



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

Newsletter

June 2025



Welcome to our June Hub Newsletter.

We are delighted to inform you that we are going to launch a **new Online Early Years Network** for the 10 Local Authorities that we link with.

Our first session will be on Thursday 5th June 6.00-8.00p.m. The session will provide up to date early years information and a training session. We aim to have our Early Years network the first Thursday evening 6-8p.m. every month.

em ail sphubnw@evertoncentre.liverpool.sch.uk if you would like a place.

We also have a Conference Saturday 7th June 2025 at The Lake House Cambridge Road, Waterloo, Liverpool L22 1RR, 9.30a.m. to 1.30p.m.

Our Theme for the conference is: Interactive Literacy 'Bringing Stories to life' with Denise Wright, Early Years Consultant.

We also have live Online Sustainability sessions on Thursday 19th June 2.30-4.30p.m. or 6-8p.m. with Dr. Diane Boyd and a live Online Interactive Reading Session on Wednesday 25th June 6-8p.m. with Alex Gower-Jones

email sphubnw@evertoncentre.liverpool.sch.uk if you would like a place.

Also, are you looking for inspiration for CPD for yourself or your staff team? Liverpool City Region and Beyond Early Years Stronger Practice Hub, have introduced a flexible way for settings to engage with various online recordings. Feedback from Local Authorities highlighted Communication and Language development as a continued key priority, so this has been the focus of our CPD resource.

The resource provides flexibility to suit all educators, whether refreshing their knowledge or exploring communication and language in more depth for the first time. We have been informed that childminders plan to use the recordings during network meetings to encourage good practice and discussion. Similarly, other settings are incorporating the recordings into INSET days or staff meetings.

To support this, there is a written INSET template for those who prefer this delivery format. This resource will be a valuable tool to support evidence-informed practice, encourage professional dialogue, and promote the effective sharing of knowledge across early years settings. If you would like a recording of our two inset training sessions let us know on sphubnw@evertoncentre.liverpool.sch.uk

The two recorded resources are as follows to request:

INSET SESSION 1 TEACHING AND MODELLING LANGUAGE:

30 minutes with Alex Gower-Jones (Independent Consultant).
This has a written sheet of activities to support this recorded
Inset session which you can find on:

<https://www.strongerpracticehubs.org.uk/hubs/nw/liverpool-city-region-and-beyond-eysph/resources/flexible-way-settings-engage-various>

INSET SESSION 2 EARLY LITERACY - TEACHING SOUND DISCRIMINATION

30 minutes with Alex Gower-Jones (Independent Consultant).

BEACH SCHOOL AND FOREST SCHOOL TASTER SESSIONS:

Are you interested in Beach School or Forest School Tasters?
We are offering a repeat of last years sessions at Everton
Nursery School and Family Centre, Liverpool and Crosby
Beach. If you didn't have the chance to attend last year please
join us this year. See below the dates and times. If you have
missed session 1 you can join session 2 onwards, just email
sphubnw@evertoncentre.liverpool.sch.uk for a place.

Forest School

Practical Wednesday 18th June 130-3.30p.m .

Reflection Wednesday 2nd July 130-3.30p.m .

Beach School

Practical Wednesday 25th June 1-4p.m .at Crosby Beach.

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

Online Early Years Professional Development Network

sessions: Thursday 5th June 6.00-8.00p.m . email

sphubnw@evertoncentre.liverpool.sch.uk if you would like to
join our NEW online network for information and training.

We have a range of conferences you might like to attend. If you would like to join any of the conferences email sphubnw@evertoncentre.liverpool.sch.uk for a place.

CONFERENCES

Saturday 7th June 2025 at The Lake House Cambridge Road, Waterloo, Liverpool L22 1RR, 9.30a.m. to 1.30p.m.

Our Theme for the conference is: Interactive Literacy 'Bringing Stories to life' with Denise Wright, Early Years Consultant.

Saturday 21st June 2025 at Meadowview Day Nursery, Appleby Road, Kendal LA9 6PP, 9.45a.m. to 12.30p.m.

Our Theme for the conference is: Woodland Experiences in Early Childhood with Dr. Diane Boyd, Independent Consultant.

Saturday 5th July 2025 at Allonby Village Hall, The Square, Allonby, Maryport, CA15 6QD, 9.45a.m. to 1p.m.

