

Q = Main interviewer (Cath)

A = Aislinn N (Varsity Nursery)

Q OK so I'm going to be recording, so I've started recording it now if that's OK. So for the purposes of the recording this is Aislinn, and what is your role at Varsity Nursery

A Just a nursery nurse.

Q A nursery nurse, OK. So as you've seen from the information sheet the project is about exploring childrens' learning with technology and play with technology, and so we are interested in finding out what kind of resources and devices are available in schools and in nurseries and in the home setting and in community groups. And we're also interested in kind of like the media that children play with, like apps, or what websites they might use; or digital games they might go on; or what kind of films and TV they might be familiar with, things like that; and whether they're sort of engaged in sort of creating or building or being creative with these types of things. So I'm just trying to get a sense of how much technologies or media feature in your curriculum at the nursery.

A Well we don't have a vast amount of your generic sort of iPads app using because we just don't have a lot of that sort of equipment available, and also a lot parents don't want them to be on apps and iPads in general a lot of the time, they want them to be....I think the old school thing is that if you're busy and playing and outside. Which of course we want our children to be because that's, they're sort of.... they're learning if they're doing that sort of thing. If they're on an iPad then that's just their leisure time and not really classed as a learning technique.

Q Oh right.

A That's the feedback we've been given anyway.

Q Feedback from parents?

A It's a request from parents not to be on the iPads a lot.

Q Oh OK.

A So we've got an iPad policy and we have to stick to that, they're not allowed to be on an iPad obviously on their own, and 40 minutes is the length of time, so we're very limited as to how much iPad work we can do. But after speaking to [female name] this morning that might change now because of Ofsted's intervention about the time and the apps.

Q Oh OK, I'm not aware of that but I was just going to ask you about sort of national guidance regarding technology. So what's come from Ofsted?

A Well she was saying that, I don't know if it was an official stance from Ofsted or if it was just for that particular nursery, that they didn't have enough apps and iPad use, not for just leisurely watching TV on an iPad obviously but a learning experience, they didn't really get....they weren't using it adequately or for any length of time. And so they were marked down on that. So with that information in mind our policy might have to change now.

Q That's really interesting that it's being regarded as like kind of a necessary learning.

A Well I suppose if we think, you know, children now that's their way of life. Whereas in our childhood an iPad wasn't even around – well in mine anyway – so it wasn't even on the radar, whereas now, that's their life.

Q Do you think you and your colleagues sort of share a similar approach to using media or tech, or using the iPads in the classroom or in the nursery room I suppose?

A I think so yeah. Certainly if we had the equipment we would definitely use it, definitely. Because lots of children....everybody learns in different ways don't they, so a lot of visual learners that would be ideal, and especially at this age because obviously they learn mainly through a visual medium. So you know, yeah I think it would be a good thing. But because we don't have this technology readily available, although each room does have several iPads in it but I think we are governed obviously by the iPad policy that stops us from using it.

Q Right. How often are they allowed to use it per day, is there a daily allowance, or a sort of....

A Well because it's mainly used for watching videos and TV.....I mean if we were doing baking or something like that we would try to research a recipe for example and....

Q OK.

A So they would choose a recipe and then we'd go online and search for a recipe, as well as using obviously a normal recipe book. But because on the EYFF you've got the technology section in Understanding of the World so that is part of our curriculum, we do have to cover it.

Q What does EYFF stand for?

A Early Years.....erm....

Q Is it Early Years Foundation....

A Foundation, yeah. Framework.

Q Yeah I remember from my kids' schools.

Time 5:00

A Put me on the spot there! Early Years Foundation Framework I think. So we do have to cover it because it's obviously part of many boxes that we have to tick. So that's one way of ticking that box if you like. And we also use the toast.....because obviously, although it's technology everybody thinks of it as being iPads and computers, and we try to think out of the box so we use toast, they toast their own snack, and we've had hairdryers. If we've got sort of a, I don't know a hair salon set up then we'll have real hairdryers for them to use – supervised obviously; and putting things in the washing machine and in the dishwasher so

that they can use the different knobs and things like that. But other than we don't really have anything, you know sort of techie things.

Q Do you have anything like...I noticed you've got sort of like a darker room in the nursery, do you have any kind of like musical instruments that are digital or electric, or any lights or anything like that?

A No. Well we have a fish tank which has the strobe lights and things. It's sort of a quieter sensory room which we use for our special needs children. But during the day, we've only got one special needs child at the moment so when he's not in, or during the day when he's quieter and happy to share the room, then everybody uses that room. So that's the only thing we really have.

