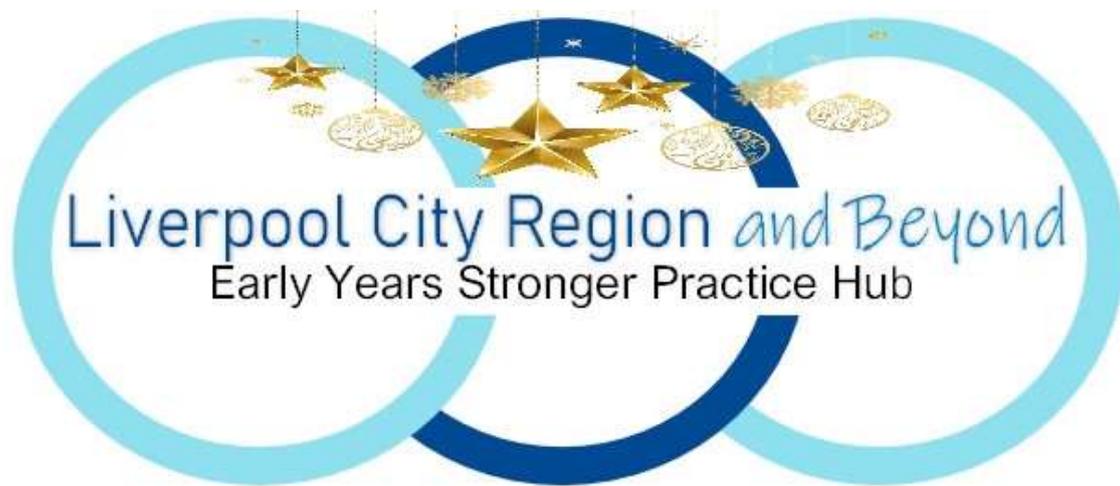


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Newsletter

December 2024

Welcome to the December Hub newsletter. We hope all your settings are preparing for Christmas and exploring other festivals too. Diane Boyd has written an article on Festivals and culture in Early Childhood this month. We have also heard from childminders around our Stronger Practice Hub. Read how Julie is using her resource bag from the childminder resource boxes we gifted to childminder networks. Kendal childminders have also shared their use of the resource boxes. We have a childminder forum online in January, see in the newsletter how to access to forum. Are you looking for face to face training or online recorded sessions for the new year for your setting? We have nine recorded sessions to use. Amanda Quirk, member of the Hub Team has just written a session on skills before writing. Email the sph email if you would like to access any sessions for CPD for your settings. Finally, don't forget to book onto our conference in Morecambe in February. Have a lovely Christmas and Best Wishes for the New Year from the Liverpool City Region and Beyond Early Years Stronger Practice Hub Team.

**You're invited to LCR Stronger Practice Hub Childminder Network
Saturday 25 January 2025 10:00 - 11:00 (GMT)**

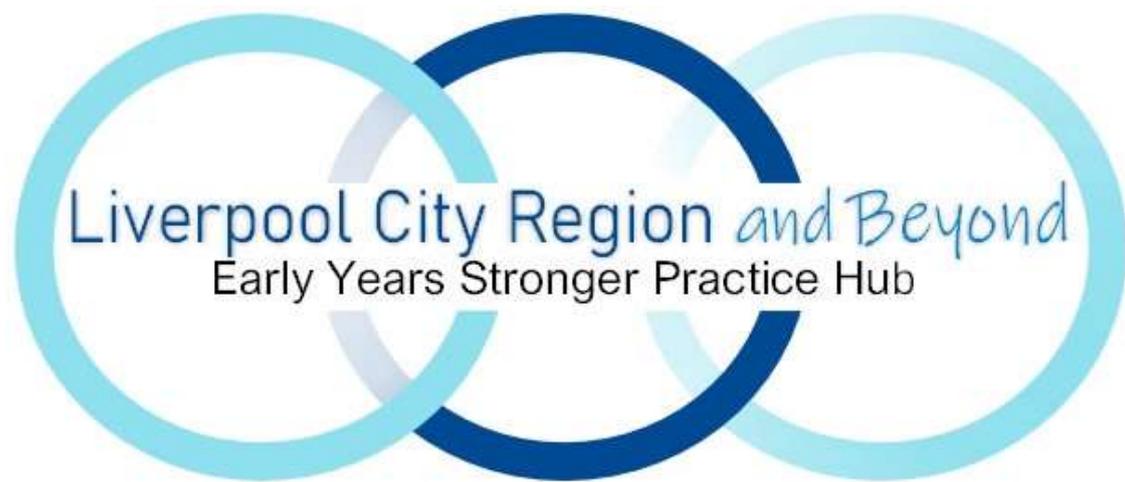
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[p=GFoqd4wCrV38cn99r1](https://teams.live.com/meet/9331412489407?p=GFoqd4wCrV38cn99r1) Tap on the link or paste it in a browser to join.

