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

# Newsletter

## November 2023

Welcome to our first newsletter for Liverpool City Region and Beyond. We are pleased to be working with early years colleagues from Liverpool, Sefton, Wirral, Knowsley, St. Helen's, Warrington, Halton and Beyond from Lancashire and Westmorland and Furness.

Over the next few months we are aiming to reach all colleagues either via face to face mini launch events, conferences, recorded webinars or online sessions. Our newsletters will be monthly featuring information from the Department for Education Early Years Team, the Education Endowment Foundation Early Years Evidence Store colleagues, good practice guides and information from early years colleagues across our Early Years Stronger Practice Hub region. We aim to feature blogs and case studies from early years colleagues to share regarding early years research and good practice.

Ask your colleagues to sign up to our database to keep informed of early years information from our Early Years Stronger Practice Hub. If you have any early years research you have undertaken or good practice guides and information you wish to share please email [SpHubNW@evertoncentre.liverpool.sch.uk](mailto:SpHubNW@evertoncentre.liverpool.sch.uk)



# November 2023 issue

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## Early Years Evidence Store

Calling preschools, school-based early years settings, nurseries and childminders! Are you looking for ways to develop your practice but not sure where to start?

@EducEndowFoundn has added new themes to its Evidence Store to empower your practice and boost learning and development for young children.



Explore now: <https://eef.li/evidence-store>

Approaches and practices to boost early maths– such as teaching the association between number and quantity - are explored in one of two brand new themes of the Education Endowment Foundation's (EEF) Early Years Evidence Store, launched on Wednesday 8th November 2023.

Developed as part of the EEF's work supporting the Department for Education's Stronger Practice Hubs, the Evidence Store takes a comprehensive look at priority areas for early years learning and development. Co-developed by researchers and educators it identifies approaches early years staff can use to support learning and development. The store provides a summary of the best available evidence for the approaches and illustrates how they could be put into practice with children in all types of early years settings.

The new theme on early mathematics summarises five approaches, including teaching problem solving skills for maths and supporting maths language, to give early years professionals guidance and pointers on how to implement them to boost learning and development.

Each approach is accompanied by videos of it in action, and further written examples to illustrate how it could be put into practice. For the approach for teaching association between number and quantity, the Evidence Store shows Honey, a childminder, following a mud pie recipe during play with a group of two- to three-year-olds. She uses words and gestures to illustrate how much of each ingredient the children need and then labels the amount after counting the ingredients.

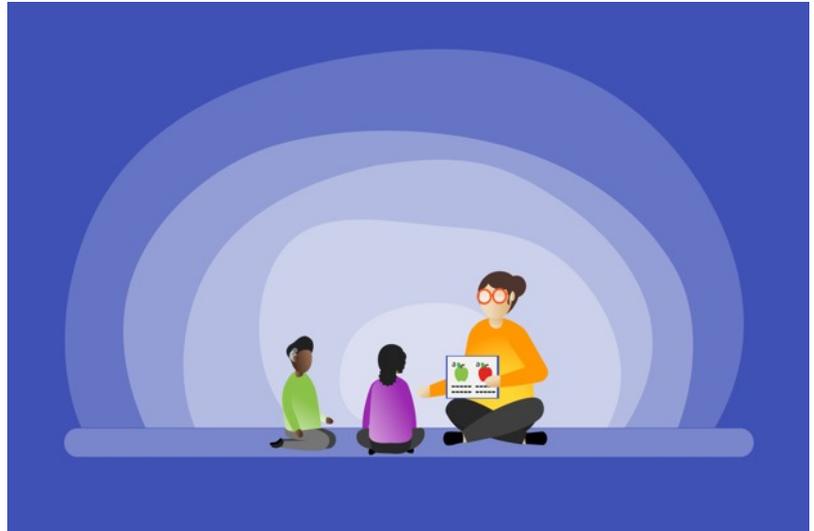
According to the EEF's Early Years Toolkit, a high-level research summary designed to help early years staff make decisions about how to improve outcomes, approaches to support early numeracy can boost young children's progress by as much as seven months.