Our Theme for the conference is: The Importance of Place based Connections in Early Childhood. Allonby Beach with Dr. Diane Boyd, Early Years Consultant.

Saturday 16th August 2025 at The Lake House Cambridge Road, Waterloo, Liverpool L22 1RR, 9.30a.m. to 12.30p.m.

Our Theme for the conference is: Intergenerational sustainability and early numeracy with Dr. Diane Boyd, Independent Consultant.

Diane will share examples of how young children under five explore early numeracy linked to Intergenerational sustainability. Email sphubnw@evertoncentre.liverpool.sch.uk if you would like to attend.

SAVE THE DATE: SEND Conference on Saturday 13th or 20th September 2025 (to be confirmed depending on football fixtures re home games) at The Mazuma Stadium, Morecambe Football Club, Christie Way, Westgate, Morecambe, LA4 4TB. 9.30a.m. - 12.30p.m.

LEARNING WALKS

Are you looking for a Learning Walk in another school or setting to see early years in action? We have the following on offer.

email the sph email if you would like to book on.

Everton Nursery School and Family Centre, Spencer Street,
Liverpool, Merseyside, L6 2WF. Thursday 12th June 9.30a.m. -
11.45a.m.

focus on: PSED/SEND and Communication and Language.

Reddish Vale Nursery School, Reddish Vale Road, Stockport,
Cheshire, SK5 7EU. Tuesday 17th June 9.30a.m. - 11.30a.m. focus on:
Physical Development and Outdoor Provision.

Reddish Vale Nursery School, Reddish Vale Road, Stockport,
Cheshire, SK5 7EU. Thursday 10th July 10.0p.m. - 3.15p.m. focus on:
Physical Development and Outdoor Provision.

June Cargill Childminding re Learning Walk at a Childminder
Setting: EYFS and Outdoor Provision on Thursday 7th am /or
Friday 8th August 2025 p.m.

Sessions are between 09.30am to 11.30am or 1pm to 3pm

Booking required if you are a childminder (children welcome) or
interested to learn more about Childminding Settings

Liverpool L4 near to Alder Hey Hospital, Liverpool and bus routes.

If you wish to offer your setting for a learning walk to share practice
especially linked to research in Communication and Language,
Mathematics, Literacy, PSED, Physical Development or SEND let us
know via email on sphubnw@evertoncentre.liverpool.sch.uk

Online Sustainable sessions:

Session 1 Sustainable Development Goals session 2.30-4.30p.m.
Thursday 19th June on Zoom with Dr. Diane Boyd (Independent
Consultant).

Or

Session 2: Sustainable Development Goals session 6.00 -
8.00p.m. Thursday 19th June on Zoom with Dr. Diane Boyd
(Independent Consultant).

email sphubnw@evertoncentre.liverpool.sch.uk if you would like to
join our online session. Session 2 is a repeat of Session 1

Interactive Reading CPD:

St Helens - Monday 30th June 9.30am -12pm with Alex Gower-
Jones (Early Years Consultant) Sutton Family Hub Ellamsbridge

Rd, Saint Helens WA9 3PY

Online offer - Wednesday 25th June 6.00-8.00pm with Alex Gower-Jones (Early Years Consultant).

Email on sphubnw@evertoncentre.liverpool.sch.uk

If you would like to book a place on any of the Interactive Face to Face sessions or the online session in June.

RECORDED SESSIONS

We have recorded sessions online for staff training:

INSET SESSION 1 TEACHING AND MODELLING LANGUAGE:

30 minutes with Alex Gower-Jones (Independent Consultant). This has an accompany written sheet of activities to support this recorded Inset session.

INSET SESSION 2 EARLY LITERACY - TEACHING SOUND DISCRIMINATION

30 minutes with Alex Gower-Jones (Independent Consultant).

INTERACTIVE READING CONFERENCE:

Conference from 29th March on Interactive Reading re 1hour, 30 minutes with Alex Gower-Jones.

7 SUSTAINABLE GOALS: Conference from Saturday 22nd March on the 7 Sustainable Development Goals - An Introduction re 2 hours with Diane Boyd.

WORKING WITH 0-3's: An introduction to working with children 0-3 years by Amanda Quirk, previous Early Years Advisory Teacher with the Hub Team.

