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# Newsletter

## March 2026



**Welcome to the March edition of our Stronger Practice Hub newsletter.**

This month marks a significant moment for the early years and education sector, following the publication of the Government's new ***Schools White Paper, Every Child Achieving and Thriving***, released on 23 February. The paper sets out a long-term vision to rebalance the education system, strengthen support for disadvantaged children, and drive generational reform to the SEND system—placing inclusion, early help, and high-quality teaching at the centre of national policy.

[\[gov.uk\]](#)

Alongside this, the Government has also launched its major consultation **SEND Reform: Putting Children and Young People First**, which aims to create a clearer, more consistent 0–25 SEND system with earlier intervention, shared accountability and a new national framework for support. The consultation highlights proposals to improve outcomes by ensuring every child receives the right support at the right time, including a universal offer of adaptive teaching and a new tiered model of targeted and specialist provision. [\[gov.uk\]](#)

As an Early Years Stronger Practice Hub, we know many of you are already reflecting on what these developments mean for your settings, your staff, and the children and families you support. In this newsletter we aim to bring you the latest insights, opportunities for professional development, and practical guidance to support your ongoing work.

Let's explore these changes together and consider how we can collectively strengthen practice across our region.

**Webinar: Food growing and Sustainability** – improving our skills in order to ensure best practice in implementing the New EYFS Nutritional guidance.

**Wednesday 18th March 6.30-8p.m.** with Lil Newton (Early Years Consultant and previous Nursery Headteacher) online on Zoom Workplace.

A lack of nutritious food affects a child's physical health, emotional well-being as well as cognitive and social development. A recent report from the Food Foundation (October 2025) found that 1 in 4 children in Britain are living in food poverty.

This webinar will look at the requirements of the new EYFS nutritional guidance, current health research, soil and nutrient,

nutritional guidance, current health research, soil and nutrient density. Lil will give many practical tips and ideas about how food growing and sustainability can enrich our curriculum, develop vocabulary, thinking skills, resilience and problem solving and support every child's health and well-being.

Email: [SpHubNW@evertoncentre.liverpool.sch.uk](mailto:SpHubNW@evertoncentre.liverpool.sch.uk) to book a place.

### **Foundation Years: Answering your questions on food brought in from home (packed lunch) policies.**

Since September 2025, early years providers have been required to have regard to the [Early Years Foundation Stage nutrition guidance](#). This guidance supports settings to meet the EYFS requirement that meals, snacks and drinks provided to children must be healthy, balanced, and nutritious, whether meals are served in the setting or brought from home.

The Early Years Foundation Stage (EYFS): Food Brought in from Home - Frequently Asked Questions document can be found [here](#).

For information on nutrition in early years, please see the [Help for early years providers: Nutrition page](#).

Finally, we are taking bookings for our **Play Conference on Tuesday 17th March** at Everton Nursery School and Family Centre, Spencer Street, L6 2WF, face to face 10a.m. to 2.30p.m. Please email [SpHubNW@evertoncentre.liverpool.sch.uk](mailto:SpHubNW@evertoncentre.liverpool.sch.uk) if you would like to book a place. The face to face full day was requested by colleagues but we will look to develop a half day Saturday eversion and online version later in the year.

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## **March 2026 issue**

**Welcome, Play Conference, Math's in every moment, Early Years and SEND Professional Development Network, EYFS Leadership Network, Childminder Champion Monthly Network Meeting, DfE allergy guidance, Maths Champions professional development programme, Creating a STEM Environment, Embedding the Home Learning Environment, Childminder Network Padlet, 'Let's Talk' Childminding Network, CPD Recorded Sessions, CBeebies Parenting, Updates.**

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# Liverpool City Region and Beyond Early Years Stronger Practice Hub Play Conference

Liverpool City Region and Beyond Early Years Stronger Practice Hub are offering a fully funded **Play Conference** on:

**Tuesday 17<sup>th</sup> March 2026, 9.45am – 2.15pm**

**At the Everton Nursery School and Family Centre  
Spencer Street, Liverpool, L6 2WF**

This conference will provide opportunities to engage in dialogue and reflect on play, exploring shared meanings, knowledge, and insights about children and the possibilities created through play.