This is a re occurring meetings on the 3rd Saturday of each month, 10-11a.m..

The aim of the Liverpool City region and Beyond Stronger Practice Hub Childminder Forum is to gauge if there is a need which as some childminders are isolated with limited or no networks in their LAs. We aim to initially give some case studies from childminders and share how the Liverpool City Region and Beyond Early Years Stronger Practice Hub has supported them over the last 12 months, plus give any national updates, share what CPD we have and share the EEF and DFE funded interventions.





December 2024 issue

Welcome, CPD, Early Years Sustainability Hub, EEF Simple steps to improve the quality of physical development opportunities, Enhancing Communication Support SLT 'Hanan Teacher Talk', Festivals and culture in Early Childhood, Dingley's Promise, Childminding Drop In, LGfL Online Safeguarding resources, BBC Tiny Happy People, Module 8 DfE Child development, Educator Self-Regulation and Wellbeing Affirming Workplaces Webinar, SPHub Feedback Form.

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

All CPD sessions are open to all Early Years practitioners in the Liverpool City Region and Beyond Stronger Practice Hub 10 Local Authorities. To book on any CPD session live or recorded email: sphubnw@evertoncentre.liverpool.sch.uk

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.

Everton Nursery School and Family Centre, Spencer Street, Liverpool, Merseyside, L6 2WF. Thursday 30th January 9.30a.m. – 11.45a.m.

East Prescott Nursery School, 86 East Prescott Road, Liverpool L14 1PW. Tuesday 4th February 9.00a.m – 11.30a.m

Ganney's Meadow Nursery School and Family Hub, New Hey Road, Woodchurch, Wirral, CH49 8HB. Wednesday 5th February 1.30-3.30p.m.

Duke Street Nursery School, Duke Street, Chorley, Lancashire, PR7 3DU. Thursday 13th February 9.30a.m. – 11.45a.m

Crank Nursery, Crank Nursery Ltd, Crank Hill Crank, St Helens, WA11 7SD.

Monday 3rd March, 9.30a.m. – 12.30p.m.

If you wish to offer your setting for a learning walk to share practice especially linked to research in communication or early mathematics, let us know via email on

sphubnw@evertoncentre.liverpool.sch.uk

If you would like these trainings to be delivered in your Local Authority email us to see if we have the availability.

RECORDED SESSIONS

We have recorded **nine sessions** online for staff training:

SKILLS BEFORE WRITING online recorded session by Amanda Quirk, Early Years Advisory Teacher, from our Hub team has put together an online programme for early years staff exploring skills before early writing

If you would like to access this training session, email

sphubnw@evertoncentre.liverpool.sch.uk

EMOTIONAL REGULATION online recorded session by Maria Beale (SENDSCO) 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.

If you would like to access this training session, email

sphubnw@evertoncentre.liverpool.sch.uk

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 as a staff team with young children.

