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

Newsletter

February 2024

Welcome to Liverpool City Region and Beyond Early Years Stronger Practice Hub February newsletter. Look out in this newsletter for half day twilight and Saturday morning conferences that are taking place across the region in March. Look out for our CPD offer which is both face to face and online for Early Emotions and Communication and Language in the EYFs and Movers. See our local and national websites for more details. You can find more details on the national website <https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eysh>

We also have information on Everton Nursery School and Family Centre website under the stronger practice hub tab. If you haven't already please subscribe so you can keep up to date of CPD we have on offer online in the day, evening's live and recorded, Saturdays and face to face.

<https://www.evertonnurseryschoolandfamilycentre.org/strongerpracticehub> Please email sphubnw@evertoncentre.liverpool.sch.uk if you wish to book on any CPD session or conference.



February 2024 issue

Welcome, CPD, Conferences, Latest information, Talking Time Evaluation Study, Spotlight Kids Planet Wallasey, Supporting self-regulation in the early years Blog, Blog Writing, IFF Research, Childminding Drop In, EEF Using Research Evidence, NPQEYL and Early Years Evidence Store.



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

All conferences are open to all early years practitioners across the Liverpool City Region and Beyond area, they are not specific to one area so if you wanted to have a visit to another area to attend a conference you are very welcome.

CONFERENCES

Friday 1st March, 2.30-4.30p.m. Everton Nursery School and Family Centre, Spencer Street, Liverpool, L6 2WF or

Saturday 2nd March, 10a.m. - 12 noon Everton Nursery School and Family Centre, Spencer Street, Liverpool, L6 2WF

Friday 15th March, 2.30-4.30p.m. Tower Wood Outdoor Education Centre Windermere, Cumbria, LA23 3PL or

Saturday 16th March, 10a.m. - 12 noon. The Mazuma Stadium, Morecambe Football Club, Christie Way, Westgate, Morecambe, LA4 4TB

Conferences

Friday 15th March, 2.30-4.30p.m. Tower Wood Outdoor Education Centre Windermere, Cumbria, LA23 3PL or

Saturday 16th March, 10a.m. - 12 noon. The Mazuma Stadium, Morecambe Football Club, Christie Way, Westgate, Morecambe, LA4 4TB

Friday 22nd March, 2.30-4.30p.m. Lakes College, Hallwood Road, Lillyhall Business Park, Workington, Cumbria, CA14 4JN or

Saturday 23rd March, 10a.m. - 12 noon Learning Gateway lecture theatre, at Fusehill Street campus, University of Cumbria, Carlisle, CA1 2HH

See below the format for the conferences:

Registration and receive your FREE conference bag of resources such as a plantable book.

Welcome and information about Liverpool City Region Early Years Stronger Practice Hub and what the Hub can offer practitioners who work with children 0-5 years.

Diane Boyd - Keynote on Sustainability in the Early Years linking to Communication and Language. Diane will share practical ways of looking at sustainability when working with young children.

Break with refreshments of Tea/Coffee/Biscuits and an opportunity to look at books and resource bags as suggestions for practice.

Networking with opportunities to share practice about role and share practice of present sustainability activities.

Question and Answer Panel.

Close of conference.

EARLY EMOTIONS

Online - An introduction to early emotional health, the issues children face and links to socio-economic backgrounds.

Online with ZOOM for one session on:

Thursday 22nd February 5pm - 7pm or repeated on

Saturday 24th February 10am - 12pm or repeated on

Saturday 9th March 10am - 12pm or repeated on

Thursday 14th March 5pm - 7pm Online with ZOOM for one session on:

Thursday 22nd February 5pm - 7pm or repeated on

Saturday 24th February 10am - 12pm or repeated on

Saturday 9th March 10am - 12pm or repeated on

Thursday 14th March 5pm - 7pm

LEARNING WALKS

Evelyn Street Nursery

Warrington - Thursday 22nd February 8.30am - 11.30am

Ganneys Meadow Nursery School

**Wirral - Communication and Language Approaches - Tuesday 23rd April
9.15-11.15a.m.**

Sandy Lane Nursery and Forest School

Warrington - Wednesday 24th April 8.45-11.45a.m.

If you wish to offer your setting for a learning walk to share practice especially linked to research in communication and early mathematics, let us know via email on sphubnw@evertoncentre.liverpool.sch.uk

MOVERS

To explore the Movement Environment Rating Scale for 2-6 year olds provision. Improving physical development through movement and physical activity

Face to face training at Everton Nursery School and Family Centre

Spencer Street, Liverpool. L6 2WF

Movers 1 - Wednesday 6th March 1pm - 4pm and

Movers 2 - Wednesday 20th March 1pm - 4pm

We are aiming to put this online after the face to face sessions.