Speakers include:

**Dr Denise Wright – The Importance of Play in the Early Years**

**Emma-Louise Scott – Play and Special Educational Needs and Disabilities**

**Dr Diane Boyd – Play and Sustainability**

**Audience: This event is open to all early years educators and is a chance to connect, learn, and leave with fresh ideas to champion play in your setting.**

Please contact [sphubNW@evertoncentre.liverpool.sch.uk](mailto:sphubNW@evertoncentre.liverpool.sch.uk) to reserve your funded place.



**Funded by  
UK Government**

## Maths in every moment





### Maths in every moment

Helping practitioners bring maths into everyday play and experiences with the Maths Champions programme.

Scan QR code to express your interest or contact us to find our more.



 Maths Champions

### Information Sessions

For further details on Maths Champions access the Information Sessions led by a team of expert Early Years Advisors. These sessions provide a comprehensive explanation of the programme, the eligibility criteria for settings to take part, and the commitment involved. There is also an opportunity for settings to ask direct questions to the Early Years Advisors, followed by clear instructions of next steps and how to sign up. Book a session to find out more.

<https://ndna.org.uk/maths-champions-information-sessions/>

**Don't forget to join our Leadership Network online:**

This will be held the first **Tuesday of each month** on Workplace  
**Zoom**

**3.45pm – 4.30pm**

**Meeting ID: 881 3994 7902**

**Passcode: 005369**

**The same ID and passcode for every monthly Tuesday meeting.  
April 7th 2026**

**We also have a SEND/Early Years Network**

This will be held the first Thursday of each month on Workplace  
**Zoom**

**6.00-7.00pm**

**Meeting ID: 874 2439 5942**

**Passcode: 774607**

**The same ID and passcode for every monthly Thursday  
meeting.**

**April 2nd 2026**

Please contact [sphubnw@evertoncentre.liverpool.sch.uk](mailto:sphubnw@evertoncentre.liverpool.sch.uk) to book  
place.



## Early Years and SEND Professional Development Network



Liverpool City Region and Beyond  
Stronger Practice Hub Early Years  
Professional Development Network  
for the Early Years Sector

The aim of this network is to offer  
bitesize training, legislation and policy  
updates, a safe space to ask questions  
to other professionals and share best  
practice.

**Audience: Childminders, early years  
educators and those working in  
practice with under 5s**

This will be held on Zoom at  
**Thursday 2nd April**  
**6.00-7.00pm**

**Meeting ID: 874 2439 5942**  
**Passcode: 774607**

- April 2nd
- July 2nd
- October 1st
- January 14th 2027



## EYFS Leadership Network

Liverpool City Region and Beyond Stronger Practice Hub Early Years Leadership Network for the Early Years Sector

The aim of this network is to offer, legislation and policy updates, updates on training for your staff teams, a safe space to ask questions to other professionals and share best practice.

**Audience: School leaders, EYFS Coordinators, Nursery Manager, Childminder Leads, LA reps**

This will be held on **Zoom at Tuesday 7th April 3.45pm – 4.45pm**

**Meeting ID: 881 3994 7902**  
**Passcode: 005369**

- April 7th
- July 7th
- October 6th
- January 12th 2027

## **Childminder Champion Monthly Network Meeting :**

**Childminder 'Let's Talk' Monthly meeting - 2<sup>nd</sup> Saturday of Every Month 10am – 11am**

**Topics include:**

- EYFS
- Nutrition: Safer eating
- Inspections
- Communication and Language
- Safer recruitment - assistants
- Supervision
- SEND
- Mathematics

**Meeting ID: 873 2451 0704**

**Passcode: 506194**

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**New DfE allergy guidance for England. Act now.**



Dear Sir or Madam,

The DfE has published new draft statutory guidance for schools. The new statutory requirements mean for the first time schools must:

- Stock **spare adrenaline auto-injectors** for use in emergency situations, including for children without a prior allergy diagnosis
- Provide **allergy awareness training for all staff** - covering recognition of symptoms, emergency response and the use of adrenaline devices - alongside improved incident recording and lessons learnt processes
- Have a **comprehensive policy for supporting children with medical conditions**, including Individual Healthcare Plans to record specific arrangements for individuals like an allergy management plan

[Click HERE to sign up](#)

Sign up for one of our free webinars to understand what the draft guidance means for your school, share the real-world challenges you face, and influence the support schools need.

