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Newsletter

November 2024

Welcome to our November newsletter. Are you looking for any recorded sessions to use with your staff teams to extend your knowledge further in communication and language or mathematics for example? See our recorded sessions available. We are delighted to share that Whitefield Primary School in Liverpool have recorded an Emotional Regulation session for us which shares how they have worked with children in the early years and their families. If you would like a recording please email

sphubnw@evertoncentre.liverpool.sch.uk email.

Save the date and make a note of our next conference on 8th February 9.30a.m. to 12.30p.m. with the theme of Sustainability and the Under Threes through the 3 Pillars and SDGs at **The Mazuma Stadium, Morecambe Football Club, Christie Way, Westgate, Morecambe, LA4 4TB.**

If you would like any of our training face to face in your Local Authority let us know and we will see if we can visit you in January, February or March 2025.

See below what we have on offer over the next few months.

Lesley Curtis

Programme Lead for Liverpool City Region and Beyond Early Years Stronger Practice Hub

November 2024 issue

Welcome, CPD, EEF Promoting positive mental health and wellbeing, Autumn the time of apples and apple Juice!, Dingley's Promise, Childminding Drop In, LGfL Online Safeguarding resources, Module 8 DfE Child development, SPHub Feedback Form.



**Liverpool City Region and Beyond Early Years
Stronger Practice Hub Continual Professional
Development Opportunities**

All CPD sessions are open to all Early Years practitioners in the Liverpool City Region and Beyond Stronger Practice Hub 10 Local Authorities. To book on any CPD session live or recorded email: sphubnw@evertoncentre.liverpool.sch.uk

LEARNING WALKS

Are you looking for a **Learning Walk** in another school or setting to see early years in action? We have the following on offer. Please email the sph email if you would like to book on.

Whitefield Primary School, visiting the EYFS Department, Boundary Lane, Liverpool, Merseyside, L6 2HZ. Tuesday 19th November 2-4p.m.

Everton Nursery School and Family Centre, Spencer Street, Liverpool, Merseyside, L6 2WF. Thursday 5th December 9.30a.m. - 11.45a.m.

Ganney's Meadow Nursery School and Family Hub, New Hey Road, Woodchurch, Wirral, CH49 8HB. Wednesday 5th February 1.30-3.30p.m.

We have future learning walks in Wirral and Lancashire in January and February 2025.

If you wish to offer your setting for a learning walk to share practice especially linked to research in communication or early mathematics, let us know via email on

sphubnw@evertoncentre.liverpool.sch.uk

[SELF REGULATION IN THE EARLY YEARS](#) See flyer below.

(2 session training)

Wednesday 20th November 1-4pm

Wednesday 4th December 1-4pm

**at Rainhill Nursery School, Deepdale Dr, Rainhill, Prescot L35
4NW**

Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop selfregulation often seek to improve levels of self-control and reduce impulsivity. These skills are also sometimes described as executive function capability.

E-mail the sph email if you would like to book a place.

SpHubNW@evertoncentre.liverpool.sch.uk

[MOVERS \(2 session training\)](#) See flyer below.

Wed 6th November 1-4pm Session 1

and Thurs 28th November 1-4pm Session 2

at Sutton Family Hub, Ellamsbridge Rd.

St Helens WA9 3PY Face to Face Training. Open to all Early Years practitioners. FREE Movers book given on the second session for own setting.

If you would like these trainings to be delivered in your Local Authority email us to see if we have the availability.

SpHubNW@evertoncentre.liverpool.sch.uk

[SUSTAINABILITY IN THE EARLY YEARS](#) workshop for

childminders on:

Monday 18th November 6pm to 7.30pm (Sustainability taster session) and

Monday 9th December 6pm to 7.30pm (reflection and practice)

**at Bromborough Family Hub Gratrix Road Bromborough, CH62
7BW. E-mail the sph email if you would like to book a place.**

RECORDED SESSIONS

We have recorded nine sessions online for staff training:

EMOTIONAL REGULATION online recorded session by Maria Beale (SENDSCO) and Emma Doran (Early Years Co-ordinator) from Whitefield Primary School, Liverpool. Maria and Emma share how they have worked with children in the early years and their families exploring emotional regulation.