If you would like to access this training session, email sphubnw@evertoncentre.liverpool.sch.uk

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 staff exploring communication and language.

If you would like to access this training session, email sphubnw@evertoncentre.liverpool.sch.uk

OAP (ORDINARY AVAILABLE PROVISION) - Amanda, one of our Hub team has put together a recording on OAP (Ordinary Available Provision) in early years. If you would like to access this 30 minute training sessions, email

sphubnw@evertoncentre.liverpool.sch.uk

USING MUSICAL INSTRUMENTS - Craig and Pip from East Prescott 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.

If you would like to access this 30 minute training sessions,

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. If you would like to access this training session, email sphubnw@evertoncentre.liverpool.sch.uk

EARLY EMOTIONS RECORDED ONLINE

An introduction to early emotional health, the issues children face and links to socio-economic backgrounds, previously by Kaya Doyle (Hub Manager) online live.

Now available as a recorded session – If you would like to access this training session, email sphubnw@evertoncentre.liverpool.sch.uk

SENSORY CURRICULUM RECORDED ONLINE - email our sph

email address if you would like to access for your school or setting a recorded session from Emma-Louise Scott (Nurture Teacher) sharing her experiences and practical examples of a sensory curriculum.

If you would like to access this training session, email sphubnw@evertoncentre.liverpool.sch.uk

FUTURE CONFERENCE – Save the Date: Saturday 8th

February 2025 9.30a.m. – 12.30p.m. at at The Mazuma Stadium, Morecambe Football Club, Christie Way, Westgate, Morecambe, LA4 4TB.

Our theme for the conference is: Sustainability and the Under

Threes through the 3 Pillars and the Sustainable Development Goals with Diane Boyd (Early Years Consultant) who will share examples of how young children under three and sustainability can be explored with the educators who work with them.

FUTURE PRACTITIONER PEEP SESSION – are you interested in accessing PEEP for yourself as a practitioner?

If you are interested in finding out more about this CPD session email the sph email address and register your interest on PEEP practitioner training. Kaya Doyle (Hub Programme Manager) will contact you with more details.

DINGLEY'S PROMISE

If you are a **Liverpool practitioner** you can access Dingley's Promise free. Please register at the following: Click the link, register, then access whenever suits.

<https://dingley.org.uk/dingleys-promise-training/early-years-inclusion-programme/>

Outside of Liverpool please look at the Dingley's Promise website for more information. If you would like to access any of the modules please register an interest in the sph email address. <https://dingley.org.uk/>

CHILDMINDER INFORMATION:

CHILDMINDER DROP IN

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

Every Wednesday 9.30-11.30a.m., term time, St Hilda's Church Hall, Hunts Cross, Stuart Avenue, **Liverpool**, L25 0NG

Every Thursday 9.30 - 11.30a.m. Beck Community Centre
20 Esthwaite Ave, **Kendal** LA9 7NZ, open all year round except Christmas

You're invited to LCR Stronger Practice Hub Childminder Network Saturday 25 January 2025 10:00 - 11:00 (GMT)

[https://teams.live.com/join/9331412489407?
p=Gfoqd4wCrV38cn99r1](https://teams.live.com/join/9331412489407?p=Gfoqd4wCrV38cn99r1)

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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.

[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 NETWORK RESOURCE BAGS](#)

If you would like to access these resources, email us on our sph email address.

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/stronger-practicehub>





Everton Nursery School and Family Centre, Liverpool and Highfield Nursery School in Ipswich have been developing an Early Years Sustainability Hub website.

[Early Years Sustainable Hub | ENSFC](#)

Have a look at the website and send ideas to sphubNW@evertoncentre.liverpool.sch.uk before the formal launch on Thursday 16th January 2025. Thanks.



Simple steps to improve the quality of physical development opportunities

Sinead McMahon, our early years specialist, talks with Dr Lesley Curtis, Headteacher at Everton Nursery School, [about ways to implement evidence-based approaches for physical development](#). Everton Nursery School is the lead setting for Liverpool City Region and Beyond Early Years Stronger Practice Hub.

