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Newsletter

April 2024

Welcome to the April newsletter. Over the next 4 months we are promoting mathematics in early childhood, Beach and Forest School and links to SEND courses. We are delighted to launch our Childminder Resource boxes later this month to 10 Local Authority areas across Liverpool City Region and Beyond. We look forward to hearing how the resources are being used.

We have Beach School and Forest School in Liverpool and Beach School in Morecambe linked to SDG 14 and SDG 15.

Finally, make a date for our half day conference on Saturday 15th June 9.30am to 12.30pm Mathematics and Sustainability in Early Childhood at Morecambe Football Club, Morecambe. Lil Newton and Diane Boyd (Independent Consultants) provide practical activities linked to research and theory for your own practice plus there will be mathematics resources available to try out in your own setting.

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.



April 2024 issue

Welcome, CPD, National Hub information, Talking Time, Dingley's Promise, Early Numeracy, IFF Research, Childminding Drop In, *FREE Resource bag*, EEF Personal and Social and Emotional development, Early Years Evidence Store.



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

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

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

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

Our theme for the conference is:

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

Free mathematics resources given to try in your own setting

LEARNING WALKS

Are you looking for a Learning Walk in another school or setting to see early years in action. We have the following on offer. Please email the sph email if you would like to book on.

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.

Rainhill Community Nursery School, Rainhill, Prescot
Thursday 2nd May 2024, 12.45 - 3.45pm.

Kids Planet Hoylake Nursery, Queens Road, Wirral
Tuesday 4th June 9.30am - 11.45a.m.

**Shoreside Primary School, Westminster Drive, Ainsdale
Sefton**
Tuesday 18th June 9.30am - 11.45a.m.

East Prescot Nursery School, East Prescot Road, Liverpool
Tuesday 2nd July - 12.45 - 3.45p.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

During May, June and July we are offering Beach and Forest School training linked to SDG 14 and SDG 15. We have the below available for one person per setting:

[FOREST SCHOOL, Liverpool - explore with other practitioners on:](#)

Forest School session 1 on Wednesday 15th May, 2-4p.m.
Forest School session 2 on Wednesday 12th June, 2-4p.m.
Forest School session 3 on Wednesday 26th June, 2-4p.m.
Face to face training at Everton Nursery School and Family Centre, Spencer Street, Liverpool. L6 2WF

[BEACH SCHOOL, Liverpool/Crosby - explore with other practitioners on:](#)

Beach School session1 on Wednesday 22nd May, 2-4p.m.
Beach School session 2 on Wednesday 19th June, 2-4p.m.
Beach School session 3 on Wednesday 3rd July, 2-4p.m.
Face to face training at Everton Nursery School and Family Centre, Spencer Street, Liverpool. L6 2WF

BEACH SCHOOL, Morecambe - explore with other practitioners on:

Beach School session1 on Saturday 22nd June, 9.30am-3p.m. Bring your own pack lunch. Face to face training and practical session at Sandcastle Nursery and Beach School Morecambe and a local hall close to Sandcastle Nursery.
Beach School session 2 on Saturday 29th June, 9.30am-1p.m. Face to face training at The Mazuma Stadium, Morecambe Football Club, Christie Way, Westgate, Morecambe, LA4 4TB

Email the sph email if you would like to book Forest School or Beach School or both. You have to attend all **three sessions** for Liverpool and the **two sessions** in Morecambe. Sessions are **not** stand alone sessions.

MOVERS CPD SESSIONS IN SEFTON

We will be delivering a Movers CPD session on **Thursday 9th May 9.30a.m.-12.30p.m.** and **Wednesday 5th June 9.30a.m.-12.30p.m.** at Sefton Professional Development Centre, Park Road, Formby. Please email the sph email to book onto both sessions as they are not stand alone sessions. Free Movers resource book given at the training referencing the research.

FUTURE SESSION: EXPLORING NURSERY RHYMES IN LIVERPOOL AND ONLINE

Explore Nursery Rhymes in a fun session with Faye Johnson (Assistant Headteacher) with free resource bag given to try in own setting and report back of how the resource was used. Date to be confirmed, venue at Everton Nursery School and Family Centre, L6 2WF. If you are interested in finding out more about this CPD session email the sph email address and register your interest.

