

[Visit our website](#)

[Subscribe](#)



Newsletter

March 2025



Welcome to our March Hub Newsletter

We start with good news from the Department for Education:

Early Years Stronger Practice Hubs Extended Until March 2026

We are delighted to announce that the **Early Years Stronger Practice Hubs** programme has been extended until **March 2026**.

This means Hubs will continue to provide free support and advice to improve quality in early years settings, by sharing evidence-informed practice through local networks into our 10 Local Authorities that we have been working alongside since July 2023 in our Liverpool City Region area of Liverpool, Sefton, Wirral, Warrington, St. Helen's, Halton and our Beyond area of Lancashire, Westmorland and Furness and Cumberland. We look forward to building on our partnership working to date over the next year and hopefully beyond too.

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

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

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

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

We have delivered a number of face to face, live and recorded online sessions during the last few months. Our **CONFERENCE ONLINE on SATURDAY 8th March 10am – 12pm - Sustainability in the Early Years** was very successful and informative, presented by Dr Diane Boyd. The sustainability in the early years session on the **17 Sustainability Development Goals** and how they can be put into practice in early childhood settings provided lots of practical examples to put into practice. The delegates on the online session agreed for the session to be recorded. If you would like a recorded session email sphubnw@evertoncentre.liverpool.sch.uk

Amanda Quirk, one of our Early Years Teaching Advisors has recorded an introduction to working with children 0-3 years. If you would like a recorded session email: sphubnw@evertoncentre.liverpool.sch.uk

Amanda has now taken an Early Years Officer role in St. Helen's Local Authority. We wish her well and look forward to working with her and St. Helen's Local Authority colleagues and settings.

Alex-Gower-Jones (Independent Consultant) has now joined our Stronger Practice Hub and has recently recorded an Interactive Reading session for us. If you would like a recorded session email sphubnw@evertoncentre.liverpool.sch.uk

Alex will be presenting face to face at our next conference on Saturday 29th March 2025 9.30a.m. – 12.30p.m. at **Everton Nursery School and Family Centre, Spencer Street, Liverpool, Merseyside, L6 2WF. 9.30a.m. – 12.30p.m.**

Our theme for the conference is: **Exploring Interactive Reading with young children** with Alex Gower-Jones (Independent Consultant). Alex will share examples of how young children under five and Interactive Reading can be explored with the educators who work with them.

Unfortunately, we only have a few people who have booked onto this face to face conference to date. If you would prefer to attend this conference online will you let us know on sphubnw@evertoncentre.liverpool.sch.uk and state whether you prefer online live or face to face live at Everton. Many thanks.

We look forward to working alongside you over the next few months. We are intending to offer Forest School taster and Beach School taster sessions again which we delivered last year which made an impact to educators work in this area. To start the work on our beach school taster and using sand with young children we have Diane Boyd (Independent Consultant) leading on our

CONFERENCE ONLINE: SATURDAY 22nd March 10am – 12pm - Can I undertake Beach exploration near me and exploring sand play online on Zoom: This early years online session aims to

support educators in exploring what activities can be undertaken with under-fives using the beach sharing examples from Wirral, Crosby and Morecambe and how these examples can be put into practice in early childhood settings. If you would like to attend this conference online will you let us know on:

sphubnw@evertoncentre.liverpool.sch.uk

Our other face to face conference is on **Wednesday 26th March 2025 3.30p.m. – 5.30p.m.** at **Everton Nursery School and Family**

Centre, Spencer Street, Liverpool, Merseyside, L6 2WF.

Our theme for the conference is **Sustainability and early numeracy** with Diane Boyd (Independent Consultant). Diane will share examples of how young children under five explore early numeracy linked to sustainability. If you would like to attend this conference email on sphubnw@evertoncentre.liverpool.sch.uk

Denise Wright (Independent Consultant) has recorded a session highlighting the work of BBC Tiny Happy People. This is a **NEW RECORDING called SENSORY FUN** Tiny Happy People sensory fun, for babies indoors and outdoors with low cost/no cost activities is shared by Denise Wright (Independent Consultant). The webinar shows educators how they can inspire parents to undertake sensory activities at home to support their child's learning and development through play.

