

Q Cath Bannister [researcher]

A Marcella I [After-school club manager, Woodbridge Primary School]

Q Right. So, I've started recording now. And for the purposes of the recording, this is an interview with Marcella from Woodbridge Primary afterschool club. Is that correct?

A That's correct. Yes.

Q All right. Thanks ever so much for giving me your time. First of all, could you tell me a bit generally about what the group is and what it does?

A Yes. The afterschool club's been running from 1996. Basically, we care for children from nursery up to Y6. From three to 11 year olds. It's more or less when the parents are at work.

That they work full time and obviously they need childcare. We do have other children that just come because their friends come and things like that. But it's basically more or less the parents that are in full time work. We just provide a safe environment, so it's like a home away from home. The children are more or less free to do as they wish. It's not structured. It's not how playwork works.

We like them to be able to move around. We do have rules and boundaries, and all the children are aware of them. But it's just a general relaxed environment.

Q And how is it funded?

A The parents have to pay for the fees. I am aware that a lot of parents do get the government's tax free childcare scheme. And there's quite a few parents that pay through voucher schemes and things like that. But it is the parents who do have to pay the fees.

Q And how often does it run?

A Just term time only.

Q And how many days a week? Does it run every single day?

A It does, yes. Monday to Friday.

Q And how does Hanif visit? How often has he visited?

A That's the first time we've had him, actually. From what I can remember. I don't think he's ever done another session before. I think that's the only time he's been.

Q So, what types of things does he do? I understand that he has attended before.

A It was probably quite a while ago then.

Q So, how do technology and media feature in your group?

A We basically have a TV corner that's supposed to be a quiet TV corner, but obviously when you visit you will see how busy it is. It's not really quiet. And we have three Xbox gaming consoles. We have four tablets that have just games on

all of them. They're not connected to the Internet. We don't have access to the Internet. The tablets have just got games on them. Age appropriate. The tablets with the games on them are mainly for the younger children that don't really want to go on the Xbox or know how to work the Xbox. So, that's it.

Q And what games do they play? What games are popular on the Xbox?

A The Xbox is Minecraft. We have three Minecraft games at the moment, because that's the most popular game.

Q Is it?

A Yes, it's very popular. Even with the younger, and the girls. Very popular. And apart from that, they'll go on Toy Story, Jurassic Park, Indiana Jones. Basically games like that, but Minecraft is... That's why we've got three games. That's the one they always want to go on.

Q Do you have some of the LEGO games?

A For the Minecraft? The LEGO games on the Xbox?

Q Yes.

A I'm not sure if Indiana James is LEGO. Jurassic Park, I'm not sure. I'll check. I don't know if they're LEGO games. Batman is. Batman's a LEGO game. We've got that one. Batman one and two.

Q And have you got things like TVs, or smart TVs, or anything like that?

A We've got a TV in the corner, yes. But it's just got basic channels on because we don't have access to the Internet. So, it's just basic channels on the TV. Which is really just for the little ones. They like to watch CBeebies and the ITV. Although we do play DVDs as well, if they want a DVD.

Q And you've got some tablets that you said I think.

A Yes.

Q How many of those have you got? Can you recall?

A Four. We've also got a couple of Nintendo DS game as well. The Nintendo DS handheld. We've got a couple of those as well.

Q Why do you have technology at the club?

A Basically I think we did a survey probably three or four years ago, a children's survey and a parents' survey. And obviously, the children's survey came back with technology. They wanted to play games. Believe it or not, we do have quite a few children that haven't got a games console at home. So, we're aware of those children, so that we have got permission from parents that they'd like to. Because they only have a 20 minute time slot anyway.

So, there's a few children that probably don't get on a games console. And there's a few who it might be that they don't watch TV at home. That's a popular thing if they don't get to watch TV at home.

Q Are you affiliated to Woodbridge Primary?

A No, we're independent. We're run by a voluntary management committee.

Q So, this is your own approach that you develop.

A Yes.

Q So, are there any technologies or any media, any devices, anything you would like to have or like to use if you had the opportunity, the funding, or support to get?

A I don't think so. I think we manage with what we have. The only other thing is Internet access. Will Woodbridge give us their password for the Internet? But that's not really a problem anyway, because we don't really need to access the Internet.

I don't know if you're aware, they're building a new school from January.

Q They're building a new...? Sorry, I didn't hear.

