cohort and cohort 1?
- Is the training pitched at the appropriate level for champions (appropriate, too challenging, not challenging enough?)
- How accessible was the training for champions? (were they able to make the time to attend face to face and online training? Did they have easy access to computers and video conferencing software? Could they access quiet spaces in their settings to attend online training?)

Hub meetings, support visits and ITERS-3 visit

- How do feel about the amount of time allocated to the mentoring sessions?(appropriate/too much/too little)
- How do you find the overall hub meetings experience you had so far (content, length, attendance, engagement)? Have you noticed any differences between this cohort and cohort 1?
    - How did you go about arranging the hub meetings with settings (e.g., dates, times, location) and did you encounter and challenges?
    - How did you monitor and support practitioners' attendance and engagement with hub meetings?
    - What, if any, changes to how you coordinate and deliver hub meetings have you made this year following your experience with cohort 1?
    - Did you include all the training materials (your own or PD training materials) when delivering the hub meetings? If not, why not?
- Tell me about your experience evaluating the nurseries using the Infant and toddler environment rating scale-ITERS
    - Has this been different for different settings? If so, how and why?
    - Have you noticed any difference between the two cohorts?
    - How have your ITERs and support visits been accepted or accommodated by settings? (were settings helpful?)
- Tell me about your in person setting support visits experience so far How many have you been able to provide so far? Were there any challenges, issues, or successful examples?
- What kind of feedback have settings/practitioners given so far regarding PD training? How did you collect them?

Mentor Training and Support

- How have you found working alone this year after working in pairs in cohort 1?
- What did you think of the training you received to be an EYCP mentor?
    - Was there anything you needed more/less of?
- How has the developer team supported you?
    - Is the support enough? Is there an area where you could do with more support?
- Do you think the current EYCP programme enables you to train and support delivery consistently across settings?

- Prompt: training, structure, materials etc.
- Do you have any questions for us, or is there anything you'd like to share that we haven't covered?

Cohort 2 endline EYCP mentor interview/focus group schedule

EYCP Mentor Focus Group Interview Cohort 1 (post-intervention)

Participant briefing and consent to record.

"We would like to explore your views about how EYCP is going in nurseries across a number of different areas. We will ask you to discuss what has gone well, any challenges that have been faced, and what impact you are seeing. If you do not wish to answer a question, please let us know and we will move on to the next question.

We will record this session for transcription purposes only. Are you happy to continue?

I will begin the recording and then ask you again to consent to the interview and its recording, so that we have a record of your agreement. Are you ready to begin?

RECORD

*"**Please can you each state your name and where you work.**"*

In turn, can you confirm that you agree to participate in this interview and that you are happy for me to record our conversation for transcription purposes?"

Background

- Which hub are you mentoring and h**ow many settings are you mentoring this year?**
- **Will you continue to work as a mentor for Cohort 2?**

Delivery in Cohort 1 nurseries

- How do you think EYCP is going for the nurseries that you were mentoring in your hub?
- What is the general engagement level of the setting with the EYCP programme? Did you record their engagement? If so, in which way?
    - What went well with the EYCP programme?
- What have been the challenges for nurseries doing EYCP?

Hub meetings, support visits and ITERS-3 visit

- **Have you observed any positive changes in the setting practices after the implementation of EYCP?**
    - Setting environment
    - Champion's practice, confidence using ShREC
    - **Children's language and communication skills (children with special education needs, EAL)**

- **How do you find the overall hub meetings experience you had (content, length, attendance, engagement)?**
    - What went well in your hub meetings? Can you share some examples?
    - What difficulties or challenges have you encountered in the hub meetings?

- Are there any areas you'd like to improve? Are there any new strategies you'd like to introduce to Cohort 2 settings?
- **How did the endline ITERS (the Infant and toddler environment rating scale) visit go? Did you give any feedback to the settings?**
- **How did the setting support visits go?**
- How many support visits were provided for settings?
- How was the content of the support visits being decided?
- What are the general feedback form settings regarding your support visits?

Mentor Training and Support

- **Preparing for Cohort 2 mentor training and support, is there anything more or less you'd like to receive?**

Practitioner PD Training and support

- Reflecting on the PD training (mode, frequency, topic/content, length), are there any parts/areas you'd like to include?

- What kind of feedback have settings/practitioners given regarding PD training?

Do you have any other questions that we haven't covered? Regarding the overall mentoring experience, do you think the EYCP programme is having any benefits or impacts on you?

Cohort 1 baseline developer focus group schedule

EYCP Developer Focus Group Interview 2023/2024 Cohort 1 Baseline

Introduction

- Brief on the purpose of the interview in terms of the evaluation.
- Explain that any questions that people don't want to answer just say so and we will skip on.
- Encourage any questions from the developers about the interview and the process.
- Explain that we would like to record the interview and get verbal consent to do this before starting.
- Once recording is started ask to say their name and that they consent to the interview and the recording before starting this interview (important for transcription)

Background

- Can you tell us about yourself and your role in your nursery?
- What about your role in the EYCP programme?