Enhancing Communication Support SLT 'Hanen Teacher Talk' Case Study

Tracie Dowling



Tracie Dowling is an Ofsted registered childminder and mentor who has over 30 years of experience within the early year sector.

Tracie took up the opportunity to take part in the Enhancing Communication Support SLT 'Hanen Teacher Talk' programme through the Liverpool City Region and Beyond Early Years Stronger Practice Hub.

What is the Communication Support SLT 'Hanen Teacher Talk' Programme?

<https://communicate-slt.org.uk/about-us/>

The Programme is an evidence-based programme that uses researched-based strategies to help children develop language and communication skills. The programme is designed to be inclusive and caters to a wide range of early years practitioners, children, and families.

<https://hanen.org/workshops/teacher-talk>

This specific training has been aimed for childminders to offer them high quality training with one-to one coaching, to enhance the support they provide for all children's speech, language, and communication development.

Tracie started the course in September 2024 with an initial home visit introducing her to Ellie-Mae her designated one-to-one coach. Ellie-Mae has supported Tracie throughout the course involving, visits, Teams' meetings, evening group training, filming sessions and access to peer support through a WhatsApp group.

'Initially I felt nervous to take part in the programme especially with the filming, but as soon as I met Ellie-Mae and Alex Sharp the Lead trainer from Communicate I felt confident and excited to have the opportunity to take part in the course.

The Course outline.

'At the first training session I met the other 11 childminders participating in the training. As childminders we want to ensure we provide our minded children with the best opportunities to enhance their communication and language skills and I was thrilled to be chosen to take part'.

Throughout the training programme the childminders had to record insights, thoughts, and experiences to ensure the strategies learned had a positive impact on both the childminders practice and supported the children within the setting.

The childminders had to complete a daily delivery log which had been adapted to include the strategies they learned in the training sessions. These logs were used to support the research outcomes covered by the training.

The first workshop focus was 'follow the child's lead' and 'give reason to communicate and wait'. This session covered conversational styles, teacher roles, stages of development, observation wait and listen (OWL) and face to face interactions.

The childminders had to put together an action plan using the information covered in the workshop and used this to create a short 5-7minute video. Within the video the children and childminder needed to participate in an activity focusing on speech and language and ensured both the children and childminder could be seen and the 'talk' needed to be heard throughout. Once recorded the film needed to be uploaded to a secure folder for the one- to-one coach to access, then have a reflective session via zoom.

'For my first film I chose a little boy aged 29months who is nonverbal, he needs extra support and thought this would be the perfect opportunity to provide 1-1 learning. I set up a pumpkin exploration and painting activity, I chose this activity as he loves Halloween and enjoys creative play. I provided him with toys and equipment to enable him to explore and create to encourage a rich language and communication environment.



I was extremely nervous about filming the activity, but when I received the positive feedback from Ellie-Mae this assured me that I had provided the child with an activity to enhance his communication and language outcomes.

The second workshop focused on 'following the child's lead' by imitating, interpreting, commenting, and joining in with their play.'

The last face to face workshop focused on keeping your interactions going back and forth, taking turns, and using a plan called SSCAN which as five important steps:

1. Small groups are best.
2. Set up appropriate activity.
3. Carefully observe each child.
4. Adapt your response to each child's needs.
5. Now keep it going.

At the the end of the session the childminders needed to write up their second action plan ready for the last filming session.

'For my second film, I chose two children aged 30 months, who love water play. I provided them with artic animals, water, ice, igloos, Inuit figures and magnifying glasses to use for exploration. They ended up taking over the activity and adapting it themselves by filling a jug with the ice until it overflowed. They used rich descriptive language such as cold, wet, slippery, frozen, warm, and fluffy. I added new language such as transparent, Igloo, Inuit, Moose, solid, temperature and artic. It was evident the children had understood and learnt the new language by repeating the words within their extended play later in the day.