A There's going to be a new school. They're building a new school. That starts in January. And it should be ready within 12 months. And then, we don't really know where the afterschool club is going to feature in that. But we have been told it may be going in the hall, which in that case we're probably not going to be able to have a TV and an Xbox console.

So, it may be that we might have to have more handheld games and tablets. Because obviously, the hall's multifunctional. But that's just something we've got to wait while it happens and just see how it goes. It may work. It may not work. But that's not too far away, 12 months.

Q No, it's not. The way time flies, yes.

A Do you encounter any other barriers to using technology or using media in your club? You've mentioned some.

Q No, not really. Some of the older children do have their own phones. They're only allowed the phones in school, I believe they have to give them to the office in the morning, and then collect them in the evening. But they do collect them. We don't allow them on them. They'll give them to us to save until they go home. It's not that we're taking that privilege away, from being on the phone, but when we've got 42 children, it's hard.

We've got a lot of children that obviously take more time up and need more care than the older ones. So, it's just for our safety that they're not on the phone. And they're locked away, so we're not having to keep going around and checking on them, and looking over their shoulders.

The children are fine with that. I think there's only about six children anyway that have their phones. But when they bring them in, they give them to us and we lock them away until they go home. It's the easiest way to monitor that they're not going on anything else.

Q So, they use things like tablets and stuff together, but they're discouraged or not

permitted to sit there on their own device from home or anything like that.

A No. And they're good with that as well. They're fine with that. Those older children probably go on Xboxes anyway, so they're not really bothered by that.

Q Is that for safety and being able to monitor what they're going on?

A Yes. Actually, I've had instances where they've lost it in the afterschool. And then, at 5:45 when they're going to go home, I had this one and I don't know where I've put it. And we can't find the GPS coordinates [?]. Because they will just put them down and somebody will pick them up. But it's a multifunctional room as well. So, if we can't find it that night, then somebody will find it the next day. It's better to be safe than sorry.

It's used for break for school as well, and lunchtime. So, we always say if it's something expensive and precious to you, then it's best that we lock it away so that you don't lose it or it gets misplaced.

Q So, how does Hanif use the technology on offer, from what you've seen? Which I appreciate isn't very much.

A It would just be the Xbox. I don't know if he came in and he did a half session. If he did a longer session, obviously, because the time slot's only 20 minutes, when he came off the Xbox, I don't know whether he would have gone on to use the tablets or the DSes. Or whether he would have used some other role play or some other imaginative play. I don't know.

Q Do you use technology or media for doing creative activities in the club?

A No, not really.

Q Thinking again about Hanif, can you think of how any technology or media might develop certain skills for him, such as physical skills, or social skills, cognitive skills?

A I don't know about physical skills, but social skills would. Because the children, they would go along with their friends, but they would go along with other children as well. The younger children as well. If they need help, then we do encourage the older children to help them out.

Or, if we see an older child that's on the game on their own, and there's a younger child who wants to go on, we'll ask if they can go on with them, and that's help them out as well. I suppose they do mix quite well. Also, there are a lot of games where we often call on the older children.

If somebody says, Miss, I don't know how to do this. We'll often call on the older children that obviously more savvy with it. Can you please help him? There's quite a lot of occasions when they usually end up staying on the game with the younger ones then, once they've helped them out.

Q So, it's a learning thing.

A Yes.

Q That's really interesting. How do you think technology in play helps with

emotional skills? Do you have any thoughts on that.

A Yes, I think that does, because obviously you see the excitement when they're playing the game. You can also see that they obviously lose their tempers a little bit, whatever game they're playing, and if whoever they're playing with is winning or things like that. Then, obviously, the adults are there to remind them it's just a game, and you might win next time. We do often see them standing up and getting excited when they're actually playing the games and conversing with each other.

Q What about creative type activities?

A I think that Minecraft it. That's clear, isn't it? I don't know much about it. Do you build your own worlds and things like that?

Q Yes.

A I think from what I can gather you have to build things, don't you? Because you do often hear the children go, he's on my world. And we'll go, what do you mean? He's on my world. He shouldn't be on my world, and things like that. You better not mess my world up. And that's what they're doing then. They build their own worlds and things.

Q When Hanif was playing with the technology, have you ever engaged with him or coplayed with him? Anything like that?

A I haven't coplayed, no. Not with Hanif. But some of the other children, the little ones that don't always know how to turn the game on and set it up and load the game. We help the little ones out. But the older children, they just get on with it and play with their friends. And they all know, they're more active than any of the others.

