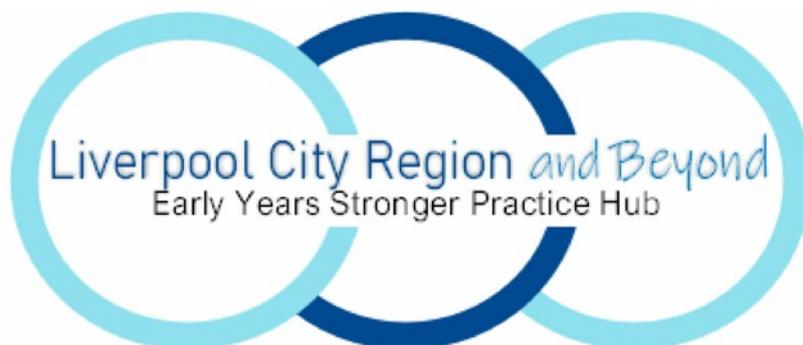


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# Newsletter

# October 2024

Welcome to our Liverpool City Region and Beyond Early Years Stronger Practice Hub October newsletter.

We are delighted that there is an extension of the Early Years Stronger Practice Hubs programme until at least March 2025. As you are aware the Stronger Practice Hub programme supports early years practitioners by bringing groups together across local areas, to share evidence-informed practice, advice and build lasting local networks. We are delighted the programme has been extended and aim to build on our work that we established from July 2023.

Due to requests we are repeating some of our training during the autumn term face to face such as Movers, Self-regulation and Beach School taster. We also have recordings re mathematics, early emotions and sensory curriculum, OAP and musical instruments. We now have Communication and Language and hope to have early writing and

Nursery Rhymes soon. Please email us on

[sphubnw@evertoncentre.liverpool.sch.uk](mailto:sphubnw@evertoncentre.liverpool.sch.uk) if you would like any of these recordings for your setting for staff training.

Don't forget Dingleys SEND opportunities advertised in this newsletter too. If there are any CPD bespoke to your setting or a group of settings either face to face or recorded you would like us to deliver as a Stronger Practice Hub let us know.

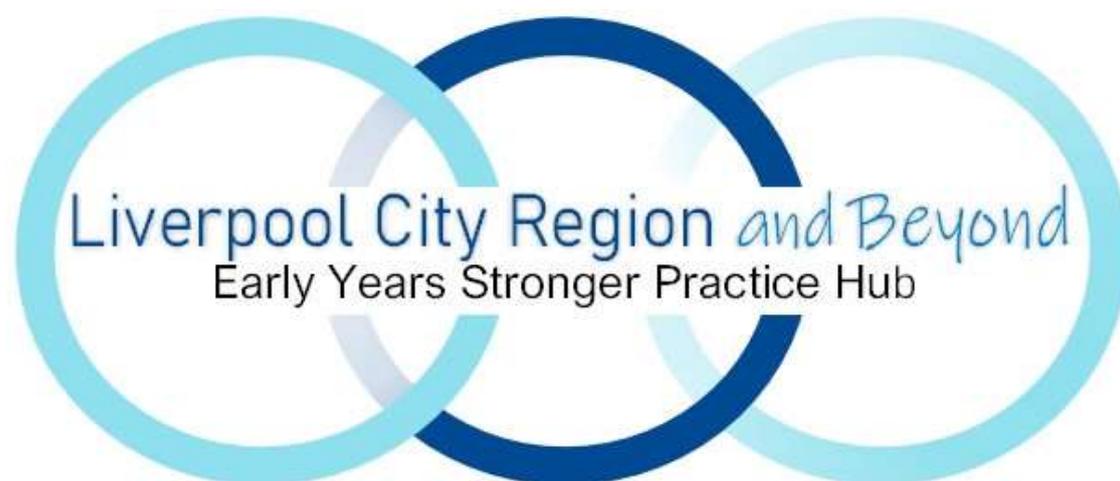
Lesley Curtis

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

## **October 2024 issue**

Welcome, CPD, SPHub Feedback Form, EEF Executive Function, Engaging Growth with 'The Garden Classroom,' Dingley's Promise, An inclusive fair early childhood environment Dr. Diane Boyd, Childminding Drop In, LGfL Online Safeguarding resources