We will take you through the new guidance and explain what it means for your school.

You'll learn the practical steps you can take

to ensure your school is safe, supportive, and inclusive for pupils with allergies

### **Why you should sign up to our free webinar**

The guidance is intended to support school leaders in safeguarding pupils with allergies and managing risk effectively. **But for it to work in practice, it must reflect the realities of day-to-day school life.**

That's why we need to hear from you.

This webinar will also be a live Q&A and will be led by me, the Foundation's Director of Education and Allergy School's Head of Training and Director of Education, who will share expert insights and answer your questions ahead of the guidance of the coming into force in September 2026.

Tell us about the challenges you face, what would make implementation more manageable, and the practical support

schools need. Allergy School can support you in understanding the new guidance and in successfully implementing it across your setting.

for every child with a food allergy.  
With best wishes and many thanks,

**Jan Parnell**

**Director of Education**

**The Natasha Allergy Research Foundation**

The Natasha Allergy Research Foundation, 167-169 Great Portland  
W1W 5PF, 5th Floor,, London , W1W 5PF



**The Education Endowment Foundation**

**Early Years Lead Practitioner, Adele  
Younger, on how the Maths  
Champions professional development  
programme gave her confidence and  
transformed her learning  
environment.**



When I was told I was going to be a 'Maths Champion', my first thought was 'no, I'm not.'

I was fairly new to the school, working with two-year-old children. I was told I'd been signed up for the Maths Champion programme alongside the Nursery Teacher. Straight away, my view on maths was 'I can't do that'. I thought I'd never finish the programme – I was terrified of maths!

I just felt this programme was not for me, this was for people who know more about maths than me. But by the time I completed the training modules, I realised actually I was the perfect candidate for this programme.

Because it was there to train me, to give me more knowledge on early maths so I could be more confident in what experiences I provide for the young children and the families that I work with.

And I soon came to enjoy it more. My setting and my children were going to benefit from what I was doing which motivated me. That's when I started to really enjoy it. I was starting to see changes in the setting, positive changes. It was really inspiring for the children.

## **Work with what you have**

The changes that we made started simply. It was just me and one other member of staff I worked with.

At first, I thought how am I going to be able to teach her and coach her, when I don't know myself? But we started by just putting our heads together, using the audits from the programme and bouncing ideas off each other. What can we change in our environment?

We started to dig deep in the cupboards. With us both being new, we weren't even sure what was in there! And we made so much more of what we already had.

For example, we had some recycled coffee tins that we covered in coloured paper. We encouraged children to sort coloured cubes or pencils into the different coloured tins. That sort of thing is really cheap and easy to put in place, it doesn't have to be fancy.

With things like that, we added more resources to the room that could be used to support maths. We can sit with children and use it for a specific purpose, but also

it's things that children can access and explore themselves and learn through trial and error.

## **Make maths part of everyday routines**

The other thing we've done is to start talking more about maths in our everyday routines.

Like during tidying up, if we're putting back together the play-food we might look at the cake and say 'there's one piece missing' or 'there's two pieces left to find.' Before the programme I wouldn't think of doing maths at tidy up time. But it's so simple.

Another example is the outdoor area. As part of Maths Champions programme, there was a webinar on outdoor learning. In the webinars there are examples of things you can do to support maths, and you can chat with other Champions about what they do.

And I remember one of the examples in the webinar was having things the children can jump over or stack outdoors to support their spatial reasoning skills. And I thought, 'we've got a pile of logs sitting in the corner of the garden doing nothing'. So we set them out for children to access. We also made an abacus on the fence from some plastic balls and some washing line.

Doing the Maths Champions programme gives you ideas, and an opportunity to share and learn from others. It was a really nice network to be part of.

## **Make maths part of everyday routines**

A key part of the Maths Champion programme for me was realising what children should be able to do at two-years-old. One example was looking at 1 – 3 objects and telling you how many there are, not counting, but instantly knowing. This is called subitising, before the Maths Champions programme I had never even heard the word ppg subitising!