Q So, what role do you take when children are using technology or media? Do you direct or guide them?

A Yes, we do. We set it up. As I say, we have some of the children coming, they ask to go on the Xbox.

So, I create a list of 20 minute slots. And then, we obviously have half sessions. So, we make sure the half session children to go on first because they could be leaving any time between 3:30 and 4:30. So, the half sessions get the first choice. We also are aware that some children only come once a week. So, we make sure they get a turn. Whereas other children, obviously, they come in five days a week. They've got five days to get a chance to have a go.

We do walk around and monitor them. But like I said before, if they don't know how to load it or turn it on, or if the disk wants cleaning, things like that. They're encouraged to put the disks away and not leave them on the table. Things like that.

Q And is there anything, I think we might have touched on this already, anything that particularly appeals to Hanif when he's there?

A I would imagine, it should be the Xbox. And I obviously don't play. I'm not

familiar with what he likes to do at lunchtimes or anything like that. Whether he's into football or anything. In the summer months, they like just to go outside anyway as much as possible. First pressure [?] playing. We have the use of the big schoolyard, and obviously we have bats, and tennis rackets, and skipping ropes, and things.

Q Do you think that you're more likely to initiate play or activities with technology, rather than without technology?

Either with Hanif or children more generally. Are you more likely to yourself start play or activities with tech, or without technology and devices?

A I think as far as the staff to initiate these things, it would be without tech. It would probably be arts and crafts. So, things like role playing equipment as regards to play food and stuff like that, and play doh. I think as adults, we're more on the side of not the tech. The tech's there and we set it up and it's monitored, and things like that.

Q Why do you think that is, when you say as adults you're more likely to go for the non tech approach?

A Because I think for playwork, I've been doing playwork for 22 years. So, the first time I started in an afterschool club, I think we had one games console. I remember having a PlayStation one. I think in the initial days, it would have been a financial situation as well. Obviously, because anything that we purchase comes from the parents' fees.

We don't get any funding from anywhere. At the moment, we are quite healthy because we are really doing well. But it's also a case of at the moment for us it's the lack of storage that we have in the afterschool club as well.

So, obviously, electrical things are expensive. Things have to be locked away and we've got very limited storage as well. Technology stuff obviously comes across as expensive. So, in the early days, playwork, because it is playwork, it was arts and crafts, and activities, and role playing.

And then, making it more physical play than what it is now. It's just the generation that's changed.

Q So, you've noticed a generational gap?

A Yes, definitely.

Q And from what you've seen of Hanif, can you sense how you think he might draw on his everyday experiences or knowledge of technology or media at the club? Can you tell from what he's used, what he might be interested in, or what he does in his everyday life?

A Not really. Not much. For that, he'd have to be for a week or two, so that you got to know his personality more. If that's all that he wanted to do, technology. That's why you've got some children that when they come off the Xbox, they might get upset and moan a bit. And so, then we just have to divert them to do something else. They're encouraged to do something else.

One child at the moment, his parents only allow him to go in on a Friday. So, he's only allowed on the Xbox on a Friday. So, we are aware of what parents want as well, their needs. But if a child comes off the Xbox and they're upset, then we encourage them to do something else. And it does work, actually.

Q So, sometimes home rules from homes are maintained at the club. Is that right?

A Yes. If the parents ever say, I don't want them to go on, full stop, then we would have a conversation. That's not the right way to go. And can we just have 20 minutes on this particular day? Because their friend comes on this particular day, and we'd really appreciate it if he could go on.

And things like that. But I don't think there's a parent that says, no. I told you no, full stop, technology. It's just probably limited. But all our parents do know that they have 20 minute slots when we're at our busiest time anyway. Which is practically every day now. So, it's not like they're sat on there for two and a half hours.

Q How many spaces are there actually at the afterschool club per day?

A It's 40. We only take 40 per day. And Tuesdays, Wednesdays, and Thursdays, we are at full capacity the majority of the time.

Q I'm going to ask you some questions now about your own thoughts on technology and media. Do you think any technologies or any different types of media, so games or apps, are particularly positive or negative for the children at the club?

A Again, the games we have anyway are age appropriate. And we do get the children asking if we can buy games, obviously, that they play home, but we don't play at all because of their age.

Q Have you got any examples of what those games might be? Do you know any of the names?

A What they play at home?