Changes made to the EYCP programme for the 2023/2024 cohort trial from the pilot- Manor Park Talks

- Compared to how you have done the programme before, what changes have you made to the way the EYCP programme is being delivered to suit the 2023/2024 cohort trial?
    - Prompt: e.g. Changes to timelines, length of intervention delivery, changes to the content of the programme; what you are asking nurseries to do, delivery areas (more deprived here?), target grouping (only private nurseries in manor parks; the champion role and children's age group-2-year-olds)
- Are/were there any aspects of the programme that you would like to change but haven't been able to?

Initial Response of EYCP Nurseries

Setting recruitment and p/c consent

- Can you describe the process you went through to recruit settings for Cohort 1 in 2023/2024 year?
    - What did you feel were the strengths of the setting recruitment strategy and/or process this year?
    - Were there any difficulties and barriers in setting recruitment this year? If any, what were they and are there any strategies that would be helpful to increase the setting recruitment rate?
    - Did you find any of the setting-level inclusion criteria to be problematic when trying to recruit settings?
- What was the initial response of the settings when they heard about the programme?
- Have you found any difference between recruiting PVIs versus school-based and/or maintained settings? Any lessons learnt that can be applied to recruitment for Cohort 2?

- Did you need to provide any support to settings about completing the MoU (Memory of Understanding: nursery agreement) and Data Sharing Agreement (between Durham, ELRS and the setting)?
- Did you get any feedback from settings regarding gathering parent/carer consent and baseline assessment?

Experience of and reflection on the PD training (face-to-face and online) delivery

- How do you feel the PD training delivery has gone so far?
  - How did you monitor setting's PD training attendance and engagement?
  - Have you found any differences in training attendance and engagement between the type/size of nurseries? (e.g. PVI vs School-based nurseries; small vs large size nurseries)?
  - How did you find using the online platform (Padlet) for PD training (e.g. accessibility and appropriateness)

- How did you find delivering the face-to-face PD training (on 17th Nov and 21 Feb)? (length, content, delivery mode: face-to-face; engagement)
  - Did you receive any feedback from settings regarding the face-to-face induction?
  - Have you made any changes to the face-to-face PD training? (e.g. length, content)
  - For future face-to-face PD training in Cohort 2, would you make any changes?

- How did you find delivering the online modules compared to the face-to-face PD training?
  - What did you consider were the strengths and barriers, if any, in delivering the online modules?
  - Have you made any changes to the online modules (timeline, length, content, delivery mode); if yes, what are the changes, and why?
- How did you collect feedback from settings? (how often, and in what form)?
- What kind of feedback have practitioners given so far regarding PD training?

Mentor recruitment, training and hub meeting delivery and ITERS-3 visits

- How did you select/choose mentors for the EYCP programme this year?
  - Were there any criteria to be considered?
  - How many mentors were recruited this year? Were there any challenges?
  - How are the mentors supported or quality assured in the process of mentoring with the settings?
- How did the baseline ITERS-3 (Infant/Toddler Environment Rating Scale) setting visits go this year?
- What are the general responses from mentors-settings regarding their mentoring–mentee experience so far? Were there any issues or challenges? Were there any successful examples?

Barriers & Successes to EYCP delivery

- Were there any challenges in your overall EYCP programme development and PD training delivery experience? What's going well so far?

- Do you feel there have been any barriers to the programme being delivered as you would have wanted (in an ideal world)?
  - If so, what are these?
  - What EYCP delivery would have looked like if this wasn't a research project?
- What barriers are nurseries flagging up as possible issues going forward?
  - Staffing concerns?
  - Technology?
  - Time?
- What issues do you expect nurseries to experience in the delivery of the project through the year – from previous experience?

Conditions for the Success of the EYCP Programme

-
- What do you think are the necessary/desirable conditions for the success of the EYCP programme?
- What does a setting need to have in place for them to get the most out of doing EYCP?

What is a good practice setting like in the EYCP programme?

Concluding

- Do you have any questions for us or is there anything else you'd like to share that we haven't covered?

Thank the participants for taking part and for giving up their time. Stop the recording.

Cohort 1 endline developer focus group schedule

EYCP Cohort 1 23/24 Endline Interview with Developers (ELRS)

Experiences of Cohort 1 EYCP training

- What are your experiences of training Cohort 1 setting practitioners? What went well? Were there any challenges?
- What is the general feedback from settings and mentors about the training?

Implementation of the EYCP in Cohort 1 settings

- What are setting and mentor feedback regarding the EYCP implementation?
- Could you share a couple of examples?
- What went well with the implementation?
- Were there any challenges or issues raised by the settings or mentors?

Evaluation of Cohort 1 Mentor Performance

- What is your experience of working with Cohort 1 mentors?
- Were there any evaluation activities regarding mentor performance in terms of quality, consistency and adherence to the training protocol?
- How did you monitor mentor practice with settings?
- Were there any observed practice differences across hubs (i.e., hub meetings, setting support visits, ITER visits, video reflection sessions with EYCP champions)?

Preparation for Cohort 2 EYCP programme

- Reflecting on Cohort 1 EYCP delivery, what are some implications for Cohort 2 delivery?
- Are there any changes made to the programme content for Cohort 2 (e.g., training content, delivery mode-hybrid, length, venue)?

