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

# Newsletter

## July 2024

Welcome to our Liverpool City Region and Beyond Early Years Stronger Practice Hub July newsletter. We have been busy throughout June with both face to face and online training. We had a wonderful time in Morecambe meeting early years practitioners for our Mathematics and Sustainability conference, plus our Beach School taster sessions. We have also met early years practitioners for our Beach School, Crosby and Forest School Taster sessions in Liverpool. We have met early years practitioners in Sefton for Movers training and in Widnes for Self-Regulation training, all linked to research.

During August we have our Ofsted update online training, see inside our newsletter for more details. We aim to repeat some of our more requested training during September and October. As part of our legacy we will be aiming to put information on line too. 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 your 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 watch these new recordings or our previous recordings re mathematics, early emotions and sensory curriculum, please email us on [SpHubNW@evertoncentre.liverpool.sch.uk](mailto:SpHubNW@evertoncentre.liverpool.sch.uk)

We are developing other online recordings of the following:

C and L strategies to improve communication

Movement / Physical Development

Outdoor learning environment and activity ideas

PSED

Behaviour support – general good practice ideas



Let us know if you require other areas of support. Don't forget Dingleys and Nasen Golden Key SEND opportunities advertised in this newsletter. Have a good summer.

Lesley Curtis

Programme Lead for Liverpool City Region and Beyond Early Years Stronger Practice Hub

# July 2024 issue Welcome, CPD, Nasen Golden Key programme, SPHub Feedback Form, Talking Time, Ordinarily Available Provision in the EYFS, Dingley's Promise, Self Regulation by Dr. Diane Boyd, Childminding Drop In, EEF Self Regulation and Executive Function,

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

Our themes linking to research throughout July and August are:

Ofsted Update ,PEEP and SEND.

SIL Early Years Briefing for PVI nurseries and childminding settings.

Tuesday 6th August 1:00pm -3:00pm Online.

**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 Vimeo.

## **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 - email sph email if you would like to access a recorded session for CPD for yourself or your setting.

**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.

We have an online session from School Improvement Liverpool on an Ofsted update on

Tuesday 6th August

1:00 PM - 3:00 PM

See the link to register for the online course.

<https://events.teams.microsoft.com/event/864b4071-0760-4812-bde6-2275342685d2@d74b4e50-c893-4531-967e-4e329b0b4025>

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

## 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.

East Prescot Nursery School, East Prescot Road, Liverpool, Merseyside, L14 1PW -  
Wednesday 25th September at 9.30am - 11.45a.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](mailto:sphubnw@evertoncentre.liverpool.sch.uk)

**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.

## 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/>

**Nasen Golden Key** - If you are in a nursery school or primary school with a nursery class or private and voluntary early years setting and wish to attend the Nasen Golden Key programme offered FREE through Liverpool City Region and Beyond Early Years Stronger Practice Hub please register through the QR code. Each Local Authority have upto 30 FREE places, so register early.

## CHILDMINDER INFORMATION:

### CHILDMINDER SPEECH AND LANGUAGE DROP IN

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 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.  
Every Wednesday 9.30-11.30a.m., term time, St Hilda's Church Hall, Hunts Cross, Stuart Avenue, Liverpool, L25 0NG  
Every Friday 9.30-11.00a.m. at Everton Nursery School and Family Centre, Spencer Street, Liverpool, L6 2WF.

## 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.

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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.

If you have attended a Liverpool City Region and Beyond Early Years Stronger Practice Hub during 2024 and haven't completed a feedback form, please scan the QR code and complete so we can share your feedback with the National Children's Bureau and the Department for Education. Many thanks.

Liverpool City Region and Beyond  
Early Years Stronger Practice Hub

Feedback Form



# 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  
Mindlands, East of  
England and London.

Talking Time: free evidenced-based professional development to support nursery children's oral language

Early Years settings in Liverpool, Sefton, Knowsley and parts of Lancashire (Burnley, Rossendale and Chorley) are being offered an opportunity to take part in Talking Time© as part of an Education-Endowment Foundation-funded research study.