Q So what kind of like websites or apps or games or anything like films or anything like that that you might use in the classroom? I noticed yesterday when Alfie was on the iPad and there was a variety of sort of apps that he was flicking through. So what sort of things do you have?

A Well we mainly use the Doodle app, so that's for drawing. And then depending on the topic – well not topic because we're not really supposed to have topics any more but....

Q Are you not? OK.

A No, you can't win really can you? Anyway, because we're following their interests all the time it's very much child-led. So it's supposed to be 70% child-led and 30% adult. So for example our Christmas play is going to be Tales of the Gingerbread Man. We found an app linked to the story, so they really love that because you actually roll out the dough and then make the gingerbread man, bake him and then you can decorate him. And that's all on this app which they really like, so it's a free app.

Q So do they sort of follow the instructions and then do it in the classroom?

A Yes. So there's that app. But as I say we don't really use many apps on a daily basis.

Q No, but you have things like....I think there was sort of some numbers, like maths.

A Oh the maths one. Again, because we don't pay for any of our apps and we're also very limited as to what we are allowed to download because we're obviously under the umbrella of the [affiliated setting] and they won't let us....we can't go on to iTunes and things like that, we are very limited to what we can download. So that one, as you can see, was just the shapes, pairing things and colour work and things like that. It's very limited because, you know if you pay for an upgrade I suppose you get a more advanced design or whatever and more stuff to do.

Q Yeah. So that's like one barrier to sort of integrating tech into your lesson, can you think of any other kind of barriers that you encounter where....

A Not really, mainly parents really.

Q OK.

A And obviously we've been governed by our policies and procedures that we have to adhere to. I mean I can show you our policies so that you can see, you know, on technology.

Q OK. But if you could use something in the classroom is there anything that you would from maybe tech or a media sort of related product?

A Yeah, I'm not sure what it is called. We went to a Child Expo and there was a big screen which is like a table top – have you seen those?

Q No I haven't.

A It looks like a TV screen. Alfie, closing please, thank you! And it was just different interactive apps and things that you could actually have as a big table top so more than one child could....because of course that's one of the things that's quite frustrating when you're 3 and 4 is that you have to wait your turn. And I know you have to learn to do that skill, but it's very irritating for some children. When you want to have a go, and of course when there's only one finger being able to be used at a time it's quite frustrating. Whereas this was a multi....you know faceted thing.

Time 10:20

Q Multi-player sort of. Yeah. Multi-activity thing.

A Yeah.

Q That sounds amazing.

A We were offered the chance of hiring it, but it was so massively expensive that it was definitely out of our price range! So we just dream.

Q So you just have the one iPad per class, is that right?

A No. Each member of staff has one.

Q Oh right OK, so it's related to staff.

A Yeah. So we've got three at the moment. In January we are getting another member of staff so we'll have four then obviously. So there are quite a few iPads around nursery.

Q Can you sort of tell me a little about if you have any comments about the way that technology or sort of apps and things like that are used in relation to sort of different types of learning in the classroom? Do you ever use them for sort of like collaborative?

A No, not at all no.

Q No, is that because it's just the one....

A Just because it's....yeah.

Q OK.

A And also because we just have a very limited source.

Q Are they ever used sort of in project-based learning? I suppose....I don't know, but maybe the gingerbread man could be an example of....

A Yes we do. When we're doing research on different things, like volcanoes, they were very interested in volcanoes and Halloween and things like that, we will research with them. And then because we were allowed to watch sort of YouTube, we use YouTube a lot, for a short time. If we're tidying up after lunch they'll have a 10 minute window where they're allowed to watch something. And they like to watch Numberjacks, that's an educational thing that they're allowed to watch. But other than that, if we're doing some sort of topic that they've chosen then we will research that and allow them to watch, but again for a very short time.

Q Yeah. What about sort of, I suppose does that encompass like enquiry based learning as well?

A Yes.

Q What about sort of problem-based?

A Not really, no. Do you mean maths sort of things?

Q Yeah.

A Not really no.

Q Or sort of problem-solving type things.

A No.

Q I mean they're not on – or are they ever on their own with the iPad?

A No, never, no. And that's one of the things in our policy, they're not allowed to be, so yeah they have to be supervised.

Q Are there any other sort of uses of technology in the nursery that you use it for, for things like....I think one thing you mentioned earlier was Tapestry, could you tell me a bit about Tapestry?