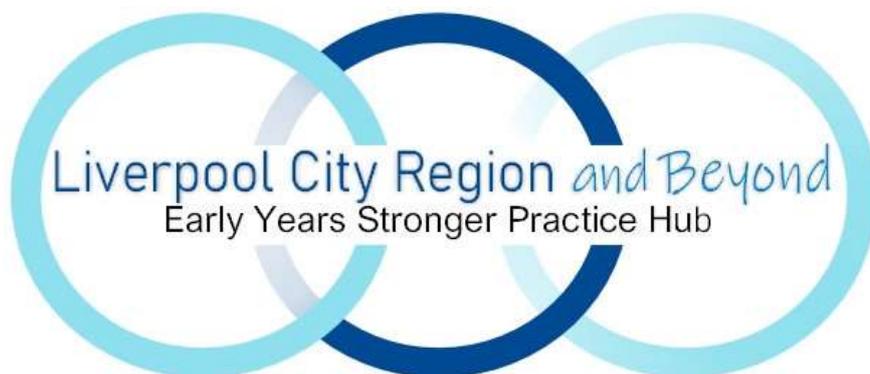
Have a look on the Tiny Happy People website for activities for parents but especially for professionals on

<https://www.bbc.co.uk/tiny-happy-people/articles/zs9q6rd>

Also see the following for professionals from Tinny Happy People (BBC) if you haven't seen already:

<https://canvas-story.bbcrewind.co.uk/tinyhappypeople-guide-professionals/>

In this newsletter you will read information from Diane Boyd on **The Importance of Water -SDG 6 Water**, plus a new publication from the Education Endowment Foundation (EEF) on the Early Years Pupil Premium which will provide information before the future uplift in April 2025. Finally look out for information from Nesta and a consultation from Ofsted. There is lots going on as always in early years!



March 2025 issue

Welcome, CPD, EEF Guide to the Early Years Pupil Premium, National Endowment for Science, Technology and the Arts, The Importance of Water, Developing your Climate Action Plan, Tiny Happy People from the BBC, Ofsted consultation, SPHub Feedback Form.

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, 86 East Prescot Road, Liverpool L14 1PW. Thursday 20th March 9.00a.m – 11.30a.m.

Everton Nursery School and Family Centre, Spencer Street, Liverpool, Merseyside, L6 2WF. Thursday 27th March 9.30a.m. – 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

RECORDED SESSIONS

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

NEW RECORDING: 13 Sustainable Development Goals – An Introduction by Diane Boyd.

NEW RECORDING: An introduction to working with children 0-3 years by Amanda Quirk.

SENSORY FUN Tiny Happy People sensory fun for babies indoors and outdoors with low cost/no cost activities shared by Denise Wright (Independent Consultant). The webinar shows

educators how they can inspire parents to undertake sensory activities at home to support their child's learning and development through play.

INTERACTIVE READING online recorded session by Alex Sharp (Independent Consultant) explores how early years educators can explore interactive reading in their practice.

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

EMOTIONAL REGULATION online recorded session by Maria Beale (SENDSCO) and Emma Doran (Early Years Co-ordinator) from Whitefield Primary School, Liverpool. Maria and Emma share how they have worked with children in the early years and their families exploring emotional regulation.

NURSERY RHYMES online recorded session by Faye Johnson, Assistant Headteacher from Everton Nursery School and Family Centre has put together a session on exploring Nursery Rhymes with young children.

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 educators exploring communication and language.

OAP (ORDINARY AVAILABLE PROVISION) – Amanda Quirk, Early Years Advisory Teacher, from our Hub team has put together a recording on OAP (Ordinary Available Provision) in early years.

USING MUSICAL INSTRUMENTS - Craig and Pip from East Prescott Nursery School, Liverpool have developed an online recording on how to use a range of musical instruments. Childminders across our Hub have the opportunity to borrow a musical instruments bag but many early years educators will have these musical instruments in their provision.