Experience with mentor training, supervision and recruitment

- What are your experiences of training, supervising and supporting Cohort 1 mentors?
- Are you changing the mentoring team for Cohort 2?
- Are there any changes made for Cohort 2 mentor recruitment strategies and training?

Preparation for Cohort 2 setting recruitment

- Are there any changes made for Cohort 2 setting recruitment strategies eligibility criteria, geographical region, setting type, setting size, children FEE standards, Deprivation Index)?

Cohort 2 Hub size

- How many hubs for Cohort 2?
- How many settings are planned for each hub?
- What's the mentor and hub allocation plan for Cohort 2?
- What may be some impact on mentor workload given the increase of settings per hub in Cohort 2?

Cost reflection and plan

- Regarding Cohort 1 cost, are there any extra costs that occurred for delivering the EYCP intervention?
- Are there any changes for Cohort 2 cost management?
  - programme development cost by the delivery team, staff cost?
  - mentor recruitment and training, staff cost?
  - EYCP training (PD training, hub meetings, mentor support visits, ITERS visits) for settings cost (travel, venue)?
  - EYCP implementation in settings cost?

Is there anything else you'd like to share that we haven't covered (communication strategies, work mechanisms)?

Cohort 2 baseline developer focus group schedule

EYCP Cohort 2 Baseline Developer Focus Group Interview 2024/2025

Introduction

- Brief on the purpose of the interview in terms of the evaluation.
- Explain that any questions that people don't want to answer just say so and we will skip on.
- Encourage any questions from the developers about the interview and the process.
- Explain that we would like to record the interview and get verbal consent to do this before starting.
- Once recording is started ask to say their name and that they consent to the interview and the recording before starting this interview (important for transcription)

Background

Role and responsibilities in EYCP programme in Cohort 2:

- Can you tell us about your name, your role and responsibility in the EYCP programme in cohort 2.
- Has your role and responsibility changed in the programme since Cohort 1?

Changes made to EYCP programme for the 2024/2025 cohort 2 trial from Cohort 1

- Compared to how you have delivered the programme in Cohort 1, what changes have you made to the way the EYCP programme is being delivered to suit the 2024/2025 Cohort trial?

Prompt: e.g. Changes to timelines, length of intervention delivery, changes to the content of the programme; what you are asking nurseries to do, delivery areas (more deprived here?), target grouping (the champion role and children's age group-2-year-olds)

- Are/were there any aspects of the programme that you would like to change but haven't been able to?

Initial Response of EYCP Nurseries

Setting recruitment and p/c consent

- Can you describe the process you went through to recruit settings for Cohort 2 in 2024/2025 year?
- Were there any changes made to cohort 2 setting recruitment process?
    - What did you feel were the strengths of the setting recruitment strategy and/or process this year?
    - Were there any difficulties and barriers in setting recruitment this year? If any, what were they and are there any strategies that would be helpful to increase the setting recruitment rate?
    - Did you find any of the setting-level inclusion criteria to be problematic when trying to recruit settings?
- What was the initial response of the settings when they heard about the programme?
- What are the characteristics of cohort 2 settings in terms of setting types (PVI vs school based and maintained settings), and deprivation status?
    - Are there any differences (in terms of setting types and deprivation status) between cohort 1 and cohort 2 settings?
- Have you found any difference between recruiting PVIs versus school-based and/or maintained settings?
- Did you need to provide any support to settings about completing the MoU (Memory of Understanding: nursery agreement) and Data Sharing Agreement (between Durham, ELRS and the setting)?
- Did you get any feedback from settings regarding gathering parent/carer consent and baseline assessment?

Experience and reflection on the PD training (face-to-face and online) delivery

- How far are you through the EYCP training?
- How do you feel the PD training delivery has gone so far?
    - How did you find delivering the face-to-face PD training (on 25th Nov 2024)? (length, content, delivery mode: face-to-face; engagement)
    - Have you made any changes to the face-to-face PD training? (e.g. length, content)
    - For future face-to-face PD training in Cohort 2, would you make any changes?
- How did you find delivering the online modules compared to the face-to-face PD training?
    - What did you consider were the strengths and barriers, if any, in delivering the online modules?
    - Have you made any changes to the online modules (timeline, length, content, delivery mode); if yes, what are the changes, and why?
- How did you collect feedback from settings? (how often, and in what form)?
- What kind of feedback have practitioners given so far regarding PD training? Did you receive any feedback from settings regarding the face-to-face induction?
- How did you monitor setting's PD training attendance and engagement?

- Have you found/observed any differences in training attendance and engagement between the type/size of nurseries? (e.g. PVI vs School-based nurseries; small vs large size nurseries)?
- Are there any particular settings drawing your attention so far? (e.g. either being very engaged and supportive or being struggling with the training that you are concerned about)
- How did you find using the online platform (Padlet) for PD training (e.g. accessibility and appropriateness)?
- Are there any observed practice difference between cohort 2 and cohort 1 settings regarding PD training engagement so far?