Q Yes. Or that they ask for the club.

A Yes. Fortnite comes up a lot. Whatever that one is. Fortnite, I have heard it, but I'm not sure what that one is. I don't know, actually. They do mention something that I have heard. So, we'll say, what age is that? And they will say 18. No, we can't have that. But we have it at home. All right, but that's your parents' choice at home.

Q So, do you look at the PEGI ratings and things like that?

A Yes.

Q What do you think is particularly good for the children about having technology or media at the club?

A Like I said before, I think it engages them to talk to each other. I think you get children that don't necessarily mix. A completely different age range. You might get a four year old that's on the game as a nine and ten year old. So, that's good for the little ones, mixing with older children. Especially, for instance, it's a good

step when they do it, because there are two separate buildings, infants and juniors. So, when the infants do come over to the juniors, one, they're aware of the building because they do come to the afterschool club.

And they also have met children that are already in the juniors. So, we're always pleased to see that they've settled better once they come over to the juniors, because they've already started mixing with older children. So, it's not such a big jump for them.

And for the older children as well, to take some responsibility for having smaller children around as regards to how they behave, their language. Ensuring their language is appropriate for the younger children and everything. And we do get the older children, especially girls, that will help out with the little children.

Especially the nursery children, they tend to mother them a little bit, and help them with their pictures and things like that. It's a good range. It's a good mix of age range. I can't even recall any child that's never settled at the afterschool club in 22 years. Even the parents, they would know where to go. As they bring them up there, they'd probably go and see that they're going to be fine. Because they do mix really well.

Q That's really interesting. And I think it's very interesting about the fact that you've got such a breadth of age range, and they come together and play with each other. Can you think of anything that's particularly negative about digital devices at the club?

A I think the only thing is the tablets.

A number of staff have to bring them home and charge them, because they can't let them charge at school, obviously, over the night, for obvious reasons, in case it catches fire. So, they have to bring them home every night. The only other negative thing is we have to set the Xboxes and the TVs up every night, because obviously we can't leave them out.

Because it's a multifunctional room. So, that's why we've always said we'd like our own room. But it's never been possible, because obviously the school is busy as well. And the other thing is if you do get children that do get upset or fall out if they've lost or not done as well at a game, but it's very rare.

Q And how important do you think these things are for children generally?

A I like to think they're important, because in school I believe now they're going on computers from nursery age and things now. So, I think it's their way of life, technology. That's how they're brought up.

And they obviously use computers a lot at school. It does help them with social skills. I believe it helps them with their own personal skills, emotional skills, as regards to feelings and communicating with other children. Learning how to play and learning to share as well, because that's their only time when they'll have to share. Helping each other out and everything, and giving guidance.

Q Do you have any worries or concerns about children's experiences with technology these days?

A Probably as a whole if you're looking at outside the afterschool, yes, obviously. Children are getting onto the Internet and sites that they should be on, and things like that. And if they're on it too much, I know that can't be a good thing if you've got children going over just sat on Xbox, or PlayStation, or the Internet, or whatever, for hours and hours, rather than doing something else.

And some children, I would imagine, are not monitored. And they could just be left in their bedroom for hours and hours, sitting on a computer. I think it probably does have some negative points to it in some circles, in family life, whichever. But on a whole, I'd say it's monitored and it just passes as part of the play.

Q Do you have any worries about the safety aspects of things like toys, which can be connected to the Internet?

A What are those?

Q Things like Furbies. The things that talk and answer questions, that children might play with.

A I am aware of them, but I'm not really sure on how they actually work.

Q Do you have any thoughts about data privacy or concerns about data privacy in relation to children? I presume you have, like you say at the club, for example, you can't go on the Internet.

So, do you have any thoughts about data privacy?

A Not for the afterschool club. I think we're all up to date and everything with that. I think that's fine at the afterschool club.

Q What about with children generally, I suppose with things like social media or things like that?

A Social media, you do hear some horror stories as regards to social media, Facebook, and Twitter, and things. It's not always a good thing. But that's going back to the same thing, it needs to be monitored and parental responsibility at home.

Q And how important is technology and media for you, in your life?

A For me, personally, it's just very basic really. I'd rather be out in the fresh air, walking the dog and doing things like that. Going out in the country. I don't really have to use technology for my job, because we have a management committee that deals with finances, and admin, and things like that. So, for me, personally, for my job it's just really phone calls, text message, and emails, really. As regards to my job.