MATHEMATICS RECORDED ONLINE – Rebecca Morgan (Nursery Teacher) has recorded a practical session online to share with colleagues to explore mathematics with under fives.

SENSORY CURRICULUM RECORDED ONLINE - Emma-Louise Scott (Nurture Teacher) from Everton Nursery School and Family centre shares her experiences and practical examples of a sensory curriculum.

EARLY EMOTIONS RECORDED ONLINE

Kaya Doyle (Programme Manager) shares an introduction to early emotional health, the issues children face and links to socio-economic backgrounds.

If you would like to access to any of the recorded training sessions, email sphubnw@evertoncentre.liverpool.sch.uk

DINGLEY'S PROMISE

If you are a Liverpool practitioner you can access Dingley's Promise free. Please register at the following:

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

Click the link, register, then access whenever suits.

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

CHILDMINDER INFORMATION:

Prevent Training – Everton Nursery School and Family Centre, Spencer Street, Liverpool, Merseyside, L6 2WF. Thursday 3rd April 6-7.30p.m. Email sphubnw@evertoncentre.liverpool.sch.uk if you would like a funded place.

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 NETWORK RESOURCE BAGS

If you would like to access these resources across the Liverpool City Region and Beyond Stronger Practice Hub area, email us on our sph email address

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

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

[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>

Also see the following for professionals from Tinny Happy People (BBC) if you haven't seen already:

<https://canvas-story.bbcrewind.co.uk/tinyhappypeople-guide-professionals/>

EEF Guide to the Early Years Pupil Premium, designed to support early years settings in making informed decisions about how to use their increased EYPP funding.

The guide – developed in consultation with early years leaders – recommends a balanced approach to spending and encourages settings to:

- **Develop quality practice**, including through investing in high-quality professional development.
- **Tailor personalised support**, including targeted interventions that meet children’s specific needs.
- **Lead, plan, and sustain**, including supporting meaningful engagement between leaders and their teams so that changes to practice stick.

You can explore the guide and access the resources here: <https://educationendowmentfoundation.org.uk/early-years/pupil-premium>

The Early Years Pupil Premium (EYPP) has one aim: to improve outcomes for socio-economically disadvantaged children from 9 months upwards. In April 2025, the Department for Education (DfE) increased funding for the EYPP by 45% to £570 per child per year.

A child’s family income shouldn’t be a barrier to their achievement and wellbeing in the early years. Early years settings (including childminders, nurseries and schools) can use this increased funding to help every child to flourish.

**National Endowment for
Science, Technology and
the Arts**



The new Labour government's 'opportunity mission' sets out an ambitious vision: breaking the cycle between a child's background and their outcome, and giving every child the best start in life. With 80% of parents struggling to access services, childcare costs rising, a teaching retention crisis and growing school absence rates, there's never been a more urgent time to act. The mission's milestone is bold. By 2028 the UK government aims for the proportion of 5-year-olds who start school ready to learn to 75% – that means an additional 40,000-45,000 children a year hitting developmental goals. How can this vision be turned into reality and improve young children's lives?

Nesta stands for National Endowment for Science, Technology and the Arts. Nesta are an independent charity in the UK that supports innovation. On Tuesday 4th March 2025 Nesta were joined online by Dr Julian Grenier CBE from EEF, a leading voice in early-years policy and practice debates. Julian brought a wealth of expertise, including frontline experience working previously in a Sure Start centre and leading integrated family support initiatives. You can watch the recording below:

<https://www.nesta.org.uk/event/mission-opportunity-turning-early-years-policy-into-practice/>

Together with Nesta's fairer start mission manager Lizzie Ingram, Julian delved into the importance of integrated family support in the early-years system, exploring how it can be better designed and funded, and how Nesta's work on a new era for integrated services in England can offer practical pathways forward. This event offered a vital opportunity to discuss how policymakers and practitioners can work together to ensure disadvantaged children have access to high-quality early education, professional development for the workforce, and the support they need to thrive.