Now I'm aware that's what I should be supporting, I can see this when I'm with the children as we play little games, and I encourage them to say what they see. Part of the game is modelling language for them to think about it and work it out. 'There's one crayon here, and one crayon there – that's two crayons altogether'

These are things I wouldn't even have recognised as maths before the Maths Champions training.

## Go for it!

Anybody who is thinking about the programme or just being told about the programme and thinks that it's not for them, it absolutely is for you. Go for it!

I got so much out of the programme. I had no confidence in maths, but I also thought I knew what I needed to teach 2-year-olds – 'count to three, know simple shapes, I don't need to do any more than that.'

But actually, Maths Champions really teaches you how to explore maths more deeply. It's all stuff you might not even realise. But to be able to see what the children, the staff, the families, and the setting are getting out of it – it really puts it into perspective.

I went into the programme really nervous. I was ready to go to the Head Teacher and say 'I can't do this'. And then I came out of the programme and I felt like 'I am a maths champion'. And this is just the start!

**Nurseries and schools can take part in Maths Champions, delivered by the National Day Nurseries Association, at no cost.**

**There are cohorts starting delivery in February, March, April, May, and June 2026.**

[Sign up to secure your place.](#)

- [Watch this short video](#) introducing NDNA's Maths Champions programme
- [View the research here](#) - the Maths Champions programme has been proven to be low cost and high impact.

## Creating a Science, Technology, Engineering and Mathematics Environment in the Early Years



**Ella Wilson, STEM Lead at East Prescot Road Maintained Nursery School, discusses the importance of creating an environment that promotes Science, Technology, Engineering and Mathematics (STEM) opportunities for young children and how you, as early years educators, could embed STEM in your environment, interactions and through the experiences you provide every day.**

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*"Tell me and I forget, teach me and I remember, involve me and I learn."*

Xun Kuang 818 AD

Xun Kuang's words perfectly capture what we believe at East Prescot Road Nursery: children learn best when they are actively involved.

What do you understand by STEM? Scientists in laboratories, complicated experiments or advanced technology? At our setting, STEM is at the heart of everything we do. We think of STEM simply about promoting and nurturing children's natural curiosity through encouraging exploration, making links and making sense of how the world around them works.

### Building a STEM Learning Environment



We have worked hard on developing our environment so that it invites children in to investigate and experiment. Through **Science** we focus on exploring how things work, investigating materials and observing the world around us. In **Technology** we use tools, not just screens, and resources to solve problems and achieve goals.

**Engineering** is encouraged through designing, building and testing ideas to solve real challenges. **Mathematics** provides many opportunities to explore numbers, shapes, patterns and measurements through play and openended investigation. Some of the most powerful maths learning happens in unplanned, everyday moments such as counting

snacks at snack time, comparing heights, or noticing patterns on a walk. These incidental opportunities help children see maths as part of their world, not just a separate activity.



### What does the research tell us?



**Lev Vygotsky** showed us that children learn best through social interactions with more knowledgeable others. His concept of the 'zone of proximal development' explains why adult support during STEM activities is so powerful because we help children bridge the gap between what they can do independently and what they can achieve with guidance (Gray & MacBlain, 2015).

**Jerome Bruner** emphasised that children learn through active participation in appropriately challenging activities. STEM experiences like building, investigating and experimenting provide exactly these kinds of meaningful learning opportunities.

**Albert Bandura's** research on social learning shows us that children learn through observing and imitating others. In STEM activities, this means children watch how adults approach problems and model these strategies, observe their peers' creative solutions and build on these ideas, and learn that it's okay to try, fail and try again.



### The role of the Adults in Developing STEM

At East Prescott Road Nursery School, we have focused on ensuring that the adults in our setting use strategies that support high quality adult: child interactions. This ensures that we turn the children's play into powerful learning opportunities.

When we work alongside children during STEM activities, we are:



- Modelling** thinking processes and problemsolving strategies;
- Extending language** by introducing new vocabulary and concepts;
- Asking openended questions** that encourage critical thinking;
- Providing openended resources** that children can use in multiple ways;
- Scaffolding learning** to help children achieve what they couldn't achieve alone.