Talking Time© is a universal oral language programme for children aged 3-5 years, which includes evidence-based professional development for nursery staff. It supports Early Years practitioners to deliver engaging, structured small-group activities to children, and enhance their oral language through high-quality interactions and conversations. Talking Time© is designed to be used flexibly and adapted to suit individual children and settings. Settings will receive training and mentoring to support implementation, and develop their early years team's expertise in supporting early language.

Talking Time© was developed by leading academics at the University of Oxford and UCL Institute of Education, working closely with speech and language therapists and early education professionals. It has been shown to enhance children's oral language and staff practice in other research studies.

Visit the Talking Time website to find out more about the programme and how to get involved: [bit.ly/49K8TFB](https://bit.ly/49K8TFB)

# Ordinarily Available Provision in the EYFS

Amanda Quirk

Early Years Advisory Teacher at Generate Teaching Hub and Liverpool City Region and Beyond EYFS Stronger Practice Hub

Ordinarily Available Provision offers a range of universal inclusive activities, opportunities and strategies which will benefit everybody. This good practice will enable educators to support children with additional needs, without any formal diagnosis or specialist support. These documents promote thinking for reasonable adjustments that can be made to environments, activities, resources and interactions.

Each Local Authority has their own OAP, sometimes within other documents, so research may be needed! You would have to follow your LA recommendations, but I had a look at others for different ideas and possibilities.

All documents include guidance that need no specialist training to deliver. Each document is presented differently, but generally identify a possible barrier to learning and then offer ideas for support. While looking at different documents I found a lot of inspiration. Take some time to discover or revisit your OAP.

Follow the link to watch;

EYSEND National Seminar - Ordinarily Available Provision in the Early Years  
([councilfordisabledchildren.org.uk](http://councilfordisabledchildren.org.uk))



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](mailto:sphubnw@evertoncentre.liverpool.sch.uk) email for more details.

# Self-Regulation



## Dr. Diane Boyd

Both SDG 4 Quality education and SDG 10 Reduced Inequalities (UNESCO,2015) highlight the need for quality pre-school education for all children to support their inclusive and holistic development across all areas of learning. They recognise that education ‘liberates’ and ‘opens the world of opportunities’ for lifelong learning (SDG 4 Quality Education) (UNESCO,2015). The statutory curriculum (Early Years Foundation Stage (EYFS), through one of its prime areas of learning Personal, Social and Emotional Development (PSED), notes for children to achieve successfully they need to manage their own thoughts and actions. The EYFS (DfE,2024, p 9) acknowledges that through effective and quality support children can learn to “manage emotions, develop a positive sense of self, set themselves simple goals.” Research (McClelland et al,2013, para,1) conducted in the USA indicated that “children’s early executive function and self-regulation have emerged as a salient predictor of later outcomes”. So, this demonstrates an urgency for achieving an inclusive education for all children, as more recent Education Endowment Foundation (EEF) research suggests “Strategies that seek to improve learning by increasing self-regulation have an average impact of three additional months’ progress”. Additionally, the EEF research further suggests this has a positive impact on both early literacy and early numeracy, aligning with SDG 4.6 – “Literacy and numeracy skills, that is reading, writing and calculating, are vital skills for individuals to further their learning and to develop throughout their lives independently” (UNESCO,2015).

•So how can you as an early year’s educator support children to develop self-regulation?

Firstly, this is important to recognise how you view the child as a learner. Do you consider children are vulnerable and in need of always needing adult direction, incapable of making decisions for themselves?

Nikiforidou (2024, p 37) calls this a “cotton wool child” and challenges adults to encourage developmentally appropriate challenging and risky play. The UNCRC (1989) reminds us that children have the right to a quality education (article 28), the right to have their views heard (article 12), the right to play (article 31) and the right to express themselves (article 13).

- Strategies to support self-regulation.