The Importance of Water

SDG 6 Water

Dr. Diane Boyd



A quality educator (SDG 4 (UNESCO,2015) should enjoy co-researching, collaborating and sharing learning together with children, parents and society in a 'community of learners' (Wave and Lenger, 1991). An educator with young children must try to know some basic facts as a starting provocation but when questions are posed by the children, you are willing to develop your own knowledge further as a result.

Some Water Facts

Did you know that 70% of the human brain is made up of water. The average human body is made up of 55-65% water. 71% of the planet is made up of oceans.

Just 3.5% of the water on the planet is fresh and 68% of that fresh water is locked up in ice and glaciers.

A cucumber is 95% water.

Plant based diets are good for the planet with 1 pound of beef requiring over 1,799 gallons of water and a 0.3-pound burger requires 660 gallons of water.

Use both sides of paper and be mindful that to manufacture 500 sheets of paper requires over 1,321 gallons of water.

Sustainable Development Goal 6 Clean Water and Sanitation

has clear targets for success by 2030. These include clean and affordable water for all with an emphasis on companies reducing pollution and eliminating dumping of sewage and hazardous waste into our waterways and oceans. Another target which has sadly not been met by 2020 is to protect and restore water eco systems in mountains, rivers, forests and lakes.

So how can we in early childhood support this SDG goal 6 and improve the planetary water systems?

UNESCO has provided some sound advice on how children can become involved in helping to reach these targets by 2030, which includes reminding young children (and adults) not to overuse water. What does this look like in practice?

We need to encourage children both verbally and with signs above taps not to let the water run for too long. If possible, install a water-saving tap that automatically stops after a short period of time, so children start to understand the language and practice of 'conservation of water'. Brainstorm with children on ways to conserve water, using the correct terminology and reasoning behind why it is needed, involving them in problem solving. UNESCO (2017) highlights critical thinking, creativity and problem solving as skills for the 21st century aligning with the characteristics of effective learning (EYFS, DfE,2024). Install a water butt in your outside area to collect rainwater and again conserve access to the water with a water-saving tap. At this nursery the children can only use a ladle when accessing water, knowing and respecting it is to conserve water. Data from Seametrics highlighted for example, if everyone in the United States of America used just one less gallon of water per shower every day, there would be a saving of some 85 billion gallons of water per year. Now imagine that as a worldwide target. So small steps do make a difference!



What small steps reducing water leaks, spillage and savings can you do in your nursery?

From a management perspective installing a water meter will also reduce your yearly bills too and these strategies could be added to your climate action plan, ready for September 2025.

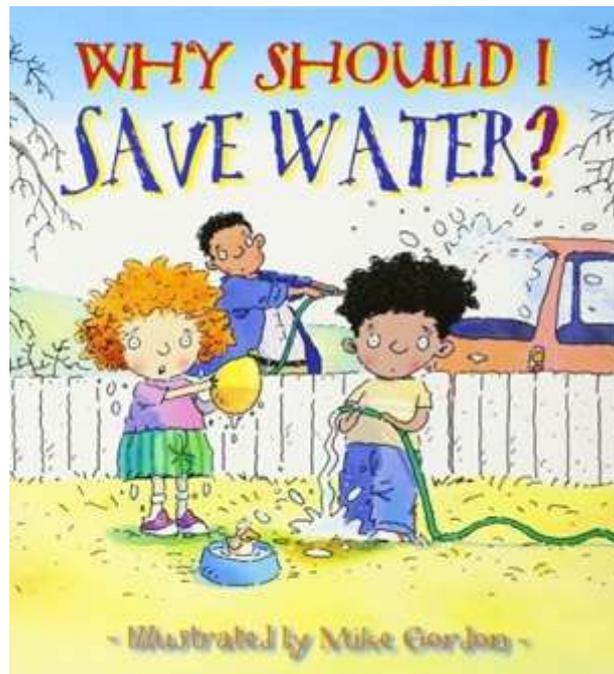
In the garden area, ensure there are a variety of watering cans to use that are made of different materials and are different sizes, as this will help with both their physical development and support their mathematical awareness. For example, consider how heavy a metal watering can is compared to lifting a plastic one of the same size. This is capacity in action and research by EEF Early Numeracy notes the importance of *“developing a sound understanding of maths when we are young is essential.”*