Mentor recruitment, training and hub meeting delivery and ITERS-3 visits

- For Cohort 2, how did you select/choose mentors for the EYCP programme this year?
  - Are you having the same group of mentors (x8) from cohort 1?
  - Were there any criteria to be considered?
  - Were there any challenges to retain the same group of mentors for Cohort 2?
- What is the training process for Cohort 2 mentors? Have you made any changes to mentors training in Cohort 2 from Cohort 1? What are they and why the changes are needed?
  - What is the mentor-settings allocaiton process like in Cohort 2? Are there any changes made to cohort 2? Were there any challenges for cohort 2 mentor allocation this year?
- What is your experience of working with mentors in Cohort 2?
- Are there any observed practice differences between mentors?
- (e.g., communication strategies, mentor support and engagement as 3 mentors didn't respond to ET's first face-to-face hub meeting observation request)
- How did the baseline ITERS-3 (Infant/Toddler Environment Rating Scale) setting visits go this year?
- How are the mentors supported and/or quality assured in the process of mentoring with the settings?
- What is the initial feedback from mentors about ITERS-3 visits? Are they different from Cohort 1 visits?
- What are the settings initial responses to ITERS-3 visits (if any)?

Barriers & Successes to EYCP delivery

- Reflecting on the programme delivery experience so far, what went well so far? Were there any challenges in your overall EYCP programme development and PD training delivery experience?
- Do you feel there have been any barriers to the programme being delivered in cohort 2 as you would have wanted (in an ideal world)?
  - If so, what are these?
- What barriers are nurseries flagging up as possible issues going forward?
  - Staffing concerns?
  - Technology?
  - Time?
- What issues do you expect nurseries to experience in the delivery of the project through the year – from previous experience?

Conditions for the Success of the EYCP Programme

- What do you think are the necessary/desirable conditions for the success of the EYCP programme? (for this cohort)
- What does a setting need to have in place for them to get the most out of doing EYCP?

- What is a good practice setting like in the EYCP programme?

Concluding

- Do you have any questions for us or is there anything else you'd like to share that we haven't covered?

Cohort 2 endline developer focus group schedule

EYCP Cohort 2 24/25 Endline Interview with Developers (ELRS)

Introduction

• Brief on the purpose of the interview in terms of the evaluation.

• Explain that any questions that people don't want to answer just say so and we will skip on.

• Encourage any questions from the developers about the interview and the process.

• Explain that we would like to record the interview and get verbal consent to do this before starting.

• Once recording is started ask to say their name and that they consent to the interview and the recording before starting this interview (important for transcription)

Background

Role and responsibilities in EYCP programme in Cohort 2:

• Can you tell us about your name, your role and responsibility in the EYCP programme in cohort 2.

• Has your role and responsibility changed in the programme in Cohort 2?

Changes made to EYCP programme in 2024/2025 cohort 2 trial

Compared to how you have planned the delivery of programme, have you made any changes to the EYCP programme is being delivered since it's started in Cohort 2?

Prompt: e.g. Changes to timelines, length of intervention delivery, changes to the content of the programme; what you are asking nurseries to do, delivery areas (more deprived here?), target grouping (the champion role and children's age group-2-year-olds)

- Are/were there any aspects of the programme that you would like to change but haven't been able to?

Experiences of Cohort 2 EYCP training

- What are your experiences of training Cohort 2 setting practitioners? What went well? Were there any challenges?
- What is the general feedback from settings and mentors about the training? (PD training and hub meeting)

Implementation of the EYCP in Cohort 2 settings

- What are setting and mentor feedback regarding implementing EYCP in classroom?
- What went well with the implementation in cohort 2? Could you share a couple of examples?
- Were there any challenges or issues raised by the settings or mentors?

Evaluation of Cohort 2 Mentor Performance

- What was your experience of working with mentors in Cohort 2?

- Were there any evaluation activities regarding mentor performance in terms of quality, consistency and adherence to the training protocol?
- How did you monitor mentor practice with settings?
- Were there any observed practice differences across hubs (i.e., hub meetings, setting support visits, ITER visits, video reflection sessions with EYCP champions)?

Regarding Cohort 2 Hub size change (two hubs merged into one)

- Were there any more changes to hub group size after the start of the programme in Cohort 2?
- Were there any observed impacts on those setting's hub meeting, and mentoring support experience due to the merging of hubs?

Sustainability of EYCP programme beyond the trial period

- What is the general feedback/response from settings regarding continuing the EYCP programme beyond the trial?
- What are your plans in place, if any, for supporting settings continuing using/implementing the EYCP approach/programme?

Feasibility of EYCP programme scale up to large scale programme

- Are setting and child recruitment strategies used in current trial feasible to use in a large-scale trial in the future?
- What challenges/opportunities has the age of the target population (2 to 3 years old) had for delivery of the evaluation?
- What factors may need to be considered in scaling up the intervention to deliver in more nurseries?

Cost reflection and plan

- Regarding Cohort 2 cost, are there any extra costs that occurred for delivering the EYCP intervention?