FUTURE SESSION: SELF REGULATION AND EXECUTIVE FUNCTION IN LIVERPOOL

Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. These skills are also sometimes described as executive function capability.

Face to face training at the VILLAGE HOTEL, Liverpool. Fallows Way, Whiston, Liverpool L35 1RZ. Just off M57, M62. One day CPD split into two half days of delivery with a gap task, 1pm - 4pm THURSDAY 23rd May 2024 and 1pm - 4pm FRIDAY 14th June 2024. If you are interested in finding out more about this CPD session email the sph email address and register your interest.

[FUTURE SESSION: PEEP - have you signed up to become a PEEP trainer for your local authority?](#)

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

[NASEN GOLD KEY](#)

We have been talking with Nasen re the Golden Key (see below). Is this something you would be interested in? Please email the sph email to register your interest. _

<https://nasen.org.uk/golden-key-programme> At present this is only for School and private nurseries, not childminders. Nasen are developing a programme for childminders so keep looking on their website and register your interest if interested.

The programme for key person practitioners across the Stronger Practice Hub area would include:

- 8 weeks of programme delivery (online) and associated prep.
- oStart date and time to be decided with you, to best suit your practitioners
- oContent of the programme can be adapted as needed to suit local needs - Attached is an overview to show what this could look like, but this is flexible to suit requirements.
- oPractitioners receive slides and useful links documents for each main session, as well as their digital certificate on completion of initial and final evaluations.
- oMain sessions are recorded to allow catch up for practitioners who may need to miss one (Available until the next main

who may need to miss one. (Available until the next main session begins).

- A bespoke digital flyer to support recruitment, including booking links and any logos/copy you would like included.
- Attendance at a network meeting/event to introduce the programme, if requested (usually online).

EARLY EMOTIONS RECORDED ONLINE

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

Now available as a recorded session - email sph email if you would like to access a recorded session for CPD for yourself or your setting.

SENSORY CURRICULUM ONLINE - email our sph email address if you would like to access for your school or setting a recorded session from Emma-Louise Scott (Nurture Teacher) sharing her experiences and practical examples of a sensory curriculum.
email: sphubnw@evertoncentre.liverpool.sch.uk

MATHEMATICS RECORDED ONLINE - Rebecca Morgan (Nursery Teacher) has recorded a practical session online to share with colleagues to explore mathematics. Email the sph email if you would like to access the session via Vime

COMING IN JULY - Black and White Sensory Play for Babies - High contrasting colours, particularly black and white, are an effective way to stimulate babies' senses and support early brain development. Spaces rich in high quality displays and resources are necessary for promoting early visual development.

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

Email

sphubnw@evertoncentre.liverpool.sch.uk@evertoncentre.liverp

ool.ac.uk to reserve your place either recorded online or face to face. Venue and date to be confirmed

Look out in May, June and July for Exploring Rhymes and Mathematics face to face linking to EEF Early Literacy and Early Mathematics.

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.

National Hub 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 Stronger Practice Hubs

Early Years South West Stronger Practice Hub

Early Language Intervention

Sensory Diet

Introducing the Early Years South West Stronger Practice Hub

North West

Yorkshire and the Humber

West Midlands

East Midlands

East of London

South West

South East

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 practitioners.

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

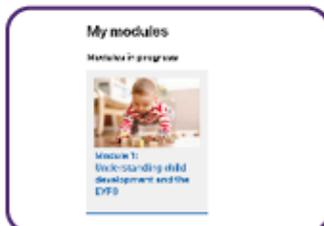


Department
for Education

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©

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

Join the evaluation study!

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



Talking Time

Are you in Pendle and Hyndburn in Lancashire, Sefton, Liverpool or Knowsley, then Talking Time is for you if you are a school or pvi setting. Please sign up to take part in this research project, with an opportunity to make an impact on your own professional development. Please email sphubnw@evertoncentre.liverpool.sch.uk or look on <http://www.education.ox.ac.uk/talking-time> if you require any further information.