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## **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 Local Authorities. To book on any CPD session live or recorded email: [sphubnw@evertoncentre.liverpool.sch.uk](mailto: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, Spencer Street, Liverpool, Merseyside, L6 2WF - Thursday 24th October at 9.30a.m. - 11.45a.m.**

**Whitefield Primary School, visiting the EYFS Department, Boundary Lane, Liverpool, Merseyside, L6 2HZ. Tuesday 19th November 2-4p.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)

**SELF REGULATION IN THE EARLY YEARS See flyer below.**

**(2 session training)**

**Wednesday 20th November 1-4pm**

**Wednesday 4th December 1-4pm**

**at Rainhill Nursery School, Deepdale Dr, Rainhill, Prescot L35  
4NW**

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

E-mail the sph email if you would like to book a place.

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

**MOVERS (2 session training) See flyer below.**

**Wed 6th November 1-4pm Session 1**

**and Thurs 28th November 1-4pm Session 2**

**at Sutton Family Hub, Ellamsbridge Rd.**

**St Helens WA9 3PY Face to Face Training. Open to all Early Years practitioners. FREE Movers book given on the second session for own setting.**

E-mail the sph email if you would like to book a place.

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

**BEACH SCHOOL TASTER (2 session training) See flyer below.**

**Tuesday 19th November 9.30a.m. to 1.00p.m. Session 1 and**

**Tuesday 3rd December 9.30a.m. to 1.00p.m Session 2 at**

**South Walney Infant and Nursery School,**

**Amphitrite Street, Barrow in Furness, Cumbria, LA14 3BZ**

**Face to Face Training. Open to all Early Years practitioners.**

**FREE Movers book given on the second session for own**

setting.

E-mail the sph email if you would like to book a place.

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

## **RECORDED SESSIONS**

We have recorded seven sessions online for staff training:

**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 30 minute training sessions, email

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

**OFSTED UPDATE** online training from School Improvement Liverpool. If you missed the session in August live online, please email [sphubnw@evertoncentre.liverpool.sch.uk](mailto:sphubnw@evertoncentre.liverpool.sch.uk) and we will send you the recording.

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

**USING MUSICAL INSTRUMENTS** - Craig and Pip from East Prescot Nursery School, Liverpool have developed an online recording on how to use a range of musical instruments.

Childminders across our Hub have the opportunity to borrow a musical instruments bag but many early years educators will have these musical instruments in their provision.

If you would like to access this 30 minute training sessions, email [sphubnw@evertoncentre.liverpool.sch.uk](mailto:sphubnw@evertoncentre.liverpool.sch.uk)

### **MATHEMATICS RECORDED ONLINE** – Rebecca Morgan

(Nursery Teacher) has recorded a practical session online to share with colleagues to explore mathematics. Email the sph email if you would like to access the session via 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.

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**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/>

# The Movement Environment Rating Scale (MOVERS)



## Course Aims and Outcomes:

Have a greater understanding of the importance of children's physical development.  
Have a greater understanding of how we can support physical development in the EYFS  
Become familiar with the MOVERS document  
Use the MOVERS rating scales in your setting to audit your provision and plan for improvements

**Sutton Family Hub, Ellamsbridge Rd.  
St Helens WA9 3PY**

**CPD split into two half days of delivery with a gap task**

**1<sup>st</sup> session Wed 6th Nov 1-4pm**

**2<sup>nd</sup> session Thurs 28th Nov 1-4pm**

**On the second session you will receive a copy of the document**

**Suitable to all Early Years practitioners in the LCR and Beyond Stronger Practice Hub Local Authorities. PVI's, Nursery Schools and EYFS school staff. Please e mail below to secure a place.**

