Rhythm Time
Isle of Wight

Confidence, Creativity and Coordination

March 2011
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Rhythm Time</td>
<td>1</td>
</tr>
<tr>
<td>Confidence, creativity and coordination</td>
<td>1</td>
</tr>
<tr>
<td>What Rhythm Time sessions involve</td>
<td>2-4</td>
</tr>
<tr>
<td>movement, singing and chanting, the vocal repertoire, rhythm patterns, listening, musical instruments</td>
<td></td>
</tr>
<tr>
<td>Music sessions for babies</td>
<td>4</td>
</tr>
<tr>
<td>Music sessions for toddlers</td>
<td>5</td>
</tr>
<tr>
<td>Music sessions for pre-school</td>
<td>5-6</td>
</tr>
<tr>
<td>Further information about pre-school courses</td>
<td>7</td>
</tr>
<tr>
<td>Nursery, toddler group and school settings</td>
<td>8</td>
</tr>
<tr>
<td>Summary of sessions</td>
<td>8</td>
</tr>
<tr>
<td>Benefits for all</td>
<td>9</td>
</tr>
<tr>
<td>Early Years Foundation Stages</td>
<td>10</td>
</tr>
<tr>
<td>Parent/carer questionnaires</td>
<td>11-12</td>
</tr>
<tr>
<td>Staff questionnaires</td>
<td>13-14</td>
</tr>
<tr>
<td>Comments taken from questionnaires - summer 2010</td>
<td>15-17</td>
</tr>
<tr>
<td>Statistics from questionnaires (babies up to 14 months)</td>
<td>18</td>
</tr>
<tr>
<td>Statistics from questionnaires (toddlers-5yrs)</td>
<td>19</td>
</tr>
<tr>
<td>Statistics from questionnaires (combined results 0-5yr olds)</td>
<td>20</td>
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</table>
What is Rhythm Time?

Rhythm Time Isle of Wight is a franchise and part of the Rhythm Time group which based in Solihull, Birmingham.

I have worked as a Session Leader for Rhythm Time since December 2008, and then had the opportunity to take over the franchise in November 2009. Rhythm Time can have such a positive effect on a child’s development, confidence and potential. Seeing it first hand is a privilege.

Rhythm Time has private sessions paid for by parents and carers and has also taken part in sessions funded by the Local Authority. We have had contact with a lot of families who may never have had the resources to attend the private sessions. We have also had the opportunity to work in a wide variety of Toddler Groups and Preschool Settings Islandwide.

Confidence, creativity, coordination

Rhythm Time is a really enjoyable experience for children but it is much more than just a sing-along. It is a well thought out musical experience which uses lots of exciting songs and activities to help with a child’s development and life skills.

We instill in children a love and understanding of music from an early age. However, when you are involved in working with young children, it is very important that they have lots of fun during the sessions.

Children learn in different ways and are also at different stages developmentally. With this in mind and to enhance their experience in the sessions, Rhythm Time offers different courses: music sessions for babies, toddlers and pre-school children.

In the sessions we do lots of unaccompanied singing which helps the babies and children to start vocalising and to sing in tune. Singing together also helps to build the neural pathways that stimulate the growth of language and memory.

All the courses have been created by Kathy Doolan (DRSAM, LRAM), who trained at the Royal Scottish Academy of Music and Drama in Glasgow. Kathy previously was Head of Music in a Scottish school and shares with all franchisees and teachers a real passion and belief in the importance of music during a child’s formative years. This is a very valuable asset for Rhythm Time as the original team are always on hand with advice and are constantly developing the programme.

Children certainly learn from an early age that actively making music with others is a wonderful experience. Week by week, as they develop, so does their CONFIDENCE, CREATIVITY and COORDINATION.
What Rhythm Time sessions involve

Children and babies can concentrate for only a short time so we have action packed half hour classes with lots of short duration activities.