Placing a rainwater butt in your outside area rather than just depending on an outside tap will also help support caring for and growing vegetables and plants, whilst supporting children’s awareness of how important water is for all life. By using the outside space as a scientific observation area as well as physical activities, children can understand how rainwater hydrates plant life and the impact of drought on the ground. Relate this back to themselves too, talking with them as to why it is important for them to drink water every day and not sweet sugary drinks. Ensure all children have free access to a water point where possible and encourage sustainable drinking containers rather than plastic bottles, resonating with SDG 12 Responsible Consumption and Production (UNESCO,2015). Reflecting on the more than human world too, discuss with the children the help they could give to birdlife by having access to water in their garden. Place water baths in an accessible observation point so they can watch and record daily/weekly birds visiting in their garden looking for water, supporting SDG 15 Life on Land (UNESCO,2015).

An activity to support awareness of our dependence on water and the difficulties of the weather, could be measuring rain fall over a week/month and repeating this seasonally, so children become aware of seasonal variations. When there has been a period of drought (use correct terminology) let the child analyse and

examine the hard ground, questioning how plant life can grow if there is no water. Link here to the EYFS (DfE, 2024, p16) *“Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter”*. Research global droughts and look at images to reflect the devastation of a lack of water so children can begin to understand how different parts of the world are impacted by climate change. Data highlights that *85% of the world population lives in the driest half of the planet* (Seametrics). UNESCO (2015) through SDG 6 Clean Water and Sanitation, also encourages educational settings to become involved in Water charities. By introducing children to fundraising globally you will raise their awareness of ‘others’ and develop an ethics of care by highlighting children who do not have access to any water or dirty drinking water. Statistically, every five minutes a child under five dies from diarrhea due to drinking dirty water (WaterAid UK). Engaging in such activities will also support the economic pillar of sustainability as well as resonate with SDG 11 Sustainable Cities and Communities (UNESCO,2015).

Use a range of books and images to support their developing understanding of how not all children have access to free drinking water in taps, showers or baths for cleaning like they do. Books that would help with these conversations are a useful addition too, such as *Why I Save Water* by Jen Green. EYFS (DfE, 2024, p9) *Literacy: Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them.*



Additionally, letting children put themselves into the place of other children less fortunate than they are, will also support their developing empathy. Research images of wells and reflect with the children the difficulty of getting fresh water from inside a deep, dark well. Look at images of women and children in different parts of the world that must walk for miles to collect water and then carry it back home. Statistically, data from Seametrics suggests *"in just one day, 200 million work hours are consumed by women collecting water for their families"* and *"40 billion hours are spent collecting water in Africa alone"*.

Experiment with the children and let them carry different sized containers of water- how far can you walk? Reflect with them again how lucky they are to have a tap available to use freely.

Provide activities such as building a 'Tippy Tap' that promotes thinking skills but also strengthens their awareness of conserving water and trade terminology. (Make a tippy tap [Bing Videos ECD-NCF-parents-R1 Tippy Tap.pdf](#))

In conversations or with books as provocations, explore the world of water, reminding children why it is important to keep water clean and discuss what makes water dirty and contaminated. Remind children how lucky they are to have clean filtered water on tap. Questions to provoke them and new language to be introduced – dirty -contaminated- pollution-filtered.

How does water get contaminated?

Why should we not drink dirty water?

What might happen if we drink contaminated water?

Who else needs water besides us?

Experiment with different sieves or filters to “clean” water.

Together you could research your local area to find out about waterways/ rivers/ brooks/ beaches and visit to check how clean they are. Audit local community cleaning up projects so children and their families can become more connected to their local community. Look at global images and compare them so they can “know that there are different countries in the world and talk about the differences they have experienced or seen in photos” (Development Matters (2021, p106)

Historical pioneers such as Maria Montessori and Margaret McMillian utilised water in their pedagogical experiences in early childhood. Margaret McMillian, in her Open -Air nursery in Deptford London, installed baths and child sized sinks so all children could understand hygiene. Each child had their own toothbrush, flannel and hairbrush and they were supported to wash and keep clean. The EEF notes that more research is needed regarding young children and personal hygiene and has targeted this as an interest. However, the EEF under Self Care (Personal, Social and Emotional) does recognise that “*Promoting self-care is a key part of educators' practice*”. Images below-Deptford Archives.



