

## BIRMINGHAM, JULY 2015

### INTERVIEW WITH MOTHER OF HARRY

#### **FAMILY DETAILS:**

Harry is the eldest of two; his sister is 3, and they both live with their mother, though her partner has been a constant part of family life since Harry was one. The family has lived in the same house since Harry was 5 months old. There is a fairly large extended family nearby.

#### **FAMILY RELATIONSHIPS AND CLIMATE:**

Harry's home life is described as calm and loving, and he has close relationships with all his family, particularly with his 9 year old cousin. His mother describes their relationship as like that of brother and sister.

There were no issues when his younger sister was born. He was always happy to help with feeding, bathing, etc. which mum encouraged and Harry enjoyed.

#### **CHILD CHARACTERISTICS:**

Harry is described as having a fairly short temper, and this was particularly evident during the 'terrible twos' period. However, he has always been a loving child and every day he and his mother say that they love each other. He is a curious boy, and fairly mischievous. He loves

being outside and enjoys playing football.

#### **PHOME EXPERIENCES AND ACTIVITIES:**

Mother has supported Harry's learning throughout, always talking and showing him videos on YouTube to help him learn. She describes her parenting style as fairly relaxed, but ensures that she is always available to talk to Harry. She has always been told that Harry is advanced but has never been a pushy parent.

Timings and routines are well-established; since the age of 2, bedtime has always been at 7pm. Morning routines also follow a set pattern. He is allowed no sweets until after dinner, which is always eaten together at the kitchen table.

#### **PRE-SCHOOL EXPERIENCES AND ACTIVITIES:**

Harry enjoyed his first day nursery which he attended for 2 terms, and there was never a problem in dropping him off. He always did well and spoke early. At this setting, according to mother, there tended to be more playing games and not so much formal learning as in his second nursery. Here he started reading

and learned to write his name. He became very involved in activities such as watching chickens hatch from eggs. In both settings he loved his teachers. He was happy to bring books home to read. Mother feels that the nursery gave him a good head start before starting in reception, and appreciated the '5 chance' behaviour system used by the setting.