We bring with us a variety of equipment and use bells, shakers, rhythm sticks and chime bars. We also have a selection of instruments such as drums, triangles, wood blocks, tambourines etc. We use scarves, pieces of lycra, balls and hoops. We also use varied props as and when required.

We use a puppet called ‘Ratatat’, especially in the toddlers sessions, who the kids love and which engages them in short listening activities. We dance on our own and as part of a group... and so much more!

The ideal size for a group is around 14-16 babies/children. If there are more it becomes a bit difficult to manage without help. We also have a limited amount of equipment which takes time to give out and collect in. Increased numbers can sometimes reduce the quality and the amount of activities we can get through. Numbers also, of course, depend on the size of room.

The ideal location for the session is a room where we are not too cramped. We like the mums and babies, children and carers to have room to dance and move about on a regular basis. There also needs to be sufficient room for the equipment to be laid out to enable a smooth running session.

Movement

There are lots of opportunities within the lesson for movement.

• Creative movement using the body is an important part of self expression

• Dance, jumping, rocking and expressive movements help with balance, listening and large muscle development.

• You will find that the children watch their parents for ideas. They will soon join in expressing the mood and the feeling if they are encouraged.

• Self awareness. Touching body parts and saying the appropriate name is something that children love doing. This activity helps the children see themselves as separate individuals. It also helps develop memory.

• Finger rhymes encourage the movement of small muscles, while at the same time helping verbal skills.

Singing and chanting

Learning to sing must first be a listening experience. Small babies absorb sound and therefore start to sing before they start to speak. Between the ages of 18 months to 3, children begin to approximate singing. They are not always able to sing the notes accurately and it is important at this stage that
they hear good singing and are able to explore their own voice. Children often sing to themselves while they are playing with their toys and this music play is very important. When doing this they are experiencing and experimenting with the thrill of hearing their own voice. Every child will develop vocally at a different speed and they mostly use the range of D to A. As they get older the range will develop both upwards and downwards. Singing and the understanding of sound helps with language development which leads on to developing reading and writing skills.

The vocal repertoire

• We always start the session by singing hello to everyone individually. This gives the children a sense of belonging and importance.

• Simple songs with a small vocal range and simple words are used to encourage singing and vocal exploration

• Echo songs are used where the children are invited to respond individually. This helps build their confidence.

• A variety of keys and signatures are used. It is important for children to hear songs in a minor key as well as a major key.

• Rhymes and chants are used to encourage an expressive speaking voice. These will usually have rhyming words and will encourage a sense of pulse and metre.

Rhythm patterns

All language is based on patterns. The children are given small patterns to repeat in 2/4, 3/4, and 4/4 time signatures. This encourages a sense of rhythmic feeling and shape. The children gain in confidence and they really enjoy this simple exercise.

Listening

So many children today are brought up with the constant background noise of the television that they don’t learn to listen effectively. During the lesson children will usually hear a wide variety of familiar sounds. It is important for the session leader to create a sense of expectancy before they listen to the sound. Rat-a-Tat (our Rhythm Time Rabbit puppet) is very important in creating the correct atmosphere. This activity is for listening, it is not a guessing game. It is best to explain and show a picture of what they are going to hear to prepare the way for attentive listening. This is then followed by vocal imitation of the sound they have just heard sometimes together with some actions.
Musical instruments

Children love to play a variety of percussion instruments. Sometimes simply touching the instrument is enjoyable for the child. If this happens, it is important to explain to the parents that the child doesn’t have to play the instrument and it is quite normal for the child to want to physically explore the instrument first. We use a wide variety of percussion instruments tuned and untuned.

Playing these instruments develops a sense of pulse, dynamics, rhythm and melody as well as co-ordination. When teaching music, the children must hear, feel and then do. Therefore it is not possible to have percussion instruments all the time.

The use of balls, hoops scarves etc. helps develop hand-eye co-ordination.