The International early childhood approach Reggio Emilia in Italy considers that children are protagonists of their own learning experiences and adults are collaborators and co-researchers alongside them. The Education Endowment Foundation (2024) recently published new guidance and this suggests strategies to support self-regulation, such as “working towards a goal, which may be self-chosen or guided by a suggestion or request from an adult”. When I visited Reggio Emilia, I was lucky to witness first hand children following their own self chosen goals and observing their strong self-regulatory behaviours. I arrived at a children’s centre at 9 am when the children were choosing their tasks for the morning. At that time, I was under an assumption that children as young as three years old do not have the capacity to concentrate and stay focused beyond a certain period of time. (McClelland et al,2013, para,3) further suggested that “attention span-persistence refers to selecting and attending to relevant information, such as listening to the teacher, and persisting on a task.” This thinking aligns with the EYFS (DfE,2024, p17) characteristics of effective learning, which requires practitioners to provide tasks that support persistence and help “children to concentrate and keep on trying if they encounter difficulties.”

At the Reggio Emilia children’s centre, I witnessed children choosing their tasks- two boys decided they were going to investigate a bicycle - literally breaking it up, taking it apart and scientifically exploring the bicycle, with the scaffolding support from an early year’s pedagogue, who had provided the bicycle following their initial question about how the wheels went round. Rather than ‘give’ the answer, the children were encouraged to try and find for themselves co-operatively demonstrating collaborative community learning. EEF strategies for self- regulation (2024) highlight the importance of “creating a community of collaborative learners.” Like the Reggio Emilia pedagogue, the EEF (2024) suggests ‘facilitating’ such learning by using the children’s questions, will help them co-ordinate their ideas and make suggestions as how to proceed. When I returned to the children in the bicycle workshop three hours later, they were still totally focused on their exploration. This is authentic and natural persistence of completing a theory-based task, demonstrated as the EEF Self-regulatory guidance (2024) suggests, children managing “their own behaviour and aspects of their learning”.

EEF Research on Self-Regulation (2024) also indicates that personal, emotional and social development strategies can support children’s self-regulatory behaviours as the children start to understand how their mind and body works.

For example, the EEF (2024) suggest children having opportunities to manage their emotions through either yoga or mindfulness or physical activities. SDG 15 Life on Land (UNESCO,2015) requires children to develop a relationship with nature and as a result develop empathy and feelings towards their world. As practitioners we need to recognise this in our daily practice and encourage children to just lie down and be still outside in the grass. Allow the children to slow down and wallow in the stillness, listen to the birdsong, smell the flowers and breathe in the freshness, and stop the urgency of phonics or work-related tasks. Not only will these experiences connect or 'reconnect' the children with nature, but this will help children to become "more aware of their physical sensations, thoughts, and feelings" (EEF, 2024). Try to encourage that slowness in them, develop all the relational aspects of friendship so they can learn to be part of a social community and foster friendships. As the EEF (2024) opines for children's self- regulation, they need to "interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably", which is a valuable skill in the current world we live in, resonating with SDG 16 (Peace, Justice and Strong institutions) (UNESCO,2015). The EYFS (DfE,2024, p 13) additionally, in the goal -Building Relationships expect children to "work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, and show sensitivity to their own and to others' needs." This needs strong self-



Be observant - look at the creativity that the world presents. The different shades of green and the vibrancy of blues. Help children to see their world through a lens of awe and wonder. There is not one shade of green and by helping children to discriminate shades will also help their pre-literacy and numeracy skills, this is not just art because it is a skill to be able to discriminate. In Montessori classrooms they use tiles showing different shades of the same colour - possibly a resource to buy for your setting or go to the local hardware store, get paper paint samples, and make your own (as shown below). Using this colour scavenger resource will also help fine motor control with little hands (pegs) as well as developing science observational skills.