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

INTERACTIVE READING online recorded session by Alex Gower-Jones (Independent Consultant) explores how early years

educators can explore interactive reading in their practice.

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

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

[NURSERY RHYMES](#) online recorded session by Faye Johnson, Assistant Headteacher from Everton Nursery School and Family Centre has put together a session on exploring Nursery Rhymes with young children.

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

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

[USING MUSICAL INSTRUMENTS](#) - Craig and Pip from East Prescot Nursery School, Liverpool have developed an online recording on how to use a range of musical instruments. Childminders across our Hub have the opportunity to borrow a musical instruments bag but many early years educators will have these musical instruments in their provision.

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

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

Kaya Doyle (Programme Manager) shares an introduction to early emotional health, the issues children face and links to socio-economic backgrounds.

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

CHILDMINDER INFORMATION:

Online Childminder Network:

LCR Stronger Practice Hub Childminder Network Meetings: Held every last Saturday of each month for Teams Link see the monthly newsletter.

The aim of the Monthly meetings is to keep childminders up to date with local / national changes, information sharing, identify training needs and give general help and advice.

Should you want to have anything specific added to the agenda please email the stronger practice hub

Email sphubnw@evertoncentre.liverpool.sch.uk if you would like to attend.

CHILDMINDER DROP IN SESSIONS

Deysbrook Network: Deysbrook Village Community Centre,
Liverpool L2 4XF

Held every Wednesday 9.30- 11.30am

Hunts Cross Network: St Hilda's Church Hall, Stuart Avenue, Hunts Cross L25 0NG

Held every Wednesday 9.30-11.30am

Kendal Network: Beck Community Centre, 20 Esthwaite Avenue,
Kendal LA9 7NZ

Held every Thursday 9.30 - 11.30 am

What is a Childminder Drop In?

The childminder drop-in sessions provide local childminders with an opportunity to access up to date information, resources, face to face support from a member of the hub team and for childminders to share best practices.

The group offers the children a multitude of benefits including enhanced social, emotional, and cognitive development, improved communication skills and opportunities to access larger play equipment to promote physical development.

The facilities provide a safe space where childminders can organise events, celebrations and provide larger scale structured activities for the children which in turn supports transitions to school.

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.

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

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

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

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

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

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



June 2025 issue

Welcome, CPD, EEF Guide to the Early Years Pupil Premium, EEF Early Years Evidence Advocate, EEF Early Talk Boost - second trial, Carbon Action Plan, Early Education Journal, Reddish Vale Nursery School Blog Becoming physical development champions and beyond, Early Years Foundation Stage nutrition guidance, Inspiring early learning the Froebel Trust, Tiny Happy People from the BBC, Ofsted Getting it right from the start: how early years practitioners work with babies and toddlers, NSPCC Resources, Early Years Foundation Stage nutrition, Physical Activity in Early Years - Part 4



Are you looking to spend your Early Years Pupil Premium strategically? Kaya Doyle (Programme Manager) has put a short webinar together to support you when considering what to spend your Early Years Pupil Premium, titled 'Maximising the Impact of Pupil Premium in the Early Years'.

For the webinar link email: sphubnw@evertoncentre.liverpool.sch.uk
The below EEF resource document will also support you.

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

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

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

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

The Early Years Pupil Premium (EYPP) has one aim: to improve outcomes for socio-economically disadvantaged children from 9 months

upwards. In April 2025, the Department for Education (DfE) increased funding for the EYPP by 45% to £570 per child per year.

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

**Funded opportunity to
be an Early Years
Evidence Advocate
Communications
toolkit For immediate**



You're invited

**We're looking for Evidence
Advocates for the early years**

The roles are fully-funded and provide a unique opportunity to support the use of evidence to improve outcomes in the sector.



educationendowmentfoundation.org.uk/

The Education Endowment Foundation has launched applications for a new funded opportunity for early years professionals.

The Evidence Advocates will support the use of evidence to improve outcomes in the early years.

They'll be drawn from a range of geographical areas and settings, with the aim of reflecting the diversity of the sector.

The EEF is looking for individuals currently working in or closely connected to early years settings to apply, as they are uniquely placed to model and support evidence-informed approaches.

The Evidence Advocate roles will help:

- Design and deliver evidence-based professional development
- Develop and implement high-quality resources
- Support the quality assurance of our materials
- Champion evidence use across the sector
- Share practitioner insights to shape future support

We'd encourage you to share the opportunity with your networks, and include some suggested posts and newsletter copy below. Please do email

dawn.baxter@eefoundation.org.uk if you have any questions!

