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

Newsletter

June 2024

Welcome to the June newsletter. The Civil Service has now entered the pre-election period. This will last until the General Election concludes. During this time there will be restrictions on Government communications and activities that are funded by the Department. Therefore, you will notice that during this period our Stronger Practice Hub communications and social media presence will be quieter than usual.

Our June newsletter will focus on our courses that we have on offer during June, July and August. We hope some of you can make our conference on Saturday in Morecambe and our Beach School taster sessions during June, also in Morecambe. We have an online session from School Improvement Liverpool on an Ofsted update in August. See the link to register for the online course.

<https://events.teams.microsoft.com/event/864b4071-0760-4812-bde6-2275342685d2@d74b4e50-c893-4531-967e-4e329b0b4025>

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



June 2024 issue Welcome, CPD, Talking Time, Transition to Primary School in Sefton, Ordinarily Available Provision in the EYFS, Dingley's Promise, Creativity in the environment by Dr. Diane Boyd, Childminding Drop In, FREE Resource bag, EEF A School's Guide to Implementation.

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 Local Authorities. To book on any CPD session live or recorded email: sphubnw@evertoncentre.liverpool.sch.uk

Our themes linking to research throughout June, July and August are:

Beach School, Forest School, Mathematics, Nursery Rhymes, PEEP and SEND.

Our next half day conference is on Saturday 15th June 9.45am to 12.15p.m. at The Mazuma Stadium, Morecambe Football Club, Christie Way, Westgate, Morecambe, LA4 4TB.

Our theme for the conference is:

Mathematics and Sustainability in Early Childhood with Lil Newton (Early Years Consultant) and Diane Boyd (Early Years Consultant) who both share examples of how mathematics and sustainability can be explored with young children and the educators who work with them.

Free mathematics resources given to try in your own setting.

SIL Early Years Briefing for PVI nurseries and childminding settings.

Tuesday 6th August 1:00pm -3:00pm Online.

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.

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.

East Prescot Nursery School, East Prescot Road, Liverpool, Merseyside, L14 1PW -
Wednesday 25th September at 9.30am - 11.45a.m

During June we are offering Beach School training linked to SDG 14 and SDG 15 in Morecambe. Free Beach School resources given. We have the below available for one person per setting:

BEACH SCHOOL, Morecambe - explore with other practitioners on:

Beach School session1 on Saturday 22nd June, 9.30am-3p.m. Bring your own pack lunch. Face to face training and practical session at Sandcastle Nursery and Beach School Morecambe and a local hall close to Sandcastle Nursery.

Beach School session 2 on Saturday 29th June, 9.30am-1p.m. Face to face training at The Mazuma Stadium, Morecambe Football Club, Christie Way, Westgate, Morecambe, LA4 4TB

BLACK AND WHITE SENSORY PLAY FOR BABIES on Wednesday 3rd July 3.30-5.30 pm at Everton Nursery School and Family Centre, L6 2WF OR Saturday 6th July 2024 10.30am - 12.30pm New Hutte Centre, Lichfield Road, Halewood. Liverpool L26 1TT - High contrasting colours, particularly black and white, are an effective way to stimulate babies' senses and support early brain development. Spaces rich in high quality displays and resources are necessary for promoting early visual development.

This fun two hour practical workshop will give you lots of ideas for creating stimulating resources and displays which are rich in promoting babies' attention and developing their personal social and emotional attention, communication and language and physical development.

FUTURE SESSION: PEEP – have you signed up to become a PEEP trainer for your local authority?

We are looking for three PEEP trainers for each of the 10 Local Authorities we are working with. If you are interested in finding out more about this CPD session email the sph email address and register your interest. Kaya Doyle (Hub Programme Manager) will contact you with more details.

If you are interested in finding out more about any of these CPD sessions email the sph email address and register your interest.

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/>

NASEN GOLD KEY

We have been talking with Nasen re the Golden Key (see below). Is this something you would be interested in? Please email the sph email to register your interest. <https://nasen.org.uk/golden-key-programme> At present this is only for School and private nurseries, not childminders. Nasen are developing a programme for childminders so keep looking on their website and register your interest if interested.