Q What is that job? What's your title?

A It used to be playwork coordinator years ago, but I don't know if there's playwork qualifications anymore. So, really I would just say afterschool club manager.

Q So, does the afterschool club have a Facebook page, or a Twitter account, or

anything like that?

A They do have a website that's attached to the school. There's one that's attached to the actual school. So, the Woodbridge Primary School. And then, there'll be a link at the bottom of there. I think we've discussed about before when we've management committees and staff meetings about a Facebook page.

And I think the management committee concluded that they didn't want to pursue with that. So, we have our own email, obviously, for parents. We have our own afterschool club for parents and things. And then, obviously, it's just the link that's at the bottom I think of the school's website.

Q Just a couple of more questions about technology in children's lives. Do you think children's uses of technology or media impact on their lives either positively or negatively? Do you think they affect their lives?

A Yes, it's got to do, without a doubt. I think it will both have positive effects and it would have negative effects, I would imagine. Both. It can be a good thing and it can also be a bad thing in the wrong hands. But also, it does have a positive, because children and adults, people learn a lot of things through the Internet and social media.

Q That's interesting.

A With technology, I'm not disclosing my age, but when I left school, and you got jobs and what have you, you didn't need technology. I wouldn't really have a job now that you need technology. There's some that you don't have to be computer literate. So, it's inevitable that technology is all around.

Q Do you think it ever interferes in children's lives, in ways that can be viewed positively or negatively? Do you think it ever not just impacts, but interferes?

A I think so, yes. It can stop children. When we were kids, the old saying for going out and playing, playing hide and seek outside, and other things like that. Climbing trees. And I don't think many children want to do that anymore. And probably they are safer at home anyway. They like their room. So, obviously, in case their parents want to know where their children are.

Which sometimes probably means that they're sitting on their games console, or on their tablet, or on their phone. And you know where they are, not worrying about them. But at the same time, I think that's how the world's changed. It's not like when we were children.

We would be playing out on the street at 11 o'clock at night in the summer, and we didn't have to worry about things. That's not possible now. It's a shame really. And also, that's just a thing anyway, that parks are missing, and things like that. And youth clubs.

There's none of that anymore for them to go and do safe things. So, technology is what children know. That's what they do.

Q So, it's the way the world is has affected the play style as much as the technology.

A Yes, I think so.

Q Okay, that's really interesting. Finally I've just got a few questions about play with media, and tech, and wellbeing. So, the project's interested in exploring the link between these kinds of play and children's emotions and their wellbeing. Do you have any thoughts as a playworker on the relationship between play, and emotion, and wellbeing?

A Through technology?

Q Yes.

A Yes, I think I touched on that earlier. I think it can be a good thing and also be a bad thing. But I think as an overall thing, it's probably a good thing because it's learning a new skill. Mainly social skill. Learning to share, learning to communicate with each other, and help each other. Having respect for each other.

And in regard to the older children, they're aware that the younger children might not be as good at a game as them, and will give them a bit of leeway and not take the mickey if they're losing. And I think the older children are aware of the younger ones that obviously might get upset if the game's not going their way.

You can say to the older children, give them another chance, and things like that. So, I think there is a lot to be learned, obviously, through technology. And children get homework to do on computers and things like that. So, for others, as regards to the game, I just think it's the game, that obviously you've just got to be aware of. The fun games, as we like to say. Not the violent ones and the fighting ones, and the inappropriate ones. They're playing the games, to see that they're enjoying the games. They're getting excited, and to hear them laughing.

Q I was going to move on to a question like that, as well. Do you think that certain types of play with tech or media are more likely to lead to expressions of enjoyment from children than other types of play with media? What do they seem to get most enjoyment from when they're using technology?

A For games like Indiana Jones, or Batman, and things like that, you can have two players, and they're searching for things. You can see the children get excited when they've found what they're looking for and things like that. And I think we've got a couple of racing games, and other racing games, because they like that.

On the tablet, there's a particular game with these coloured balls or something, that you have to get them all together. They like that. And they get so many points. And then, they'll come to us. Look how many points I've got. It's really good. And the parents come in. And the parents will often come and have a look at what they're doing as well.

They get quite excited to go and tell their parents how many points they got today and what they've been doing, and things like that. Yes, they do get quite excited. And the racing games, I always think it's quite fun to watch them on that. Because you're probably doing yourself what they're doing in car racing games. They actual stand up and they're actually stood up steering. Moving from side to side and steering as though they're actually driving. They're just standing there. It's quite good to see.

