



Centre for
Research in
Early
Childhood



CASE STUDY 4

SCARBOROUGH, JULY 2015

INTERVIEW WITH MOTHER OF PETER

FAMILY DETAILS:

Peter lives with his mother, who works part time, father who works full time and younger brother. Grandmother looked after him from 11 months to 3 years, when his mother returned to work, and is still close at hand. He also sees his grandfather most days.

FAMILY RELATIONSHIPS AND CLIMATE:

This is a well-balanced, supportive, warm family environment with a regular routine, set bath times, bed times, etc. Special 'cosy-up' time occurs at the end of each day.

School is regarded as important and the environment is one where 'no nonsense' is tolerated and where expectations, and consequences of actions are made clear.

There has been a change in circumstances when a younger brother arrived in 2013 but the routines established in Peter's early days have been maintained. Peter has frequent and regular one to one times with his mother and grandmother in particular. Both parents have always read with him at bed time and he has always loved stories.

CHILD CHARACTERISTICS:

Described as "laid-back" and "a gentle giant," Peter is generally well-behaved and is very aware of rules and consequences. He will go out of his way to avoid getting into trouble but can be "hot-headed if things aren't going right, and frustrated if things can't be done as he wishes.

He loves acquisition of facts and discovering how things work. He enjoys helping to fix things, doing jigsaws and reading. He likes doing activities with his grandfather, e.g. golf at weekends. He is less enthusiastic about outdoor activity but enjoys playing with his scooter and going to the park, or playing football with his dad.

His mother describes Peter as "a sensitive soul" and "a loving child" who is generally well equipped to deal with issues of change, and to concentrate on tasks.

HOME EXPERIENCES AND ACTIVITIES:

There is access to a box of books. Peter has always been encouraged to ask questions and his parents tell stories to him all the time. Peter never ate any sweets or chocolate until he was about 3 and a half years old; his mother was really strict on this and made sure that he ate lots of fruits and vegetables instead.

PRE-SCHOOL EXPERIENCES AND ACTIVITIES:

Peter attended playschool for 4 sessions per week between the ages of 2 and 4, and the rest of the time with his grandmother whilst his mother worked part-time.

He had a very smooth transition and a positive experience at playschool, where his mother acknowledges very significant progress in terms of his independence and socialisation, as well as the learning opportunities offered, for example developing writing skills, using scissors. During this period, Peter established a strong bond with his key person, and felt very secure with the boundaries that were in place.