NURSERY RHYMES online recorded session by Faye Johnson, Assistant Headteacher from Everton Nursery School and Family Centre has put together a session on exploring Nursery Rhymes as a staff team with young children.

COMMUNICATION AND LANGUAGE online recorded session by Amanda Quirk, Early Years Advisory Teacher, from our Hub team has put together an online programme for early years staff exploring communication and language.

SpHubNW@evertoncentre.liverpool.sch.uk

OFSTED UPDATE online training from School Improvement Liverpool. If you missed the session in August live online, please email sphubnw@evertoncentre.liverpool.sch.uk and we will send you the recording.

OAP (ORDINARY AVAILABLE PROVISION) - Amanda, one of our Hub team has put together a recording on OAP (Ordinary Available Provision) in early years. If you would like to access this 30 minute training sessions, email sphubnw@evertoncentre.liverpool.sch.uk

[USING MUSICAL INSTRUMENTS](#) - Craig and Pip from East

Prescot Nursery School, Liverpool have developed an online recording on how to use a range of musical instruments.

Childminders across our Hub have the opportunity to borrow a musical instruments bag but many early years educators will have these musical instruments in their provision.

If you would like to access this 30 minute training sessions, email sphubnw@evertoncentre.liverpool.sch.uk

[MATHEMATICS RECORDED ONLINE](#) - Rebecca Morgan (Nursery

Teacher) has recorded a practical session online to share with colleagues to explore mathematics. Email the sph email if you would like to access the session via Vimeo.

[EARLY EMOTIONS RECORDED ONLINE](#)

An introduction to early emotional health, the issues children face and links to socio-economic backgrounds, previously by Kaya Doyle (Hub Manager) online live.

Now available as a recorded session - email sph email if you would like to access a recorded session for CPD for yourself or your setting.

[SENSORY CURRICULUM RECORDED ONLINE](#) - email our sph

email address if you would like to access for your school or setting a recorded session from Emma-Louise Scott (Nurture Teacher) sharing her experiences and practical examples of a sensory curriculum.

[FUTURE CONFERENCE - Save the Date](#): Saturday 8th February

2025 9.30a.m. - 12.30p.m. at at The Mazuma Stadium,

Morecambe Football Club, Christie Way, Westgate, Morecambe,

LA4 4TB.

Our theme for the conference is: Sustainability and the Under Threes through the 3 Pillars and the Sustainable Development Goals with Diane Boyd (Early Years Consultant) who will share examples of how young children under three and sustainability can be explored with the educators who work with them.

FUTURE PRACTITIONER PEEP SESSION - are you interested in accessing PEEP for yourself as a practitioner?

If you are interested in finding out more about this CPD session email the sph email address and register your interest on PEEP practitioner training. Kaya Doyle (Hub Programme Manager) will contact you with more details.

DINGLEY'S PROMISE

If you are a **Liverpool practitioner** you can access Dingley's Promise free. Please register at the following: Click the link, register, then access whenever suits.

<https://dingley.org.uk/dingleys-promise-training/early-years-inclusion-programme/>

Outside of Liverpool please look at the Dingley's Promise website for more information. If you would like to access any of the modules please register an interest in the sph email address. <https://dingley.org.uk/>

CHILDMINDER INFORMATION:

CHILDMINDER DROP IN

Every Wednesday 9.30-11.30a.m. at Deysbrook Community Centre, **Liverpool**, L12 4XF.

Every Wednesday 9.30-11.30a.m., term time, St Hilda's Church Hall, Hunts Cross, Stuart Avenue, **Liverpool**, L25 0NG

Every Thursday 9.30 - 11.30a.m. Beck Community Centre
20 Esthwaite Ave, Kendal LA9 7NZ, open all year round except
Christmas

If you attend a drop in or meet up with other childminders
across the Liverpool City Region and Beyond area, please let us
know so we can advertise, allowing local childminder colleagues
to attend, join in and network.

[WELLCOMM BAGS](#)

If you are a Liverpool Childminder and wish to borrow a
Wellcomm bag to use with your children, email the sph email as
we can support you and loan a Wellcomm bag to you for a
period of time.

[CHILDMINDER NETWORK RESOURCE BAGS](#)

Each bag of carefully selected items will be a welcome addition
to your setting which in turn supports your children's
development.