Early Years settings: Sign up to take part in a new research study and receive the Talking Time© early language programme and professional development free! To find out more, join a webinar and get involved → <https://bit.ly/49K8TFB> or email talkingtime@education.ox.ac.uk

Webinar dates

[25 April 3:30-4:15](#)

[1st May 10-10:45](#)

[9 May 3:30-4:15](#)

[15 May 10-10:45](#)

[22 May 3:30-4:15](#)



Dingley's Promise

Are you aware of Dingley's Promise - Transforming the Early Years for child with SEND?

If not have a look on <https://dingley.org.uk/dingleys-promise-training/>

If you are based in Liverpool and wish to access any courses, let us know as these are free and we can provide you with a code to access the website and courses. If you are outside of Liverpool and are interested in Dingley's Promise, either contact Dingley's Promise directly and reference our Stronger Practice Hub or our sphubnw@evertoncentre.liverpool.sch.uk email for more details.

**Early Numeracy through
economic sustainability
and money in early
childhood**
by Diane Boyd



As practitioners we need to be reminded about how the seven areas of the Early Years Foundation Stage (EYFS DfE, 2024) must be interwoven and inter-connected through playful sustainable pedagogies. For example, Personal, Social and Emotional Development is one of the 3 prime areas of the EYFS (DfE,2024, p 9) promoting “children to lead healthy and happy lives”, which is fundamental to their cognitive development,” which clearly aligns with the Sustainable Development Goal 3(SDG) (Good Health and Wellbeing) (UNESCO 2015). Happy healthy children have an appetite for life and are constantly questioning their world as they see and engage with the world. Early Years pioneer Maria Montessori called this the ‘absorbent stage’ as this is when their minds and bodies soak up encounters, through skilful quality early years education (SDG 4 Quality Education) extending their thinking. Research conducted into Early Numeracy Approaches by the Education Endowment Foundation (EEF) reminds practitioners that there is a strong correlation between excellent social and emotional learning strategies through a quality environment, having a positive effect on both early literacy and numeracy.

Mathematics is a Specific area of the EYFS (DfE 2024) and this area is a statutory requirement that practitioners offer “a strong grounding in number (which) is essential so that all children develop the necessary building blocks to excel mathematically”. The EYFS (DfE,2024, p 10) recognises the need for a holistic approach that does not solely focus on number operations but for “rich opportunities” which will “develop their spatial reasoning skills across all areas of mathematics.” This holistic and integrated approach to mathematics resonates with the EEF research ‘Improving Mathematics in the Early Years and KS1’ (n.d.) which suggests there are missed opportunities to embed natural and organic teaching of mathematics through books, songs, movement, and other playful experiences.



EEF research (Early Numeracy Approaches) notes that practitioners must have the knowledge of mathematics (what this is), how children develop holistically and the developmental trajectories in mathematics to provide quality numeric experiences. Reading texts together with children as provocations about number, patterns or money is another simple but effective approach, but remember to always follow the children's thinking and line of interest as you reflect on their narrative. Walking through the neighbourhood noticing patterns environmentally such as the shapes of windows, numbers on buses and the repeating patterns of bricks or slabs provide more natural ways to embed early numeracy organically.