Music sessions for babies

Developing confidence, creativity and coordination should start from an early age! The age range for Rhythm Time’s music sessions for babies is from birth to 15 months. Music is fundamental to every baby’s development and our music sessions for babies are designed specifically to help this process.

Babies and young children really enjoy being part of a group and mixing with others is essential to a baby’s growth and development. When mother and baby are together in the session it helps with bonding and the group environment enhances the experience for the parents.

The content of our Rhythm Time sessions for babies up to 15 months is as follows:

• Singing - to help language development. All children sing before they learn to talk
• Dancing - to help eye tracking, balance and spatial awareness
• Exercise - to help with muscle development and to gain more control over movement
• Touch and contact - to help with bonding, relaxation and circulation
• Exploration - to help with hand/eye coordination, develop small motor skills and to encourage speech development
• Social - to help parents and children create new friendships
• Provides close links with the Early Years Foundation Stage framework

There are four different baby programmes. Each programme consists of ten lesson plans. The last two weeks’ sessions of each term are generated from the session leaders favourite activities and songs or requests from the adults.
Music sessions for toddlers

As children start to grow and develop, their confidence, creativity and coordination also come along in leaps and bounds! Rhythm Time’s music sessions for toddlers were created specially for children aged between 15 months and 3 years. Like all our courses, our toddler sessions are designed to help children learn and develop life skills.

During the session, children and parents and cares have a special time together and the children develop social skills such as sharing and waiting. It’s important that toddlers not only enjoy being part of a group but actively participate in the music making. As they join in, they develop confidence and self expression through movement whilst a solid musical foundation is being laid.

The content of our music sessions for toddlers aged from 15 months to 3 years is as follows:

• **Unaccompanied singing** - to encourage children to have the confidence to find their singing voice and to help them sing in tune

• **Listening** - to aid concentration and to develop the activity so that it becomes something special

• **Percussion playing** - to explore different timbre, to help with coordination and to develop a sense of pulse

• **Dancing** - to develop confidence, self-expression and large motor skills

• **Rhythmic imitation** - to develop listening skills and to echo different rhythmic patterns accurately

• **Rhymes** - to develop and extend speech through the recognition of shape, pattern and form

• Provides close links with the *Early Years Foundation Stage framework*

There are five toddler programmes. Each programme consists of a twelve week session plan.

Music sessions for pre-school

As children get ready for school their confidence, creativity and coordination is taken to the next level.

They now attend the sessions on their own in private sessions with the reassurance that mum or dad is just outside or with pre-school staff in pre-school settings. At the end of each session they have pride in telling their parents all the interesting things which they have learned. It’s still fun but it’s also educational. Attending Rhythm Time music sessions for pre-school gives children a real head start. When they attend school, their confidence, creativity and coordination will shine through.
Rhythm Time music sessions for pre-school are designed for children aged between 3 and 5 years and they are a wonderful preparation for any child who would like to play an instrument when they are older. Like all our courses, our pre school classes are designed to help children learn and develop life skills. At this age it’s important that children develop social skills by actually learning to work together. This group activity is a wonderful experience, something they will never forget.

The course is fast paced, with real variety and minimal formal instruction. This is why children really pay attention to what is going on, thoroughly enjoy themselves and learn at the same time.

**The content of our music sessions for pre-school is as follows:**

- **Rhythmic reading** is introduced
- **Pitch and rhythm** games are extended
- **Listening** to a wide variety of music whilst exploring the dynamics
- **Learning** how instruments sound and are played
- **Musical signs** are introduced and are explored together
- **Vocal ability** is extended by singing lots of songs. Individual vocal responses are encouraged
- **Lots of percussion instruments** (tuned and untuned) are played and explored
- **Confidence** is developed by conducting and leading the group
- **Social skills and creativity** are developed whilst learning to work together
- Provides close links with the **Early Years Foundation Stage framework**

There are five pre-school programmes. Each programmes consists of a twelve week session plan.
Further information about pre-school courses

At this stage the aim is to develop an intuitive understanding of musical concepts. Most of the concepts are developed through using opposites e.g. fast and slow, loud and soft, staccato and legato, high and low etc. The order in which these concepts are taught doesn’t matter and they appear in different courses under different guises. Formal teaching is never done. Rather the understanding of these concepts is gained naturally and intuitively during the lessons by the children absorbing what is being done.