The second new Evidence Store theme published recently, looks at early literacy, which according to the Toolkit can boost progress by as much as four months. This theme includes guidance on approaches such as interactive reading, where the adult engages children purposefully during shared reading to encourage them to be an active participant in 'reading' the book.

# Early Years Evidence Store

The release of the new themes in the Evidence Store are part of the EEF's increased focus on early years education, in recognition of the crucial role that early years provision plays in combatting education inequality.

According to recent estimates by the Education Policy Institute, the attainment gap between socio-economically disadvantaged five-year-olds and their classmates was around 4.8 months in 2022. Research by the EEF found that there were, on average, three more children per class, not reaching the expected levels of development by the end of reception class in 2021, when compared to pre-pandemic levels.



Since its launch in February of this year, the Evidence Store has been accessed over 50,000 times. New themes will be added in 2024. The DfE's Stronger Practice Hubs, a network of early years settings across the country promoting evidence-informed practice, will support those working with young children to use the Evidence Store to enhance their practice.

Professor Becky Francis CBE, Chief Executive of the Education Endowment Foundation, said:

“Giving every child access to great learning and development opportunities before they start school is crucial to making sure they achieve their potential. Early years staff play a central role in this mission. But, with the sector facing a number of immediate challenges, they shoulder a huge amount of responsibility in their working lives.

“We want professionals working in the early years to feel empowered to use education evidence to their advantage, so that they can make informed choices about the strategies they adopt in their practice.

“It's been great to see such a positive response to the Evidence Store since we its launch earlier this year. Through today's new additions, our hope is that we can provide more meaningful and timely guidance to all those working at this vital stage of our education system.”

## CASE STUDY

Read how childminder Becky has used approaches in the Evidence Store to support children's language development: EEF blog: [The Power of Story in the early years](https://www.educationendowmentfoundation.org.uk/blog/the-power-of-story-in-the-early-years) | EEF ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk))

# Preparing for Literacy

If you haven't seen the Preparing for Literacy Guidance have a look at the booklet and poster especially if your settings priorities are exploring communication and language and early reading. The guidance puts forward research outlining the importance of prioritising communication and language.



Education Endowment Foundation

and literacy in the early years

**1**

**Prioritise the development of communication and language**



Language provides the foundation of thinking and learning and should be prioritised.

High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.

Adults have a vital role to play in modelling effective language and communication.

Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.

**2**

**Develop children's early reading using a balanced approach**



Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

**3**

**Develop children's capability and motivation to write**



Writing is physically and intellectually demanding.

Expressive language underpins writing and should be prioritised.

Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.

Support children to develop the foundations of a fast, accurate, and efficient handwriting style.

Monitor the product and process of children's handwriting and provide additional support as necessary.

**4**

**Embed opportunities to develop self-regulation**



'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning.

A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle.

Embed opportunities to develop self-regulation within day-to-day activities.

Monitor the development of children's self-regulation and ensure activities remain suitably challenging.

**5**

**Support parents to understand how to help their children learn**



Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.

Promising strategies include:

- encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and
- running workshops showing parents how to read and talk about books with their children effectively.

Less promising strategies include occasional home visits or homework tasks.

**6**

**Use high quality assessment to ensure all children make good progress**



Ensure clarity of purpose about the different assessments used in your setting.

Collect a small amount of high quality information to ensure that

- children who are struggling receive the right type of support; and
- time is used efficiently by avoiding rehearsing skills or content that children already know well.

Use assessments to inform, not replace, professional judgement.

Monitor children's sensory needs to ensure they do not impede learning.

Avoid using assessments to label children and split them into fixed groups.

**7**

**Use high quality targeted support to help struggling children**



High quality targeted support can ensure that children falling behind catch up as quickly as possible.

Small-group support is more likely to be effective when:

- children with the greatest needs are supported by the most capable adults;
- adults have been trained to deliver the activity being used; and
- the approach is evidence-based and has been evaluated elsewhere.

