



New sletter April 2025



Welcome to the Liverpool City Region and Beyond Early Years Stronger Practice Hub April 2025 Newsletter.

Firstly, thank you to all early years colleagues who have attended our face to face conferences and online live conferences during February and March. Please let us know if you would like other conferences near you as we will try our best either face to face or live online. We have two conferences recorded re the 17 Sustainable Goals with Dr Diane Boyd (Saturday 22nd March) and Interactive Reading with Alex Gower-Jones (Saturday 29th March). If you didn't manage to attend live, please email sphubnw@evertoncentre.liverpool.sch.uk and we can send you the recording to watch either on your own for your own professional development or with colleagues at your setting.



April 2025 issue

Welcome, CPD, EEF Guide to the Early Years Pupil Premium, EEF Early Literacy and Self Care, EEF The Early Years Pedagogical Continuum, A safe and inclusive learning community, Developing your Climate Action Plan, Tiny Happy People from the BBC, DFE Early years experts and mentors programme evaluation, Ofsted consultation, Improving the way Ofsted inspects education, SPHub Feedback Form.

BEACH SCHOOL AND FOREST SCHOOL TASTER SESSIONS:

Are you interested in Beach School or Forest School Taster sessions?

We are offering a repeat of last years sessions at Everton Nursery School and Family Centre, Liverpool and Crosby Beach, Merseyside. If you didn't have the chance to attend last year please join us this year. See below the dates and times:

Forest School

Theory Wednesday 14th May 1.30-3.30p.m .

Practical Wednesday 18th June 1.30-3.30p.m .

Reflection Wednesday 2nd July 1.30-3.30p.m .

Beach School

Theory Wednesday 21st May 1-4 p.m .

Practical Wednesday 25th June 1-4 p.m .

Reflection Wednesday 9th July 1-4p.m .

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 school if you would like to book on.

Highfield Nursery School, Chorley, Tuesday 6th May 9.30 a.m .
– 11.45a.m . SEND focus.

East Prescott Nursery School, 86 East Prescott Road, Liverpool L14 1PW . Thursday 22nd May 9.00a.m – 11.30a.m .

Everton Nursery School and Family Centre, Spencer Street,

Liverpool, Merseyside, L6 2WF. Thursday 12th June 9.30a.m .
– 11.45a.m .

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

RECORDED SESSIONS

We have recorded fourteen sessions online for staff training:

[NEW RECORDING: Conference from 29th March on Interactive Reading](#) re 1 hour, 30 minutes with Alex Gower-Jones.

[NEW RECORDING: Conference from Saturday 22nd March on the 17 Sustainable Development Goals – An Introduction](#) re 2 hours with Diane Boyd.

[NEW RECORDING: An introduction to working with children 0-3 years](#) by Amanda Quirk.

[SENSORY FUN](#) Tiny Happy People sensory fun for babies indoors and outdoors with low cost/no cost activities shared by Denise Wright (Independent Consultant). The webinar shows educators how they can inspire parents to undertake sensory activities at home to support their child's learning and development through play.

[INTERACTIVE READING](#) online recorded session by Alex Sharp (Independent Consultant) explores how early years educators

can explore interactive reading in their practice.

[SKILLS BEFORE WRITING](#) online recorded session by Am and a Quirk, Early Years Advisory Teacher, from our Hub team has put together an online programme for early years educators exploring skills before early writing.

[EMOTIONAL REGULATION](#) online recorded session by Maria Beale (SEND CO) 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 with young children.

[COMMUNICATION AND LANGUAGE](#) online recorded session by Am and a Quirk, Early Years Advisory Teacher, from our Hub team has put together an online programme for early years educators exploring communication and language.

[OAP \(ORDINARY AVAILABLE PROVISION\)](#) – Am and a Quirk, Early Years Advisory Teacher, from our Hub team has put together a recording on OAP (Ordinary Available Provision) in early years.

[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.

[MATHEMATICS RECORDED ONLINE](#) – Rebecca Morgan (Nursery Teacher) has recorded a practical session online to share with colleagues to explore mathematics with under fives.