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



This CPD session is funded by the Department for Education in partnership with the Education Endowment Foundation

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

To access further CPD in Early Years or visit the Evidence Store to look at the evidence behind the programmes being developed please take a look at:

<https://educationendowmentfoundation.org.uk/education-evidence>



**Funded by  
UK Government**

# Beach School Taster

Liverpool City Region and Beyond Stronger Practice Hub are offering a two-part **Beach School Taster** course on:  
**Tuesday 19th November 9.30a.m. to 1.00p.m Session 1 and Tuesday 3<sup>rd</sup> December 9.30a.m. – 1.00p.m Session 2.** at South Walney Infant and Nursery School, Amphitrite Street, Barrow in Furness, Cumbria, LA14 3BZ



with **Dr. Diane Boyd - Independent Consultant**



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



Funded by  
UK Government

This CPD session is funded by the Department for Education in partnership with the Education Endowment Foundation

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

To access further CPD in Early Years or visit the Evidence Store to look at the evidence behind the programmes being developed please take a look at:

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

Website: [www.evertonnurseryschoolandfamilycentre.org](http://www.evertonnurseryschoolandfamilycentre.org)

## SELF REGULATION IN THE EYFS

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



CPD Sessions are delivered by  
**Liverpool City Region and Beyond Stronger Practice Hub**

Face to face training at Rainhill Community Nursery School.  
Deepdale Drive. Rainhill. L35 4NW  
Off JUNCTION 7 on the M62

One day CPD split into two half days of delivery with a gap task  
1pm – 4pm Wednesday 20<sup>th</sup> NOVEMBER 2024  
1pm – 4pm Wednesday 4<sup>th</sup> DECEMBER 2024

Open to all Early Years practitioners in the Liverpool City Region and Beyond Stronger Practice Hub Local Authorities. PVI's, Nursery Schools and Nursery school staff in primary schools.

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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**



**The Education Endowment Foundation**  
[Self Regulation and Executive Function](#)

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.

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## ENGAGING GROWTH WITH 'THE GARDEN CLASSROOM'

By Tracie Dowling

My name is Tracie Dowling, I have worked in childcare for over 30 years. I'm an OFSTED Registered Childminder, [Mentor for the Department of Education](#), Northwest Childminder Representative and Childminding Network Co-ordinator, [PEEP](#) Facilitator and Childminder Employer based in Liverpool. I employ an amazing assistant, Debbie and together we care for eight children under the age of five years.



Throughout my career as a Registered Childminder, I have incorporated holistic learning into my practices. Over the years this has evolved, and I refer to my way of teaching as 'The Garden Classroom' which you can read about on [my blog](#). Although this way of learning is primarily outdoors, the learning is year-long and therefore I have created ways of learning no matter the season. The Garden Classroom practices always incorporate the three prime areas of the Early Years Foundation Stage (EYFS) and the Characteristics of Effective Teaching and Learning. Read on to learn how I weave these key components into outdoor play.



## **OUTDOOR LEARNING**

The Garden Classroom is a space where children can learn and grow, connecting to nature and the world around them. Outdoor exploration not only connects toddlers and babies with the seasons and everchanging weather, but also promotes physical activity, a sense of wonder, and an appreciation for the natural environment.

Providing gardening activities for my children has proven to be a great way to engage them with hands-on learning, including growing food from seed to plate, [food sensory education](#), pond-dipping and lifecycles, and practicing sustainability through composting and recycling.

The children learn vital skills such as adaptability and resilience by witnessing their environment going through the cycles. This helps them understand the concept of change and builds resilience in the face of transitions. In one area of our garden, we have a pet cemetery. Here, we have buried our family pets and other creatures who have come and gone. This space allows us to teach the children about the life-death cycle and accept change. Similarly, every year we experience frogspawn, giving us the opportunity to learn about birth and growth as we watch their little tails shrink and their legs grow.

To support the children's cognitive skills, we provide activities to observe and understand nature through investigation. The children's favourite activities at the moment are pond dipping and growing and harvesting flowers, fruit, and vegetables. Some of the learning objectives within these activities are linked to lifecycles, categorising, comparison and pattern recognition in nature.