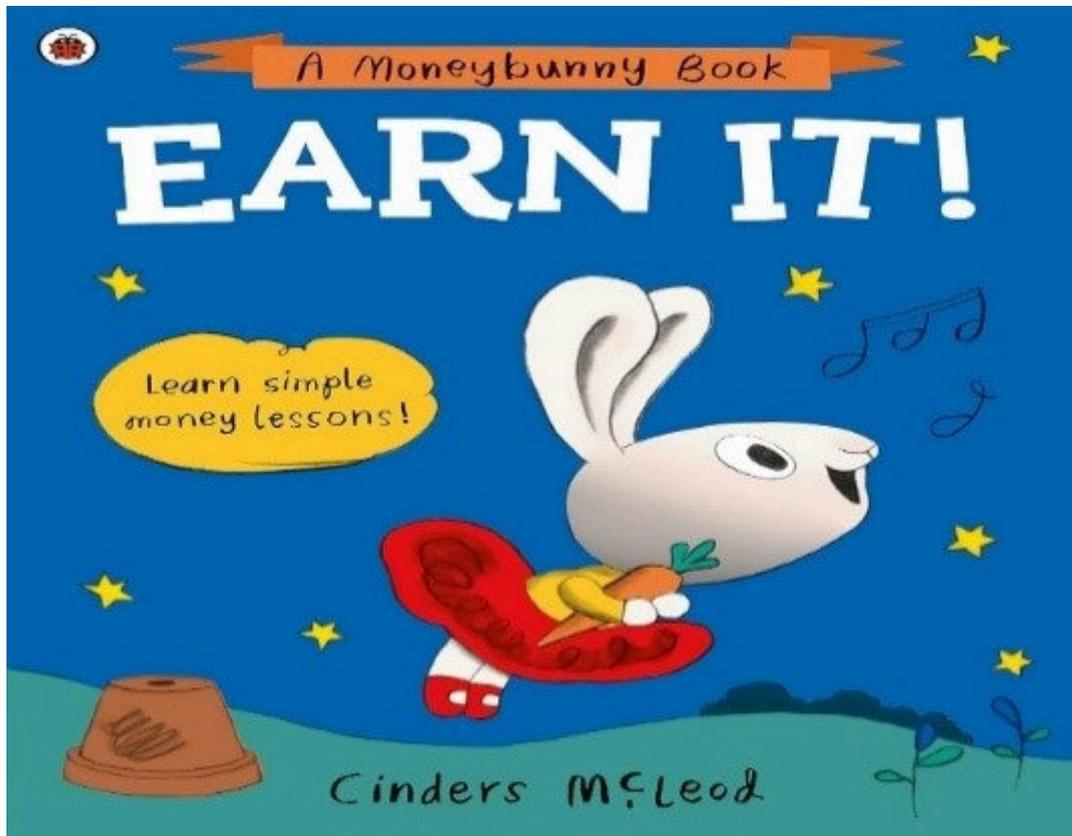
There are three pillars of Sustainability: Environment, Socio- cultural and Economic (Brundtland, 1987). Research shows that economic sustainability is viewed as the weakest and least understood pillar with schools focusing more on environmental (Siraj Blatchford and Smith, 2010).



Interestingly Roedder (1990, p 187) stated that children's knowledge of money and economics is rarely understood "beyond a surface level". So, the question to pose is, how as early years practitioner can you support children's understanding of money and help them to develop a strong economic foundation?

The Good Childhood Report (2023)(The Good Childhood Report 2023 | The Children's Society (childrenssociety.org.uk)) notes an increasing concern with older children today with an understanding of money, especially regarding rising prices, and from a socio-cultural sustainable perspective the addition of food banks. Early years children can understand with supportive quality practitioners about money and develop empathy towards those that are less fortunate and give them a stronger foundation preparing them for later. An early provocation into introducing money is the 'Little Economists' set - although this uses a dollar sign in the text this can easily be remedied in conversations when considering other foreign currencies and symbols. The text provides a starting point for you to share with young children regarding the importance of change, credit, and other aspects of money. Little Economists (7 book series) Paperback edition (amazon.co.uk) Link these monetary conversations to children's real-world experiences and bring in euros and pounds to discuss differences and similarities. For example, which currency uses paper money, and which coins? This is both early literacy and numeracy when considering the mathematical language of size, shape, weight and value, alongside descriptive language. In your settings provide experiences in role play but also in mathematics through sorting and classifying. Look for numbers on the coins or notes and discuss what they may mean- this introduces monetary value as well as time through dates. Highlight with the children that size does not always mean the 'most' money to spend, which is a similar mathematical enquiry when considering heavy/light. Does the largest item mean it is the heaviest? Is the smallest item the lightest? These are provocations to reflect upon with your children in your setting. Remember the EYF (DfE 2021)

your children in your setting. Remember the EYFS (DfE, 2024, p 10) requests practitioners to provide “frequent and varied opportunities” which support children to “develop a secure base of knowledge and vocabulary from which mastery of mathematics is built”.