CHILDMINDER INFORMATION:

CHILDMINDER SPEECH AND LANGUAGE DROP IN

Calling All Childminders in Liverpool City Region - Come and meet Rachel Barrett, speech and language therapist from TalkAboutTown at our childminder

drop in at Everton Nursery School and Family Centre, Spencer Street, L6 2WF on Friday 26th July, Friday 16th August 9.30a.m. to 11a.m. to discuss any speech and language concerns or ask about Wellcomm.

Bring your children to the drop-in and colleagues will support while you speak with Rachel in the drop-in.

CHILDMINDER DROP IN

Every Monday 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 Friday 9.30-11.00a.m. at Everton Nursery School and Family Centre, Spencer Street, Liverpool, L6 2WF.

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.

Talking Time©



An intervention programme
empowering staff to enhance
oral language in the early years

Join the evaluation study!

Now recruiting in the
North West, Yorkshire
and Humber, West
Midlands, East of
England and London.

Talking Time: free evidenced-based professional development to support nursery children's oral language

Early Years settings in Liverpool, Sefton, Knowsley and parts of Lancashire (Burnley, Rossendale and Chorley) are being offered an opportunity to take part in Talking Time© as part of an Education-Endowment Foundation-funded research study.

Talking Time© is a universal oral language programme for children aged 3-5 years, which includes evidence-based professional development for nursery staff. It supports Early Years practitioners to deliver engaging, structured small-group activities to children, and enhance their oral language through high-quality interactions and conversations. Talking Time© is designed to be used flexibly and adapted to suit individual children and settings. Settings will receive training and mentoring to support implementation, and develop their early years team's expertise in supporting early language.

Talking Time© was developed by leading academics at the University of Oxford and UCL Institute of Education, working closely with speech and language therapists and early education professionals. It has been shown to enhance children's oral language and staff practice in other research studies.

Visit the Talking Time website to find out more about the programme and how to get involved: bit.ly/49K8TFB

TRANSITION TO PRIMARY SCHOOL IN SEFTON

Amanda Quirk

Early Years Advisory Teacher

Generate Teaching Hub

& Liverpool City Region and Beyond EYFS Stronger Practice Hub

Transitions of any kind for young children are especially significant events and can have a definite impact on the emotional and academic development for children involved. Transitions can be a time of great excitement and growth. However, they can also be a time of insecurity where the environments for learning, expectations, routines and adults are very different and possibly unsettling. Our most vulnerable children may have difficulty with a big transition event, such as starting school.

As part of the transition process into schools, the Sefton Local Authority (LA) early years team has developed a Transition Passport and a Policy for supporting children to move on to the next stage of their education. For children with SEND, the Sefton Early Years Team have reviewed and developed an enhanced transition support package, offering help to settings from Early Intervention Officers and for Reception Classes, Early Years Inclusion Consultants / Officer Consultants and Early Years Inclusion Officers who all offer advice for individual children, cohorts or children and teachers / Senior Leaders in Schools.

Across the Early Years Service in Sefton support teams each have their own focus work streams – both Early Years Quality and Early Years SEND. This ensures that when considering any element of Early Years, there is oversight and input from both SEND and Quality. Where appropriate staff across both teams will carry out joint visits to providers to ensure that the most appropriate support is offered to providers, children, and families.

One element of the transition process for children moving into a Reception class is an afternoon where school and PVI staff meet to discuss individual children, in order to highlight strengths and any needs or concerns for individual children. All schools and PVIs in the LA are invited to this transition event and throughout the event educators share their knowledge and experience. This has proven to be one of the key elements that will ensure children are already known to their new setting. The SEND support team is also in attendance at this event.



Another element in transition to school in Sefton is their bespoke 'Ready to Learn - Six steps to School Success'.

Sefton reports:

It is recognised through data and the voice of the sector that many children are now starting school lacking key foundational skills and characteristics.

This is having huge impact on the dynamics of effective teaching during the Reception year, with many teachers reporting that a considerable number of children are 'not ready to learn'. This means that more time is spent consolidating the prime areas of learning before the specific areas - those which provide children with the knowledge and skills to flourish in society and include literacy and mathematics- can be prioritised.

Considering this, Sefton Local Authority have recruited seven Standard Leads to work across the early years sector and support collaborative working between the Private, Voluntary, and Independent (PVI) sector and schools. This will ensure a shared vision and a clear understanding of the skills and knowledge that children need to be 'ready to learn'.