A key principle to this collaboration is that we facilitate learning and that we are partners in exploration. Rather than providing answers, educators are curious, model active listening and are present. Our role is to observe, wait and listen, stepping in with just the right question or suggestion to gently extend or challenge children's thinking and perspective.

We also build children's STEM selfefficacy by:

Celebrating their efforts and problemsolving processes, not just outcomes, providing appropriately challenging activities where success is achievable, modelling positive attitudes towards STEM challenges and using encouraging language and process praise such as, "You're working so hard on that!" rather than, "You're so clever!"



### Sparking Creativity through STEM



When we think about creativity, we often think of the arts. But STEM is just as creative, perhaps even more so!

**STEM activities require children to think creatively and abstractly as they solve problems.** There is rarely just one correct answer in early years STEM, which gives children the freedom to innovate and experiment. This is why some educators refer to STEM as **STEAM**; adding the 'A' for Art to recognise that creativity is integral to science, technology, engineering and mathematics.

### STEM in Action Everyday

We are offering the opportunity for you to visit our setting for a learning walk. When you come you may see children:

- ♀ Exploring water flow, gravity, gradients and investigating which objects float or sink
- ♀ Building towers, arches and bridges, testing what makes them stable
- ♀ Sorting, counting, categorising and creating patterns
- ♀ Investigating natural materials, living things and observing changes
- ♀ Asking "how?" and "why?" questions
- ♀ Problem solving collaboratively with their friends
- ♀ Using technology to capture, record and share their discoveries



And crucially, you'll see educators right there alongside the children not directing the play, but enhancing it through thoughtful interactions, carefully chosen questions and resources.

### In Conclusion

STEM in early years education isn't only about creating future scientists or engineers (though we hope that some of our children might become just that!). It's about creating an environment where we nurture curious, confident learners who:

- Ask questions and seek answers
- Don't give up when things are challenging
- Think creatively and critically
- Collaborate and communicate effectively
- Understand that learning happens through exploration

So, take a moment now to consider, does your current environment truly invite curiosity, problemsolving, and experimentation in STEM? How could you adapt your environment to provide opportunities for children to really develop these attitudes and skills?

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In partnership with the [Liverpool City Region and Beyond Early Years Stronger Practice Hub](#), East Prescott Road is developing a STEM network. To book a fully funded place on any of these opportunities, please email the [Liverpool City Region and Beyond Early Years Stronger Practice Hub](#) at [SpHubNW@evertoncentre.liverpool.sch.uk](mailto:SpHubNW@evertoncentre.liverpool.sch.uk).

|                     | Focus of Learning Event   | Professional Development Opportunity  |
|---------------------|---|---|
| <b>April 2026</b>   | <b>Developing your provision:</b> STEM in the learning environment  | Tuesday 28 <sup>th</sup> April 2026<br>9.00am – 11.30am<br><b>Learning Walk</b> |
| <b>May 2026</b>     | <b>Keeping it Simple:</b> maximising mathematical opportunities every day   | Tuesday 19 <sup>th</sup> May 2026<br>9.00am – 11.30am<br><b>Workshop</b>        |
| <b>June 2026</b>    | <b>STEM in the home learning environment:</b> working in partnership with families                                  | Tuesday 16 <sup>th</sup> June 2026<br>9.00am – 11.30am<br><b>Workshop</b>       |
| <b>October 2026</b> | <b>What do you notice?</b><br>Effective questioning to promote children's mathematical thinking and problem solving | Tuesday 6 <sup>th</sup> October 2026<br>9.00am – 11.30am<br><b>Workshop</b>     |

### References

- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bruner, J. S. (1966). *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press.
- Gray, C., & MacBlain, S. (2015). *Learning Theories in Childhood*. London: SAGE Publications.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Cambridge, MA: Harvard University Press.

# Embedding the Home Learning Environment

The document brings together the best available evidence and practical insight to support those working with families to strengthen the home learning environment. It focuses on what works, why it matters and how local partners can create the conditions for families to feel confident, supported and able to embed early learning in everyday life.