In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.

# NELI

Craig Bolton, Headteacher at East Prescott Road Nursery School, Liverpool, introduces the NELI Nursery programme.



## What is NELI-N?

The Nuffield Early Language Intervention for Nursery (NELI-N) combines elements of two successful existing interventions: NELI-R and Parent and Children Together (PACT). NELI-N is an enrichment programme, delivered to the whole class, with additional targeted support for children with weaker oral language.

The programme is designed for 3 and 4 year olds and runs over 20 weeks. It involves scripted interventions, focusing on dialogic reading, teaching vocabulary, listening and narrative skills. In Reception year, the NELI-R programme follows on and develops children's phonological awareness and letter sound knowledge.

Reading is at the heart of NELI-N. The programme is crafted around 20 high-quality, engaging books, including traditional tales, non-fiction and fiction. Ideas are often expanded into language-rich and engaging continuous provision and can become a solid basis for a book-focused sequenced and progressive curriculum.



## Why did we adopt NELI-N?

Our school's top priority had been improving children's outcomes in communication and language. This became even more pressing following the Covid pandemic. We had devised a strategy for professional development to improve practitioner expertise within the language-rich learning environment. We had already adopted a range of interventions and approaches to assess and support our children's listening and attention, comprehension and speaking skills. We wanted to build upon our existing approach and to further develop our curriculum to incorporate books and the direct teaching of new vocabulary. The NELI-N programme was the ideal complement to our existing provision and offered opportunities for professional development for the whole staff team.



The power of NELI-N is that it is a whole-school intervention, a universal model. All children explore the same high-quality text, learn the same new words and their meanings and engage in the same learning activities that deepen their conceptual understanding.

## How does NELI-N work?

Our whole staff team were very well supported in our preparation phase. We received handbooks, resources, flashcards, training and mentor support.

Children were then assessed through an app called 'Language Screen', which identifies children needing most support with their language skills. This informs the groupings of children who will receive further support in small groups 3 times per week, and those who will benefit from short individual sessions.

There are three elements of the programme: whole-class sessions delivered by a trained practitioner five times a week; targeted intervention in small groups for children with the weakest language skills and weekly individual sessions as a further opportunity to revisit learning.



The NELI-N structure operates over a five-day cycle, in daily 15-20 minute sessions. The first day involves sharing the book of the week with the whole class. The remaining four days focus on a 'Special Word' from the shared text, with interactive learning activities designed to explore the new word and linked concepts in greater detail. The programme is supported by digital resources for the Interactive Whiteboard and scripted handbooks to support the delivery of the sessions.

*In the next article of the series, Craig will discuss the successful implementation of the programme in his maintained nursery school and the positive impact on children's oral language and narrative skills.*

# Interactive Reading



EEF blog: Interactive reading – More than just reading a book!

The EEF is an independent charity dedicated to breaking the link between family income and educational achievement.

[educationendowmentfoundation.org.uk](http://educationendowmentfoundation.org.uk)

Nicola Cherry is an Early Years Content Specialist for EEF and has twenty years of experience working as a teacher and leader in a variety of early years and primary settings, mainly in deprived areas across

Bristol and North Somerset. She has experience supporting others working in schools, nurseries, children centres, PVI and childminding settings.

We know that reading books and stories to young children benefits their learning and development, including their communication and language. But evidence suggests that “interactive reading” – during which an adult encourages a child to talk about the story – can be a particularly effective approach.

# The Updated Reading Framework



Early Years practitioners would be wise to get to know the updated reading framework.

In July 2023, the Department for Education updated the framework and EYFS lead for Generate Teaching Hub, Amanda Quirk, explains why this is important.

“The Reading Framework’s key objective is to help schools to meet the expectations set out in the Early Years Foundation Stage statutory framework and the national curriculum. I encourage the settings I visit to review it, know it and embed the framework into their everyday practices.”

The framework aligns with Ofsted’s Education Inspection Framework

<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023> and has been designed to provide guidance about how reading should be taught in primary schools.