A Well we used to do paper copy journals and now we've stepped up to – because it's just so time consuming, and also everybody obviously prefers things online now because it's just instant. So it's an online journal, we take photographs and observe during the day and then type it all up and then upload it on to our iPads, or you can just do it straight on to your iPad if you're at work and then...

Q And these are sort of photos of children?

A Well the writing part you can do whenever you like but obviously the photographs you can't, that you do at work. And then the parents just get an email to say that there's an observation done on their child and they can pick it up and see it and comment on. So it's a nice sort of Home to Nursery sort of link as well, which is nice. And if they've done anything on the weekend or anything that they want us to know about, or just to remember, because a lot of them use it as sort of a journal for their children. So when they leave they have a window of maybe a month where they can print it all off, there are loads of videos but obviously you can't print that off but I think you might be able to download it somewhere. Then they usually have it bound at the [affiliated setting], the Print department will bind it and they've got a little book of their children's journey here. So that's cute. A nice thing to have.

Q That's really nice, yeah. And do you use any kind of technology in other ways, sort of admin or anything like that?

A We don't, no. I know again at this Child Expo that we went to, there are apps similar to Tapestry that will have like your whole rooms, each child mapped out from allergies to days that they come in, and it's like a diary of.... So instead of having a paper register you could actually just register them in on the app, and then at lunchtime it will come up with the menu of the day and which allergies they have and things like that. But ours is not that advanced yet!

Time 15:17

Q Can you think of anything related to tech or media that's particularly negative for the children?

A Not at all, no.

Q Do you have any sort of concerns about data privacy in relation to....I mean you have a data privacy policy?

A Yes. No I don't think so, I think everybody is very aware of that and...you know. So no I don't think so. Certainly doesn't hinder us in any way, so that's a good thing.

Q Yeah. What about the....

A Although, excuse me, we do have to give permission obviously before everybody goes on Tapestry, and also every child's parent has to agree that we're allowed to share photographs on Tapestry as well. But other than that....

Q And they have their own sort of profile, is that right?

A Yeah they do. I mean as I say, if you get permission from Alfie's parents I'm sure they can show it to you then you'll be able to see what's....

Q That would be interesting.

A Yeah.

Q Do you think the use of technology or access to media at home kind of like has an impact on childrens' lives either sort of positively or negatively, and have you got any sort of examples you'd like to share, or any thoughts on that?

A I think definitely it does. But a lot of our children, you can see, will spend an awful lot of time on it at home and I think maybe that's the reason why their parents don't want them to have it at nursery. Especially children who are here a lot, I think they use it as a sort of a calming down sort of settling in after nursery, and so you can see the ones that - and also obviously from their discussions – the ones that watch lots of TV. And some don't watch any TV at all.

Q How can you sort of identify the differences?

A Well the ones that watch TV obviously spend a lot of time acting out, role play, different characters and things like that. Whereas the others will just join in because they want to be with their friends, but they don't really have any idea what's going on as far as which characters. Like Frozen at the moment.

Q Ah right, I was going to ask what is hot at the moment.

A Frozen 2. Some have seen it, and 2 or 3 times, it's only been out a few weeks, whereas others haven't even seen the first one. So the ones that haven't seen it at all are just...obviously they've seen photographs of it, or if we've got like a small world set up with...because that's their interest at the moment so they will know it from those little figures and things. But they don't actually know the story itself and they won't comment on it and they'll just sort of pretend in a way. So they fit in and we just...

Q Oh right, so they try and join in?

A Yeah.

Q So it's kind of been used in sort of social relationships?

A Yeah. Which you feel sorry for the ones that haven't obviously seen it because they're feeling left out but desperately want to join in, but then on the other hand the ones that have seen it 3 or 4 times you're thinking 'blimey, that's just a bit of overkill'. So you know, there should be a happy medium really shouldn't there?

Q Yeah. So you get children sort of pretending to be like Anna is it and....

A Anna and Elsa, yeah, but haven't got a clue as to who either of them are other than from the little figures that they've played with at nursery or books that we've....you know sort of magazines and things that we've seen, had around.

Q OK so you have sort of other kind of like media related products in the nursery like things like related to maybe the films or things like that?

A Well if they've brought it in. Or we might download some things, print things off, but yeah.

Q OK. And just a final question in this section. Do you have any concerns about the safety aspects of toys that are sort of connected up to the internet, or internet enabled? So things like robots, robotics.

A We don't really have any, so no.