When considering Good Health and Wellbeing (SDG 3) (UNESCO,2015), ensure children have an awareness of hygiene so they understand how water has a place in personal care. After Covid, there were many handwashing rhymes introduced to help start and reinforce this important habit of cleanliness. Bing Videos If possible or practical, give each child their own flannel and toothbrush once again reinforcing the idea of conserving water by not letting the taps run whilst cleaning. 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.

Maria Montessori, in her practical life skills encouraged children to clean and take care of their materials. Activities included wellington boot washing, window cleaning and wiping down tables after eating or counters after food preparation. These activities again develop self-regulation as well as developing and strengthening physical capabilities. As the EYFS notes (DfE, 2024, p9) *“Physical Development: Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy”*. Another activity which is part of ‘Practical Life Skills’ involving water, is learning to have the ability to pour into different sized jugs and glasses, using hand-eye co-ordination, concentration, gross motor and fine motor skills. Consider the confidence children will need to pick up large jugs of water and maneuver it carefully without spilling it, so they are able to control the amount of water they need for each glass.

Image below pouring water credit -reachformontessori.com



Research by the EEF resonates with this thinking, stating that *“Physical development is a foundational area that enables children to engage with the world around them and lays the building blocks for later physical capabilities and health”*.

Water is a valuable resource and is vital for human survival and health. The SDG 6 Clean Water and Sanitation is solely about how educators globally can work towards clean water and ecosystems. But water like early childhood is interconnected and holistic and is linked to all the 17 SDGs. Below is a chart which has made simple links to each goal, and this could be an effective way to incorporate both the 17 SDGs into your pedagogical experiences and for everyone to understand how we are all so closely connected.

<p>1 NO POVERTY</p> 	<p>SDG 1 – Access to clean water is an essential service that everyone is entitled too.</p>
<p>2 ZERO HUNGER</p> 	<p>SDG 2- Water is an essential aspect of food production – it is needed in agriculture but also for irrigation</p>
<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>SDG 3- Access to clean water is vital for Good health and wellbeing, preventing water borne diseases globally.</p>
<p>4 QUALITY EDUCATION</p> 	<p>SDG 4 -Access for all having clean water in their homes and schools allows more children the opportunity to access quality education due to good hydration and hygiene.</p>
<p>5 GENDER EQUALITY</p> 	<p>SDG 5 – Inclusivity and globally collecting water before school (usually about 3 miles) is seen as a female requirement, stopping young girls accessing early childhood education.</p>
<p>6 CLEAN WATER AND SANITATION</p> 	<p>SDG 6 - Clean water and sanitation are basic need for human and non-human life.</p>
<p>7 AFFORDABLE AND CLEAN ENERGY</p> 	<p>SDG 7- Water is a power source (Hydropower, or hydroelectric power)- a renewable source of energy that generates power.</p>
<p>8 GOOD JOBS AND ECONOMIC GROWTH</p> 	<p>SDG 8- Water is a vital source needed in many occupations to ensure all communities can sustain- for example, hairdressers and brick layers.</p>
<p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> 	<p>SDG 9- All new buildings and communities need to have access to clean water and not be at risk of flooding.</p>

<p>10 REDUCED INEQUALITIES</p> 	<p>SDG 10 - A truly inclusive society ensures all has access to clean water and sanitation.</p>
<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> 	<p>SDG 11- Develop strong community eco systems and biodiversity.</p>
<p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p> 	<p>SDG 12 - Efficient water production and water waste management systems are needed for sustainable consumption.</p>
<p>13 CLIMATE ACTION</p> 	<p>SDG 13 - Water stewardship is vital in terms of climate action – as most climate issues are either drought or flooding or needing access to water in fires.</p>
<p>14 LIFE BELOW WATER</p> 	<p>SDG 14 - Ocean life is being destroyed due to poor waste management systems.</p>
<p>15 LIFE ON LAND</p> 	<p>SDG 15 - Water /rainwater is key regarding agriculture, impacting on food production and food security.</p>
<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>SDG 16 - Just and fair societies ensure all have equal rights to water.</p>
<p>17 PARTNERSHIPS FOR THE GOALS</p> 	<p>SDG 17 - Together we can work to ensure all have access to clean and safe water using all the 16 other SDGs.</p>