[SENSORY CURRICULUM RECORDED ONLINE](#) - Emma-Louise Scott (Nurture Teacher) from Everton Nursery School and Family centre shares her experiences and practical examples of a sensory curriculum .

[EARLY EMOTIONS RECORDED ONLINE](#)
Kaya Doyle (Programme Manager) shares an introduction to early emotional health, the issues children face and links to socio-economic backgrounds.

If you would like to access to any of the recorded training sessions, email sphubnw@evertoncentre.liverpool.sch.uk

CHILDMINDER INFORMATION:

[Prevent Training](#) – Everton Nursery School and Family Centre, Spencer Street, Liverpool, Merseyside, L6 2WF. Thursday 3rd April 6-7.30p.m . Email sphubnw@evertoncentre.liverpool.sch.uk if you would like a funded place.

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.

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

If you would like to access these resources across the Liverpool City Region and Beyond Stronger Practice Hub area, 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-eyeph>

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>

Also see the following for professionals from Tinny Happy People (BBC) if you haven't seen already:

<https://canvas-story.bbcrewind.co.uk/tinyhappyypeople-guide-professionals/>

EEF Guide to the Early Years Pupil Premium



EEF Guide to the Early Years Pupil Premium, designed to support early years settings in making informed decisions about how to use their increased EYPP funding.

The guide – developed in consultation with early years leaders – recommends a balanced approach to spending and encourages settings to:

- Develop quality practice, including through investing in high-quality professional development.
- Tailor personalised support, including targeted interventions that meet children's specific needs.
- Lead, plan, and sustain, including supporting meaningful engagement between leaders and their teams so that changes to practice stick.

You can explore the guide and access the resources here: <https://educationendowmentfoundation.org.uk/early-years/pupil-premium>

The Early Years Pupil Premium (EYPP) has one aim: to improve outcomes for socio-economically disadvantaged children from 9 months upwards. In April 2025, the Department for Education (DfE) increased funding for the EYPP by 45% to £570 per child per year.

A child's family income shouldn't be a barrier to their achievement and wellbeing in the early years. Early years settings (including childminders, nurseries and schools) can use this increased funding to help every child to flourish.

Please see updated information on the EEF Early Years Evidence Store on Early Literacy and Self Care.

<https://educationendowmentfoundation.org.uk/early-years/pupil-premium>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years>

https://d2tic4wvo1iusb.cloudfront.net/production/documents/early-evidence-store/early-literacy/supporting_early_literacy_in_the_early_years.pdf?v=1711029143

https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_personal_social_and_emotional_development_in_the_early_years.pdf?v=1709289437

<https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?approach=teaching-awareness-of-emotions-and-feelings>

CONTEXTS FOR TEACHING AND LEARNING: THE EARLY YEARS PEDAGOGICAL CONTINUUM

In the Early Years Evidence Store you will find that the recommended approaches and suggested practices can be applied by educators across the continuum .

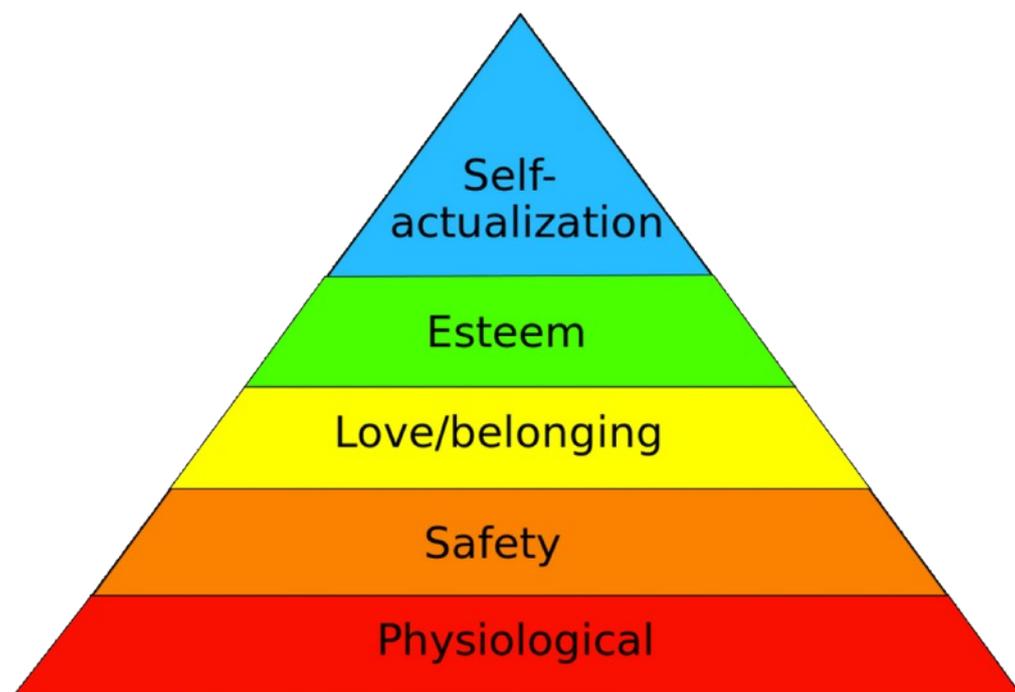
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A safe and inclusive learning community