Q OK. What do you think the role is of schools and nurseries and places of learning for children in sort of addressing issues about childrens' internet safety? Do you have any kind of like....do you talk to the children ever about things like data safety or....

Time 20:00

A We don't because they're never left on their own, and they are only 3 and 4 so...although I mean obviously you have to start young, but no we don't. We do for parents but we don't for children.

Q Looking at this kind of like how play with technology supports children in sort of learning new skills, you've said that the tech and the media that you use can be linked to sort of curriculum themes. Is that the same for learning outcomes as well, you sort of....

A Yeah.

Q OK. Have you got any examples of that? Am I putting you on the spot a bit?

A I can't really think.

Q And how do the children sort of learn to use the tech when they first come into the nursery if they're not familiar with it?

A Well most of them are.

Q OK.

A Most of them know how to at least switch on an iPad, and lots of them know how to take photographs.

Q Do they, yeah?

A Yeah. And that's part of....we do try to encourage them to take their own photographs as well, which they really enjoy. But yeah most of them know how to use iPads at least, yeah.

Q How much kind of like opportunity is there for sort of free play with technology? I think when I was watching the quizzes yesterday it was very much very structured, it was the Doodle that they could sort of do anything they liked on. So how sort of open-ended are the games and the things they can access?

A Well because we have to monitor them all the time and because they've only got a short period of time to play them I suppose you can't really get into exploring independently can you because you're always being monitored, so not very much at all.



Q OK. This project as you know is funded and supported by the Lego Foundation and they've been developing a sort of research tool for understanding learning through play, and they are interested in kind of like what you might have observed in the nursery about different characteristics of play. So when the children are using technology are you seeing them for example being sort of actively engaged with the technology that they're using?

A Absolutely yeah, they all are. The only problem with that is that they are so engaged that when it's time to switch it off that can cause drama. But they are very actively engaged, yeah.

Q How do they display that?

A The first thing is that most of them don't say anything, they don't actually talk, which I find is quite negative because....sometimes they will share, you know sort of putting a comment or an opinion, but most of the time there's just silence.

Q Do you see any other kind of emotions or feelings that they exhibit?

A Well they're sometimes very angry as well, and which amazes me at such a young age that they can get so sort of into a game that they can....you know, and it's not even an exciting game really, to me it would be just a sort of....those maths kind of games that they have.

Q Oh right OK.

A Some of them who choose maybe the wrong colour could get quite angry.

Q OK, yeah.

A Yeah, which I find odd. Because it's not like a proper game – well not a proper game, but do you know like ???

Q Like a ??? yeah.

A Yeah, where you see children getting really upset about it. And I don't know if that's because they play games at home and are linking the two. I'm not sure.

Q Oh that's an interesting thought, yeah.

A Or maybe just they've got a perfectionist sort of gene, I don't know, and want everything to be....because some of them do want to be perfect in every way, which is a bit scary again at the age of 3 and 4.

Q I saw yesterday the children playing with tech using the actual device on their own, but it seemed to attract quite a lot of attention. Do they ever play collaboratively together when one of them has the iPad for example?

A They do, but as I say they get really frustrated because only one can play at a time. So there's always a queue and everybody is waiting for their turn, and then somebody will push in and, you know it's not....we try to do it on a one-to-one rather than a group because of all the dramas that go along with it really.

Q Can you tell I wonder, when you were talking about the sort of you can tell which children watch the films, the Disney films and things like that at home, can you tell which ones have access to technology?

A Yes.

Time 25:00

Q And can you see them sort of using that experience in the nursery?

A Mainly the children who have got older siblings. The ones who don't, I would say most of them don't know how to play the games, whereas the older ones do.

Q So if they've got an older sibling.

A I mean ones with older siblings do, yeah. And I gather that's just from observing them playing with it themselves, being allowed to play with them. Because some of them, we definitely know from play, that they watch more advanced TV programmes and things like that because of the older siblings.

Q OK, so outside their target age range you would say?

A Yeah. And I presume that's the same with the games.

Q Yeah. So do some of them talk about media that you would think would be....

A They don't talk about....although one child does actually, which is about fighting, which is a word that we don't usually use at nursery obviously. So yeah, and killing, and hitting, and that sort of thing which you wouldn't really use in your day-to-day language. So I presume....

Q OK, you suspect that may have come from....

A Well it's definitely from a game. And when they're sort of drawing things, this particular child will draw a very primitive sort of childlike figure but he's killing somebody else, and I presume that's because he's got older siblings.