Call to action:

- Encourage individuals and leaders across all types of early years settings – including nurseries, schools, and childminders – to consider applying for the EEF's new Evidence Advocate roles. They will champion evidence use for the sector and are uniquely placed to advise on and model new approaches.

Suggested LinkedIn post:

New opportunity for early years

The @EducEndowFoundn has launched applications for funded Evidence Advocate roles in the early years sector

If you work in early years—or support early years settings—this is your chance to get involved and help shape the future of support across the sector.

As an Evidence Advocate, you'll:

- Support the design and delivery of evidence-based professional development

- Help create and improve high-quality resources

- Assist with quality assurance of our materials

- Champion evidence use across the sector

- Share practitioner insights to inform future support

The EEF is recruiting early years professionals from all types of settings – including childminders – across every region of England.

If you're passionate about improving early education through evidence, we'd love to hear from you.

Join our information webinar on Monday 9 June 2025, 4–5pm to learn more about the role and ask any questions before applying.

Register for the webinar: <https://ow.ly/PXWt50VWoVb>

Apply now: <https://ow.ly/TWI650VWoVa>

EarlyYears # EducationJobs # EvidenceInformed
EarlyYearsProfessionals # CPD # EarlyYearsSupport
EducationMatters

Suggested Facebook post:

Are you an early years professional?

The @EducEndowFoundn is excited to launch applications open for funded Evidence Advocate roles in the early years sector.

These roles offer a unique opportunity to support the use of evidence to improve outcomes across the sector. As an Evidence Advocate, you'll help:

- Design and deliver evidence based professional development

- Develop and implement high-quality resources
- Support the quality assurance of our materials
- Champion evidence use across the sector
- Share practitioner insights to shape future support

The EEF is keen to hear from those who are passionate about improving early years practice through evidence.

Apply now and help put evidence into

Apply: <https://ow.ly/IXKM50VW0OA>

For more information on the application process, join the EEF's upcoming webinar on Monday 9th June 2025 from 4-5pm, where you can ask questions and find out more about the roles.

Register for the webinar: <https://ow.ly/VtOX50VW0Oz>

EarlyYears # EvidenceInformedPractice
ProfessionalDevelopment # EducationJobs
EarlyYearsLeadership # CPD # EducationResearch

X post

The @EducEndowFoundn has opened applications for new roles to boost the use of evidence in the early years sector.

The Early Years Evidence Advocate roles will shape support to be as relevant and impactful as possible.

Find out more and apply today: <https://ow.ly/IXKM50VW0OA>

1/2

For more information on the application process, join the EEF's upcoming webinar on Monday 9th June 2025 from 4-5pm, where you can ask questions and find out more about the roles. Register

your place: <https://ow.ly/VtOX50VW0Oz>

2/2

Suggested newsletter copy

The early years of a child's life play a critical role in shaping their future. Experiences during this time influence both short-term development and long-term outcomes.

To support the early years sector in this vital work, the Education Endowment Foundation is inviting applications for newly funded roles focused on improving outcomes through evidence. The Evidence Advocate roles will help bridge the gap between research and everyday practice, ensuring that the best available evidence reaches the settings where it can make the most difference.

As an Evidence Advocate, you'll help:

- Design and deliver evidence-based professional development
- Develop and implement high-quality resources
- Support the quality assurance of our materials
- Champion evidence use across the sector
- Share practitioner insights to shape future support

The EEF are keen to hear from those who are passionate about improving early years practice through evidence and are recruiting from all types of settings (including childminders), and across all regions of England.

For more information on the application process, join the EEF's upcoming webinar on Monday 9th June 2025 from 4-5pm, where you can ask questions and find out more about the roles. Register your place: <https://ow.ly/VtOX50VW0Oz>

Find out more and apply: [Application form : Early Years Evidence Advocate](#)

Early Talk Boost - second trial | EEF - Education Endowment Foundation



EEF are recruiting for Early Talk Boost in Halton, Knowsley, Lancashire, Liverpool, Sefton, St. Helen's, Warrington and Wirral. If your setting is in one of these areas please sign up if you are a school or pvi setting.