Dr. Diane Boyd



A target of Sustainable Development Goal Quality Education 4.2 is for all children by 2030, to have access to “*quality early childhood development, care and pre-primary education.*” Abraham Maslow (1943) theorised that for all children to achieve their full potential or self-actualisation, they need to feel safe and happy, depicting his thinking in the form of a triangular diagram (see below).



Maslow's hierarchy of needs is a motivational theory that recognises five levels of hierarchical human need, in the form of a pyramid. Maslow highlighted through his theory (1943) that there are five levels of necessity to achieve full self-actualisation. The first and lowest level represented our basic **Physiological** needs such as water, food, breathing, sleep, which sadly to some children around the world are still not being achieved. This inequality was why the Agenda 2030 agreement (UNESCO) was signed in Paris in 2015 by over 193 countries. The second and next level is **Safety**, which highlights the need for all children to live in safe and secure environments. Again, this level is not achievable for all children globally with many wars raging around the world and many children as refugees. This level also recognises their need for secure home lives, with economic safety through parental employment and health. The Early Years Foundation Stage (EYFS DfE, 2024, p 7) highlights that all children are entitled to experience a “*secure, safe, and happy childhood*” noting that “*it is important in its own right*”. But again the numbers are increasing of children living in homeless hostels and unsafe housing conditions.

Maslow placed **Love/Belonging** at the third level, but this could be contested because without a sense of belonging, children are unable to fully optimise their whole being especially when you consider the definition of ‘belonging’. Belonging recognises that children (and all of us) need an interpersonal connection and acceptance with each other and the interconnected world. *Belonging isn't just a connection to other people, but also to place, power, and purpose. The experience of belonging is about connectedness through community, as well as rootedness in a place, a feeling of ownership in shared outcomes, and a sense of mission with others* (Psychology Today 1943). The EYFS (DfE, 2024, p9) Prime Area Personal, Social and Emotional Development, highlights the importance of all children having “strong, warm and supportive relationships with adults” to “enable children to learn how to understand their own feelings and those of others” through positive relationships. With a sense of belonging in an ‘enabling environment’ through ‘positive relationships’ (EYFS, DfE, 2024) children will develop a strong sense of **self-esteem**, which Maslow put as his fourth level in the pyramid. This level also resonates with the Characteristics of Effective Learning (EYFS, DfE, 2024) which promotes resilience, motivation, confidence and persistence to

keep trying until the child achieves. The final top level of the pyramid represents what Maslow called **self-actualisation** when you achieved your full potential which included capabilities such as criticality, problem solving and creativity. These again resonate with the Characteristics of Effective Learning (EYFS, DfE, 2024), but also with the key skills required for the 21st century (UNESCO, 2017).

Education is an essential element in determining the future capabilities of children and therefore this is important that all children have equal access and the opportunity to experience quality early years of pedagogy. Sustainable Development Goal 4, Quality Education (UNESCO, 2015) aims *“to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*. UNESCO further states that *“education liberates the intellect, unlocks the imagination and is fundamental for self-respect”* and therefore allows children to reach self-actualisation (Maslow, 1943). For all children to achieve their full potential or self-actualisation this requires not just a quality educator (SDG 4) but a fully inclusive environment too (SDG 5 Gender Equality and SDG 10 Reduced Inequalities) (UNESCO, 2015). Early childhood must provide for all children who as they develop and learn at different rates, ‘equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported’ EYFS (DfE, 2024, p3).