Cohort 1 & 2 baseline assessor focus group schedule

EYCP Assessor Individual/Focus Group Interview Questions

Introduction

The EYCP assessor interview aims to gain insights into your experience of assessing 2-year-old children using the BPVS test kit in nurseries for the Implementation and process of evaluation of the Early Years Conversation Project. Your participation is voluntary, and you can decline to answer any questions if you don't want to. We will skip them and carry on to the next. You are also encouraged to raise any questions during or after the interview. The interview will be held on Teams or Zoom and recorded synchronously for observation and analysis purposes. Your oral consent will be confirmed before the commencement of the interview. Thank you for your time and understanding.

Interview Questions

Background:

1. Can you tell us about yourself and your assessment experience for the EYCP project?
   a) What is your background?
   b) How many settings have you visited?
   c) How many children have you assessed?

Working with peer assessors:

2. Have you worked in pairs with other assessors?
   a) What do you think about working in pairs?
   b) Do you feel confident assessing independently after the pairing experience?

Communication with settings (setting manager/room lead):

3. What is your experience of communicating with setting managers/practitioners?
   a) How do you feel when communicating with them?
   b) Were the setting manager and staff helping you in any way during the visit?
   c) Are there any challenges or difficulties?

Assessing two-year-olds:

4. What's your experience of assessing 2-year-olds children?
   a) How much time did you spend on assessing one child?

b) What was the assessment environment like?
c) Have you encountered any difficulties?
d) How did you overcome them?

5. Were there any practitioners around during your assessment activity?
6. Were there any children around during your assessment activity?

Experience using BPVS-III:

7. What is your overall experience of using BPVS in the EYCP project?

a) Is it easy or difficult to use? (e.g., testing, recording the raw scores)
b) Have you encountered any difficulties while using BPVS?

Storing and returning forms:

8. How do you feel about the forms posting and returning process?

a) Did you find the returning process easy or difficult?

Reflection:

9. Reflecting on your assessment experience in the project, are there any areas that you feel could be improved?
   a) Any strategies or insights developed?
   b) Have you applied any of them in other settings?
   c) Do you have any suggestions for other assessors?

Booking dates and travelling:

10. What is your experience with the process of booking dates for visits and travelling to schools/nurseries?

Feedback:

11. Do you have any advice for us to improve the whole assessment process?

Cohort 1 endline assessor focus group schedule

EYCP Assessor Individual/Focus Group Interview Questions

Introduction

The EYCP assessor interview aims to gain insights into your experience of assessing 2 and 3 year children using the BPVS and Wellcomm toolkits in nurseries for the Implementation and process of evaluation of the Early Years Conversation Project. Your participation is voluntary, and you can decline to answer any questions if you don't want to. We will skip them and carry on to the next. You are also encouraged to raise any questions during or after the interview. The interview will be held on Teams and recorded synchronously for observation and analysis purposes. Your oral consent will be confirmed before the commerce of the interview. Thank you for your time and understanding.

Interview Questions

Background:

1. Can you tell us about yourself and your assessment experience for the EYCP project?
   a) What is your background?
   b) How many settings have you visited so far? Can you briefly describe what are the setting environment like?
   c) How many children have you assessed so far?

Experience with QA assessor

2. How do you find about the QA process (being observed by a QA person)?
   a) Have you been given any feedback by the QA assessor during the section? Are they helpful?
   b) Has your practice developed after the QA session?

Working with peer assessors

3. Have you worked in pairs with other assessors?
   a) What do you think about working in pairs?
   b) Do you feel confident assessing independently after the pairing experience?

Communication with settings (setting manager/room lead):

4. What is your experience of communicating with setting managers/practitioners?
   a) Were the setting manager and staff helping you in any way during the visit? (Were there anybody observing your assessment practice?)
   b) Are there any challenges or difficulties?

Assessing two-year-olds

5. What's your experience of assessing 2- and 3-year-old children?
   a) How much time did you spend on assessing one child?
   b) What was the assessment environment like?
   c) Have you encountered any difficulties?
   d) How did you overcome them?
6. Were there any practitioners around during your assessment activity?
7. Were there any children around during your assessment activity?

Experience using BPVS-III and Wellcomm

8. What is your overall experience of using BPVS in the EYCP project?
   a) Is it easy or difficult to use? (e.g., testing, recording the raw scores)
   b) Have you encountered any difficulties while using BPVS?

9. What is your overall experience of using Wellcomm in the EYCP project?
   c) Is it easy or difficult to use? (e.g., testing, recording the raw scores)
   d) Have you encountered any difficulties while using Wellcomm?
   e) Comparing with BPVS, is Wellcomm more easy or difficult for you? Can you tell us why?

Storing and returning forms:

10. How do you feel about the forms posting and returning process?
    a) Did you find the returning process easy or difficult?

Reflection:

11. Reflecting on your assessment experience in the project so far, are there any areas that have been improved? Or you feel could be improved?
    a) Any strategies or insights developed?
    b) Have you applied any of them in other settings?
    c) Do you have any suggestions for other assessors?

Booking dates and travelling:

12. What is your experience with the process of booking dates for visits and logistics arrangement such as travelling to schools/nurseries and booking accommodations?