[Embedding The Home Learning Environment | National Literacy Trust](#)

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Please find below the link to the **Childminder Network Padlet**. Childminders can access this centralised resource at any time to fit around your busy schedules and is updated weekly or when latest information is released.

<https://forms.gle/EPBVXAxTvAfirBiGA>

It is a versatile resource and includes:

- OFSTED updates
- EYFS Framework
- EEF Resources showcasing evidence-based research and showcases good practice
- Food Safety
- Business Matters
- Childminding legislation and Publications
- Safeguarding
- Professional Development
- Evidence based programmes
- Support and signposting
- training opportunities
- Specific LA information

This Padlet will support all your childminding needs in one user friendly space using versatile content through videos, text, links, recommendations and documents. Its showcasing creativity and good practice and created to support you through all your childminding practice.

For more information contact:

Tracie Dowling

[traciestreasureschildminder@gmail.com](mailto:traciestreasureschildminder@gmail.com)



**'Let's Talk' Childminding Network** every 2nd Saturday of each month.

We will look at topics for the next six months to ensure it is relevant for your Childminding needs.

This is a monthly Zoom meeting for childminders to have a 'safe space' to discuss 'Childminding Issues' and gain Peer support and foster a Childminder community to building connections.

Each month we have a specific lead topic, invite guest speakers, signpost for further support, recommend CPD and resource recommendations.

**Meeting ID: 81654991912 Pass: 369243**

'Maths Crusaders' Network'

A Monthly 1hr zoom Network o includes Childminders and their children. It is an interactive session supported by the 'PEEP' <https://www.peeple.org.uk/> evidenced based Programme and is Maths based. Each session we investigate different mathematical concepts to include activities, stories and singing to make it fun. Childminders will be signpost to further evidence-based information, training where needed and resources. The session will support your setting to include parents by encouraging home learning activities initiated by the children. Information and certificates will be emailed monthly, and a WhatsApp group can be accessed for on-going support.

Limited spaces please contact Tracie on [traciestreasureschildminder@gmail.com](mailto:traciestreasureschildminder@gmail.com) to book a place

## **CPD AND RECORDED SESSIONS**

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**Webinar: Food growing and Sustainability** – improving our skills in order to ensure best practice in implementing the New EYFS Nutritional guidance.

**Wednesday 18th March** 6.30-8p.m. with Lil Newton (Early Years Consultant and previous Nursery Headteacher) online on Zoom Workplace.

A lack of nutritious food affects a child's physical health, emotional well-being as well as cognitive and social development A recent report from the Food Foundation (October 2025) found that 1 in 4 children in Britain are living in food poverty.

This webinar will look at the requirements of the new EYFS nutritional guidance, current health research, soil and nutrient density. Lil will give many practical tips and ideas about how food growing and sustainability can enrich our curriculum,

develop vocabulary, thinking skills, resilience and problem solving and support every child's health and well being.

Email: [SpHubNW@evertoncentre.liverpool.sch.uk](mailto:SpHubNW@evertoncentre.liverpool.sch.uk) to book a place.

**Beach school session first session theory Wednesday 13th May 1-4p.m.**

**Beach school practical Wednesday 10th June 1-4p.m.**

at Everton Nursery School and Family Centre, Spencer Street,

Liverpool 6 2WF

Please email [SpHubNW@evertoncentre.liverpool.sch.uk](mailto:SpHubNW@evertoncentre.liverpool.sch.uk) to book a place.

**Forest school first session theory Wednesday 20th May 1-4p.m.**

**Forest school practical Wednesday 17th June 1-4p.m.**

at Everton Nursery School and Family Centre, Spencer Street,

Liverpool 6 2WF

Please email [SpHubNW@evertoncentre.liverpool.sch.uk](mailto:SpHubNW@evertoncentre.liverpool.sch.uk) to book a place.

**Here is a list of some of our recorded sessions.**

**EARLY WRITING** 25 minutes with Laura Johnson, Early Years Teacher from Duke Street Nursery School, Chorley.

**SELF REGULATION AND EXECUTIVE FUNCTION** 25 minutes with

Emma Doran, Early Years Co-ordinator from Whitefield Primary School, Liverpool.