So, what does SDG 5 Gender Equality and SDG 10 Reduced Inequalities (UNESCO, 2015) look like in early childhood pedagogical practice?

Remember, both goals are interconnected and can not be viewed in isolation. Start by reflecting upon your setting vision statement and Anti-bias policies in a staff meeting or Professional meetings and audit resources that represent an inclusive approach. The starting point must be a conversation, being able to be open and critically honest in your settings approach to inclusivity. Sometimes this may be after you have started a conversation and given yourself time to sit back and ponder your own perspective. Can you recognise gaps in your provision or maybe acknowledge an unconscious bias. The Oxford English Dictionary defines unconscious bias as *“any personal preference, attitude, or expectation that unconsciously affects a person's outlook or behaviour.”*

SDG Gender Equality

The United Nations highlighted that with seven years to go it is unlikely that SDG 5 targets will not be achieved by 2030. This sadly notes that *“progress towards gender equality is way off track”* and that *“urgent action is needed to challenge biased social norms, eliminate harmful practices, and change discriminatory laws.”* Early Childhood is in a pivotal place to challenge such biases and make small but powerful steps towards improving the statistics. The indicator report for SDG 5 (United Nations) noted *“with only seven years remaining, a mere 15.4 per cent of Goal 5 indicators with data are “on track”, 61.5 per cent are at a moderate distance and 23.1 per cent are far or very far off track from 2030 targets.”* In staff meetings, policy discussions, parental conversations and pedagogical planning, challenge these worrying statistics and embed gender equality into all aspects of your setting. Audit your resources to ensure there are a wide range of diverse texts that reflect modern society, highlight a ‘Can Do’ attitude that all children can access and achieve regardless of gender and that all activities are open and non-gender specific. If children feel empowered and recognised for their own potential, they are more likely to be motivated. It is important children have true agency with the confidence to reflect, think critically and challenge bias as they see bias. To be empowered, children must be resilient, prepared to have a go and be confident, resonating with the characteristics of effective learning (Characteristics of Effective Learning) (EYFS, DfE, 2021, p 16).

Playing and exploring - children investigate and experience things, and “have a go”

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

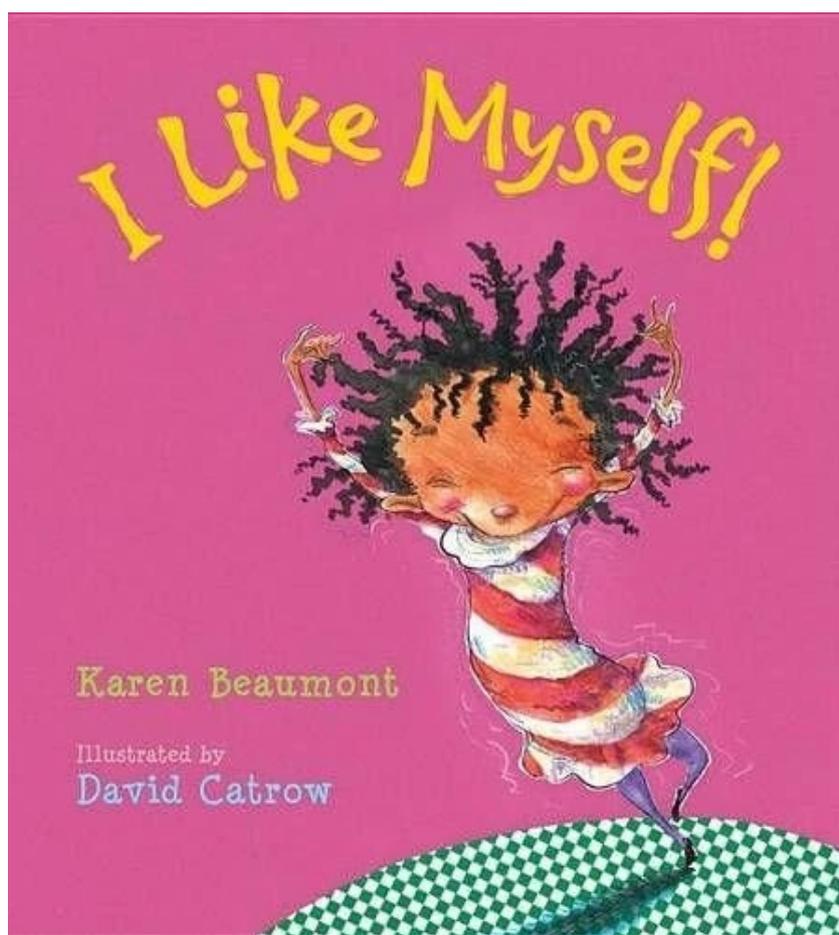
Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We need for the future of our planet, strong children who are empowered to think for themselves, to act empathetically for others (human and more than human world), who are persistent and do not give up easily in any difficult circumstance, and who are