Feedback:

13. Do you have any advice for us to improve the whole assessment process?

Cohort 2 endline assessor focus group schedule

EYCP Assessor Individual/Focus Group Interview Questions

Introduction

The EYCP assessor interview aims to gain insights into your experience of assessing 2 and 3 year children using the BPVS and Wellcomm toolkits in nurseries for the Implementation and process of evaluation of the Early Years Conversation Project. Your participation is voluntary, and you can decline to answer any questions if you don't want to. We will skip them and carry on to the next. You are also encouraged to raise any questions during or after the interview. The interview will be held on Teams and recorded synchronously for observation and analysis purposes. Your oral consent will be confirmed before the commerce of the interview. Thank you for your time and understanding.

Interview Questions

Background:

1. Can you tell us about yourself and your assessment experience for the EYCP project?
   a) What is your background? Have you worked with young children before?
   b) Can you estimate roughly how many settings you visited and the number of children you assessed?
   c) Can you briefly describe the settings you visited (e.g, size, number of children, lay-out and noise level)

Experience with QA assessor

2. How did you feel about the QA process (i.e.,being observed by another assessor)
   a) Were you given any feedback by the QA assessor during or after the session? Was it helpful?
   b) Did you make any changes to your practice after the QA session?
   c) Did you feel more or less confident after working with the QA assessor?

Communication with settings (setting manager/room lead):

3. What was your experience of communicating with setting managers/practitioners?
   a) Did the setting manager and staff help you in any way during the visit?
   b) Were there any challenges or difficulties?

Assessing two-year-olds

4. What's your experience of assessing 2- and 3-year-old children?
   a) How much time did you spend on assessing one child?
   b) What was the assessment environment like?
   c) Did you encounter any difficulties and if so how did you overcome them?
5. Were there any practitioners around during your assessment activity?
6. Were there any children around during your assessment activity?

Experience using BPVS-III and Wellcomm

7. What is your overall experience of using BPVS in the EYCP project?
   a) Did you find the BPVS easy or difficult to use? (e.g., administering, recordings responses, interpreting answers, calculating scores)
   b) How did the children generally respond to the BPVS

8. What is your overall experience of using Wellcomm in the EYCP project?
   c) Did you find the WellComm toolkit easy difficult to use? (e.g., administering, recordings responses, interpreting answers, calculating scores)
   d) Comparing with BPVS, is Wellcomm more easy or difficult for you? Can you tell us why?

Storing and returning forms and accessing documents on the One Drive:

9. How did you find the process of receiving, storing and returning the testing forms? Did you have any difficulties?
10. How easy or difficult was it to access and use the documents in your folder in the One Drive?

Booking dates and travelling:

11. What was your experience with the process of booking dates for visits and logistics arrangement such as travelling to schools/nurseries and booking accommodations?
12. Did you book return visits directly with the settings? (in person, by phone or email?)

Reflection:

13. Reflecting on your assessment experience in the project, are there any areas that could have been improved?
    a) Did you develop and strategies that you think helped you with the assessments?

b) For those of you who have assessed on the project previously, did your experience differ in any way this time (e.g., the children, settings, practitioners, assessment booking/admin processes)
c) Do you have any feedback on the experience as a whole? How could it have been improved?

Assessor Quality Assurance form (full version)

EYCP Project Quality Assurance Form of BPVS Assessors (For First setting visit)

1. **Background information**

Assessor's Name	
Quality Assurance Staff Name:	
Date of Assessment	
School/Nursery Name	
Child's Name	
Child's Date of Birth	

2. **Observation of Preparation activity**

	Yes	No	Comments
Good and clear communications with practitioners regarding assessment activity/arrangement			
Observed one child being assessed			
Welcomed child			
Taken consent of child (for both BPVS and Wellcomm)			

3. **Observation of BPVS administration**

Assessor practice	Yes	No	Comments
Instruction was clear			
Pronunciation was clear			
Gave sufficient time for child's response			
Recorded child's response in the instructed format			

Calculated raw scores (accurately)			
Recorded comments and general observations			
Time taken for BPVS administration	**Completed section** **_____**	**Duration of assessment** **_____mins**	
Feedback to BPVS administration practice (including good practice, areas of concern or for improvements if any)			

4. Observation of Wellcomm administration

Assessor practice	Yes	No	Comments
The chosen section was matched with child's age			
Instruction was clear			
Pronunciation was clear			
Gave sufficient time for child's response			
Good and clear communications with practitioners regarding child's information			
Recorded child's response in the instructed format			
Calculated raw scores (accurately)			
Recorded comments and general observations			

Time taken for Wellcomm administration	**Completed section** **_____**	**Duration of assessment** **_____mins**	
Feedback to Wellcomm administration practice (such as good practice, areas of concern or for improvements if any)			

5. **For the quality assurance purpose please rate the statements on scale of 0 to 5. Here 0 means (Not at all) and 5 means (A lot)**

	0	1	2	3	4	5
The assessor is ready to implement the test independently						
There is a high level of agreement between record forms of assessor and accompanying staff						
The raw scores matched between the two forms						

6. **QA process report**

Including a brief description of setting type/environment, QA process/procedure (e.g. times, length), and observation of assessor's practice in summary, as well as any other observation/reflective notes.