We are looking to offer FOREST SCHOOL AND BEACH SCHOOL training in May and June and SEND training re the sensory curriculum online in March and April. We are aiming to put our Communication and Language in the EYFS and Movers Training online in April and May after the face to face sessions.

To book on any CPD session email:

sphubnw@evertoncentre.liverpool.sch.uk

All CPD sessions are open to all Early Years practitioners in the Liverpool City Region and Beyond Stronger Practice Hub Local Authorities

Latest information

Discover the Early Years Stronger Practice Hubs

Find your nearest hub

Visit the new home of the Early Years Stronger Practice Hubs

What are the Early Years Stronger Practice Hubs?

Early Years South West Stronger Practice Hub

Early Language Intervention

Early Years Evidence Store

North West

Yorkshire and the Humber

West Midlands

East Midlands

East of England

South East

South West

NATIONAL CHILDREN'S BUREAU

Education Endowment Foundation

Department for Education

Funded by UK Government

A new website www.strongerpracticehubs.org.uk has launched to support regional networks of early years practitioners in England to share knowledge, effective practice and evidence-based approaches.

The Early Years Stronger Practice Hubs programme is part of the Department for Education (DfE)'s £180m Early Years Education Covid-19 Recovery Package and is delivered on behalf of the DfE by the National Children's Bureau (NCB).

The 18 Hubs (two in each of the government office regions in England) provide advice, share good practice and offer evidence-based professional development for early years

The new site will allow early years practitioners to find their local Hub from a drop-down list or by navigating a clickable map of England and access the latest information from that Hub on upcoming events, programmes and resources.

The site will also feature information about the programme itself as well as access to other related DfE programmes and the Early Years Evidence Store created by the DfE's evidence partner on this project, the Education Endowment Foundation (EEF).

An exciting new module has been added to the DfE's Early Years child development training.

Module 6: Mathematics is now available and covers:

Nurturing mathematical development from birth

Number including verbal counting, object counting and subitising

Patterns and relationships

Spatial reasoning, including shape, space and measures



Department
for Education

New online Early years child development training

Developed by early years experts

- Build your child development knowledge.
- Get practical advice for supporting children in your setting.
- Test your knowledge and reflect on your practice.
- Watch practical training videos.
- Access modules in any order at any time.



Pause and restart the training at any time



Make notes as you learn



Download a certificate after each module

Find out more by visiting:
child-development-training.education.gov.uk

This module is available along with 5 other modules including child and brain development, personal, social and emotional development, communication and language and physical development.

We let you know earlier in the year that a new feature had been added to the training which enables users to access the modules in any order. However, the DfE do recommend that the modules are completed in consecutively as the training has been designed to build on previous modules, starting with child and brain development underpinning all the others.

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



Talking Time Evaluation Study

Are you concerned about the oral language development of children in your setting? If your setting is in Knowsley, Liverpool or Sefton Local Authority you have the opportunity to be part of the Talking Time Evaluation Study. The Talking Time© Evaluation Study Setting Information Sheet provides more information. Please email sphubnw@evertoncentre.liverpool.sch.uk or look on <http://www.education.ox.ac.uk/talking-time> if you require any further information.

Spotlight

Kids Planet in Wallasey is located in a unique set of buildings on the local high street, one of which was a bank. Don't worry the vault is not there anymore!



The nursery is an 'Outstanding' provider. Jane Molyneux, leader and manager, tells me that she and her team are passionate about creating awe and wonder for children in their learning spaces and provocations. This can be seen through their development of learning environments, especially in the application of soft lighting and use of real world furniture and resources throughout. Janet was concerned, especially post COVID, in the social and communication skills of the children who were coming into the nursery.



In response to this, two years ago, Jane nominated two experienced members of staff to undertake an eight month Continuous Professional Development (CPD) programme: 'Hanen, Learning Language and loving it'. This meant a significant investment of time for her staff especially in terms of cover. Janet found out about this opportunity through an invite from the Local Authority early years team in Liverpool.

What does this approach look like?

The Learning Language and Loving It Programme is designed to provide early childhood educators with practical strategies to support all children in the classroom to build language and social skills, no matter what their learning and communication styles are.

The main strategies promoted by this programme include:

Promoting every child's language development using natural everyday activities, routines and play. Becoming attuned to children's interests so you can follow their lead, which is known to foster language development. Adjusting the way you talk to help children develop more advanced language skills. Promoting interaction among the children themselves. Facilitating language-learning in pretend play. Be a good conversation partner by using the OWL technique (Observe, wait, and listen) in interactions. Observe first so that you can tune into what the child is interested or engaged with. Wait, so that the child may initiate communication with gesture, action or words. Listen to what is actually said or communicated by the child so that you follow their lead and not your own agenda. This was shared with the wider team and adopted as a quick win very early on.