The feedback was very positive, and I was assured the language and communication styles we had covered were evident within the recording.'

How has the Hanen Programme benefited the children in your setting?

'The children who I focused the filming around, have increased their participation within group activities and have made significant progress in their language skills.

The little boy who was nonverbal has now started saying a few words such as 'dad, more, numbers 1-5 and up' The parents are over the moon and have said it has improved the whole family's sense of well-being' As a practitioner I have found that the programme has encouraged the children's family to integrate the strategies I have shared into everyday activities at home. This has given them confidence in their role as an essential part of their child's learning'.

What impact has the Hanen Programme had on you?

'The Hanen 'Teacher Talk' training has equipped me with knowledge around key interaction and language building strategies that I will use to nurture the best possible language, social and literacy skills of all children in my care.

The training has personally given me the reassurance, confidence and confirmed I have been on the right track, ensuring the children I mind have the best possible start to life and thrive to be amazing communicators.

Tracie Dowling

Other Reading to supplement my knowledge:

<https://www.hanen.org/programs/teacher-talk>

<https://www.hanen.org/programs/learning-language-and-loving-it>

<https://child-development-training.education.gov.uk/about/module-4>

<https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language>

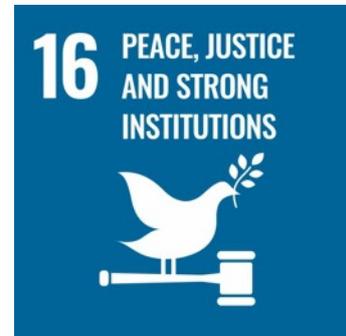
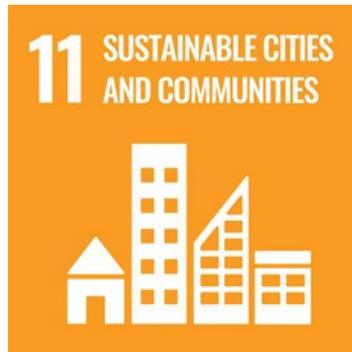
<https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy>

<https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions>

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/learning-language-and-loving-it-accelerator-fund>

Festivals and culture in Early Childhood.

Dr. Diane Boyd



As the Christmas festival season approaches, this brings an opportunity to reflect upon how culture impacts upon early childhood and the need to be aware of all the traditions that are an intrinsic part of their community. In 2015 at the Paris Treaty a date was set (Agenda 2030) for the achievement of all 17 Sustainable Development Goals (SDG) (UN 2015) of which a key aspect is the respect and recognition of diverse beliefs, and cultural traditions (Socio-cultural sustainability). The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines social sustainability as supporting all communities and society to thrive in a positive, healthy and equitable way, ensuring all have a chance to reach their full potential regardless of gender, geography or age. The SDGs (UNESCO, 2015) are at the heart of the cultural aspect of socio-sustainability highlighting challenges that society faces. These challenges include the need to protect culture and traditions, preserve heritage, and develop creative thinking inclusive communities.

So how does early childhood and the statutory Early Years Foundation Stage (DfE,2024) fit into socio-cultural sustainability?

- **The need to protect culture and traditions**

The Brundtland report (1987) [Our Common Future: Report of the World Commission on Environment and Development](#) argued for the need to bridge both intergenerational and cultural divides. Early Childhood Education for Sustainability has its roots with the pioneering giants such as Montessori, Froebel and Malaguzzi who advocated for community of learners, working collaboratively, intergenerationally and practically (SDG 11 Sustainable Cities and Communities) (UNESCO, 2015). A key element of their philosophy was the realisation of hands and minds working together in traditional real-life skills, resonating with the all three socio-pillars of sustainability (economic, environmental and socio-cultural). A case study example highlights how this looks in practice. In the Legacy Cafes in Liverpool (Boyd, 2018) Elders were invited into the Nursery not as passive observers but as mentors and guides to share valuable cultural and contextual wisdom and knowledge, scaffolding early childhood educators, children and their families in the lost arts of childhood (Langlands, 2018). The Elders supported children to weave, sew, mend and make fresh dinners, such as 'Scouse', whilst parents learnt how to back stitch or mend punctures. The skills are contextual to the place and community that resides within it. Early Childhood educators are in a valuable position to incorporate all aspects of cultural heritage in their everyday pedagogical experiences. By connecting to all aspects of your community through walks and conversations, the children's cultural world will open to them.