Developing your Climate Action Plan? You can access the government's [Sustainability Support for Education](#) website, their [Climate Ambassadors Programme](#) and the [National Education Nature Park](#). You can also use [Early Years Sustainable Hub](#) developed by the Highfield Nursery School in Ipswich and Everton Nursery School in Liverpool.

Tiny Happy People from the BBC

Thank you for all your support and using BBC Tiny Happy People with families you work with.



Please can we ask you and your teams to help shape the development of future BBC Tiny Happy People content and resources.

Please find below information about our BBC Tiny Happy People survey for Speech and Language Therapy teams and Early Years professionals to complete which should take no more than 10 minutes.

We'd be delighted to hear your views and those of your teams and partners, if possible please do share these two different links with your colleagues across Early Years and SLT services:

[Click here to share your views if you work in a SLT team:](#)

Or...

[Click here to share your views if you work in EYS education and childcare:](#)

If the link does not work, try copying and pasting it into your browser.

BBC Tiny Happy People are collaborating with Sherbet Research. **The aim of this survey is to gather information on whether you are using BBC Tiny Happy People resources with families, which resources you are using, when, and how. We would also like to hear whether there are any barriers to using the resources, and your suggestions for improvement.**

All responses are anonymous and will be combined with the views of Early Years Professionals from across the UK.

Because this is a UK-wide survey you may also receive another invite but you only need to complete this once.

Thank you for spending time to help us shape the future of Tiny Happy People.

Best wishes,

BBC Tiny Happy People

.Please note, BBC Tiny Happy People & Sherbet Research are not gathering or storing any personal information, and the survey is anonymised. If required, data privacy procedures and contact information can be found [here](#)

This research is being conducted on behalf of BBC Tiny Happy People by Sherbert Research, 8 Bressay Drive, London, NW7 2AZ. For any technical queries about completing research itself, please contact research@sherbertresearch.com.

If you have a question for BBC Tiny Happy about the survey, please contact tinyhappypeople@bbc.co.uk

Anonymised survey hosting is provided by Rigour Research Ltd, 71-75 Uxbridge Road, London, W5 5SL.



Remember to respond to the Ofsted consultation if you haven't already. This closes on the 28th April 2025.

<https://www.gov.uk/government/consultations/improving-the-way-ofsted-inspects-education/improving-the-way-ofsted-inspects-education-consultation-document>

This consultation seeks your views on our proposed reforms to inspecting early years, state-funded schools, non-association independent schools, FE and skills and ITE.[\[footnote 2\]](#)

The consultation will run for 12 weeks, from 3 February to 28 April.

Thank you to all the professionals, experts, unions, representatives, academics, parents, carers and members of the public who have already supported us to reach this point. The proposals below have benefited from your feedback and challenge.

[This page sets out our proposals](#) and the associated questions we ask about our proposals in the survey itself.

[Respond to the consultation](#)

As well as inviting responses through the online survey, we will run focus groups during the consultation period. Over the coming months, we will also do further user research and testing of our report cards, and we will visit providers across all our education remits to refine and improve our proposals.

The changes we are consulting on are due to be implemented from November 2025, except in ITE, which will be implemented from January 2026, in line with government policy. We will publish a report on the outcome of the consultation on our website in the summer.

Before we publish our inspection materials, we will assess the impact of our proposed reforms on:

- leaders', practitioners' and inspectors' workloads, mental health and well-being
- equality, diversity and inclusion for children, learners, leaders, practitioners and our inspectors

**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.



0151 233 1969

Share on social



Check out our site [→](#)

This email was created with Wix. [Discover More](#)