

**Question 1: Do you have any comments on the general analysis and conclusions of the report?:**

The report seems fairly accurate yet, as a pre-school education expert, I disagree with some of the statements made regarding the decrease in the commissioning of presenter lead and live action pre-school programs and a trend towards animation (page 45). I run a large pre-school music business with over 2000 children attending weekly and I often ask parents opinions on such matters as I myself are very interested in the provision of pre-school programming. The majority of parents want good quality live programming with an actual person as a presenter, and not animation which can be seen as impersonal and can mislead. Whilst I understand that with tighter budgets and constraints animation is easier to translate into other languages and is thus a useful tool for money-making corporations, it should not be forgotten that what is really important is how the program benefits the child watching - and the personal presenter approach is far more appealing and more educationally sound than animation, particularly from a musical point of view as live music within a program has enormous benefits. Scientists have proven that music positively effects the way the brain develops. It is an unbeatable tool for learning facts, figures and lists and for developing hand eye coordination, imagination, physical skills and visual tracking. Early good quality musical stimulation helps to forge links between 2 sides of the brain cortex so linking mathematical skills with artistic ones and therefore essentially providing the best building blocks for assimilating intelligence skills. This happens from birth and must be nurtured as a baby and toddler develops. Many parents don't realise the importance of early music, or don't feel that they have the skills or the talent make music with their children and feel that they can leave it until the child starts school. However, the government as well as parents have pinpointed, the current lack in good quality music, particularly live singing, provided in nurseries and infant school aged children. Scientists have also proven that children rapidly lose the natural musical abilities that they are born with if not nurtured and that by the age of 7 years old, when many parents think their child should take up learning a musical instrument, it is too late. Therefore, there is a desperate need for pre-school programming encompassing good quality, well thought out live music and not the dumbed down poor quality imitations available widespread in pre-school children's programming. It should also be provided by a pre-school music education expert such as Tin Pan Annie Music who have the wealth of experience, knowledge and original creativity to engage babies and pre-schoolers.

**Question 2: Of the policy approaches suggested by stakeholders, which, if any, do you consider the most appropriate to address the conclusions made in this report?:**

**Question 3: If they are appropriate, should any of the policy approaches be tailored to different age groups (for example to pre-school, younger children, older children and young teenagers), or to different types of children's programming (like drama, factual, entertainment and animation)?:**

**Question 4: What is the role and importance of UK-originated programming for children?:**

**Question 5: What is the role and importance of plurality in the provision of children's programming?:**

**Question 6: Should further consideration be given to provision of public service content for children over platforms other than linear television?:**

**Question 7: Does the policy approach for children's programming need to be different to the policy approach taken to public service broadcasting overall?:**

**Additional comments:**

The report seems fairly accurate yet, as an pre-school education expert, I disagree with some of the statements made regarding the decrease in the commissioning of presenter lead and live action pre-school programs and a trend towards animation (page 45). I run a large pre-school music business with over 2000 children attending weekly and I often ask parents opinions on such matters as I myself are very interested in the provision of pre-school programming. The majority of parents want good quality live programming with an actual person as a presenter, and not animation which can be seen as unpersonal and can mislead. Whilst I understand that with tighter budgets and constraints animation is easier to translate into other languages and is thus a useful tool for money-making corporations, it should not be forgotten that what is really important is how the program benefits the child watching - and the personal presenter approach is far more appealing and more educationally sound than animation, particularly from a musical point of view as live music within a program has enormous benefits. Scientists have proven that music positively effects the way the brain develops. It is an unbeatable tool for learning facts, figures and lists and for developing hand eye coordination, imagination, physical skills and visual tracking. Early good quality musical stimulation helps to forge links between 2 sides of the brain cortex so linking mathematical skills with artistic ones and therefore essentially providing the best building blocks for assimilating intelligence skills. This happens from birth and must be nurtured as a baby and toddler develops. Many parents don't realise the importance of early music, or don't feel that they have the skills or the talent make music with their children and feel that they can leave it until the child starts school. However, the government as well as parents have pinpointed, the current lack in good quality music, particularly live singing, provided in nurseries and infant school aged children. Scientists have also proven that children rapidly lose the natural musical abilities that they are born with if not nurtured and that by the age of 7 years old, when many parents think their child should take up learning a musical instrument, it is too late. Therefore, there is a desperate need for pre-school programming encompassing good quality, well thought out live music and not the dumbed down poor quality imitations available widespread in pre-school children's programming. It should also be provided by a pre-school music education expert such as Tin Pan Annie Music who have the wealth of experience, knowledge and original creativity to engage babies and pre-schoolers.