motivated, creative and reflective. A fair and sustainable ethos within your setting will certainly support both the educator and children to be mindful of others in their behaviour and attitude resonating with SDG 4.7 (UNESCO, 2015).

A Provocation

Read together the book, *I Like Myself!* By Karen Beaumont (2010).



This book is full of energy and imagination, highlighting the importance of a strong sense of self and self-esteem, encouraging children to appreciate everything about themselves, both inside and out. This book will lead to countless conversations about themselves and each other in a safe and emotionally secure environment. Here the role of the Key Person is crucial in being a consistent and strong advocate for the children they support by guiding and nurturing them. As the EYFS (DfE, 2024, p 17) states the key person "*promotes children's learning by developing a deep understanding of their individual needs*" whilst acknowledging their role through attachment in "their safety and welfare". As educators we need to strive to help children understand and control their emotions, support self-regulation and provide positive relationships for their developing fundamental values and attitudes.

It is important that children learn to like themselves, who they are and how they fit into their family and community. After reading the text together, sharing thoughts and laughter together this is an activity that will further enhance their emotional thinking and developing empathy towards others. Ask each child to say something they like about themselves and another child in their group. The message must be about empowerment, promoting similarities rather than negatives and how we are all the same. This will also enhance their listening skills, conventions of a conversation through patience and recognise fairness, developing an ethos of kindness. This example shows kindergarten children images of themselves which they made into a book called "*We Like Ourselves!*" This became a book that the children continually returned to, re-reading the book, talking and reminiscing about their friends' characteristics and pictures.



Interestingly the school promotes social sustainability and kindness to all, this was clearly apparent in how they saw themselves and how they listened to each other's stories (Boyd et al, 2025).

For example. Melodie liked the fact she saw herself as kind and that this was an important attribute, whereas Emrys loved his chin, not usually a feature positively commented on!



Whereas Blake saw himself as a 'superhero' and recognised he was good a being one!

In a world of mental health crisis, Bella was clear, “I like myself because I make my mum laugh.” How fabulous is that. Not only did she realise she was good at making people happy, but she also connected laughing to that feeling, placing her mum’s happiness as central. All these examples demonstrate SDG 3 Good Health and Wellbeing and the importance of a quality educator (SDG 4) (UNESCO,2015) using the text as an initial provocation and with “sensitive questioning” EYFS (DfE,2024, p9) the educator or key person supported children’s emotional thinking.

SDG 10 Reduced Inequalities

After the pandemic five years ago, the *Education Recovery Programme* [Early years education recovery programme: supporting the sector - GOV.UK](#) was developed to help both the youngest and most disadvantaged children. The programme was designed to support understanding of child development, communication and language, early maths and personal, social and emotional development. The Stronger Practice Hubs are a direct result of that initial programme, working to reduce inequalities (SDG 10) in early childhood. The 18 hubs across England “*are a network of early years settings with expertise and knowledge of the evidence base on what works to support child outcomes, and experience of delivering effective practice*”. The Government further reiterated that the hubs would “*support settings in adopting evidence-based practice improvements and will build local networks for sharing effective practice*”. This is a positive example of how England is working towards a more inclusive early childhood programme and resonating authentically with SDG 10 Reduced Inequalities (UNESCO, 2015). Through your local hub, Liverpool City Region and Beyond, we will continue to work alongside you and support you in delivering quality practice that is always evidence based (SDG 4 Quality).