Supporting the children to experience the wonders of changing seasons has a positive effect on their emotional well-being, mine, and Debbie's too! The children take naps outside and participate in meditation while the birds are singing away. These activities provide opportunities for relaxation and promote a sense of calm and happiness. It is proven that spending time in nature has [mental health benefits](#) as well as emotional and [physical benefits](#).

## **SEASONAL LEARNING**

Every season and even every different day outdoors, brings a new set of sensory stimulation by exploring the sights, textures, aromas, even the noises of the natural world. The experiences are endless. The children love finding the strawberries and munching away, and there is no better taste than a sun-ripened cherry tomato, if they leave me any!

Unfolding the characteristics of seasonal vocabulary during our activities also contributes to early language and provides children with the skills to articulate their observations and experiences. Whether its playing in the muddy puddles, counting the frogs or learning to sow seeds, the language opportunities are endless.

The seasons are also a lovely way to promote cultural celebrations and traditions. We love the harvest festival where we like to gather our produce and share with our families, or Diwali where we cover the garden with lights and have a magical Diwali feast. There are many ways to weave cultural traditions into your very own Garden Classroom.

“Lovely to watch her be so interested in how it grows. How she cares for it, and that she's happy with the end result, we've even started growing our own strawberries and sunflowers at home” - Elsie's Mum.

By incorporating a Garden Classroom into your setting, your children can foster environmental awareness, develop a sense of responsibility and appreciation of the natural world, which in turn lays the groundwork for their future environmental consciousness. Seasonal changes spark natural curiosity and wonder within the children, giving them the opportunity for questioning and exploration, cultivating a mindset of inquiry and lifelong learning.



The Education Endowment Foundation (EEF) The Early Years Toolkit brings together the best available evidence on key areas of learning and development. It can support all childminders when making decisions on how to improve learning outcomes.

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

Other research

Useful resource: [Garden activities for September :: The Garden Classroom - NurtureStore](#)

The Edible Garden – Alys Fowler (book and BBC Series 2010)

An inclusive fair early childhood environment.

**Dr. Diane Boyd**



### **SDG 5 Gender Equality and SDG 10 Reduced In equalities**

The Early Years Foundation Stage (DFE,2024, p 7) highlights key requirements for all children to succeed, including quality provision (SDG 4) ensuring *'no child gets left behind'* and *'equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.'* These two principles of the EYFS align perfectly with both SDG 10 Reduced Inequalities and SDG 5 Gender Equality (UNESCO,2015). SDG 10 asks educators to *'promote universal social, economic and political inclusion'. But what does this look like in practice?*

All children need to feel they belong, to see themselves and their family as part of the community setting and to recognise how they fit in. The Education Endowment Foundation (EEF) evidence store highlights this as a crucial part of Personal, Social and Emotional Development reminding educators to support children in developing *"a sense of belonging, care and responsibility."*

Using the three pillars of Sustainability I will demonstrate how early childhood aligns with SDG 10 Reduced Inequalities and SDG 5 Gender Equality.

### **Socio-cultural Sustainability**

The EEF evidence store highlights the disadvantaged child and provides approaches that can help close the gap and *'may particularly benefit children experiencing disadvantage.'* One such example, is to *'provide opportunities to develop connections and relationships with others.'* This is an easy approach to replicate in practice with endless opportunities to support children to make relationships outside of their family structure. For example, regularly taking the children outside beyond the gates to engage in shop-based conversations on the High Street using real money or talking with green keepers in the local park consistently over time, so the children become familiar with them. If you are lucky enough to have a high street with a wealth of different and diverse shops and restaurants reflecting the community, even better!