**CELEBRATING DIVERSITY, PROMOTING INCLUSION AND ANTI-RACIST CULTURES IN THE EARLY YEARS**

25 minutes with Sian Phillips - Anti-Racism Advocate/ Researcher/Consultant.

**MAXIMISING THE IMPACT OF PUPIL PREMIUM IN THE EARLY YEARS**

20 minutes with Kaya Doyle, Programme Manager.

**INSET SESSION 1 TEACHING AND MODELLING LANGUAGE:**

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

**Please contact our sph email** if you are interested in accessing other recorded sessions for your setting.

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

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## **Information to share with families.**

### **CBeebies Parenting**

Check out the BBC CBeebies Parenting collection of expert-backed tips, simple activity ideas, and practical advice to make play easy to fit into everyday life, helping parents/caregivers to support their children's early development. <https://www.bbc.co.uk/tiny-happy-people/play>

There is a range of activities available from [sensory play for newborns](#) and [tummy time tips](#), to [creative crafts](#), [outdoor adventures](#), and [quick 10-minute games](#) there's something for every age and stage.

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## Updates

- The Department for Education (DfE) has released the Schools White Paper ([Every Child Achieving and Thriving](#)) and its [SEND reform consultation](#) (closes 18 May 2026), along with a series of [guidance documents](#).
- DfE has also issued guidance for schools and childcare providers on [monitoring ventilation and air quality](#).
- Talk With Tales for Children (TWiTCH) is a year-long, EEF-funded efficacy trial for PVI and maintained early years settings offering funded places for 3–4-year-olds. It supports early years practitioners to use dialogic reading strategies alongside the daily reading of traditional tales, strengthening the impact of story time on children's language, narrative skills, and self-expression. Recruitment is now open for early years settings to take part from September 2026. They are seeking to recruit 132 settings in selected areas across the North-West, East Midlands and Yorkshire and Humber. See the [Settings Information Sheet](#) for more details.
- Ofsted have now made all [inspector training videos](#) about the new inspection framework, including both schools and early years, publicly available.
- Pete Moorhouse (Independent Consultant), has developed a [Sustainability Audit document](#), that settings can use to help formulate their Sustainability and Climate Change plan. This audit is designed to assist sustainability leads and settings in evaluating current practice and environment, with a view to looking at what improvements can be made and how these can best be prioritised through the Sustainability and Climate Change Action Plan.
  - Don't forget we have the Sustainability website to access Climate Action Plan information and Climate Action Plans Audits from Dr Diane Boyds online training with us in February:  
<https://www.evertonnurseryschoolandfamilycentre.org/earlyyears-sustainable-hub> and climate action plans:  
<https://www.evertonnurseryschoolandfamilycentre.org/climateactionplanning>

**Procurement for a delivery partner from April 2026 onwards.** Just to update Ambition Institute were the successful bidder and will take over the role of delivery partner from the National Children's Bureau (NCB) for the Early Years Stronger Practice Hubs Programme from 1st April 2026 until 31st March 2028. As a Hub we

would like to take this opportunity to thank the NCB for their valuable contribution to the Early Years Stronger Practice Hub programme since its inception and recognise their hard work and commitment in supporting all 18 National Early Years Stronger Practice Hubs over the last few years.

**Changes to the Education Endowment role with Early Years Stronger Practice Hubs:**

The Education Endowment's (EEF's) role will change from April 2026 and they will no longer be the Evidence Partner for the Early Years Stronger Practice Hub programme. The EEF will continue to engage with the DfE and the new delivery partner, Ambition Institute on a regular basis and will support as a "critical friend".

**New Early Years Stronger Practice Hubs**

There are new Hub interviews scheduled for week commencing 9th March and DfE expect to have a shortlist the following week. It is likely that new Hubs will not be in the mobilisation phase until September. Therefore, any Local Authority changes from Liverpool City Region Early Years Stronger Practice Hub to any new Early Years Stronger Practice Hub in the North West region will be gradual and we don't expect any changes to existing allocations until September 2026. Please come back to us on our email if you require any further information regarding any Hub changes in the future.

Email: [SpHubNW@evertoncentre.liverpool.sch.uk](mailto:SpHubNW@evertoncentre.liverpool.sch.uk)

**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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