It is important that children can talk about their feelings with each other and for practitioners to provide strategies to help understand both feelings and how to rationalise their thinking. Loris Malaguzzi founder of the Reggio Emilia approach stressed that children have a '100 Languages' and we must try not to just focus on the one way of teaching. As Reggio Emilia artist Claudia Giudici (Vecchi 2010: xviii) stated "When we refer to the different ways children (human beings) represent, communicate and express their thinking in different media and symbolic systems: languages are therefore many fonts or geneses of knowledge."

Back in Reggio Emilia in Northern Italy, the children go out daily into the local town and visit the piazza, experiencing their community beyond the gates. Some children however, found this difficult to navigate and manage their feelings of panic and loss amongst the crowds in the piazza.

Rather than ignoring this issue, with close support and co-regulation from the early year's pedagogue he decided to help the children to understand, talk aloud and together, sharing and becoming aware of the feelings of each other. As "very young children begin to develop their self-regulation, in part, through close support and co-regulation from the adults around them. Through teaching, modelling, and practise, children gain an increased capacity to regulate their thoughts, emotions, and actions" (EEF, 2024).



Using the 100 languages of Reggio Emilia - which are the many ways children can express themselves using music, dance, art or crafts, the educator used clay as the aid. Initially the children reflected upon how they felt whilst in the crowds and articulated their feelings-

Children said - "It's a carpet of people walking and moving."

"People are passing by with their shoulders squeezed."

"Children can get lost."

"All you could see were heads, lots of heads."

"I was in the middle, but when there are lots and lots and lots of people it's a big problem because you can get lost."

"People breathe and sweat, there's a smell."

"I look carefully at each person; I can see them everywhere. If a person goes the other way I can see their back."

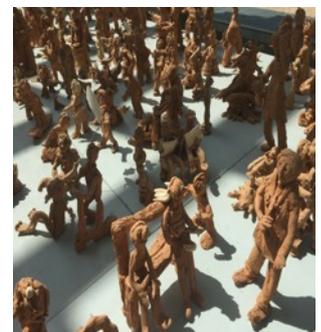
"At night a crowd is a very very dangerous place because it is all black."

These statements from the children are demonstrably expressive about their feelings of unease. But with the co-regulation of the early year's pedagogue the children were able to articulate how they felt. Under self-regulation in the EYFS (DfE,2024, p12), it asks practitioners to assist children to "show an understanding of their own feelings and those of others," and this activity supported the children to recognise everyone had similar feelings of unease in crowds, but with the skilful dialogue of the educator, they were able to start understanding this and use powerful words to describe their feelings (early literacy in action).

Each child used clay and designed a character that they could have seen in the piazza, bringing the experience into their own lived reality and making 'human sense' to them (Donaldson,1978). The depth of discussion, the high level of concentration and manipulation during the task, aided their holistic development, as well as early literacy and fine motor skills (physical development). All the clay statues were then situated together as a 'crowd' so the children could visualise them.