Children rarely see, let alone use real money as they watch their parents go into a supermarket and with the swipe of a little plastic card wheel a trolley of food out. Children must have opportunities to use money and have conversations about money. The more you use the language of money with the children, the more familiar this becomes, especially if you share this with the parents and encourage them to use real money out shopping too! Remember the EYFS (DfE 2024) promotes positive relationships and partnerships. It is important to utilise beyond the gates of your settings and take your children out into the neighbourhood resonating with SDG 11 Sustainable Cities and Communities.



Kate, the practitioner at Everton Nursery took the children to B and Q to buy materials for their garden project to help children understand the concept of trade. Children must recognise that money is used as a trade, as an exchange for goods. The children had a shopping list and knew that they were going to buy these items and they were all given a £5 pound note. When they had identified the goods needed from their 'list' they pushed their trolley to the till. Again, this provided another mathematical experience of weight- the empty trolley was light and easy to push, whereas when the goods were added to the trolley, the trolley was now more difficult to push. These organic early experiences provide opportunities for quality numerical discussions and highlight the holistic nature of early childhood. The children were given change and a receipt. A receipt is also a provocation too- compare a monetary receipt with change highlighted with a credit card receipt. Research suggests that from 7 years old children can understand that 'change' is returned by the shopkeeper which can be challenged through such experiences. However, Brocas and Carrillo (2020, p19) maintain that children as young as 5 years old can "understand the value of commodities as a basic medium of exchange" through quality agentic practice.



Helping children to become aware of money used as an exchange for goods could also be in general conversations around birthday or Christmas money, but like the example above, try to incorporate opportunities in your setting for understanding this monetary transaction in practice. Take the children down the High Street to purchase snack fruit or organise cake or craft stalls that the children man and see the actual monetary process in action. Let the children design the labels, decide on prices and most importantly, “What do we spend our profits on!” Challenge research which suggests that only young children aged 7 years are only just beginning to understand that money can be exchanged for goods (Berti and Bombi,1988). Give children their voice and agency.

Early Literacy provocations could include text to supplement their thinking and further consolidate understanding of it in practice. For example, the lovely Lady bird Moneybunny series which includes Earn it!

Environmentally children will already be ‘marketplace literate,’ recognising key brand names such as Asda, baked beans labels so try to use these in your role play to support awareness of how words and images have meaning. This could be further developed from an early literacy and numeracy perspective to sort different labels from tins and look for commonalities.

The important message here though is the holistic nature of all 3 pillars of sustainability in your planning- environmentally through beyond the gates, socio-culturally through recognition of different currencies and economically through developing an awareness of monetary exchanges.

As the Improving Mathematics in Early Years and KS 1 Report (EEF) (n.d.) states *“developing a sound understanding of mathematics when we are young is essential. Children’s early mathematical understanding is strongly associated with their later school achievement”* which highlights the importance of providing these quality experiences.



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

Childminding

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





[Calling All Childminders in Liverpool City Region](#)

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

[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.

[HANEN Learning Language and Loving It Programme - in development for Childminders](#)

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

[WELLCOMM BAGS](#)

If you are a Liverpool Childminder and wish to borrow a Wellcomm bag to use with your children, email the sph email as we can support you and loan a Wellcomm bag to you for a period of time.

[Childminder Recruitment and Retention Consultation](#)

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

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

- Current, former, and prospective childminders and providers of CODP

• Other early years providers

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

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

Closes 10 May 2024

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



Each bag of carefully selected items will be a welcome addition to your setting which in turn supports your children's development.

Each resource bag is designed to be used individually, with a group of childminder colleagues and shared as a lending library.



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

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



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

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



Education
Endowment
Foundation

@EducEndowFoundn has published a new, downloadable and bite-sized resource that presents what the research evidence tells us about supporting personal, social and emotional development in the early years.

Download: [Supporting Personal, Social and Emotional Development \(PSED\) in the Early Years | Education Endowment Foundation \(d2tic4wv01iusb.cloudfront.net\)](https://d2tic4wv01iusb.cloudfront.net)

What do we know about supporting personal, social and emotional development (PSED) in the early years?

@EducEndowFoundn 's @LGrocott_EY introduces a new resource that illustrates what the evidence tells us and provides actionable recommendations.