Image- Legacy Café Everton Nursery School and Family Centre - weaving skills.

As the Education Endowment Foundation (EEF) social communication research notes *“showing children good examples of social communication, can help them to understand and follow the rules of social communication.”*

These connections formed will ensure the Elders knowledge and wisdoms are not just shared but are saved and protected. As the EYFS (DfE,2024, p 11) says, educators need *“to foster their understanding of our culturally, socially, diverse world.”* Research from the (EEF) on Personal, Social and Emotional Development (PESD) reiterates the importance of stronger cultural relationships across generations and communities. It states, *“creating a culture in which children are taught how to talk about and exchange ideas or share experiences, in a learning environment where there are opportunities to make connections with others and build relationships.”*

- **Preserve heritage**

UNESCO, (2009) [Cultural heritage | UNESCO UIS](#) defines cultural heritage as being artefacts, monuments, museums, buildings and sites that have a diversity of values including symbolic, historical, social and scientific. UNESCO also recognises the cultural significance of festivals, paintings and celebrations. Socio-cultural sustainability in early childhood is about reflecting upon past and present, celebrating diversity through a range of artefacts and monuments etc, ensuring all children can identify with the cultural significance of them but also how others see them differently. For example, conversations could centre around looking at old black and white photographs that reflect their community and looking for differences in how this looks today. What sort of uniforms did the Firemen wear? Note here the fact that it was only men who can do this job (SDG 5 Gender equality) at this time – but reflect on different cultures attitudes to women in roles. How did the fire engines move? Understand how the term ‘horsepower’ came about.



[Image Women in the Fire Service UK](#)

Early Childhood educators need to ensure they value all heritages and ensure that there is no unconscious bias in any discussions and reflections. The EYFS (DfE, 2024, p 11) includes some indication of cultural heritage through the Specific Area of Learning, Understanding the World noting that by providing diverse personal experiences such as “visiting libraries or museums” will support children’s “knowledge and sense of the world around them”. Here we see the museum as a base to share cultural stories from the community across generations.



Image- Museum of Liverpool Intergenerational Learning about the Titanic

This will also include taking opportunities on your neighbourhood walks, taking time to observe the beautiful architecture representing the past or present a conversation in itself here), or religious building such as Mosques or Churches, monuments to commemorate past events and art galleries with a range of paintings. By talking with children during these visits opens their world to include ‘otherness’, which in turn develops empathy. We recently had Remembrance Day, and the children may have seen parades or wreaths of poppies laid at the foot of monuments as they walked around their community. Ask the questions – why poppies? Young children are capable and able to make a wreath together with foraged materials, and to place it onto the Remembrance monument beginning to understand pride and historical celebration. In this example below, the children made the wreath for November 11th Armistice Day. Remember children need to understand past and present – the EYFS (DfE,2024, p11) asks that educators ensure children meet “important members of society,” and the fallen are true heroes. Quality early childhood educators would ensure that these conversations about fallen heroes is handled sensitively as the EEF research on PSED shows it is important that **“children are taught to use appropriate verbal communication to express their emotions and feelings”**.