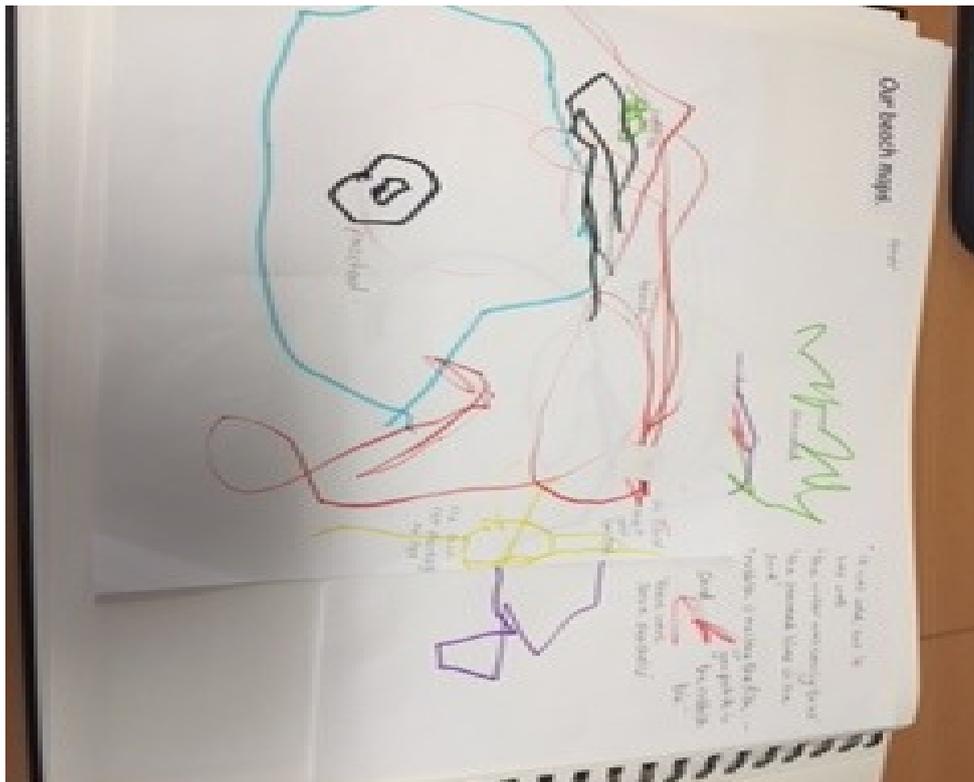
The intricate detail of each character and their story (written by the children- early literacy) is wonderfully powerful. For example, Enrico described his character 'An old man'- "He was another kind of old man, who didn't have a cane or any hair, he was like a young person, but he wasn't, you could see this in his face." Frederico articulated his characters 'Two Friends'- "Its two friends hugging, because they



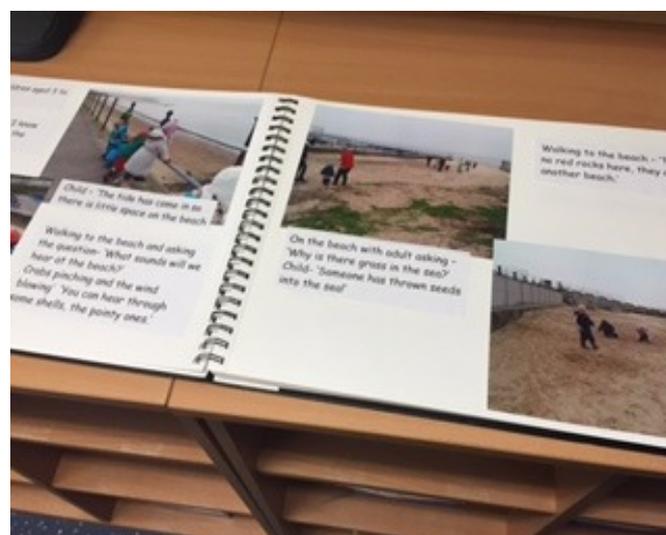
have not seen each other for a long time" (Reggio Emilia Clay Exhibition).

This is both quality early years pedagogy in action SDG 4 (UNESCO,2015) and an awareness of a community of learners (all the children collaborated on this together) and the understanding of their locality in the piazza, resonating with SDG 11 Sustainable cities and communities. This exercise not only helped children to self-regulate their feelings of anxiousness, but this also helped them to feel better about themselves and understand everyone can have feelings of unease in large crowds (SDG 3 Good Health and Wellbeing) (UNESCO,2015). EEF research (2024) reminds practitioners to "explore activities designed to help children better label, understand, and manage their own emotions" which this clay experience achieved for these young children. This is important as the EEF (2024) further suggests that there is "promising evidence that these (types)activities may benefit self-regulation and executive function".

The EEF research (2024) states that children developing self-regulatory ability would also value 'a plan, do, review' process, whilst the EYFS (DfE,2024) states children need to be able to respond, "appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions". In Reggio Emilia visual thinking books (A3 sized) are used or thinking/comments are positioned on the wall at children's level, so they can reflect upon the learning activity, revisiting this and re-evaluating as this proceeds. The example of a visual thinking book below was from a beach study I did with children mapping their way to their local beach. This activity provided opportunities to revisit and reflect on previous learning and extend and enhance the learning experience further. The children had great pride in their visual communications through the A3 thinking books.