To discuss the reading framework and learn more email  
SpHubNW@evertoncentre.liverpool.sch.uk

# Evaluation of Reception Jigsaw

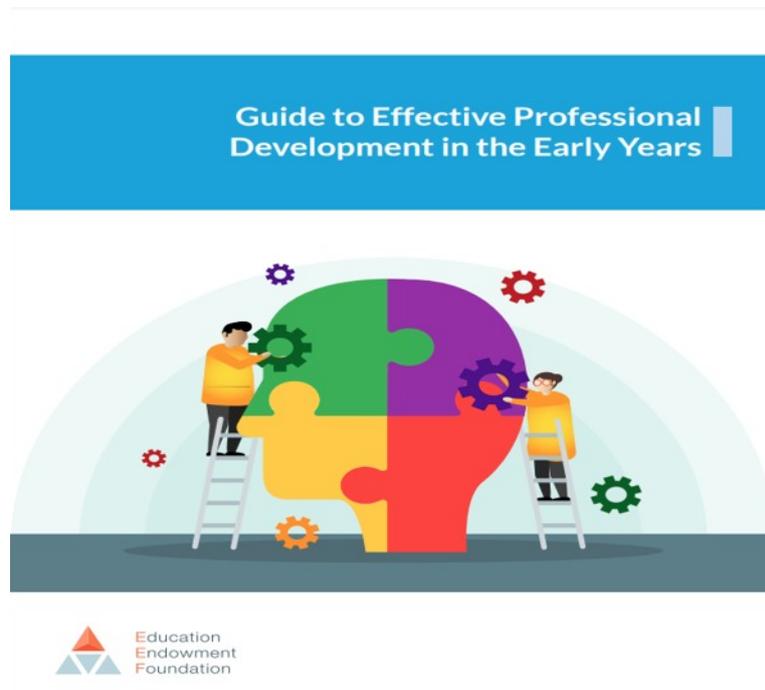


The Education Endowment Foundation (or EEF as they are generally known) has published the independent evaluation of Reception Jigsaw

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reception-jigsaw>

a professional development programme which aims to improve maths teaching and outcomes for reception children (four- to five-year-olds). Delivered by White Rose Maths, the programme is underpinned by core principles of early maths teaching, such as learning through play, using real objects and meaningful contexts to introduce learning, and building on individual children's interests. Reception staff take part in five training twilights and five coaching sessions over the course of an academic year. This evaluation of Reception Jigsaw, conducted by the National Foundation for Educational Research (NFER), looked at the impact of Reception Jigsaw on young children's (four- to five-year-olds) maths development. The researchers looked at data from 138 schools and found that children whose school took part in the programme made, on average, the equivalent of one extra month's progress compared to those who did not. A copy of the full evaluation report is here: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reception-jigsaw>

# Early Years Professional Development Guide



Professional development (e.g. a structured training course) is key part of sustaining high quality practice for our children in early years. Choosing the right training and then implementing the learning into our settings is part of a continuous cycle of improvement that we all undertake.

To assist in accessing the right professional development the Education Endowment Foundation (EEF) have produced a guide for early years professionals <https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store/guide-to-effective-professional-development-in-the-early-years> making choices about which professional development to prioritise.

## PROFESSIONAL DEVELOPMENT CONVERSATION CYCLE



- 1 Prepare, Reflect and Plan**
  - Agree/prepare professional development conversation focus
  - Reflect on own knowledge, skills and practice
  - Set goals within an agreed action plan
- 2 Build Knowledge and Motivate**
  - Select credible sources of evidence such as the Early Years Toolkit and Evidence Store.
  - Identify the 'best bets' from the evidence
  - Consider their relevance to individual contexts
- 3 Identify ways to support the development of practice**
  - Review current approaches, practices and goals
  - Identify an expert educator to model/support/instruct
  - Rehearse the practice and offer feedback
- 4 Plan opportunities to embed and review**
  - Provide prompts and cues to support practice
  - Scaffold peer support and opportunities for self-monitoring
  - Encourage productive repetition of practice
- 5 Review goals**
  - Review goal setting and action plan
  - Celebrate achievements
  - Share success with others



# Childminding

My name is June Cargill, I have been registered for nearly 30 years and I am a proud strategic partner to The Liverpool City Region and Beyond Early Years Stronger Practice Hub where I hope I can share my skills, knowledge and experience with the EYSPH to support Childminders.