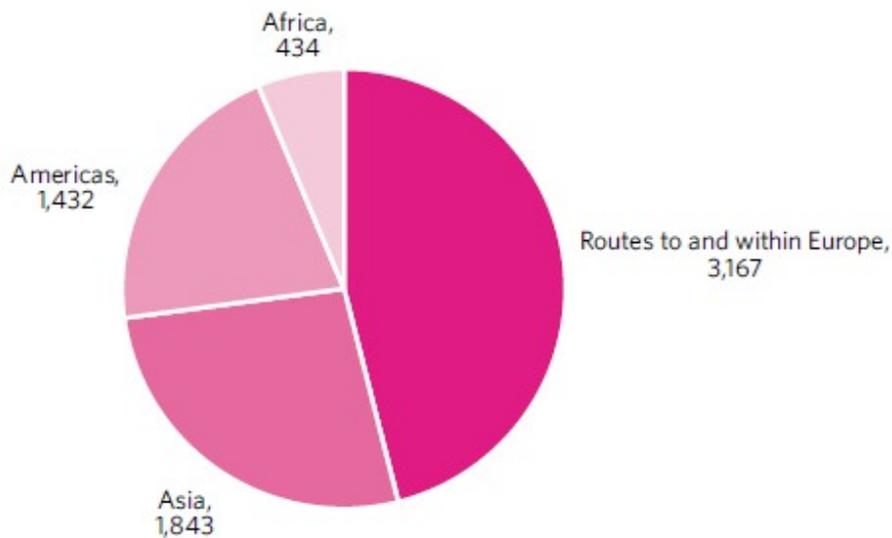
The UNESCO framework (2015) (SDG 5 and SDG 10) expects that by 2030, Governments would “*empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.*” So how can you support this process?

As SDG Target 10.4 requires policy change to demonstrate a more

As SDG Target 10.4 requires policy change to demonstrate a more inclusive world perhaps there is a need for an honest and critically reflective audit of all the policies within the setting. Are children reflected in policy? Do all children have a voice? Is there true representation within the setting resources and planning of our modern society with different cultures and diversity? Regardless of the context of your individual setting or nursery, do you provide opportunities and resources that reflect the wide diversity of England/UK/World today? In empowering children and giving them agency you would be reflective of SDG 10.6 which argues for *“enhanced representation and voice”* (UNESCO,2015). Reflect as a staff -How do you demonstrate agency? How can you facilitate children’s awareness and empathy towards others?

Statistics (United Nations) show that *“one in six people worldwide has experienced discrimination in some form, with women and people with disabilities disproportionately affected.”* In 1989 the United Nations developed a crucial and significant piece of legislation the Convention on the Rights of the Child which clearly demonstrated how we should in policy and practice be supporting and keeping children safe. This established that all children *“have rights without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”* [convention-rights-child-text-child-friendly-version.pdf](#) Article 3 for example, recognised that children have agency and their best interests should always be pivotal in any decisions made and Article 30 notes that *“Children have the right to use their own language, culture and religion”* (UN,1989).As a setting it would be mindful to reflect upon the full articles of UNCRC and visibly display the child friendly poster so parents, families and children can see your ethos has their best interests at the centre.