Settings are not eligible to take part if they:

- Are running Early Talk Boost groups during the academic year 2024 -25
- Are planning to deliver the Nuffield Early Language Intervention for Preschools (NELI Preschool) or Talking Time in the academic year 2025-26

[Early Talk Boost - second trial | EEF - Education Endowment Foundation](#)

What is Early Talk Boost? Early Talk Boost is a targeted early language intervention aimed at three- to four-year-old children. The programme is designed to support children who require a targeted approach to develop their speech, language and communication skills, allowing them to catch-up with their peers.

educationendowmentfoundation.org.uk

Are you looking for inspiration to write or

add to your Carbon Action Plan (CAP)? Have a look at our Sustainable Hub website (designed with content from Highfield Nursery School/East of England Stronger Practice Hub)

that has lots of suggestions to help you begin your journey.

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



Early Education Journal

Early Education published a

Journal issue on Cultures of Sustainability in Summer 2024. The journal started a conversation exploring sustainability, referenced by Jan White in the editorial. This issue is a follow on from that one.



Reddish Vale Nursery School

Blog

Becoming physical development champions and beyond...



This blog explores the importance of evaluating the opportunities available to promote physical development in the early years, with a particular focus on promoting children's independence, risk taking and following their lead.

Our pedagogy

Opportunities for outdoor play are vital in the Early Years Foundation Stage (EYFS). Reddish Vale Nursery places equal value on outdoor and indoor play, and the well-resourced outdoor area is an important part of the continuous provision. As a team we work on the premise that regular activity is vital for strengthening neural networks, where regular, intense exercise results in the growth of neurons to aid memory and learning. Opportunities in the outdoor area are designed to improve concentration, hand eye coordination, confidence and decision making.



The evidence

RISE at Manchester Metropolitan University outlines the importance of physical development where 'Physical development lays the foundation for learning, health and wellbeing. The more physically active we are as young children, the more likely we are to maintain an active lifestyle later in life. This sets a positive health trajectory, promoting long-term physical well-being and reducing the risk of chronic diseases.

Encouraging early physical activity is crucial for establishing healthy habits and also impacts greatly on early literacy and the social, emotional, and cognitive development of children.' [Rise x Future Me at Manchester Met \(m m u.ac.uk\)](#)

Children who are given the opportunity to play outdoors are shown to have better planning, attention and inhibition where regular activity reduces stress, and increases self-regulation.

Children learn how to control their bodies, develop physical competence and an enjoyment of outdoors and to practice problem solving.

The Education Endowment Foundation (EEF) on the Early Years Evidence Store key findings in 'promoting physical activity' outlines the following:

- There is evidence that promoting physical activity improves children's physical development outcomes including a range of movement skills.
- Encouraging enjoyment through play and a focus on child-directed choice are effective strategies to further support children's physical development.
- Motivating children to be physically active through the use of resources or equipment, both outdoors and indoors, can support children's physical development.
- Educators have an important role to play in structuring the environment and activities to support children's physical development.

[EEF | Physical Development \(educationendowmentfoundation.org.uk\)](#)

Becoming Physical Development Champions

Reddish Vale Nursery School engaged in Physical Development Champion training where we evaluated our current environment and made some changes to promote gross motor skills. We removed the majority of chairs from the tables to enable children to stretch for resources. We made group times more physical. We increased activities which help to develop core strength. We corrected W sitting where this was happening. We also provided more opportunities for tummy time



Although we have always promoted independence in children we looked for times of the day where we could increase opportunities for this. We encourage children to pour their own drinks at snack time and peel their own fruit. At lunch time children collect their own lunches and clear away after them selves.



The furniture was also checked to ensure that this was appropriate for the individual and we changed chairs to enable children to anchor themselves properly when seated, with both feet on the floor. Some chairs with arms are used for children that need extra support.

Beyond our Physical Development Champion work – what did we do next? -

Observation and reflection

The EEF studies looked at the benefits of introducing different resources to stimulate interest or encourage nature-based play. Different or new resources could be smaller tools such as hand tools and jigsaws or more dynamic toys such as balls or climbing frames. In nature-based studies, children were encouraged to participate in more risky play through climbing natural structures. Likewise, freedom to play with natural elements such as grass, rocks, and branches was supported. These activities all led to improvements in children's physical development outcomes. A common theme across the evidence was ensuring that children were provided with choice and a high degree of independence.