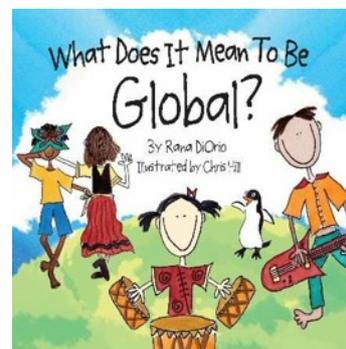
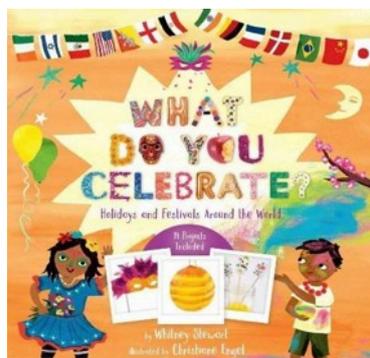
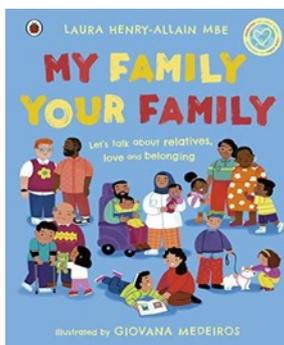
Modelling and scaffolding are qualities of an excellent educator and the EEF evidence store notes the importance of adults demonstrating and reminding children of the *'rules of communication.'*

Dialogues about trade and discussions about price and quantity will support children's awareness of requirements of a conversation and economics. As EEF evidence around Communication and Language highlight these approaches *'simultaneously support both cognitive and linguistic aspects of communication,'* you could compare the different smells and produce in your community shops and let the children try new foods using all five senses.

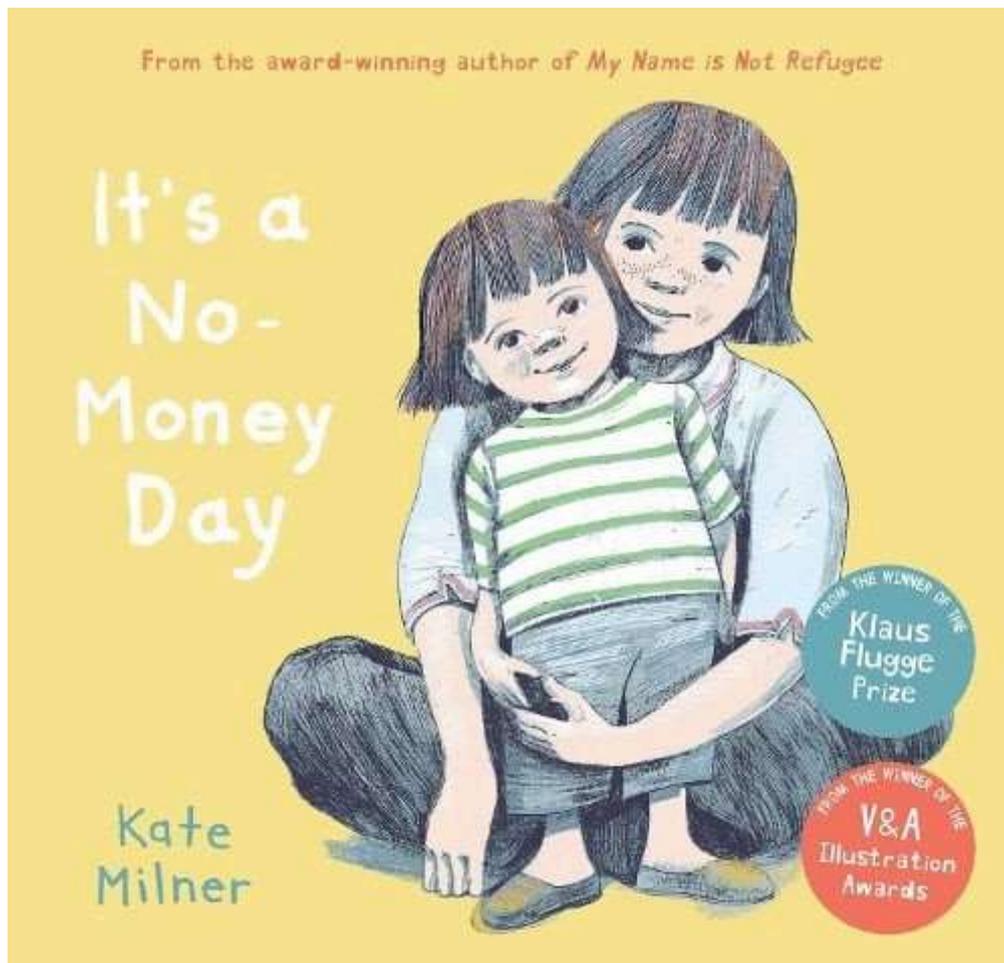
Rather than just doing calendar events such as Chinese New Year in an unauthentic way with no cultural context, it is important to remember the wise words of Margaret Donaldson who said it must make 'human sense' to children. So yes, celebrate all cultures and communities but make it a concrete experience not abstract. The local Chinese community would welcome engaging with children over the course of the year, you could even invite them into your setting to demonstrate cooking and tradition crafts. For example, in Chinese culture the colour red is the most important colour and all children get a little red envelope with money in it as a gift at Chinese New Year. This is a simple activity you could do with your children, designing, making and decorating an envelope, engaging their fine motor skills in a cultural and contextual way. Threaded throughout this newsletter examples of sustainable money talk will be evident and how money can be introduced, and the Early Literacy Evidence store notes that if dialogue is *'based on their immediate experiences and activities and is likely to be more effective.'*