Using 'SSTaRs' in book sharing. (Stress. Show. Tell. Relate) which links closely to Interactive Reading.

All adults showing a genuine interest in children's communications at any age and responding by taking the lead from each child by commenting, echoing, repeating, recasting, narrating or pondering about the world and experiences alongside the children.

Inspiring and motivating children's learning and development through providing interesting provocations and child initiated experiences.

What impact has the programme had?

Jane has seen:

Universal benefits for all children, but especially for those with communication difficulties.

Enhanced language from all children. Improved social interactions between children, especially in turn taking and showing empathy for each other. Ideas and simple strategies shared with parents and carers that are being used at home.

The team now has a strategy summary 'Let's interact' that gives prompts for effective techniques for the whole team to use that have been taken directly from the programme.



Practitioners new to the setting, are teamed with a more experienced staff member in order to see the techniques in action, which ensures all staff are using the techniques appropriately and with understanding.

Peer observations make a note of any communication strategies employed or missed opportunities that could be used in the future in using a specific communication technique.

Staff are using commentary much more often instead of asking closed questions, resulting in more language from children.

Questions used are now more open ended and staff consider which questions to ask and when.

Book sharing for all children includes interactive reading using the SSTaRs prompts.

During gradual admission, children are identified early and teamed with Hanen experts as their key worker, according to need.

Children's interests are captured daily at circle time, and facilitated in learning opportunities very quickly so to make the most of this information, motivating children's learning and communication.

What can I do in my setting?



Have a look at adopting the OWL technique when listening to children.

Learn more about Interactive Reading.

Use some of these strategies that may help a child make a request, make a comment or ask a question:

Place a desired object out of reach... then wait

Offer a piece or portion of something... then wait

Chose an activity your child can't do without help... then wait

Offer a choice... then wait

Pause a familiar activity/routine... then wait

Change a familiar activity... then wait

Hide objects in surprising places... then wait

When things go wrong... wait

Research and references

[EEF | Communication and Language \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

[EEF blog: Interactive reading - More than just reading a book! | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/blog/interactive-reading-more-than-just-reading-a-book/)

<https://www.hanen.org/SiteAssets/Helpful-Info/Research-Summary/Learning-Language-Research-Summary.aspx>

[Early Childhood Language and Literacy Development Articles \(hanen.org\)](https://www.hanen.org/Early-Childhood-Language-and-Literacy-Development-Articles)

Supporting self-regulation in the early years

You Need To Calm Down!

Supporting self-regulation in the early years

Amanda Quirk is an early years teacher and leader with over 30 years' experience working with children 0 -5, early years teachers and educators in PVI's and schools. Amanda currently works as EYFS Lead for the Liverpool City Region and Beyond Early Years Stronger Practice Hub, is EYFS lead for Generate Teaching School, and is an area lead for the DFE Experts and Mentors programme.

In my role I am lucky enough to be out and about the North West, supporting many early years' practitioners, leaders and managers. Working with young children post COVID has brought some even bigger challenges to us all. One current issue I have observed and I hear about is children who lack basic social skills, have poor emotional regulation, no impulse control, lack focus and are unable to adapt to different situations. These behaviours are closely aligned to self-regulation.

I am not alone in worrying about this trend and what it may mean in the future for these children.

The Early Years Foundation Stage statutory framework for group and school-based providers. January 2024, states. 'Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.'

Self-regulation is what makes self-control possible.



Without the skills linked to self-regulation, there is an inability to manage oneself and to control actions linked to strong emotions and feelings. This could lead to conflict with peers and adults, a brake down in friendships, and may become a barrier to learning.

As early year's educators, we are fortunate, in that we have a chance to work with children at their most receptive and responsive. This thought always gives me hope and the belief that in early years, we can be arbiters of change. The OFSTED report 'Best Start in Life Part 2' makes clear the research that supports links between strong PSED skills and academic success (follow the link below)

Here are 3 key strategies that research advocates in supporting young children to start better self-regulation:

1. Help children to name a range of different emotions. Use yourself, books and stories, pictures, mirror play, photographs and role play to name and recognise different emotions and feelings with children to extend their vocabulary.
2. Help children to understand these different emotions. Talk about how different emotions look or feel like in order to help children better understand themselves. Model a range of feelings and emotions and how to deal with them. : Be a role model by demonstrating positive behaviours. Encourage empathy and understanding by discussing feelings and emotions with children, helping them develop their language and emotional intelligence.
3. Co regulation before self-regulation. Initially narrate the problem and possible solutions with children, then gradually move on to coaching children through real life events that will help to develop language and strategies available to them independently.