Read more: <https://eef.li/m4g1sn>

For more information about how you can support PSED in your setting, take a look at this theme on the Evidence Store: [EEF | Personal Social and Emotional Development \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

<https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-know-about-personal-social-and-emotional-development-in-the-early-years>

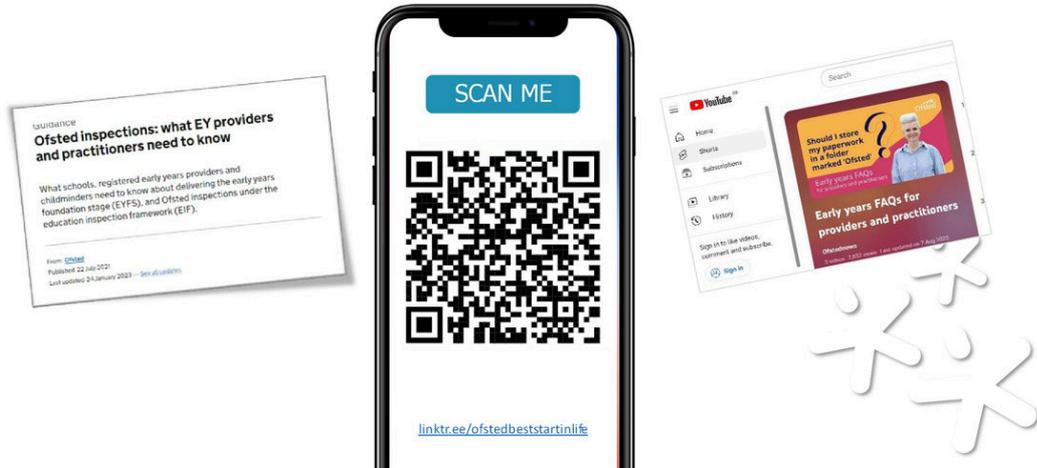
[EEF blog: What do we know about Personal, Social and Emotional...](#)

Introducing a new resource on supporting PSED in the early years
educationendowmentfoundation.org.uk



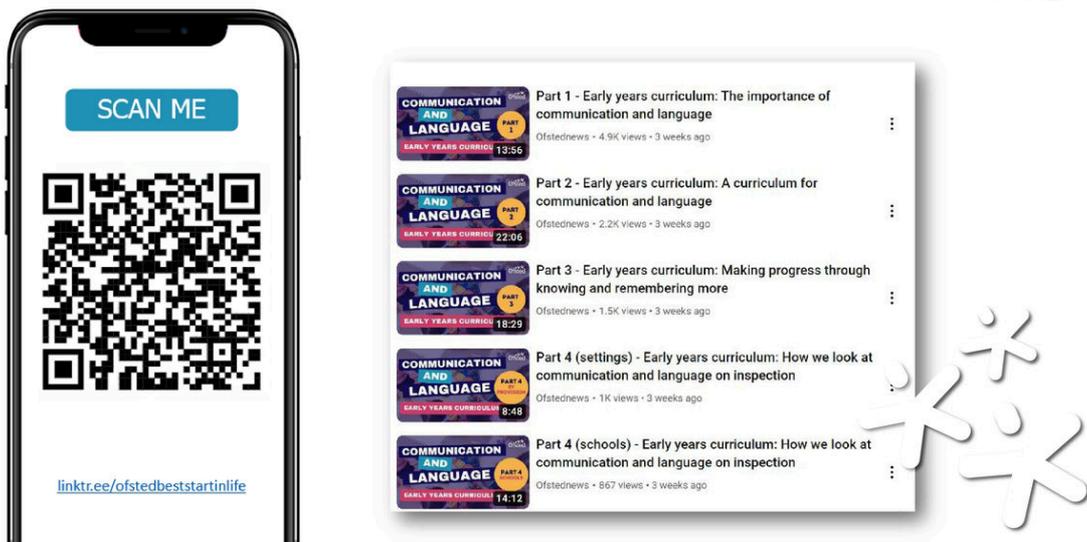
Guidance for EY providers and practitioners and parents

25



Playlist on Ofstednews YouTube channel

26



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