Chinese New Year is called the Spring festival when nature starts anew. In China everyone wants to sweep and clean before the festival, because they do not clean on New Years Day in case all the good fortune is swept away. These little stories both help children understand other cultures but by embedding cultural experiences into your pedagogical practice, it is not tokenistic. Support these relational excursions into the community with a wide range of diverse and colourful texts to share together, revisiting the experiences or activities. Here are some examples of texts that could be used as cultural provocations.

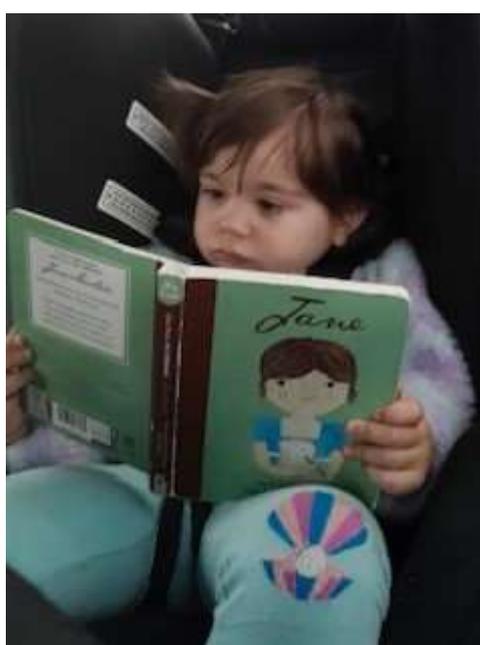


Texts can also be introduced that have a clear societal message and invite children to develop empathy and care for others. One example is [Kate Milner's \*It's a No Money Day\*](#) which introduces the idea of food banks and others having less food, (SDG 1 No Poverty and SDG 2 Zero Hunger (UNESCO,2015). From an inclusive perspective children need to become aware that not all families have enough money (SDG 10), and this may be the lived reality of some of your families.



When using this text (*Kate Milner's It's a No Money Day*) as a provocation, the young children (2-4 years) became concerned and made connections to the local food donation box they had seen in their high street shops. As a result, the children wanted to know more about food banks and even visited one to see how it worked. These were real authentic experiences that developed children's awareness of food poverty. Afterwards the children reflected and pondered if the children in the story have no food, would they get Christmas presents? The children with their parents then donated Christmas gifts to a local charity. As the EEF evidence store states '*PSED interventions have a positive impact on young children's social competence, emotional competence, self-regulation and learning*, aligning with one of the targets of SDG 10. When using this text in a NW Stronger Hub training event, the educators spoke of how '*emotive*' this text (and others like this) was and how it made them really think about what sort of pedagogical societal experiences to offer but also to reflect upon the possible impoverished circumstances of some of their key children.