Q Right OK, that's really interesting. So when they play with the tech available do you ever see them sort of making choices that reflect their own sort of home life or their background or anything like that, do they sort of personalize their use of it in any way or is it more sort of....

A No. Because it's so control I suppose it's really difficult to do that, yeah.

Q Do they ever do things like learning with sort of technology sort of like programming, or is that kind of like.....

A No.

Q No. Or how about use...have they ever sort of made a film, have they ever made animation or anything like that?

A No. They've videoed each other and taking photographs, but not animation at all, no.

Q What happened to the...

A We put it on Tapestry.

Q Because I was wondering, there's lots of photos of the children on the notice boards around, I wondered whether any of the pictures that they took might end up on the notice boards or anything like that?

A We haven't put any up this term, but yeah we have in the past.

Q Oh right.

A And we also make little books – well I'll actually get permission to show you – but we make, like if we go on an outing and things like that then we'll make up little books for them to have in our book corner for them to keep. Because we take so many lovely photographs and they never get...

Q Do they like looking at pictures of themselves?

A Yeah, and discussing...in fact that's one thing on the iPad, that's a really positive thing because they love talking to each other about what they've done and who is the picture and all that sort of thing. So that's actually...I forgot about that, yeah, they love doing that.

Q What about sort of things like problem-solving with Lego, do you use Lego as a sort of learning tool?

A Yes. We don't use it, they just do it themselves. At the moment they love building Lego City. So this has been going through the whole term, a sort of topic, their topic that they've made it up.

Q Ah so they've brought a topic in from home, or generated a topic themselves?

A Yes, which is then...one child loves Lego and so he's started it off, and then they've called it Lego City and they've built the whole city, usually ending up – because there's one particular child has got older siblings and older friends – by making prisons.

Q Oh.

A And baddies and things. And so they'll....part of their City. And so they've got skyscrapers and aeroplanes and cars and all sorts of, you know everything to make up a city, and then there's the bad section where they have....

Q The criminals.

A They have the jail and....in fact there might be a picture, we might be able to see it. Because we never break it up, it's in the box of Lego, because it just continues every day, they just add to it.

Q Oh wow so it's been a bit....how long has this been going on for do you think?

A The whole term.

Q Since September then?

A Yeah.

Q That's amazing. What's going to happen to it when it's...

Time 30:00

A Well sometimes they get frustrated and break it up and start again, and each time it's a different design. But always having the baddies section. Which is not our word I hasten to add.

Q Finally in this section before we just move on to a few questions about Alfie himself, I'd just be interested in your sort of perspective on how play with tech or media might develop more sort of holistic skills such as maybe physical or social, cognitive or creative or emotional skills. Can you think from that sort of range of skills anything that you could relate to....

A Well what I was thinking, we also do Yoga and we've been using a Yoga...well not a Yoga app but I'm sure there must be one, but we use YouTube and there's an animal Yoga session which they really love. And so you can copy the children doing the...obviously there's an instructor but then the children are filmed doing the different Yoga positions, which our kids just love doing because honestly they can see it's a child thing you know.

Q Yeah, so they can relate to the.....that's really nice. What do they get out of those sessions, how do they seem during those sessions?

A It's because some parents have been really anti it because it's Yoga and I think they look at it from sort of a religious point of view, which I think is hysterical because....with all due respect. Because if you're in a session of that there's no way there's any karma or meditation going on there at all, because it's got quite a noisy....

Q That's really interesting, is that because of conflicting beliefs or is it because of....

A I think so. And also, one of our members of staff actually practices Yoga and in the summer we took some photographs of us doing Yoga outside. And at the end they all sort of put their hands together and, you know when you say....

Q Oh like the ??? thing, yeah.

A Yeah. And because they were saying 'omm' and putting...it was the prayer position, some parents did not....you know thought that was sort of a religious based thing I think. But

I think that's just flattering us because there's no way there's anything remotely religious about the noisy fiasco that takes place, and there's certainly no calmness generated in the room at all! But they do love using that medium.

Q Do they ever use tech outdoors, thinking about the physical skill sort of component, do they ever have these....

A No, no. I mean other than taking photographs obviously for Tapestry, no we don't.

Q Do you ever use it for making music or anything like that?

A One of the apps is a piano and you can choose the song and then it sort of lights up each key. But because of their age they get really frustrated because it's quite slow, and then of course the fastest tunes are too fast, so they get quite frustrated with that so they just play it freestyle. But other than that, no we don't.

Q OK.

A We are open to any suggestions.