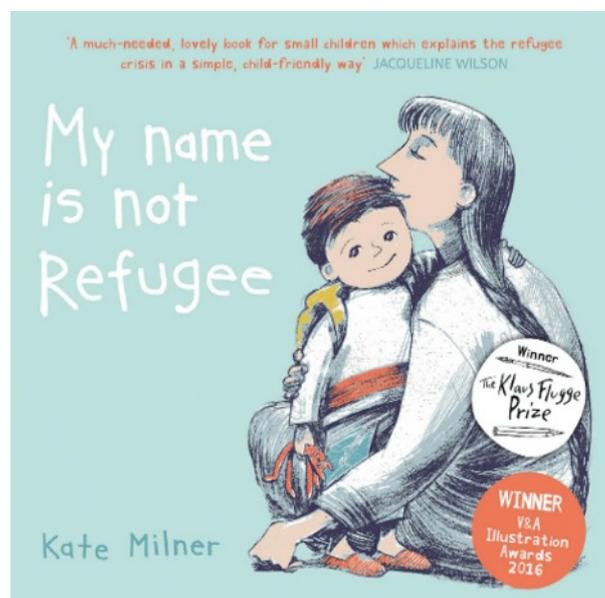
When reflecting upon both SDG 10 and the UNCRC, data from the United Nations highlighted that in 2022 there was the *“highest number of refugees (34.6 million people) ever documented. This year was also a deadly one for migrants, with nearly 7,000 deaths recorded globally.”* Article 22 states that *“children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country”*.



Again reflect- What is your setting /nursery policy on supporting vulnerable refugee children? In many settings and communities across England there are pockets of refugees, and you want all children to be empathetically mindful of the difficulties refugee children might experience. So how could you emotionally support both the refugee children in your setting or nursery and help the other children to empathetically understand by placing themselves into a refugee child's anxious and difficult experience? The Early Years Toolkit (EEF) on Social and Emotional Learning, reminds us that children from *"disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers"*. So, it is important that as educators we are constantly reflecting on our provision.

A suggestion as a starting provocation could be to read this text together in a safe and emotionally secure place together, pausing and reflecting when needed.

A provocation -My Name is Not Refugee (2017) by Kate Milner



This text explores how a young boy and his mum must make a journey, say goodbye to friends and loved ones suddenly, and recognises how difficult this would be. This text is described as a *“powerful and moving exploration that draws the young reader into each stage of the journey, inviting the chance to imagine the decisions he or she would make.”* The EEF toolkit for Communication and Language [Communication and language approaches | EEF](#) recognise the importance of reading together with children, suggesting there is a very high impact and increases learning by seven months. The EYFS (DfE, 2024) requires educators to provide an inclusive environment, but this must be authentic. We must challenge educators to ensure they are not just ‘doing a tourist approach’ which is *“not usually indicative of genuine cultural responsiveness to families’ needs, aspirations and desires”* (The Education Hub, New Zealand). Rather than tokenistically singing multi-cultural songs and having a role play area set up as a Chinese Restaurant at the Lunar Festival, instead encourage deeper questioning and thinking to help support children’s understanding of difference and encourage openness and empathy for difference. This thinking challenges for example, having a role play Diwali Box of saris for instance, that only come out at this celebration time. Reflect upon your planning and resources to ensure they are non-stereotypical and are integrated into everyday pedagogical experiences. The EEF highlights in Professional Development the need to support staff to value and understand Social and Emotional strategies for vulnerable children, again ensuring they are authentically embedded into everyday practices.

SDG 4 Quality Education (UNESCO, 2015) clearly highlights *“the need to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”* and that must be the main priority as educators in the early years, as this is when fundamental values and attitudes of inclusion, race and diversity are formed. OFSTED has a consultation running from February until April 28th and is asking for your thoughts on ways to improve early years inspections. [Improving the way Ofsted inspects education: consultation document - GOV.UK](#)

OFSTED highlights 8 different criteria to be judged against, of which one is inclusion Under an Inclusive Culture it notes for

which one is inclusion. Under an Inclusive Culture it notes for example, "Leaders' policies and actions demonstrate, establish and embed inclusive behaviour and an inclusive culture. Practitioners understand very clearly their roles in cultivating and maintaining an inclusive culture for children. They work constantly and consistently in partnerships with parents/carers, other professionals and local services to make sure that every child can achieve, succeed and thrive".

[Early years inspection toolkit](#)

Please ensure you read and participate in the consultation by April 28th, 2025.

References:

A Theory of Human Motivation - Abraham H Maslow -
Psychological Review Vol 50 No 4 July 1943.

Boyd, D., McLeod, N., & Jones, I. (2025) The legacy of attending a sustainably friendly school: Ysgol San Sior, a place of possibilities for a sustainable world in *Education Futures* [Forthcoming].