During the session it is important for the session leader to observe the children and interact enthusiastically with them. Each session and each child is different so the amount of material covered in the same lesson but with different classes may vary. It is not vitally important to cover every item in the lesson plan, though obviously as much should be covered as possible, but the emphasis should be on interacting with the children and going at their pace.

In the older sessions in Rhythm Time, we build on all that has been learned before. We aim to develop and encourage:

• Pitch - We encourage lots of solo singing. This is done using call and response songs. We aim to develop a good sense of pitch and we use the two notes children find easiest to sing, soh/me (nee naw sound from police car). We do lots of unaccompanied songs so children can hear, match pitch and then hear if they are in tune.

• Instruments - We develop percussion skills making sure children can hold the instruments correctly and that they know the name of each instrument and know which correct beater to use. The children take turns in being the conductor – they love this.

• Rhythm - We teach rhythm separately from pitch and do this by using our puppets Sammy, Arabelle and Rat-a-tat, or by using Hen, Chick Chick and Silent Rest. The children do start to read simple notation including the rests.

• Listening - We continue to develop active listening by listening then imitating the sounds heard. We also listen to a wide variety of musical instruments, from violin to tuba. We explain the orchestra families and the children understand, just as we belong to a family, so do the instruments.

• Other concepts - We teach the musical signs for loud and soft. Explain high and low, long and short sounds and even do a little simple composition. But most of all, we help the child gain confidence to realise that making music together is great fun.

Every child is different. The rate that each child learns is different and the way each child responds is also different. Therefore Rhythm Time is not performance oriented. The focus is on the development and the participation, rather than on individual performance or expectations of the parent (or session leader). Each child reacts in a unique way and the outward signs that we see are only the visible part of your child’s development at that point. Much more is going on inside.
Nursery, toddler group and school settings

We use a mixture of all the age programmes and have to adjust accordingly to the children and adults who make up these groups. Often it is a case of using a few baby songs and mixing some toddler ones in. If the children are that bit older we put in some of the pre-school programme to make it age appropriate. We have become quite skilled in ‘going into the unknown’ and adapting the material we have on the spot. It is more difficult to take a mixed age group, it can be done if the group is a manageable size.

During the last year we have also had some reception school children join in outreach sessions at some of the smaller pre-school locations which worked very successfully.

In addition to this, enquiries have been made from a number of schools about speech and language issues in reception age children and how Rhythm Time can possibly help in improving those skills.

Summary of sessions

As you can see Rhythm Time is much more than a sing-along. It’s a well thought out experience which uses lots of exciting songs and activities to help a child’s development.

Courses dovetail with the National Curriculum and are also an excellent preparation for any child who may want to play an instrument when they are older. But more importantly the children learn at a very early age that actively making music with others is a wonderful, exciting experience. This is something which they will never forget and friends made in these early formative years could well be friends for life!

As parents and people who work with children, we all want to give them the best possible start and introducing music at a very early age is an excellent way to do this. Babies are born with many musical abilities and, by encouraging and nurturing these skills, their all-round intelligence will be developed. At Rhythm Time we believe that’s what makes us stand out is our passion and commitment, along with the conviction that music is fundamental to every child’s development.

It’s more than just teaching an appreciation of music. It is about developing a child’s life skills which we feel Rhythm Time does very well.
Benefits for all

At Rhythm Time we not only help the development of each child, we also help parents to become more confident in their own musical ability.

Each week there are many dads, grandparents and other family members who come along to enjoy the sessions - it’s not just for mums!