Assessor Quality Assurance form (training version)

Assessor name: Team member name:

Assessor Training Quality Assurance and feedback

Date: _____

BPVS

Assessment Administration

- Assessor speaks clearly throughout, paces items well, correct pronunciation of items

- Communication with child is appropriate – encouragement – no feedback given. Child behaviour is managed appropriately

- Rules for delivery followed – stopping rule applied correctly, instructions given correctly, training plates used

Record Form Quality

- Form completed correctly – marking child's response – crossing 'wrong' answers, totalled correctly, raw score calculated correctly, answers are recorded accurately

WellComm: Section 5

Assessment Administration

- Assessor speaks clearly throughout, correct pronunciation of items

- Assessor delivers each item as described using the given instructions and appropriate resources

- Communication with child is appropriate – encouragement – no feedback or help given. Child behaviour is managed appropriately.

- Recording of answers is clear

- Scoring is completed correctly

WellComm: Section 6

Assessment Administration

- Assessor speaks clearly throughout, paces items well, correct pronunciation of items

- Assessor delivers each item as described using the given instructions and appropriate resources

- Communication with child is appropriate – encouragement – no feedback or help given. Child behaviour is managed appropriately.

- Recording of answers is clear

- Scoring is completed correctly

Appendix F: **OLP TOOL Technical Report**

Dr Sandra Mathers, Oxford University Jan 2026

DESCRIPTION OF TOOL

The OLP tool aims to elicit and measure preschool educators' knowledge of language-supporting strategies, specifically, their ability to **identify** and **interpret** strategies in video interactions. Educators are asked to watch two short (2-3 min) clips of classroom interactions and prompted to identify the strategies being used by the adult which are likely to support children's oral language development.

Responses are coded to reflect three facets of knowledge:

1. **The PERCEIVING score** reflects the extent to which educators can identify language-supporting strategies in the videos. Answers are coded against a list of strategies derived from prior research as being important for oral language. Since educators have a choice of which strategies to report, responses reflect their ability to identify the most *salient* strategies i.e., those likely to be most important for children's language learning in that specific context. Answers are weighted using a benchmark based on expert responses to the videos, with higher scores awarded for strategies which experts rated as being both present and salient in each video.
2. **The NAMING score** reflects the extent to which respondents use 'expert vocabulary' to describe the strategies they identify e.g., using the term *'descriptive commentary'* rather than the more informal '*talking about what the child is doing'*. It reflects formal and explicit knowledge of the relevant concepts.
3. **The INTERPRETING score** reflects the extent to which respondents offer an explanation or analysis of the strategy they identified (e.g. suggesting a possible pedagogical goal, noting an observed effect on the child). It reflects higher-level knowledge, specifically, the ability to connect knowledge about child development and pedagogy (understanding *why* as well as *how*).

PSYCHOMETRIC PROPERTIES

Confirmatory factor analysis (CFA) showed that the three facets can be empirically distinguished and are better represented by a three-factor structure than by a single combined measure (Mathers, 2021). Loadings of observed variables onto latent variables were all ≥.6 and model fit was excellent [χ^2= 3.10 (df=4, p=.54), RMSEA = .00; CFI = 1.00; TLI = 1.03].[1]

Scoring for the OLP can be completed in a reliable manner. Inter-rater reliability for all three facets was high in the original validation study (Mathers, 2021), with exact agreement rates as follows: Perceiving 82-89%; Naming 100%; Interpreting: 96%- 98%.

Knowledge as measured by the OLP predicts higher-quality classroom practice (Mathers, 2021) and child language progress between the ages of 3 and 5 (Mathers et al., 2022). Specifically, *Naming* predicted observed quality of practice as assessed by the ECERS-3 and SSTEW rating scales; and *Interpreting* predicted quality as assessed by the ECERS-3 and growth in child vocabulary as measured by the British Picture Vocabulary Scale (BPVS).

FURTHER DETAIL ON CODING

Perceiving. Responses were considered valid if they matched at least one strategy in the OLP framework (Table 1; Mathers, 2020). A single response/sentence could be credited as reflecting multiple strategies, and strategies could be described using informal language. A *perceiving* score was generated by multiplying each valid strategy by the relevant expert rating for that video, resulting in higher scores being awarded for strategies which experts rated as being both present and salient in each video (1=low, 5=high) (see Mathers, 2020). These are represented as sum scores (i.e. the total of each respondent's score for videos 1 and 2).

Naming. Responses were coded to reflect instances of professional vocabulary using a vocabulary list derived through expert review. Multiple vocabulary terms could be credited within an individual response. The total naming score for each respondent was generated by summing the score for each video.

Interpreting. Responses were coded to reflect instances of interpretation: a possible pedagogical intention, an observed effect on the child, a reference to educator decision-making/ intentionality, or a possible alternative approach. The total interpreting score for each respondent was generated by summing the score for each video.