Q Finally for this section, if you could make any kind of changes regarding the role of technology or media in your setting, either resources or curriculum or anything, is there anything that springs to mind that you think 'I would really like to change this' maybe approach or equipment or...

A I think we just need as much as we can get really.

Q Oh right OK.

A Because obviously that's the way forward isn't it, and if we don't have it we're going to be behind the times, and our children most probably will then I think suffer as a result of that. I think as soon as you talk about technology and media what I immediately think about, iPads, phones and computers, and obviously there's just a whole world out there that we just never explore. And so anything is better than nothing isn't it?

Q Can you spare me like 5 more minutes?

A Yeah.

Q So it's 10 to 12, we'll be done by mid-day, definitely. So how does Alfie use the digital equipment or the tech involved in a classroom? What do you sort of notice about Alfie's particular play?

A I think he is one that most probably does use equipment at home because he is very good at that, he really likes.....he likes to....And because of his language barrier at times, it's been a good sort of ice breaker because somebody would sit next to him and somebody might not necessarily want to be with – not because he doesn't want to be with him but because of the language barrier and he may be feeling a bit shy, because he's not been in our room very long – it helps break barriers and, you know. So he always seems very confident at what he's doing.

Time 35:11

Q When you use tech creatively in class, like the instance of the gingerbread thing and whatever, how was Alfie involved and what did he sort of do with that?

A Just have a go you know. He does....nothing anybody else is.....anything out of the box really, he just follows instructions and does it in exactly the same way.

Q Can you think of any other ways in which you've seen Alfie using technology or media?

A Not really, no.

Q Does he like taking photographs, how does he feel about that?

A I don't think he's actually had a go at doing that.

Q Has he not?

A No.

Q We're interested in understanding how play with media or technology might develop sort of skills for Alfie and can you think of any way, going back to what we looked at with sort of physical skills or cognitive skills, can you think of anything which you think might appeal to Alfie or it might particularly help him maybe? I think when you were talking about language that was particularly interesting.

A Well yeah absolutely, yeah. Definitely anything to do with language. Although I think he might be quite shy when it comes to using English and we keep having to remind him to use his words and then he will speak. So I suppose it's just like if we speak in a foreign language you feel a bit silly and you're not sure if you're pronouncing it properly, and I think he might be.....it shows his maturity really that he maybe does feel a bit awkward. I think he has all the language, I think he understands, definitely understands us, but he just might feel a bit shy.

Q About actually speaking...

A About actually using it. So using an app or something for that would be great I suppose for him, yeah.

Q OK. So that would be sort of like maybe sort of communication or something like that.

A Yeah.

Q What about sort of emotional skills, things like animation or things like that? Can you think of how that might sort of like develop that kind of thing in Alfie, the sort of emotional skills. Or do you feel that that doesn't really need doing?

A No, I think he's very age appropriate in all the things that he does, if not advanced because he's got an older sibling. So yeah I think he's quite...

Q When he's playing with technology or media do you sort of play with him?

A Yes we have to, yes.

Q What can you tell me about how you play and kind of like what kind of role you might take, do you sort of initiate the play or guide it, or does he sort of seem sort of assured when you're playing on say the iPad?

A I suppose we always initiate it because they're not really freely available to them, so we would always initiate it and also the length of time that they're on it, so it is very adult-led in that way. But I suppose as far as....he knows what to do. Sometimes he doesn't understand. Like yesterday with the colours, I think he wasn't quite sure what 'grey' was in English.

Q Right, yeah.

A So you could see he had to think about that, try and work out which one was....because he knew the green and he knew the blue, so then that one, just out of sort of working it out.

Q And so I think you said as well that you could maybe see that maybe he uses technology at home because of his....

A Yeah.

Q And so final question then, is there any kind of tech or media that work particularly well. Is there something he is really attracted to? And that could also include maybe Lego, is he particularly attracted to things like that?

A Lego is his absolute favourite, he loves building things and can spend ages building....well he's in with this group, this Lego City group.

Q Is he in the Lego City group?

A Yeah, loves building. So he could sit there for ages doing that. As far as technology, I think he knows what he's doing and he really enjoys it. But then I don't know any of the children that doesn't. So again very age appropriate and all the rest of it.

Q OK. Can you remember anything stand-out he might have made out of Lego?

A Everything he makes is really amazing, quite detailed, and he likes to use all the very small pieces, which his fine motor skills must be amazing because he uses very small pieces of Lego. But yeah he's really good at it. I can't think of anything else to tell you about him.

Q Well thank you so, so much for your time, it's been really helpful.