Having been registered for many years, I have experienced countless changes in the sector from the introduction of Ofsted from Social Services, worked with many new initiatives and seen new and updated publications and guidance come and go. I worked as a Childminder Network Coordinator within Sure Start and stayed open throughout the COVID-19 pandemic lockdowns. I have also just completed the Early Years Personal Development Programme (EYPDP) which, as one example allowed me to enhance my resources for Early Mathematics.

I would like to share with you how I keep myself updated with government and best practice guidance.

I know first-hand that Childminders are unique in the way we work... self-employed but regulated and this can be an isolating career. Having no one to ask advice or ask a question on our practice or to sustain our childcare business can be stressful and can impact our well-being and motivation.



Those of us who remember when Childminder Networks funding was cut, had a huge impact on how we networked. Recently again with the lockdowns, contacts were lost, colleagues retired from the sector and play groups reduced. From being told we are a critical workforce to keep our country running during the pandemic to struggling having our sector seen as a recognised early years professional, the role is an emotional rollercoaster!

I would like to share one of the main ways I keep up to date.... email alerts from various organisations like Ofsted.

By signing up to be notified when there has been updates to essential information for example the revised EYFS draft publication due for implementation Jan 2024, The Statutory framework for the early years or the Development Matters but also for publications for Safeguarding, The Prevent Duty, Extreme Weather along with the wider information from the Department of Education.

No better example of how alerts helped me was when the Government announced the first COVID-19 lock down. To say the sector was in shock would be an understatement but when information was released, this came by way of an email alert. This was challenging as what was correct at 0800 in the morning was then updated by 1600 in the afternoon but I was confident that at least the information I had and also shared with those colleagues who got in touch with me for advice was accurate without bias or influence.

# Childminding

These new webinars prompted me to review my own curriculum to ensure the curriculum is still effective.

I have listed a few organisations you may be interested in if you haven't already signed up to or follow on social media.

Ofsted Ofsted - GOV.UK ([www.gov.uk](http://www.gov.uk))

Department of Education Department for Education - GOV.UK ([www.gov.uk](http://www.gov.uk))

The Foundation Years Foundation Years - From pregnancy to children aged 5

Liverpool City Region EYSPH strongerpracticehub ([evertonnurseryschoolandfamilycentre.org](http://evertonnurseryschoolandfamilycentre.org))

Speech and Language UK Speech and Language UK: Changing young lives

National Childrens Bureau National Children's Bureau ([ncb.org.uk](http://ncb.org.uk))

Liverpool Safeguarding Children Partnership Liverpool Safeguarding Children Partnership (LSCP) - scp ([liverpoolscp.org.uk](http://liverpoolscp.org.uk))

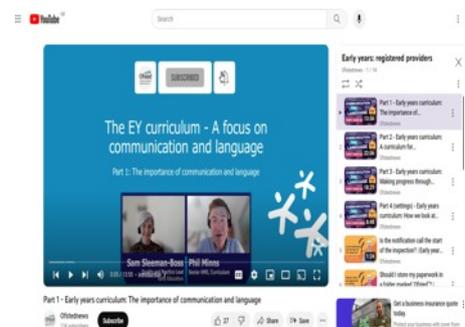
Matt Ashton Director of Public Health for Liverpool City Council (Twitter)

The Early Years Alliance early years alliance | ([eyalliance.org.uk](http://eyalliance.org.uk))

PACEY Professional Association for Childcare and Early Years | PACEY

Twinkl Primary Resources - KS2, KS1, Early Years (EYFS) KS3, KS4, Twinkl

Thank you for your time to read this and I hope you have found something that has been useful to you.