Another difficult aspect of socio culture is the need to challenge bias and stereotypes (Grenier et al, 2023) and again this can be addressed through books, songs and role play. When setting up role play scenarios ensure it is open to both gender and avoid language such as the home corner '*is for girls*' or the builder's yard '*is for the boys*'. SDG 5 Gender Equity requires educators to champion inclusive practice but also consider a diverse range of resources offered for play. You need to provide role play scenarios that encourages children to make choices, take decisions and feel empowered to be who they want to be. Even if this is a boy who wants to wear a tutu every day. That's his right to choose. Read with the children [Are you a boy or Are you a Girl?](#) By Sarah Savage, as it's a great starting point to address gender identity with young children. Ensure in your reading area there are a range of books that celebrate inclusivity, demonstrating strong black, brown or white women in power or through history or key literature figures such as [Jane Austen](#). Young children such as Mia who is only 22 months can start to engage in stories about empowered women! Look at the concentration and confidence on her face as she reads.



Additionally, book baskets should celebrate other relevant and societal issues such as same sex families recognising the complexity of society today. Enjoy sharing and talking about these complexities, as the PSED EEF evidence store highlights *'children can benefit in terms of recognising, expressing and regulating emotions.'* Visiting the library regularly to change the books offered, develops strong community links and belonging, crucial for young children, but especially those who are vulnerable or disadvantaged. Remember the library is a free resource so encourage your parents and carers to utilise them not just for the books but to keep them sustainable.

### **Environmental Sustainability**

Not all children are fortunate enough to have a green space/garden in either their home or locality. They may live in a high-rise block of flats or do not live near a park or wooded area. Quality environments must provide rich physical development experiences that reflect investigation and challenge for all children to close this environmental gap. The EEF evidence related to Physical Development reiterates that *'physical development is important for its own sake and the wider benefits of physical activity include health and wellbeing outcomes'*. It is important for you as educators to go outside the gates of your home or setting, to develop ecological relationships with local parks, gardens or woods. For children to become ecologically aware, quality educators (SDG 4) need to engage in sustained shared thinking (EPPE,1999) to develop quality cognitive pedagogical opportunities aligning with the EYFS(DfE,2024) Characteristics of Effective Learning. The EEF PSED Early evidence store states educators need to provide both opportunities for decision making and for collaboration with the outside space offers this. Consider your local beach or woods - children must navigate different textures and gradients, which is not only good for gross motor skills (climbing, pulling, rolling etc.) but also for fine motor skills.

Aligning with SDG 8 (Decent Work and Economic Growth) young children need to lift, carry and use real tools made of wood and metal. This not only develops their early numeracy and mathematical understanding in conversations, but strengthens the muscles in their hands, ready for later pencil grips. EEF Early Literacy highlights that *'up to 30% of children may experience handwriting difficulties'* so providing developmentally appropriate resources and activities for ALL children to strengthen muscles during play, will aid their later pencil capabilities.

Therefore, as educators, we must offer experiences that are not just environmental, developing them as *'wisdom shepherds'* (Boyd, Lee and Scollan, 2025) knowledgeable and empathetic towards their world, but strong advocates for inclusivity. Then all children regardless of socio-economic background experience digging, growing, observing the seasonal variations in their world and developing a strong sense of rights (both human and non-human). This is the equality of opportunity the EYFS(DfE,2024) advocates.

Examples below demonstrate different outside environmental activities that all young children could engage with outside. For example, here children have gathered fallen leaves (not picking them as this is not environmental) to use both in leaf printing and observation work, in this case with the [Gruffalo](#) character, or looking for Autumnal colours with sustainable recycled cameras from cardboard.