I Like Myself! (2010) by Karen Beaumont, Cengage Learning, Inc. My Name is Not Refugee (2017) by Kate Milner, Barrington Stoke Limited.

<https://theeducationhub.org.nz/how-to-avoid-a-tokenistic-or-tourism-approach-to-diversity/>

Developing your Climate Action Plan? You can access the government's [Sustainability Support for Education](#) website, their [Climate Ambassadors Programme](#) and the [National Education Nature Park](#). You can also use [Early Years Sustainable Hub](#) developed by the Highfield Nursery School in Ipswich and Everton Nursery School in Liverpool.

Tiny Happy People from the BBC



Thank you for all your support and using BBC Tiny Happy People with families you work with.

Please can we ask you and your teams to help shape the development of future BBC Tiny Happy People content and resources.

Please find below information about our BBC Tiny Happy People survey for Speech and Language Therapy teams and Early Years professionals to complete which should take no more than 10 minutes.

We'd be delighted to hear your views and those of your teams and partners, if possible please do share these two different links with your colleagues across Early Years and SLT services:

[Click here to share your views if you work in a SLT team:](#)

[to share your views if you work in EYS education and childcare:](#)

If the link does not work, try copying and pasting it into your browser.

BBC Tiny Happy People are collaborating with Sherbet Research. The aim of this survey is to gather information on whether you are using BBC Tiny Happy People resources with families, which resources you are using, when, and how. We would also like to hear whether there are any barriers to using the resources, and your suggestions for improvement. All responses are anonymous and will be combined with the views of Early Years Professionals from across the UK. Because this is a UK-wide survey you may also receive another invite but you only need to complete this once. Thank you for spending time to help us shape the future of Tiny Happy People.

Best wishes,
BBC Tiny Happy People

BBC Tiny Happy People

Please note, BBC Tiny Happy People & Sherbet Research are not gathering or storing any personal information, and the survey is anonymised. If required, data privacy procedures and contact information can be found [here](#)

This research is being conducted on behalf of BBC Tiny Happy People by Sherbert Research, 8 Bressay Drive, London, NW7 2AZ. For any technical queries about completing research itself, please contact research@sherbertresearch.com.

If you have a question for BBC Tiny Happy about the survey, please

Anonymised survey hosting is provided by Rigour Research Ltd, 71-75 Uxbridge Road, London, W5 5SL.



[Early years experts and mentors programme evaluation](#)

This report outlines the findings from the evaluation of the early years experts and mentors programme and the childminder mentor programme. The early years experts and mentors programme was ...

www.gov.uk



Remember to respond to the Ofsted consultation if you haven't already. This closes on the 28th April 2025.

<https://www.gov.uk/government/consultations/improving-the-way-ofsted-inspects-education/improving-the-way-ofsted-inspects-education-consultation-document>

This consultation seeks your views on our proposed reforms to inspecting early years, state-funded schools, non-association independent schools, FE and skills and ITE.^[footnote 2]

The consultation will run for 12 weeks, from 3 February to 28 April. Thank you to all the professionals, experts, unions, representatives, academics, parents, carers and members of the public who have already supported us to reach this point. The proposals below have benefited from your feedback and challenge.

This page sets out our proposals and the associated questions we ask about our proposals in the survey itself.

[Respond to the consultation](#)

As well as inviting responses through the online survey, we will run focus groups during the consultation period. Over the coming months, we will also do further user research and testing of our report cards, and we will visit providers across all our education remits to refine and improve our proposals.

The changes we are consulting on are due to be implemented from November 2025, except in ITE, which will be implemented from January 2026, in line with government policy. We will publish a report on the outcome of the consultation on our website in the summer.

Before we publish our inspection materials, we will assess the impact of our proposed reforms on:

- leaders', practitioners' and inspectors' workloads, mental health and well-being
- equality, diversity and inclusion for children, learners, leaders, practitioners and our inspectors



[Im proving the way Ofsted inspects education - YouTube](#)

In early February 2025 we launched a consultation on our proposed changes to the way Ofsted inspects education. In this webinar we explain what our proposals...

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.

