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## Fly on the wall

Many parents, especially those of more vulnerable groups in our Western societies, will sometimes hesitate to trust their children in the care of an ECEC provision. Research shows that often this has to do with not knowing, or being uncertain, of what really happens during the day.

What will happen when I am gone? What do they do all day? Will there be someone who can comfort my child? What materials are they introducing to my child? Will he/she eat well?

Still too often, when parents bring their children to a childcare centre or Kindergarten, they don't know what happens once they left them there. So they, and not only them, not only get worried but also curious...

That was one of the reasons why we decided to dedicate this issue of CIE to the daily life in ECEC. We wanted to become the 'fly on the wall' and look into daily activities, routine and relationships within the ECEC provisions. How, if so, do professionals work on the child's rights to participate, the right to play, their need of making friends, of relating to other people and to their surroundings? Do they make links to the community life? Do they involve parents in activities? How can children make choices in what they do? What do they think about the area, the people, the activities?

The quality debate has been an ongoing one and has been on the CIE agenda as well. But, as children themselves are the first 'users' of ECEC, shouldn't they have a say in this discussion as well? Why not ask them? Charlotte De Coster and Emanuela Garau as well as Brecht Peleman describe how we can (and should) involve children in visions on quality of ECEC and bring us their ideas on childcare, pre-school and out of school care. What they tell us is not extremely surprising, or at least, it shouldn't be for people who work with children or who are genuinely interested in their opinions. But it is worth reading to see how they may prioritise other elements than adults do or what they enjoy (or don't enjoy) doing in there.

Other articles focus on the right to play (Theresa Casey) or on the joys of reading (Isabelle Sagnet and Ankie Vandekerckhove). Transmission of stories, sharing, stimulating fantasy, using all kinds of different reading channels and methods are illustrated in a lively way.

The fact that ECEC provisions are, or should be, a real actor in community life, making bridges to the wider world children live in, is shown in the Portuguese article of Helena Marthino. A short story of an old wall becoming a huge whale...

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