The Standard Leads together with the Local Authority early years team have created 'Six Steps to School Success' to achieve this goal:

- 1.I can communicate my wants and needs.
- 2.I can follow simple instructions.
- 3.I am aware of my own feelings, and I am kind and caring to others.
- 4.I can play with other children and share toys with them.
- 5.I can listen and join in with an activity.
- 6.I can go to the toilet by myself.

The 'Six Steps to School Success' have also been shared with parents and carers across Sefton.

The Sefton Early Years team strive to ensure that the valuable work that Nursery providers, both School based and PVI and Reception classes do is recognised and highlighted.

By coming together to discuss our children who are transitioning into Reception we can share this work, celebrate it and ensure that all children have a seamless and positive transition onto their next stage of learning.

Transition Passport

'This is Me'!

I am

My Date of Birth is

In nursery I prefer...

Stay indoors or **play**
outside

To get involved straight
away or observe first

Noisy play or **quiet**
spaces

To get involved in **messy**
activities or keep myself
clean

To communicate
verbally or **non-verbally**

To be in the company of
adults or **my peers**

To be active or **enjoy**
calm relaxing activities

My current interests are:

(Particular themed interests, such as insects, aeroplanes, babies)

(Play interests, such as imaginary play, water play, small world figures)

My strengths are: (the things that make me unique)

(Links to areas of learning- e.g. talking with confidence)

(Links to COEL- e.g. really thinking in depth about things)

(Links to personality- e.g. making people laugh with my sense of humour)

My next steps are:

(Links to areas of learning- e.g. to further develop my confidence with writing)

(Links to COEL- e.g. to preserve when something goes wrong)

Important people in my life are...

(Family members– give names and explain who people are)

(Who lives in my house?)

(Important information, e.g. separated parents or a delicate situation)

Services that are supporting me or have supported me in the past...

(S&L, CSC, Medical professionals, Family wellbeing service)

(Explain briefly what is happening/ has happened in the past remembering the highly confidential nature of this information.)

Parent Voice...

My Development

Area of Learning	On Track	Working Towards	Extra information
Personal, Social & Emotional Development	E.g. On Track		
Communication & Language	E.g. On Track		
Physical Development		E.g. Working Towards	E.g. finds writing challenging
Literacy		E.g. Working Towards	
Mathematics Understanding The World	E.g. On Track	E.g. Working Towards	
Expressive Arts and Design		E.g. Working Towards	E.g. is developing imaginative play

Additional Information

Name of the child: _____ Known as: _____

Date of birth: _____

Current setting: _____ If attends additional setting: _____

Pattern of attendance: please tick

MON	MON	TUES	WED	THUR	FRI
Am					
Pm					

Entry date to current setting: _____

Last date of attendance at setting: _____

Setting address: _____

Setting phone number: _____

Setting e-mail address: _____

Key person: _____

I give my child's current setting permission to share information about my child for the purpose of supporting transition into their next Educational Placement.

Parent/Carer signature

Print Name: _____ Date: _____ Signed: _____

Early Years Provider

Print Name: _____ Date: _____ Signed: _____

School Representation

Print Name: _____ Role: _____ Signed to acknowledge receipt: _____

For an Enhanced Transition

I have needed additional support in these areas....

- **Areas of learning, e.g. to use words to communicate, to develop independence**
- **Unique to the child e.g. to cope with transitions, to have others in their space,**

My key person and/or SENCo has supported me by.....

- **Name a particular intervention, e.g. Welcomm, ELIM,**
- **Strategies, e.g. visuals, hand on hand, less language,**
- **Referrals to- e.g. S&L, Inclusion teacher,**
- **Unique to the child- e.g. needs own space, has a particular routine to follow**

Other important information to know about me is...

- **Receiving funding/ DAF**
- **Status- e.g. if Looked After Child or Previously Looked After Child**

Additional information enclosed – for children with a SEND or medical need			
	Please tick where applicable		Please tick where applicable
Health and care plan		Statutory assessment information	
Medical reports (for example GP/ paediatrician)		Reports from outside agencies (for example speech therapist)	
Intervention support plans		Transition plan/ Enhanced transition meeting notes.	