As the EEF evidence store notes *'these approaches underpin academic or cognitive dimensions of learning,'* which aim *'to improve children's emotional awareness and competence in the way they interact with peers, parents and other adults.'* Providing children with sustainable experiences which involve decision making, collaboration, sharing and listening to each other developing empathy, promotes strong self-regulation. Consider building a den outside in your garden navigating pegs, ground sheets and structural aspects, drawing on both gross and fine motor skills. As the EEF evidence store highlights *'improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school and have a positive impact on wider outcomes such as behaviour and persistence.'* So, it's a win for both the child, especially the disadvantaged child and environment! And remember both boys and girls must have the same chances to climb, roll, build and create (SDG 5 Gender equality).

### **Economic Sustainability**

For all activities to be truly inclusive, ensure that within your setting all children can access the necessary resources so they can fully participate. For example, provide all the weatherproof clothing and boots needed for outdoor play or encourage parents to donate children's clothes. Closing the gap is not just about cognitive outcomes, it is about ensuring all children have the same opportunities to participate fully and inclusively regardless of socio-economic status. Encourage uniform swap and other swap opportunities too to avoid school clothing ending up in landfill sites (SDG 12 Responsible Consumption and Production).

Support children to understand what happens to their waste, from sorting and classifying materials and identifying recycling symbols, to visiting local recycling centres to start to understand the process of economic. Supporting children to understand why and how to recycle correctly helps them to do it authentically and independently, as well as doing early numeracy in action.



Early years pioneers advocated that young children do practical life skills and use small scale tools, such as brushes, wheelbarrows and shovels. You could also provide litter picks to take on neighbourhood walks providing children with a sense of satisfaction of a job well done, allowing an inclusive approach so all children can feel involved in cleaning up for their community. The EEF evidence store also notes that *combing 'physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning.'* On your neighbourhood walks note different energy providers- can the children observe windfarms or solar panels? Highlight the importance of natural energy and the power of them (SDG 7 Affordable and Clean Energy).

Use books that offer powerful images and resources that provide non gender specific opportunities will empower children to want to copy and develops their sense of self. UNESCO (2017) highlights the skills needed for the 21st century to solve complex problems and early childhood is the period to start these fundamental attitudes. Girls can become engineers and boys can become ballerinas! SDG 10 (Reduced Inequalities) specifically highlights the need to empower girls, starting in their earliest years.



There is a need to provide both provocations as activities and a diverse range of resources because indications suggest that children from *'disadvantaged backgrounds are more likely to begin early years education with weaker self-regulation skills than their more affluent peers'* (EEF evidence store) Embedding Early childhood sustainability into your approach will empower ALL children but is more likely to be particularly beneficial for children from disadvantaged backgrounds.

Links to all books celebrated in this newsletter- My Family Your Family [My Family Your Family - Laura Henry-Allain MBE \(laurahenryallain.com\)](#)

What do you Celebrate [What Do You Celebrate?: Exploring the World Through Holidays : Whitney Stewart, illustrated by Christiane Engel, Christiane Engel, Christiane Engel: Amazon.co.uk: Books-](#)

What does it mean to be global?- [What Does It Mean to Be Global? by Rana DiOrio | Goodreads](#)

My First Jane board book - [Jane Austen: My First Jane Austen \[BOARD BOOK\] \(12\) \(Little People, BIG DREAMS\) : Sanchez Vegara, Maria Isabel, Wilson, Katie: Amazon.co.uk: Books](#)

It's a No Money Day -[It's a No-Money Day: 1: Shortlisted for the Kate Greenaway Medal : Kate Milner, Kate Milner, Kate Milner: Amazon.co.uk: Books](#)

Are You A Boy or Are You a Girl? [Amazon.co.uk : are you a boy or are you a girl book](#)

The Gruffalo by Julia Donaldson and Axel Scheffler [Amazon.co.uk : 9781509804757](#)

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## **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

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 RESOURCE BAGS**



### **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.



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Online Safeguarding resources and support for early years professionals



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

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

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>

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