Image credit – Armistice Day Wreath Tugulawa Early Education Brisbane Australia

•Develop inclusive creative thinking communities

The EYFS (DfE, 2024, p11) recognises society and culture in the Specific Area Understanding the world, with a broad definition asking educators to guide **“children to make sense of their physical world and their community.”** Young children need to have a strong relationship with their locality to develop their feeling of belonging and a strong sense of being. The EEF highlighted that Social and Emotional Learning is closely linked to the development of self-regulation and how young children live and learn alongside their peers, family and community. It also states that children from disadvantaged backgrounds are more likely to have weaker social and emotional skills, which is why as educators personal, social and emotional development must be a key aspect of all practice. As a result, the EEF advises educators to support children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. UNESCO (2019) [21st century skills: the need for social and emotional learning - UNESCO Digital Library](#) stress the need for children to be strong and emotionally able, noting how **“rigorous research has established that social and emotional competencies early in life—such as self-management skills in children five years of age—are better predictors of major young adult life outcomes such as health and financial success, than traditional academic metrics of grades and standardized test scores.”** SDG 4 Quality Education and SDG 10 Reduced Inequalities (UNESCO,2015) remind us of the need to provide all children with a positive start in life and the recognition of their cultural background. The EYFS (DfE, 2024, p7) also recognises this noting **“their experiences in early years have a major impact on their future life chances.”** Article 31 (UNCRC,1989) [convention-rights-child-text-child-friendly-version.pdf](#) also highlights the need to respect children’s background and culture to which they belong so demonstrating true authentic inclusion. If children do not recognise themselves in the setting,

this will impact on how they learn, play and develop. Research from the EEF regarding a safe secure effective enabling environment supports children's Personal, Social and emotional development and that as a result they ***“can benefit in terms of recognising, expressing and regulating emotions.”*** It is important therefore, to open your gates as wide as you can and invite all diverse members of the local community to become part of your pedagogical experiences. This could be the local Intergenerational allotment club who would share their Elders wisdom and knowledge of seasonal traditions, or the librarian to share stories both past and present or the local Lifeboat volunteers (SDG 11 Sustainable Cities and Communities). On your neighbourhood walks become aware of statues and what they represent to the community, so the children understand the story behind them.



It is also important to recognise the different religions that are represented too and ensure all are included and celebrated. Children need to be able to have empathy and understanding of 'others' to ensure a tolerant and peaceful world (SDG 16 Peace, Justice and Strong Institutions) (UNESCO,2015). It is important that festivals and practices of other cultures must not be just tokenistic but truly embedded into all playful learning over the year. If we can support the development of strong emotional resilient children, we are laying secure foundations to build upon.

We do not know what the world will look like in 20 years' time, but we need to prepare them for all difficult societal and ecological situations ahead. UNESCO(2017) [E2030: education and skills for the 21st century, report - UNESCO Digital Library](#) suggests that we need to help children to be “critical, to be responsible citizens, to know about the world and to learn in diverse and interactive modalities.” When considering the EYFS(DfE,2024) the Characteristics of Effective Learning (CEL) aligns with this challenge for learners of the 21st century. By unpicking the language, it is clearly apparent that we can and must offer children pedagogical experiences that motivate children to become divergent and critical thinkers. Let children reflect, evaluate and hypothesise when investigating – do not rush to provide the answers. Challenge their learning to encourage resilience and patience, it is far better to work collaboratively towards a solution than working alone. By encouraging global cultural awareness, making connections, for example comparing their locality with the powerful images of flooding in Valencia, Spain and pose questions – how can we stop a flood and why do they happen? Encourage children to use real materials to investigate and have a go, reflecting as they try to find a solution. As the Characteristics of Effective Learning state under Creating and thinking critically, “children (must) have and develop their own ideas, make links between ideas, and develop strategies for doing things”. As UNESCO, (2014) Nurturing creative thinking - UNESCO Digital Library notes children have more creativity than adults because “they are not yet fully aware of rigid logic and convergent view's” as “they are divergent, open, inventive and playful, which are features of creativity.” This is highlighted too through the EEF research on PSED, asking educators to support children to develop “their ability to collaborate, negotiate and solve problems with others.” This is quality early childhood, providing inclusive, creative and worthwhile pedagogical experiences for all

SDG 4 Quality Education



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.