- Q So, they're quite physical when they're playing.
- A Yes. There's some children that are stood up all the time playing. They don't sit down. They stand up. Especially for, like I said, the racing one, because they're going through the motions.
- Q Wow.
- A As though they're really on the racing track.
- Q What other emotions do you see them express?
- A The sadness kind. The main one for that if the experience has been a negative one is when you might get the odd child when the time slot is up and they come off. I've just got to this and I've just got to that. But your time slot's up. I'll say your 20 minute time slot's up. If there's a big queue. If there's no queue, then we don't take them off. They can stay on. I think that's the only one, like I said,
- Q How does their emotional reaction to playing with technology compare to when they're playing with other types of toys? Do you see any difference?
- A I think that depends on the child. We've got some children that don't even want to look at the Xbox. Some of the younger children are quite happy to sit. And at the moment, we're doing Christmas stuff. And they're not even interested in the Xbox. There could be the Xbox, and they're sat there doing drawing. They're not bothered. Some children really aren't bothered. The little ones.
- But the bigger ones, the older children like to be on the Xboxes. If they're not on the Xboxes, then they'll either wanting to be going outside if we can, or we've got a pool table and they'll want to play pool. Indoor pool, if they don't know what to do. Something like that. And the other children don't necessarily want to be sat down making any arts and crafts and things. So, if they're not on the Xbox, they're either playing pool or doing something physical, or outside. Or just sat chatting on the sofa, really.
- Q And what devices or games aren't such a hit at the afterschool club? What are they more likely to get bored with? Is there anything that's never really taken off, or something that they lose interest in quickly?
- A They like the Fifa one, the football one. But we've got some other sports ones that I don't think they've ever touched, really. Golf or cricket, and I'm not sure what the other one is. They've never really touched them.
- The DSes. I think we've got three DSes. We only really get them out if anybody asks for them, because they don't feel too bothered about them. I don't know whether it's because the screen's tiny. Nintendo DSes are not very big, their screens.
- Q No, they're quite small.
- A There's not many children who really go on them. The tablets aren't as popular as the Xboxes are. Especially for the younger children. I would say the tablets are really popular for the six years and under, because what's on the four tablets is the same four or five games that are all quite young games.

Q How does this compare with getting bored with toys and games more generally? Is there anything non technology that they tire of? Or, do they have different levels of engagement, depending on whether it's tech or not tech?

A Yes. Different level of engagement. Obviously, it depends on the age of the child. It depends I think really on whether their friend is there to play with. As I said before, I think it's mainly the young ones in the young group that will come across and will go straight into playing with dinosaurs, garages and cars.

Little girls will move straight to the arts and crafts table to do colouring pictures and whatever the arts and crafts are at the time. The little girls will go straight to the dolls' houses and the Barbies.

You get some of the little boys, I got two yesterday, who are just sat there, probably nearly two hours, playing with the garages and cars. So, I think it depends on their age I think, and what they like to do.

Q I think we've touched on this already, but what types of technology lead to more social play? I think you mentioned when you play in pairs or things like that, on the Xbox. Or, children of different ages help each other. But do you have other types of technology like robots or things like that, or coding? Or any of that type of thing that they might do?

A No, we don't. Is coding to do with computers?

Q Yes, things like Scratch.

A The school run a code club. The school runs little clubs after school as well that children go to. There's drama. I know there's a golf club, a football club, and things like that. So, no. Not really. We've had remote controlled cars before, and things like that. And some of the dolls obviously speak, and are interactive and things like that, some of them.

Q And would they play with those together? Is that something that might spark social play?

A Yes, definitely.

Q What about watching the TV? Do they ever play while they're watching the TV at the same time?

A Yes, they can do that. Some children will go in the TV corner and take colouring pictures and colours while they're watching TV as well. Some of the younger girls at the TV, watching TV. And if some music comes on or the characters on the CBeebies are dancing, they'll stand up and dance as well, and copy what they're doing on the TV. Or, if they put anything on CBeebies, they'll sit down and watch TV. And they've got music in, they'll stand up and dance and things, along with the TV.

Q Final question. Have you any other thoughts on this topic that you'd like to share, that might have occurred to you during the interview or anything like that?

A No, I don't think so. I think I've pretty much answered what I can, I think.

Q All right. Thank you ever so much for your time.