Data for all three facets were double-coded to ensure robustness (by the OLP author and a trained researcher). Differences were resolved by discussion.

Table 1 The 30 strategies underpinning the OLP coding framework

MODELLING LANGUAGE
1. Modelling diverse, rich or specific vocabulary
Modelling diverse, rich or specific grammar
Linguistic expansion or recasting of children's language
Emphasising, repeating or reinforcing language
Using descriptive, informative, narrative language in concrete contexts
General language modelling
WORD MEANINGS
Providing explicit definitions of words
Providing concrete clues to meaning
COMMUNICATION AND CONVERSATION
Engaging in conversation with children
. Non-verbal strategies to invite communication
. Verbal strategies to invite communication
. Prompting children to use new vocabulary
. Being a responsive conversation partner
. Extending conversational or narrative content
. Supporting mutual understanding/adapting language to child's level
. Supporting children to attend and participate
. Affirming the child's language by repeating it
HIGHER-ORDER LANGUAGE AND THINKING
. Promoting children's thinking
. Prediction, speculation, reasoning, explanation and inference
. Modelling fictional narrative/pretending
. Use of open questions
RELATIONSHIPS AND THE CHILD
. Positive affect or communication NOW REMOVED
. Individual attention and sensitive responding

. Using a non-directive approach
. Facilitating peer communication
. Facilitating peer interactions and relationships
. Promoting children's self-worth
MEANINGFUL AND ENGAGING CONTEXTS
. Joint attention/following children's lead and interests
. Meaningful/engaging contexts and activities for language
. Deepening learning

DIFFERENCES IN PROCESS USED FOR THE EYC PROJECT AS COMPARED WITH THE INITIAL VALIDATION STUDY

There were some differences in process from the initial validation study, largely resulting from refinements made through further use of the OLP since its development:

1. Changes to the structure and wording of the prompt.

Specifically:

- Educators were asked to identify up to five strategies rather than up to eight strategies, to focus attention on those which are considered to be most salient
- Educators were asked to enter their text into an open box rather using separate boxes for each strategy, to allow for a more authentic and holistic response
- Educators were specifically prompted to record the aspects of the interaction which they think are most important for supporting oral language in the relevant context
- Educators were prompted to be as detailed and specific as they can when responding
- A recommendation was given to watch without the transcript on first watch

Original prompt:

"Watch the clip and identify the strategies this practitioner is using which might support children's language development. This could include children's understanding of language and/or their expression. If you can, try to record strategies which support a range of language skills (e.g. communication, narrative, vocabulary and/or grammatical skills).

You can watch the clip again if you need to, or refer to the transcript (see p.1 of the survey to download this). Use the eight boxes below to record your answers. List as many strategies as you can, but if you identify fewer than eight you can leave some boxes blank."

Prompt used for current data collection:

"Consider what the adult is doing to support the children's oral language development. In the box below, record the aspects of the interaction which you think are ***most important for supporting oral language in this context*** *(i.e. will be most powerful in developing the children's oral language, such as communication, vocabulary, grammar and/or narrative skills). Give as much detail as you can: please try to record at least* ***five distinct strategies or reflections*** *in your response and be specific (e.g. give examples from the video to illustrate what you mean).*

You can watch the videos more than once and refer to the transcript if you need to – although we recommend that you watch without the transcript the first time."

2. Refinements to the coding protocol

Some minor refinements have been made the coding protocol. The two most substantive changes are as follows:

- Strategy 22 (Positive affect or communication) has been removed as a category in its own right and woven into other remaining categories, on the basis that it was not sufficiently distinct from other categories to stand alone.
- Some additional terms have been added to the coding manual for the 'naming' score. These were terms which had not come up in prior datasets but were present in the current EYC dataset. It was not possible to conduct a full expert benchmarking process to consider these new terms for inclusion. However, one of the experts from the original benchmarking exercise was consulted to assess the new long-list of potential terms and decide which should be included in the coding manual. This update was considered important, in order to accurately reflect the knowledge reflected in this dataset - and the fact that terminology (and the terms and concepts used in professional development) will naturally change over time. A list of new terms can be provided on request.

3. **Sum scores were used rather than weighted factor scores**, since the sample was different to that from which the factor loadings were derived. The score for each facet (Perceiving, Naming, Interpreting) was calculated by summing the relevant scores for Video 1 and Video

REFERENCES

Mathers (2020) Observing Language Pedagogy (OLP): Developing and piloting a contexualised video-based measure of early childhood teachers' pedagogical language knowledge (doctoral dissertation).https://discovery.ucl.ac.uk/id/eprint/10094735/

Mathers, S. (2021) Using video to assess preschool teachers' pedagogical knowledge: explicit and higherorder knowledge predicts quality, Early Childhood Research Quarterly, 55, 64-78.

[1] χ^2 = Chi squared, RMSEA = Root Mean Square Error of Approximation; CFI = Comparative Fit Index; TLI = Tucker–Lewis Index. Cut-off criteria (Hu & Bentler, 1999; Schreiber et al, 2006): χ^2 df<2, p>.05, RMSEA ≤.06, CFI and TLI ≥.90-.95.