Ordinarily Available Provision in the EYFS

Amanda Quirk

Early Years Advisory Teacher at Generate Teaching Hub and Liverpool City Region and Beyond EYFS Stronger Practice Hub

Ordinarily Available Provision offers a range of universal inclusive activities, opportunities and strategies which will benefit everybody. This good practice will enable educators to support children with additional needs, without any formal diagnosis or specialist support. These documents promote thinking for reasonable adjustments that can be made to environments, activities, resources and interactions.

Each Local Authority has their own OAP, sometimes within other documents, so research may be needed! You would have to follow your LA recommendations, but I had a look at others for different ideas and possibilities.

All documents include guidance that need no specialist training to deliver. Each document is presented differently, but generally identify a possible barrier to learning and then offer ideas for support. While looking at different documents I found a lot of inspiration. Take some time to discover or revisit your OAP.

Follow the link to watch;

EYSEND National Seminar - Ordinarily Available Provision in the Early Years
(councilfordisabledchildren.org.uk)



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.

Creativity in the environment by



Dr. Diane Boyd

Creativity is seen as the crucial requirement in finding solutions to achieve the United Nation's Agenda 2030 through its 17 Sustainable Development Goals (UNESCO, 2015). D'Orville, (2019) suggests that "creativity is at the heart of sustainability, rooted in sustainable social, economic, environmental and cultural practices". Loris Malaguzzi, founder of the International Reggio Emilia approach also stressed the importance of creativity in early childhood and asks practitioners to ensure creativity becomes part of all children's "way of thinking, knowing, and making choices." By encouraging children to express themselves cognitively, imaginatively, and physically, Malaguzzi suggested that as a result, children can develop skills that can both predict but also arrive at "unexpected solutions" aligning with what D'Orville (2019) calls the "business of ideas". The Global Education Monitoring Report (UNESCO, 2016) challenges policy makers to consider new approaches to education, recognising the responsibility to provide the right set of skills, attitudes and behaviours and develop "empowered, critical, mindful and competent citizens". Remember by encouraging these innovative skills in early childhood when fundamental values and attitudes are formed, we are equipping children to fight for the future of their planet. In this way creativity is not about being 'artistic' - putting paints out once a week, but recognising children need to explore, experiment, and play with materials, see patterns and be able to make connections. By having this capacity, children are more willing to 'have a go' and keep trying to find solutions, looking for alternative narratives (EYFS, DfE, 2024- Characteristics of effective learning).

Within the Early Years Foundation Stage (DfE, 2024) there is a clear reference to creativity through the specific area of learning, Expressive Arts and Design. The DfE states, "the development of children's artistic and cultural awareness supports their imagination and creativity". However, remember creativity is not just about being artistic, as Loris Malaguzzi attested, children "are apt to explore, make discoveries, change their points of view, and fall in love with forms and meanings that transform themselves". When children are creative cognitively, they become divergent thinkers, so the question is how can we support children to explore, create and be imaginative?

As practitioners we need to immerse children in their world - to appreciate the awe and wonder that surrounds them, to see creativity and magic in everyday features. When you love something, you will have empathy and want to care for it. This is clearly apparent in Development Matters (2021, p46) under Personal, Social and Emotional Development: when it suggests children are "taken out around the local neighbourhood and enjoy exploring new places with their key person". These walks resonate with SDG 15 Life on Land, SDG 13 Climate Action (as it highlights to children changes that are occurring in their world) and SDG 4 Quality education.



As you walk around your locality and community with the children, engage with not just the human element of the community- such as shop keepers and park attendants but notice and appreciate what is all you. This resonates with SDG 11 Sustainable Cities and Communities. Loris Malaguzzi described the environment as the ‘third teacher’ so use it! Listen to the sounds on a walk- smell the flowers in the park or the different scents along the road. Ask does a fish and chip shop smell the same as a curry house? Touch and feel the textures of walls, bricks, the bark of the trees and taste the berries that grow by the wayside. Leonard and Barry (2009) suggested we focus too much on people(ourselves) and as a result ignore the non-human world of plant, animal, and spiritual parts of our planet. Change this!



Be observant - look at the creativity that the world presents. The different shades of green and the vibrancy of blues. Help children to see their world through a lens of awe and wonder. There is not one shade of green and by helping children to discriminate shades will also help their pre-literacy and numeracy skills, this is not just art because it is a skill to be able to discriminate. In Montessori classrooms they use tiles showing different shades of the same colour - possibly a resource to buy for your setting or go to the local hardware store, get paper paint samples, and make your own (as shown below). Using this colour scavenger resource will also help fine motor control with little hands (pegs) as well as developing science observational skills.