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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.

The Communication Support SLT 'Hanan Teacher Talk' Programme ran from September to December 2024 with a Celebration event on the 11/12/24 with Father Christmas visiting the childminders and their children. The training was delivered by Communicate and developed with the Education Endowment Foundation (EEF) for Liverpool City Region and Beyond Early Years Stronger Practice Hub.



The course was aimed at childminders to offer them high quality training with one-to one coaching; to enhance the support they provide for all children's speech, language, and communication development.

Throughout the training programme the childminders had to record insights, thoughts, and experiences to ensure the strategies learned had a positive impact on both the childminders practice and supported the children within the setting.

The childminders had to complete a daily delivery log which had been adapted to include the strategies they learned in the training sessions. These logs were used to support the research outcomes covered by the training. One of the childminders stated that, "*The Hanen 'Teacher Talk' training has equipped me with knowledge around key interaction and language building strategies that I will use to nurture the best possible language, social and literacy skills of all children in my care. The training has personally given me the reassurance, confidence and confirmed I have been on the right track, ensuring the children I mind have the best possible start to life and thrive to be amazing communicators*".

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 RESOURCE BAGS

Liverpool City Region and Beyond Early Years Stronger Practice Hub have gifted resource bags to inspire and support childminders across their region.

Every week each childminder takes home a different resource bag to share with their minded children which they swap the following week. Childminders also take it in turns to use a bag within the drop in, for an activity and swap ideas to extend activities within the bags.

What impact did this resource bag have on the learning of the children in your setting?

"The children and childminders have absolutely enjoyed using the story sack of the Owl Babies. Everyone joined in, got excited, had fun and laughed all the way through the story. They learnt all about why babies get upset when their mummy leaves them. It promoted a discussion about emotions including how they felt that morning being dropped off at their childminders".

Kendal Childminders Network.



CHILDMINDER RESOURCE

BAGS

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.



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

If you would like to access these resources, email us on our sph email address.



[Online Safeguarding resources and support for early years professionals](#)



[BBC Tiny Happy People Website](https://www.bbc.co.uk/tiny-happy-people/articles/zbvjdjsg)

If you haven't discovered the BBC Tiny Happy People website yet, please view as this website provides a wealth of information for parents and professionals, developed by professionals to support children to talk. There is a recorded video that takes you on a tour of the website:

<https://www.bbc.co.uk/tiny-happy-people/articles/zbvjdjsg>



Department
for Education

Have you seen the recent module 8 from the DfE Child development module series on:

Supporting individual differences and needs.

The module covers the provision for children with developmental differences and needs in early years settings. It explains your role as an early years educator in planning, observing and assessing children's learning and development in the context of inclusive environments.

<https://child-development-training.education.gov.uk/about/module-8>

Support settings to manage neurodiversity within the workforce and sharing wellbeing affirming practice.

Booking is through the Eventbrite link below.

<https://www.eventbrite.co.uk/e/educator-self-regulation-and-wellbeing-affirming-workplaces-webinar-tickets-1106978906709?aff=oddtcreator>

Educator Self-Regulation and Wellbeing Affirming Workplaces

Tuesday 21st January 2025
6.30pm - 8.00pm

Kerry Murphy has worked in all aspects of early education supporting settings, families and children with SEND. We are delighted to welcome her back for a brand new webinar on educator self regulation. During this webinar, Kerry will focus on how we support the educators in our setting and become wellbeing affirming workplaces.

Funded by
UK Government

The poster is green with white text. It features a small logo at the top right and a QR code at the bottom left. The text provides details about the webinar, including the date, time, and a brief description of the speaker and topic.

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>

Here you will find information about our podcasts as well as blogs and training sessions.

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

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

**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.



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