Each resource bag is designed to be used individually and with a
group of childminder colleagues and shared as a lending library.

Also included will be Outdoor and Nature, Habitats and
Musical Instruments bags.

If you would like to access these resources, email us on our sph
email address.

Don't forget to access information from our national Stronger
Practice website:

<https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eysph>

Here you will find information about our podcasts as well as
blogs and training sessions.

We also have a local website on our lead school website. See here for more information:

<https://www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub>

MOVERS IN THE EYFS

The Movement Environment Rating Scale (MOVERS)



Course Aims and Outcomes:

Have a greater understanding of the importance of children's physical development.
Have a greater understanding of how we can support physical development in the EYFS
Become familiar with the MOVERS document
Use the MOVERS rating scales in your setting to audit your provision and plan for improvements

**Sutton Family Hub, Ellamsbridge Rd.
St Helens WA9 3PY**

CPD split into two half days of delivery with a gap task

1st session Wed 6th Nov 1-4pm

2nd session Thurs 28th Nov 1-4pm

On the second session you will receive a copy of the document

Suitable to all Early Years practitioners in the LCR and Beyond Stronger Practice Hub Local Authorities. PVI's, Nursery Schools and EYFS school staff. Please e mail below to secure a place.

Email: SpHubNW@evertoncentre.liverpool.sch.uk



This CPD session is funded by the Department for Education in partnership with the Education Endowment Foundation

<https://child-development-training.education.gov.uk>

To access further CPD in Early Years or visit the Evidence Store to look at the evidence behind the programmes being developed please take a look at:

<https://educationendowmentfoundation.org.uk/education-evidence>



**Funded by
UK Government**



Email: sphubnw@evertoncentre.sch.uk

Website: www.evertonnurseryschoolandfamilycentre.org

SELF REGULATION IN THE EYFS

Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. These skills are also sometimes described as executive function capability.



CPD Sessions are delivered by
Liverpool City Region and Beyond Stronger Practice Hub

Face to face training at Rainhill Community Nursery School.
Deepdale Drive. Rainhill. L35 4NW
Off JUNCTION 7 on the M62

One day CPD split into two half days of delivery with a gap task
1pm – 4pm Wednesday 20th NOVEMBER 2024
1pm – 4pm Wednesday 4th DECEMBER 2024

Open to all Early Years practitioners in the Liverpool City Region and Beyond Stronger Practice Hub Local Authorities. PVI's, Nursery Schools and Nursery school staff in primary schools.



Have you seen the latest updates on the EEF Early Years Evidence Store? Read the summary of strategies and activities to promote positive mental health and wellbeing in the early years:

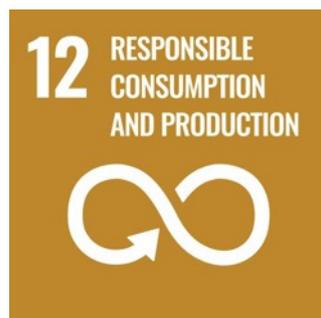
https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_childrens_mental_health_and_wellbeing_in_the_early_years.pdf?v=1728474575

Also information on **Improving early education through high-quality interactions**

Two evidence-informed strategies to develop the quality of practice in early years settings:

<https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions>

**Autumn the time of apples
and apple Juice**
Dr. Diane Boyd



By immersing early years children in place-based learning and letting them become part of seasonal experiences, will strengthen their environmental sustainability lens. Children can only become empathetic and caring about their world, if they understand how their world works. A wonderful way to be aware of the seasons is to follow a seasonal calendar. The Royal Horticultural Society (RHS) are keen for children to become gardeners and provide resources to support this process - [RHS Crop Planner](#) Additionally, The Horticultural Society provides a month-by-month guide for you to use - [Vegetable Planting Guide By Month In The UK | Horticulture](#)