[EEF | Physical Development \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Introducing a gravel pit

Gravel pits can bring the following benefits:

1. Sensory Development

Gravel offers a unique tactile experience different from sand, water, or soil. This helps children explore texture, weight, and sound, enriching their sensory input.

2. Fine Motor Skills

Scooping, pouring, picking up, and sifting small stones promotes hand-eye coordination and dexterity. Using tools like shovels, buckets, or sieves builds grip strength and control.

3. Creativity and Imaginative Play

Gravel can be used in pretend construction, road-building, or even as "ingredients" in play kitchens.

It encourages open-ended play, allowing children to invent their own games and stories.

4. STEM Learning

Children naturally engage in early science and math concepts through sorting by size, counting stones, or experimenting with gravity and volume Opportunities for cause and effect learning

observing how gravel moves or shifts.

At Reddish Vale Nursery School, the children made their own gravel pit using tarpaulin, sleepers and a huge order of pea sized gravel.



Climbing opportunities in the 2s

Through observing our 2 year olds we noticed their need for a constructive physical outlet, helping them to burn energy and regulate emotions and behaviour afterward.

We therefore introduced a climbing wall where

1.Gross Motor Development

Climbing strengthens large muscle groups in the arms, legs, and core. This helps develop balance, coordination, and body awareness.

2. Fine Motor and Grip Strength

Grasping climbing holds improves hand strength, finger dexterity, and fine motor control—important for future skills like writing and self-care.

3. Confidence and Independence

Climbing challenges young children in a way that lets them experience success, promoting self-esteem and a sense of achievement. It encourages independent decision-making and exploration.

Conclusion

When did you last evaluate your environment through the physical development lens? Do your routines and environments all offer opportunities for independence? Are your children encouraged to take risks? Are there opportunities for tummy time, even for older children?

Look specifically at what the children are already doing and how this could be developed. Do you already have resources that could be introduced in a different way? Are you making the best use of the space you've got?

References

<https://educationendowmentfoundation.org.uk/early-years/evidence-store/physical-development> <https://www.reddishvalenursery.stockport.sch.uk/our-curriculum/physical-development-champions>

<https://risemmu.ac.uk/topic/the-importance-of-physical-development/>

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁹. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. P10.

[Early Years](#)
[Foundation Stage](#)
[nutrition guidance](#)

Guidance for group and school-based providers and childminders in England



[Inspiring early learning](#)

The Froebel Trust funds research into children's learning from birth to eight years and supports high quality early education.



[Tiny Happy People from the BBC](#)

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



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

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

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

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

Or ...

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

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

BBC Tiny Happy People are collaborating with Sherbet Research. The aim of this survey is to gather information on whether you are using BBC Tiny Happy People resources with families, which resources you are using, when, and how. We would also like to hear whether there are any barriers to using the resources, and your suggestions for improvement.

All responses are anonymous and will be combined with the views of Early Years Professionals from across the UK.

Because this is a UK-wide survey you may also receive another invite but you only need to complete this once.

Thank you for spending time to help us shape the future of Tiny Happy People.

Best wishes,
BBC Tiny Happy People

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

This research is being conducted on behalf of BBC Tiny Happy People by Sherbet Research, 8 Bressay Drive, London, NW 7 2AZ. For any technical queries about completing research itself, please contact research@sherbertresearch.com.

If you have a question for BBC Tiny Happy about the survey, please contact tinyhappypeople@bbc.co.uk

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



[Getting it right from the start: how early years practitioners work with babies and toddlers](#)

Executive summary. The first 2 years are crucial to a child's development, laying the foundations for all future learning. By the age of 2, most children will be making marks, starting to run
www.gov.uk

NSPCC

[PANTS resources for schools and teachers](#)

Lesson plans, classroom activities and more to help you talk PANTS

[Look Say Sing Play](#)

Right from birth, every time you play with your child, use silly voices, or even sing, you're not just bonding, you're building their brain

[PANTS guides and resources](#)

A range of guides, videos and other resources for parents and carers, including guides in Welsh, guides for people with a disability and guides for children with autism .

[Early Years Foundation Stage nutrition](#)

Helping early years providers offer healthy, balanced and nutritious food .
GOV.UK



[Physical Activity in Early Years – Part 4](#)

A guide for early years professionals



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

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