The classes are a great way to socialise for the children and also for parents and carers to make new friends. It is a valuable time to share and bond with their children.

If a child’s attendance is consistent he/she is likely to gain much more as the programme is written in such a way that activities are repeated. New songs, dances and sounds are introduced throughout the twelve week term.

We do have children that come to us in the private sessions at ten weeks old and work through the entire programme until their fifth birthday. That is an ideal world, however, even over just a three or four week period children instinctively begin to connect and understand the basic rules and expectations of what is coming next. Putting away instruments becomes fun, the pattern of the session becomes familiar and they begin to remember some of the songs and rhymes. It is very rare to find a child who doesn’t engage and enjoy it.

Over the past few years Rhythm Time Isle of Wight has been involved in all sorts of groups over and above the baby and toddler sessions funded by the Local Education Authority. Children’s Centres requirements have included delivery of sessions within twins groups, dads groups, grandparent groups, special need groups, young parent groups, pre-schools, toddler groups and reception classes. It is fantastic that this programme appeals to all ages and abilities.

Rhythm Time links in very well with skills set out in the Early Years Foundation Stage framework: communication, language and literacy; Problem solving, reasoning and numeracy; Knowledge and understanding of the World; Physical and creative development. It also covers the Every Child Matters Outcomes. Being Healthy, being safe, achieving and enjoying as well as linking with the National Curriculum.

The following questionnaires were based on the EYFS framework. They were given out to parents/carers attending mainly baby and toddler sessions at Children’s Centres. They show that the aims and objectives of Rhythm Time Isle of Wight working together with the LEA were being met and appreciated by those who have access to them.

Please note: The Local Authority funded both baby (up to 14months) and Toddler Sessions (which had to incorporate 15months-5yrs) in the Children's Centres so therefore did not include a lot of the pre-school programme material. It was difficult to bring in pre-school concepts when you had an 18month old and 4yr old in the same group.
Early Years Foundation Stages

Rhythm Time covers varying stages from the baby sessions through to the preschool sessions. Each programme brings in a variety of activities which will relate to particular areas of a child’s development within this framework. Rhythm Time covers so many areas of the EYFS. It is a VERY valuable resource.

Personal, social, and emotional development

- Dispositions and attitudes
  1 - 3 - 5 - 6 - 7 - 8 - 9

- Social Development
  1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

- Emotional Development
  1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

Communication, language and literacy

- Language for communication and thinking
  1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

- Linking sounds and letters
  1 - 2 - 3 - 4 - 5 - 6

- Reading
  5 - 7

- Writing
  n/a

Problem solving, reasoning and numeracy

- Numbers as labels for counting
  1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

- Calculating
  1 - 2 - 3 - 4 - 5 - 6 - 7

- Shape, space and measures
  1 - 2 - 3 - 4 - 5 - 6 - 7

Knowledge and understanding of the world

  1 - 2 - 3 - 4 - 5 - 6

Physical development

  1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

Creative development

  1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9
In order for us to improve what we deliver at Rhythm Time IOW, we need to have feedback from parents/carers who attend our sessions each week. Both negative and the positive.

Could you pass your completed questionnaires back to your Rhythm Time Session Leader, to the staff at the Children Centre or post to:

Claire Warne
4 Kinchington Road
Newport
Isle of Wight
PO30 5ST
rhythmtime.iow@uwclub.net

Thank you for your time

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**Questionnaire**

Where do you attend Rhythm Time Sessions?

Do you think the hall/room that is used, is suitable for this purpose?

Which age group do you attend? (Please circle)  Babies  Toddlers

How long have you been attending Rhythm Time Sessions?

Where did you originally hear about Rhythm Time?

What do you as a parent/carer like/dislike about Rhythm Time?

What do you think your baby or child likes/dislikes about Rhythm Time?

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**Session Leader**

Is the Session Leader approachable if you have any queries?

Is your Session Leader organised?

Is she able to command the class?