# Professional Development

The DfE have mapped the full offer of professional development prepared for Early Years practitioners.

Childminders, PVI staff and school nursery teams can access a range of resources relevant to their experience and stage of career.

This one page document summarises the funded offers to early years professionals at different stages of their career.

 <b>EY Education Recovery:</b> comprehensive support for settings and practitioners to help them address the impact of the COVID-19 pandemic on the youngest and most disadvantaged children		
	Would you like to...	EYER Programme to consider
 Are you in the early stages of your Early Years career...	Build your knowledge and understanding of child development and get practical tips and ideas to use in your setting.	Early Years Child Development training
 Are you a Level 3 qualified practitioner...	Refresh your knowledge and understanding of child development and get practical tips and ideas to use in your setting.	Early Years Child Development training
	Build on your existing knowledge of child development (ages 2-4) with a focus on supporting early communication and language, early maths and Personal, Social and Emotional Development (PSED).	Professional Development Programme
	Build your knowledge and expertise of performing the SENCO role in Early Years.	L3 Special Educational Needs Coordinator (SENCO) qualification
 Are you a childminder, setting leader or aspiring leader...	Support your staff through delivering evidence-based training on child development.	Early Years Child Development training
	Develop your expertise in leading high-quality education and care, as well as effective staff and organisational management.	National Professional Qualification in Early Years Leadership
	Access 1-2-1 support from an Early Years expert to help develop your leadership capabilities and mentor support for your practitioners.	Experts and Mentors
 Are you a graduate working in Early Years or considering entering Early Years...	Gain Early Years Teacher status with this postgraduate qualification.	Early Years Initial Teacher Training
 Would you benefit from bespoke advice about which elements of the programme are right for you or your setting...	Contact your local <b>Stronger Practice Hub</b> to discuss the offer and to access support to adopt evidence-based practice improvements and a network for sharing effective practice.	

For more information: [Early years education recovery programme - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/programmes/early-years-education-recovery-programme)

If you want to discuss professional development options for yourself or your colleagues contact our Liverpool City Region and Beyond Team on [SpHubNW@evertoncentre.liverpool.sch.uk](mailto:SpHubNW@evertoncentre.liverpool.sch.uk)

## Communication and Language

Have you seen the Ofsted video's on You Tube providing a range of information on Communication and Language? See below

Part 1 - Early years curriculum: The importance of communication and language

Part 2 - Early years curriculum: A curriculum for communication and language

Part 3 - Early years curriculum: Making progress through knowing and remembering more

Part 4 (settings) - Early years curriculum: How we look at communication and language on inspection

Part 4 (schools) - Early years curriculum: How we look at communication and language on inspection

# Best start in Life

A strong foundation in the early years is crucial to children's success Ofsted has recently published the second part in its series of research reviews drawing on a range of research relating to early years education.



## Research and analysis

### Best start in life part 2: the 3 prime areas of learning - Updated 8 September 2023

This report is part of our series of subject-based curriculum research reviews. Its purpose is to support early years practitioners in raising the quality of early years education. The report has 3 parts:

part 1: setting the scene part 2: the 3 prime areas of learning part 3: the 4 specific areas of learning Part 1 examined the factors that contribute to a high-quality education in the early years. It considered:

the early years context staffing curriculum and pedagogy It also set out the principles behind the research review series.

Here in part 2, we examine the factors that contribute to developing young children's knowledge and skills in the 3 prime areas of learning in the early years foundation stage (EYFS):

communication and language physical development personal, social and emotional development This part of the review also considers:

the principles of curriculum design and delivery that ensure all children, including disadvantaged children and those with special educational needs and/or disabilities (SEND), learn what they need in order to do well in their education what it means to make progress in the 3 prime areas of learning in light of research evidence, and the implications for practitioners research relating to early years education, drawing on a range of sources, including academic and policy literature This review builds on research evidence underpinning the education inspection framework (EIF), focusing on early education.[footnote 1] Therefore, it is not a comprehensive guide to research into early education. Instead, it highlights useful evidence that practitioners can put into practice to help make sure every child gets the best start in life.