At Everton Nursery School and Family Centre recently the children were very lucky to have an amazing Autumnal experience using a crop of apples. The crop of locally grown apples comprised of Keswick Codling, Ribston Pippin, Ladies Finger of Lancaster, Scrumptious and Egremont Russett. What a wonderful array of names for apples! The children were introduced to the different varieties initially to observe, feel and taste them. This simple sensorial activity will enhance the children's communication and language development in a holistic and organic way. Consider the language that describes the taste of different apples - bitter, tart, sweet but also some apples seem fluffy to eat, whereas others are hard or crunchy. Apples also come in all shapes and sizes, so this simple activity provides easy opportunities for early numeracy to be developed. As the Education Endowment Foundation (EEF) Early Years evidence store for Communication and Language states, "Vocabulary instruction that explicitly draws pupils' attention to words, their meanings and their features appears to be effective". ([EEF | Communication and Language](#))

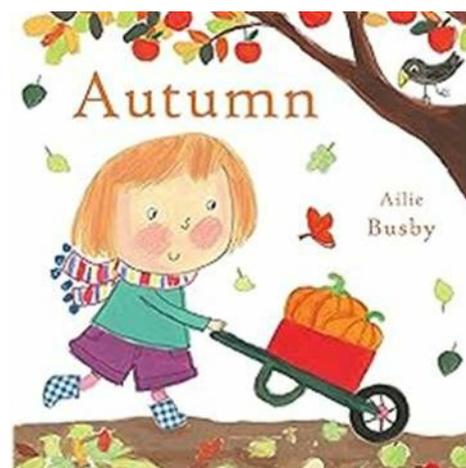
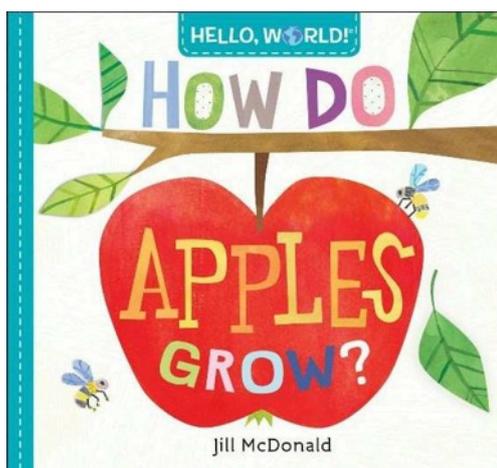
The bowls of apples inspired Intergenerational conversations that were both cultural and social, allowing children to hear the conventions of a conversation, that reflect social sustainability with parents and grandparents reminiscing about traditional October activities with apples. They recalled apple bobbing with apples floating in bowls of water or hanging from string, with the aim of trying to eat them! Research from the EEF Personal, Social, Emotional Development Early evidence store ([EEF | Personal Social and Emotional Development](#)) highlights the importance of showing "children good examples of social communication," and by listening to these cultural narratives provides such examples for children. Supporting children to repeat the names of the apples tasted or to engage in a

conversation about cultural stories will aid “children’s early literacy”, which “is dependent on their oral language skills” (EEF Early Years Evidence Early Literacy)([EEF | Early Literacy](#)).



The National Literacy Trust emphasises the importance of quality pedagogical experiences especially in disadvantaged areas such as Liverpool, Birmingham and Manchester where research (Pro Bono Economics) identified that more than a quarter of five-year-olds have low levels of literacy.

These authentic teaching moments need to be extended with songs, stories and high-quality conversations revisiting the experiences. Ensure your setting or home has a variety of stimulating books to revisit the experiences and develop their communication and language. Examples here reflect both apples (starting point of original provocation) and the seasonal element of falling apples to collect. Links below.



[Hello, World! How Do Apples Grow? : Jill McDonald:](#)

[Amazon.co.uk: Books](#)

[Autumn: 4 \(Seasons, 4\) : Child's Play, Busby, Ailie: Amazon.co.uk:](#)
[Books](#)

Do encourage parents to visit their local library to extend the language, as research from EEF Early Years Evidence - C&L suggests *“shared book reading has often been found to be a useful activity...”*. alongside *“explicit vocabulary instruction”*. This also sustains the local library too for the community.

From an **Environmental Sustainability** perspective seeing apples that are wonky and not perfect, celebrate the diversity of the natural world, celebrating all things (both human and non-human) are worthy regardless of shape or size (**SDG 10 Reduced Inequalities**). This also highlights that we must eat all fruit and vegetables regardless of whether they look perfect, encouraging our parents and grandparents to buy the cheaper ‘wonky’ produce in their shops.