Does she seem relaxed and show enjoyment in what she is doing?

Are the sessions informative and fun?

Does she have a good rapport with the children?

Is your Session Leader good with the adults too?

Does she have a good singing voice?

Does she talk clearly and provide good explanations?

Is she presentable?

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Please tick the appropriate box

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**Further comments...**

www.rhythmtime.net
Since attending Rhythm Time Sessions has the baby/child in your care...

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<th>Statement</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
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<tr>
<td>became more interested in joining in with activities?</td>
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<td>increased their communication skills with you?</td>
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<td>increased their communication skills with others?</td>
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<td>enjoyed being part of a group activity?</td>
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<td>became more aware of sharing and taking turns?</td>
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<td>able to separate from you, coming up to put things in the bags/boxes/coming out to ratatat?</td>
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<td>have a better understanding of routine?</td>
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<td>developed better attention and concentration skills?</td>
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<td>developed better listening skills?</td>
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<td>joined in more with rhyming and rhythmic activities?</td>
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<td>have more confidence?</td>
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<td>talk about what happens after a session and what is going to happen in the next one?</td>
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<td>joined in with conversations within the group when asked to do so?</td>
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<td>remember more songs and rhymes?</td>
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<td>remember songs and rhymes used in Rhythm Time sessions?</td>
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<td>got better at counting?</td>
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<td>increased awareness of colours/shapes etc?</td>
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<td>remembers names of instruments?</td>
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<td>enjoyed exploring more?</td>
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<td>more physically able to use the scarves/lycra/hoops/balls/instruments?</td>
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<td>increased their physical control and co-ordination?</td>
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<td>become more aware of the space around them?</td>
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<td>understanding of different ways to move?</td>
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<td>used instruments and equipment in an appropriate way?</td>
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<td>increased understanding of fast, slow, soft, loud, stop, go, matching movement to music/rhythm?</td>
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<td>become more aware in everyday situations of music and rhythm?</td>
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Have you as a parent/carer benefited from attending these sessions? (Please give details if you can)

Any other further comments....
Questionnaire

In order for us to improve what we deliver at Rhythm Time IOW, we require some feedback from the Children’s Centre Staff as well as the parents/carers who attend our sessions. Both negative and the positive is much appreciated.

Could you either post or email your completed questionnaires back to us as soon as you can:

Claire Warne
4 Kinchington Road
Newport
Isle of Wight
PO30 5ST
rhythmtime.iow@uwclub.net

Thank you for your time

<table>
<thead>
<tr>
<th>Name of Children’s Centre</th>
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<tr>
<td>Your name</td>
<td>Date</td>
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Does your Children’s Centre provide a drop in facility or booking system for the sessions?

Please state the reasons for your chosen system?

Is this likely to change in the next term?

Do the children/babies seem to enjoy the Rhythm Time sessions we provide?  YES/NO
(Please explain reasons for your answer)

Do the parents/carers seem to enjoy the Rhythm Time sessions we provide?  YES/NO
(Please explain reasons for your answer)

Do you have any positive feedback from parents/carers regarding the sessions?
(Please give details if you can)

Do you have any negative feedback from parents/carers regarding the sessions?
(Please give details if you can)

Have you noticed that babies/children attending the Children’s Centre become more aware/interested in music if they attend Rhythm Time? (Please give details if you can)

Have you noticed that babies/children attending the Children’s Centre become increasingly confident if they attend Rhythm Time? (Please give details if you can)

Do you think that Rhythm Time is a valuable resource which can help to achieve some of the Early Years Foundation Stage goals for the children who attend. (Please give details if you can)
Session Leader

Is the Session Leader approachable if you have any queries/problems?
Is the Session Leader organised?
Is she able to command the class?
Does she seem relaxed and show enjoyment in what she is doing?
Are the sessions informative and fun?
Does she have a good rapport with the children?
Is your Session Leader good with the adults too?
Does she have a good singing voice?
Does she talk clearly and provide good explanations?
Is she presentable?