This colour shading activity sharpens children’s observational capacities, vital in science experiments and develops their vocabulary. Think of how children can be encouraged to discriminate shades of colour, pattern, and texture. By drawing attention to minute details on leaves (shades, textures, shapes) or feeling sandstone walls, children’s vocabulary will increase naturally. Go on environment walks and help the children to find as many different shades as possible, of greens/browns etc that they can. Encourage them to use language to reflect the shades- what does it remind them of? Gooseberry green or chocolate chilli brown! By being creative, both thinking and doing, children can understand colours, for example that there are complementary colours: • Red and green • Yellow and purple • Blue and orange.



Encourage children to make their own shades or colours when outside using a mortar and pestle, grind up leaves and berries to make natural dyes, supporting physical development. Set up a creative experimentation area inside and outside so children can be autonomous learners investigating with colours themselves. Let the children experiment and make up their own colours and name them. Reflect here on the abundance of early literacy and numeracy opportunities with making up their own colour combinations and names! As you can see from the wonderful names created below!



When on your walks look for human- made patterns in the neighbourhood too, such as fences, railings – ask the children what shapes/ patterns can you see? How are they ordered? Can they recreate them back at the setting? Can you identify other straight lines in the neighbourhood? This will link historically to Frederick Froebel’s early childhood gifts with no 8 as linear straight lines.

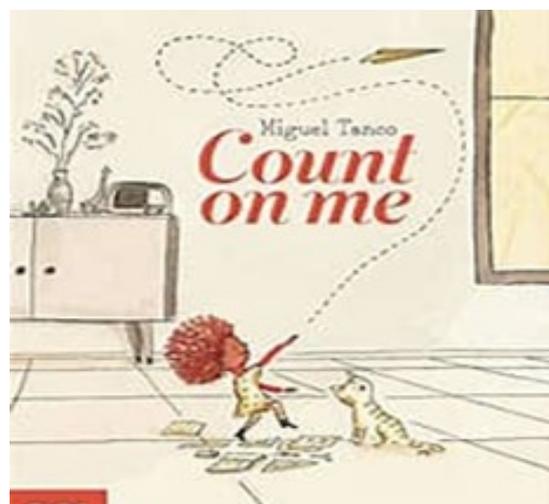
Reflect on the different shapes – how many can they find? How many triangles can they find or squares (windows, doors, tops of fence panels)? Record their discoveries using cameras and reflect on the mathematical language when you share the images together. What patterns are on pavements, trees, leaves, tiles, and animals? Use the correct terminology – symmetry, spiral, concentric etc. Bring these patterns back inside and recreate or design your own -as it states in Development Matters (2021, p86) “Provide patterned material – gingham, polka dots, stripes etc. – and small objects to arrange in patterns. Use words like “repeated” and “the same” over and over,” supporting children’s early numeracy.

By using this mathematical language in this way, you will be supporting early numeracy and literacy naturally. As it states in the EYFS (DfE,2024, p10) under specific area Mathematics- “It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice..” The world is full of mathematical opportunities!



On your walks together help the children to identify number symbols in their environment- ask them questions so they must think about it- where would we see numbers and why? For example, numbers on the buses (why different numbers?) or the shops (how are numbers displayed (revisiting cash), symbols on doors or post boxes that tell the time of collection. Why do we need numbers? Help children to see how number symbols are all around them and to understand how they fit contextually into their world. The Education Endowment Foundation Improving Mathematics guidance (p 10) notes “language skills enable the effective communication of mathematical thinking, and a grasp of mathematical language is important for the development of mathematical ideas”.

Additionally, research from the EEF also states that you can also use a range of books or images taken by the children as provocations in mathematical discussions. For example, this wonderful book *Share Count on Me* by Miguel Tanco can be used as a provocation with the children either before or after a neighbourhood walk.



This book will help children to see that maths is about patterns. A young girl sees the world differently in this beautiful picture book celebration of maths. Everyone has a passion. For some, it's music. For others, it's art. For our heroine, it's maths. When she looks around the world, she sees maths in all the beautiful things: the concentric circles a stone makes in a lake, the curve of a slide, the geometric shapes in the playground. Others don't understand her passion, but she doesn't mind. There are infinite ways to see the world. And through maths is one of them. Maths is not just numbers but shapes and patterns.