The children and their families were invited into the nursery to use real working equipment and press the apples and make freshly squeezed juice. From an **economic sustainability perspective**, the families had been asked to bring recycled plastic containers to use for their squeezed apple juice. This simple request highlights **SDG 12 Responsible Consumption and Production**, with children and families seeing how to effectively support the planet by reusing them.

The process of apple pressing was then demonstrated to everyone ~~emphasising the correct terminology of trade and environment~~. As the EEF Early years evidence store opines for C&L, **“the adult models using language to summarise activities”** ([EEF | Communication and Language](#)). The parents and grandparents were invited to be an active part of the collaborative process, demonstrating the authenticity of Intergenerational learning as a **socio-cultural sustainability** approach and resonating with **SDG 11 Sustainable Cities and Communities**.



The process involved everyone putting apples into either electronic presser, so the children had to stretch up high and aim correctly to place their apples into the open vent. Smaller or less confident children were physically lifted and supported by their key person to aim. This process was enjoyed by the children filling them with excitement. They were told to carefully watch the bottom funnel and see what happens as a result! This is both **economic sustainability** in action, but also **STEM** (Science, technology, engineering and Math) learning.



Introducing children in their early years to STEM activities supports their Understanding of the World Specific area (EYFS(DfE,2024) in seeing how materials change. The apple started the process as a round hard matter, then became pulp before finishing as a dark liquid. The colour depended on which variety of apples were pulped. This provides wonderful scientific conversations and consolidates the EEF Early evidence store C&L, which states, *“there is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills..”* ([EEF | Communication and Language](#))



The children also had the chance to physically crush and press the apples manually too, aligning with the pioneering giants of early childhood, such as Froebel or Steiner, who advocated that children must be physically active developing their hand -eye co-ordination and skills. The EEF Evidence Store for Physical Development([EEF | Physical Development](#)) highlights the importance of children having the *“time for play, practise, and repeat an activity”*. It also aligns with both **SDG 8 Decent Work and Economic Growth** and **SDG 9 Industry, innovation and Infrastructure**.



Using the actual tools of apple pressing, also supported their physicality- consider the effort it takes to crush apples in a solid state, to reduce them small enough to be pushed through the juicer! The children shared and worked co-operatively together, enhancing the community spirit. The EEF Early Evidence Store regarding Self -regulation and Executive Function

[Regulation and Executive Function](#)

scaffold cooperative learning between peers”.

The quality of the practitioner (**SDG 4 Quality education**) was evident in how they supported the children through the process. Not only did they model the language, but they demonstrated both the action to be completed but also supported the children in repeating the actions themselves physically. The children moved their bodies like the wheels turning in the crushing process and jumped as the apples squashed into the chute. These authentic physical opportunities will extend and develop the whole body especially children from disadvantaged backgrounds, which the EEF evidence store for PD states; *“are at greater risk of not reaching expected levels of physical development than their more affluent peers.*

Evidence indicates that children from disadvantaged backgrounds benefit from educators targeting their movement and handling skills”

(EEF | Physical Development).

Songs are a cultural and social way to consolidate both the language and action, drawing on the pioneer Frederick Froebel. His original Mother songs made connections to real life, for example, the rhyme '*Pat-a-cake*' made links for the children with the corn growing in the fields, the miller grinding the corn, the baker kneading the bread and finally being eaten by the child. Froebel made a seemingly simple song about baking, but the depth and meaningful notions, can be shared with children through song and action (Froebel, 1895; Froebel Trust). You could create your own songs and actions to help children's holistic development, such as the Apple press rap! Think of the fun they would have recorded it developing their technological skills.

The children were given agency to decide what aspect of the process they wanted to be involved in, with some children preferring to just sit quietly and watch. Quality early childhood education requires educators to know the children in their care, to offer new and exciting pedagogical experiences, but know their boundaries. **This is socio-cultural sustainability** resonating

with the Article 12 of the UNCRC (1989)([Convention on the Rights of the Child text | UNICEF](#)) which says that *“every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.”* There was one little two-year-old boy who did not want to drink water in the nursery and always needed to be encouraged to stay hydrated. He loved the fresh apple juice and proceeded to drink three lots of the juice. His mum was thrilled as she had never tried apple juice with him before and now had a healthy alternative to offer him, resonating with **SDG 3 Good Health and Wellbeing**.