Please tick the appropriate box

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Any other further comments....
A selection of comments taken from the questionnaires filled in by parents/carers/grandparents/nurseries/toddler groups/pre-school and Children’s Centre staff:

We all look forward to seeing the drum lady

Parents turn up to the nursery early so they can join in

Instrument playing continues after the session

The children are always asking if it’s Rhythm Time today

They have begun to learn about patterns

Good opportunity to join in an activity which may not have otherwise

Children enjoy the structure

I have met new people

I like how both me and my baby can socialise

Love to watch the enjoyment of the children

I like seeing other babies and meeting other mums

We have done more singing at home

My son sings the songs in the car on the way

Makes me know what my child is interested in

Good to get out of the house

Brilliant for coordination

Lovely to watch her develop in confidence

She loves all of it and dislikes going home!

Like spending time with other parents

Wish we had found it earlier

Sings all the songs at home

I cannot praise the sessions enough, my daughter has got so much out of coming to Rhythm Time since she was a baby, increasing her confidence and meeting new friends and a real interest in music and instruments
It has been great seeing my granddaughter enjoying Rhythm Time and growing in confidence

Love it when they sit waiting for Ratatat, they sit waiting for him to pop up, and then have the confidence to go up and give him a cuddle

Parents ask if music is here today

There’s been no negative feedback

All helps with communication, language and literacy, self confidence and self esteem

Parents become more confident and the knowledge of how to interact with their children

Gives me idea of activities at home

My child is always talking about the session

My daughter loves the session = makes me happy

The session involves fantastic opportunities for development and bonding

One parent told me how she has learnt about different music and sounds and how important music is for her and baby

Rhythm Time offers parents and children the experience to develop in confidence

Parents drop into the Baby Cafe which hosts Rhythm Time, some parents attend specifically for Rhythm Time

We do music at home, I didn’t think about doing music at home before

The sessions support development of early communication

Like watching my child practise listening and motor skills and getting enjoyment from it

Highly beneficial session - educational and enjoyable

Since starting Rhythm Time Charlie has developed the ability to sit and listen and follow instructions, I know this may be natural development but I am certain that Rhythm Time helped by providing opportunities to practise these skills

It gives us some time where it is nice to be noisy

My boys are home educated and these sessions are giving them a good start in music
Enjoyed doing a joint activity with my daughter

Please keep going

Even tidying up is made fun

Lots of colour, fun, songs, bubbles, washing basket

My daughter loves Rhythm Time, particularly the dancing, instruments and Ratatat

Her dad has been to a session and said he would come again

Am going to plan Preschool so that we can continue to come to Rhythm Time for as long as possible

I like seeing the other children and I enjoy the interaction with my son

Daisy loves Rhythm Time, has outgrown playgroup but still loves Rhythm Time, Thank you we love it

We love Rhythm Time look forward to it all day

Yes my son has certainly got more rhythm and has generally learnt more skills whilst attending these sessions.

We are very lucky to be able to attend these sessions free of charge

A wonderful chance to socialise with other children, the same age and in a controlled and happy environment

These sessions are fantastic, it’s the highlight of our week

I’ve enjoyed them a lot and enjoyed doing the activities with my child

Good to meet more adults in my position

Love observing other children

Parents often ask where they can access Rhythm Time

Gives children who may otherwise miss out the opportunity to experience Rhythm Time

Rhythm Time is always very popular... we have lots of queries on where it is available. I believe this shows that many parents value and enjoy Rhythm Time

Please may it continue!!!!
Since attending Rhythm Time sessions has the baby/child in your care...