By drawing on the patterns and symbols in the environment children will have countless opportunities to use language, for example, discussing the differences in two garden trellis panelling using thick, thin, wide, narrow, and seeing the triangular patterns within. SDG 4 Quality education reminds us of the importance of both the educator and supporting environment and the importance of developing early literacy and numeracy skills. The EEF Improving Mathematics Guidance clearly highlights the importance of children enjoying maths and by embedding your locality and community into your early mathematical and early literacy pedagogical experiences, children will organically be 'doing' maths without even knowing!





The IFF are undertaking research on the 18 Early Years Stronger Practice Hubs and wish to undertake this with us in the future and would like us to supply email addresses of settings that have engaged with us through CPD. If you don't wish to have your contact details added to this research please let us know via the Hub email at: sphubnw@evertoncentre.liverpool.sch.uk

Childminding

June Cargill

Liverpool City Region and Beyond Early Years Stronger Practice Hub,
Strategic Partner, Childminder Lead

CHILDMINDER DROP IN

Every Monday 9.30-11.30a.m. at Deysbrook Community Centre, Liverpool, L12 4XF. and every Friday 9.30-11.00a.m. at Everton Nursery School and Family Centre, Spencer Street, Liverpool, L6 2WF.

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

Childminding

June Cargill

Liverpool City Region and Beyond Early Years Stronger Practice Hub, Strategic Partner, Childminder Lead



Calling All Childminders in Liverpool City Region

Come and meet Rachel Barrett, speech and language therapist from TalkAboutTown at our childminder drop in at Everton Nursery School and Family Centre, Spencer Street, L6 2WF on **Friday 31st May, Friday 26th July, Friday 16th August 9.30a.m. to 11a.m.** to discuss any speech and language concerns or ask about Wellcomm. Bring your children to the drop-in and colleagues will support while you speak with Rachel in the drop-in.

CHILDINDER DROP IN

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

and

Every Friday 9.30-11.00a.m. at Everton Nursery School and Family Centre, Spencer Street, Liverpool, L6 2WF.

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

HANEN Learning Language and Loving It Programme - in development for Childminders

If you would like to be part of a working party with Communicate, Preston (who are remodelling the Hanen programme for childminders) let us know on the sph email.

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 Recruitment and Retention Consultation

The Department for Education (DfE) is consulting on three proposals and gathering evidence to improve the recruitment and retention of childminders.

Stakeholders are invited to share views on how the DfE can support the recruitment and retention of childminders. This consultation is open to the public and in particular invites responses from:

- Current, former, and prospective childminders and providers of CODP
- Other early years providers
- Other early years providers
- Childminder agencies (CMAs)
- Parents
- Ofsted
- Organisations that represent childminders, providers of CODP and other early years providers
- Local authorities and the local government association
- Regulated healthcare professionals who work in GPs surgeries
- Landlords and any relevant representative bodies

[Childminder Recruitment and Retention Consultation - Department for Education - Citizen Space](#)

Closes 10 May 2024

Calling all SPH Network Members..... FREE Resource bags coming soon, funded by the SPH this is a fantastic opportunity for Childminders.



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, with a group of childminder colleagues and shared as a lending library.



In the next few weeks you can apply for resources that cover Communication and Language, Early Maths and Story Comprehension including a selection of various quality Story Sacks..

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



Look out for the launch coming the end of April/early May depending on your location within Liverpool City Region and Beyond Early Years Stronger Practice Hub

A School's Guide to Implementation

Maximise the impact of new approaches and practices.

educationendowmentfoundation.org.uk



An educational approach or idea may seem great in principle, but what really matters is how it manifests itself in the day-to-day work of people in schools, colleges, and early years settings.

Our guidance on effective implementation – and its accompanying resources – are designed to help you make sure new approaches or practices have the biggest possible impact on children and young people's outcomes.

Based on a new review of the evidence, our updated guidance is focused on three key elements:

The behaviours that drive effective implementation.

The contextual factors that facilitate implementation.

A structured, but flexible, process to enact implementation.

The process is designed to support you to do implementation, while the behaviours and contextual factors help you to do it well.

Guidance for EY providers and practitioners and parents

25



Playlist on Ofstednews YouTube channel

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