Additionally, the kitchen staff were part of the community of apple pressers watching and joining in with the parents and children. Afterwards they took away in recycled bottles fresh apple juice for the lunch time meal, ensuring all children had the opportunity to try freshly pressed juice.



This simple activity of pressing apples reflects all three Pillars of Sustainability and the 17 SDGs. In 2015 the United Kingdom Government signed the Paris Treaty (UNSCO,2015) which positioned the 17 Sustainable Development Goals as an integral part of all policy, curricula and pedagogical experiences (SDG 12.8). At Everton Nursery and Family Centre they are now central in the entrance foyer so parents, carers and Grandparents can become familiar with them. Make them visible and part of your everyday pedagogical experiences.





Dingley's Promise

Are you aware of Dingley's Promise - Transforming the Early Years for child with SEND?

If not have a look on <https://dingley.org.uk/dingleys-promise-training/>

If you are based in Liverpool and wish to access any courses, let us know as these are free and we can provide you with a code to access the website and courses. If you are outside of Liverpool and are interested in Dingley's Promise, either contact Dingley's Promise directly and reference our Stronger Practice Hub or our sphubnw@evertoncentre.liverpool.sch.uk email for more details.

CHILDMINDER INFORMATION:

Foundation Years Live - [Safeguarding Excellence: Protecting Our Youngest Learners](#)

Join our FREE event!

**Safeguarding
Excellence:
Protecting Our
Youngest Learners**

27TH NOVEMBER 2024

Bein' Bright.

CHILDMINDER INFORMATION:

CHILDMINDER DROP IN

Every Wednesday 9.30-11.30a.m. at Deysbrook Community Centre, Liverpool, L12 4XF.

Every Wednesday 9.30-11.30a.m., term time, St Hilda's Church Hall, Hunts Cross, Stuart Avenue, Liverpool, L25 0NG

If you attend a drop in or meet up with other childminders across the Liverpool City Region and Beyond area, please let us know so we can advertise, allowing local childminder colleagues to attend, join in and network.

[Ofsted opens registrations for new childcare provider type](#)

Ofsted has today begun accepting applications for a new category of childcare provider, as part of a series of changes the Department for Education has introduced to give the early years and childcare sector more flexibility.

WELLCOMM BAGS

If you are a Liverpool Childminder and wish to borrow a Wellcomm bag to use with your children, email the sph email as we can support you and loan a Wellcomm bag to you for a period of time.

CHILDMINDER RESOURCE BAGS

Liverpool City Region and Beyond Early Years Stronger Practice Hub have gifted resource bags to inspire and support childminders across their region.

Every week each childminder takes home a different resource bag to share with their minded children which they swap the following week. Childminders also take it in turns to use a bag within the drop in, for an activity and swap ideas to extend activities within the bags.

What impact did this resource bag have on the learning of the children in your setting?

“The children and childminders have absolutely enjoyed using the story sack of the Owl Babies. Everyone joined in, got excited, had fun and laughed all the way through the story. They learnt all about why babies get upset when their mummy leaves them. It promoted a discussion about emotions including how they felt that morning being dropped off at their childminders”. Kendal Childminders Network.



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Also included will be Outdoor and Nature, Habitats and Musical Instruments bags.

If you would like to access these resources, email us on our sph email address.



Online Safeguarding resources and support for early years professionals



Don't forget to access information from our national Stronger Practice website:

<https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eysh>

Here you will find information about our podcasts as well as blogs and training sessions.

We also have a local website on our lead school website. See here for more information:

<https://www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub>



Department
for Education

Have you seen the recent module 8 from the DfE Child development module series on: **Supporting individual differences and needs**. The module covers the provision for children with developmental differences and needs in early years settings. It explains your role as an early years educator in planning, observing and assessing children's learning and development in the context of inclusive environments.

<https://child-development-training.education.gov.uk/about/module-8>

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**Liverpool City Region and Beyond Early Years Stronger Practice
Hub
Feedback Form**

If you have attended any of our conferences or face to face training,
please scan the QR code and send us feedback. Many thanks.



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