become more interested in joining in with activities?  
increased their communication skills with you?  
increased their communication skills with others?  
enjoyed being part of a group activity?  
become more aware of sharing and taking turns?  
able to separate from you, coming up to put things in the bags/boxes/ coming out to ratatat?  
have a better understanding of routine?  
developed better attention and concentration skills?  
developed better listening skills?  
joined in more with rhyming and rhythmic activities?  
have more confidence?  
talk about what happens after a session and what is going to happen in the next one?  
joined in with conversations within the group when asked to do so?  
remember more songs and rhymes?  
remember songs and rhymes used in Rhythm Time sessions?  
got better at counting?  
increased awareness of colours/shapes etc?  
remembers names of instruments?  
enjoyed exploring more?  
more physically able to use the scarves/lycra/hoops/balls/instruments?  
increased their physical control and co-ordination?  
become more aware of the space around them?  
understanding of different ways to move?  
used instruments and equipment in an appropriate way?  
increased understanding of fast, slow, soft, loud, stop, go, matching movement to music/rhythm?  
become more aware in everyday situations of music and rhythm?  

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The highest % in some areas are for perhaps quite obvious reasons. Some of the babies are very young and have not yet reached particular areas of development. Therefore parents/carers were not able to answer the questions which I had set. (A fault in the way the questions were written not being appropriate for babies and as such affect some of the results).

A. Although Babies attempt to have conversations they don’t really talk much.
B. Conversations aren’t yet developed
C. Counting is a tricky one to prove if they can’t talk
D. Colours and shape awareness is also hard to measure at this age
E. Remembering names of instruments would be a bit hard too - although some do get excited when handed certain items to play!
Since attending Rhythm Time sessions has the baby/child in your care...

- become more interested in joining in with activities?
- increased their communication skills with you?
- increased their communication skills with others?
- enjoyed being part of a group activity?
- become more aware of sharing and taking turns?
- able to separate from you, coming up to put things in the bags/boxes/ coming out to ratatat?
- have a better understanding of routine?
- developed better attention and concentration skills?
- developed better listening skills?
- joined in more with rhyming and rhythmic activities?
- have more confidence?
- talk about what happens after a session and what is going to happen in the next one?
- joined in with conversations within the group when asked to do so?
- remember more songs and rhymes?
- remember songs and rhymes used in Rhythm Time sessions?
- got better at counting?
- increased awareness of colours/shapes etc?
- remembers names of instruments?
- enjoyed exploring more?
- more physically able to use the scarves/lycra/hoops/balls/instruments?
- increased their physical control and co-ordination?
- become more aware of the space around them?
- understanding of different ways to move?
- used instruments and equipment in an appropriate way?
- increased understanding of fast, slow, soft, loud, stop, go, matching movement to music/rhythm?
- become more aware in everyday situations of music and rhythm?

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Since attending Rhythm Time sessions has the baby/child in your care...

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<td>increased their communication skills with you?</td>
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<td>increased their communication skills with others?</td>
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<td>enjoyed being part of a group activity?</td>
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<td>become more aware of sharing and taking turns?</td>
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<td>11</td>
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<td>able to separate from you, coming up to put things in the bags/boxes/</td>
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<td>coming out to ratatat?</td>
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<td>have a better understanding of routine?</td>
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<td>developed better attention and concentration skills?</td>
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<td>developed better listening skills?</td>
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<td>joined in more with rhyming and rhythmic activities?</td>
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<td>joined in with conversations within the group when asked to do so?</td>
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<td>used instruments and equipment in an appropriate way?</td>
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<td>become more aware in everyday situations of music and rhythm?</td>
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Even with the few inappropriate baby questions the results speak for themselves. The parents, carers, Children Centre staff and Rhythm Time staff find that Rhythm Time offers so much more to children than simply a sing song session for half an hour a week.

Rhythm Time links in very well with skills set out in the Early Years Foundation Stage framework: communication, language and literacy; Problem solving, reasoning and numeracy; Knowledge and understanding of the World; Physical and creative development. It also covers the Every Child Matters Outcomes. Being Healthy, being safe, achieving and enjoying. Rhythm Time is a valuable investment for the children on the Isle of Wight.