The good news is that we can teach self-regulation skills, and they can be learnt. The tools and resources you use may not cost a lot but will have a big impact on the lives of the children in your setting. If we help children to identify their emotions and teach strategies to help children to cope with how they are feeling or what is happening, we will be giving the life-long gift of being able to achieve goals and navigate life's challenges.

For further information and reading, please click the links below.

OFSTED Research and analysis. Best Start in Life Part 2

[Best start in life part 2: the 3 prime areas of learning - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/research-analysis/best-start-in-life-part-2)

EEF. Personal Social and Emotional Development. Approaches and practices to support Personal, Social and Emotional development in the Early Years

[EEF | Personal Social and Emotional Development \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Blog Writing

Are you a Blog Writer? Could you help by writing a blog of an area of interest that would support other early years practitioners whether these are in school, private nurseries or childminders. Have a look at the blogs below and email sphubnw@evertoncentre.liverpool.sch.uk if you have any suggestions for blogs that can be part of future newsletters or be on our local and national stronger practice hub websites.

<https://educationendowmentfoundation.org.uk/news/eef-blog-exploring-self-regulation-in-the-early-years>

<https://www.strongerpracticehubs.org.uk/hubs/sw/bristol-and-beyond-eysph/resources/connection-and-core-stories-how-storytelling-can-support>



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:

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.

New guide to help education professionals use research ["Using research evidence: a concise guide"](#) to help staff make best use of the wide range of education research available to them.

NPQEYL



Final Applications for the Fully Funded Early Years Leadership Qualification

The National Professional Qualification in Early Years Leadership (NPQEYL) is designed for leaders qualified to at least level 3 with a full and relevant qualification who are, or are aspiring to be:

- managers of private, voluntary and independent nurseries
- headteachers of school-based or maintained nurseries
- childminders with leadership responsibilities

It is fully funded (subject to eligibility, see below) for this school year and applications are now open for the next cohort of learners – starting in February 2024.

What will participants Learn?

You'll develop expertise in the knowledge, skills and concepts for leading an Early Years setting. These include best practice around child development and additional and specialist educational needs, as well as culture, organisational management and partnerships you may make as the leader of an Early Years setting.

With a practical focus to the programme, you will be supported to make small but important changes to your and others' practice throughout the programme.

What is involved?

It will take 18 months plus a further 3 months for assessment and consist of a series seminars that can be online and/or arranged in local groups with time self-directed study. Whichever provider you choose they all cover the same standards framework:

<https://assets.publishing.service.gov.uk/media/64f5f92a9eeof2000db7be6e/National-Professional-Qualification-for-Early-Years-Leadership.pdf>

Who is Delivering the NPQEYL?

Applicants can chose from a list of national providers all offering the same course. Listed below are the teaching school hubs for our hub area and links to local information:

Local Teaching School Hub

Embrace TSH

[Chorley, West Lancashire](#)

Generate TSH

[Halton, Warrington, Wigan](#)

Inspire NW TSH

[Liverpool, Wirral](#)

One Cumbria TSH

[Barrow-in-Furness, South Lakeland, Copeland, Allerdale, Eden, Carlisle](#)

Rainbow TSH

[Knowsley, Sefton, St. Helens](#)

Star TSH

[Hyndburn, Pendle, Rossendale, Lancaster, Preston](#)

Funding Criteria

The DfE has released grants to providers of the NPQEYL until the end of the school year 2023/24; saving around £1,000 per person. You will be eligible for the funding if you work in one of the following:

- In a state-funded, independent special, virtual or hospital schools.
- For a Local authority nursery in England.
- In a pre-school class that's part of a school in England.
- In a private nursery that is registered with Ofsted.
- As a childminder or nanny and registered with Ofsted.

Please check your individual circumstances and eligibility with the chosen provider before applying. They will also advise you on how to complete the application for funding from the DfE. There is also more information shared by the DfE here: <https://www.gov.uk/guidance/early-years-leadership-national-professional-qualification>

Guidance for EY providers and practitioners and parents

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Playlist on Ofstednews YouTube channel

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Early Years Evidence Store

Lunchtime webinars.

<https://www.ncb.org.uk/what-we-do/practice-and-programmes/focusing-early-years/early-childhood-unit/lunchtime-learning>

2024EYFS reforms

<https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/changes-to-the-early-years-foundation-stage-eyfs-framework-january-2024>

Funded nursery places from April 2024.

<https://www.eyalliance.org.uk/free-childcare-offers-what-parents-and-carers-need-know#:~:text=from%20April%202024%2C%20all%20eligible,38%20weeks%20of%20the>