The research is clear: a strong educational foundation in the early years, increases the likelihood of later success.

<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning>

# Maths Support for Early Years

The National Centre for Excellence in the Teaching of Mathematics (NCETM) had published a range of resources to support early years provision for children aged 4 to 5 years. This includes links to video resources, curriculum materials and a podcast:

## Specialist Website

Maths for Early Years website <https://www.ncetm.org.uk/in-the-classroom/early-years>

## Maths Planning Materials

6 key concept areas of maths learning:

1. Cardinality and Counting - Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents. <https://www.ncetm.org.uk/classroom-resources/ey-cardinality-and-counting/>

2. Comparison - Understanding that comparing numbers involves knowing which numbers are worth more or less than each other. <https://www.ncetm.org.uk/classroom-resources/ey-comparison/>

3. Composition - Understanding that one number can be made up from (composed from) two or more smaller numbers. <https://www.ncetm.org.uk/classroom-resources/ey-composition/>

4. Pattern - Looking for and finding patterns helps children notice and understand mathematical relationships.

<https://www.ncetm.org.uk/classroom-resources/ey-pattern/>

5. Shape and Space - Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking. <https://www.ncetm.org.uk/classroom-resources/ey-shape-and-space/>

6. Measures - Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later. <https://www.ncetm.org.uk/classroom-resources/ey-measures/>

## Maths Podcast

They also have an early years podcast episode sharing a discussion on how early years children develop their mathematical thinking <https://www.ncetm.org.uk/podcasts/how-early-years-children-develop-mathematical-thinking/>

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## [Maths Champions \(subsidised programme\)](#)

Scale-up of a professional development programme which builds the knowledge of nursery practitioners to support children's early mathematical development.

[educationendowmentfoundation.org.uk](https://educationendowmentfoundation.org.uk)

# Mini launches

If you are a childminder, work in an early years private and voluntary setting, nursery class in a primary school/academy or nursery school come and find out about the Early Years Stronger Practice Hub for your Local Authority.

At this early years network event, hear about early years information from the Department for Education, Education Endowment Foundation regarding Communication and Language and early reading. Also, hear about Early Childhood Education for Sustainability with links to communication and language and early reading. Reference will be made to:

Sustainability Matters in Early Childhood (on GOV website)

[sustainability-matters-in-early-childhood-resource.pdf \(ncfe.org.uk\)](#)

We looking forward to networking with colleagues.

Please see below the date and venue for your Early Years Stronger Practice Hub mini launch:

Liverpool - Thursday 23rd November 4p.m. to 5.30p.m. at Everton Nursery School and Family Centre, Spencer Street, Liverpool,

Sefton - Tuesday 28th November 4.p.m. to 5.30p.m. at The Professional Development Centre, Park Road, Formby.

Wirral - Tuesday 21st November 4.p.m. to 5.30p.m. at Ganney's Meadow Nursery School and Family Centre, New Hey Road, Woodchurch, Wirral.

Knowsley - Tuesday 5th December 4p.m. to 5.30p.m. - New Hutte Neighbourhood Centre, Lichfield Road, Halewood.

St. Helen's - Tuesday 12th December 4p.m. to 5.30p.m. - Mercure Hotel in St Helen's centre.

Warrington - no date or venue booked yet.

Halton - Thursday 7th December 4.15p.m. to 5.45p.m. DCBL Stadium, Halton.

Lancashire x 2 dates:

Monday 11th December 4p.m. - 5.30p.m. Fairfield Nursery School, Accrington

Tuesday 12th December 4p.m. - 5.30p.m. Borwick Community Hall, Carnforth.

Westmorland and Furness - Monday 4th December 4.30p.m. - 6.15p.m. Junction 36 Conference Centre, Crooklands, Cumbria.