As early childhood practitioners and educators we need to be mindful of how we can scaffold young children’s learning; provide opportunities to work co-operatively and collaboratively; to help them self-regulate when challenged and persist in all tasks; to enable time to slow down and be at one with themselves; and to be able to articulate feelings and anxieties. As the EEF research (2024) states when teaching “self-regulation and executive function, gradual adjustments to the intensity of adult scaffolding over time enables children to develop greater responsibility for applying strategies to regulate themselves”.





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](mailto:sphubnw@evertoncentre.liverpool.sch.uk)

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## **Childminding**

**June Cargill**

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

### **CHILDMINDER DROP IN**

**Every Monday 9.30-11.30a.m. at Deysbrook Community Centre, Liverpool, L12 4XF. and every Friday 9.30-11.00a.m. at Everton Nursery School and Family Centre, Spencer Street, Liverpool, L6 2WF.**

**If you attend a drop in or meet up with other childminders in your area, please let us know so we can advertise, allowing local childminder colleagues to attend, join in and network.**

# 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.

### CHILDINDER DROP IN

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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.

**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

The Education Endowment Foundation

Self Regulation and Executive Function

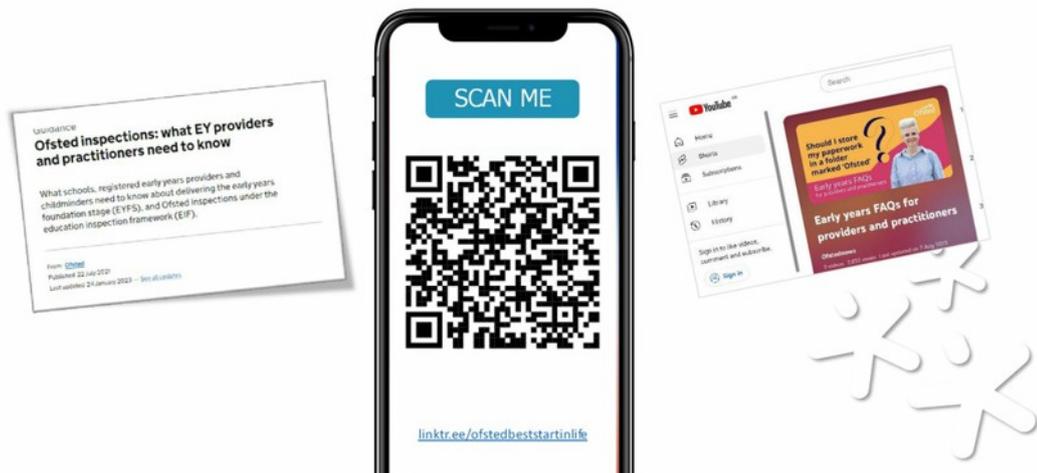
[educationendowmentfoundation.org.uk](http://educationendowmentfoundation.org.uk)



The Education Endowment Foundation website has a new page in the Early Years Evidence Store that includes approaches and practices linked to Self Regulation and Executive Function in the EYFS. Evidence shows that educators can implement approaches that benefit young children's self-regulation and/or executive function. The EEF's Early Years Toolkit finds that self-regulation approaches may also be effective in promoting successful learning. Developing self-regulation and executive function are recognised as crucial parts of children's development across many areas of the Early Years Foundation Stage Framework. Self-regulation forms part of a child's 'personal, social, and emotional development' (PSED) in the EYFS. The 'characteristics of effective teaching and learning' in the EYFS describes some of the behaviours educators may observe as children develop self-regulation and executive function.

## Guidance for EY providers and practitioners and parents

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## Playlist on Ofstednews YouTube channel

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