

Early NEWS

Developing Lifelong Learners from Birth and Beyond

January 2024

Happy New Year! We hope that you had a restful Christmas with lots of joy and happiness.

The new year brings many exciting opportunities. Our new Lifelong Learners Pilot Project will launch in January working in partnership with many professionals across the sector. We welcome Prof Ferre Laevers to Sefton to share his revolutionary research which prioritises children's well-being and engagement. In February we host our second conference with the fabulous Julie Fisher, Alice Sharp and Jenny Holder. Plans are in place to support Home Learning Environments and our new Early Years website will launch alongside the Language Pathway. The use of the small steps tracker will continue to roll out, with the introduction of the Boxall tool for some settings.

Alongside all this, our vast CPD offer will continue, as outlined below.

Jen Teasdale: Service Manager

EYFS FRAMEWORK CHANGES 4.1.2024

Please be aware of the regulatory changes which have been made to the Early Years Foundation Stage framework which are live from 4th January 2024. Please see attached document for more details about the changes and click on the attached link to read the revised documents: [Early years foundation stage \(EYFS\) statutory frame-](#)

***** 5 STAR PORTAGE SERVICE *****

Huge congratulations to our portage team who have been graded a 5* service yet AGAIN by the National Portage Association. This is a fantastic achievement and is testament to the hard work that this service delivers for our youngest learners.

Transition

Now is the time to start thinking about the process of Transition, to ensure we can get this right for every single child who will move to a different setting in September 2024.

This year our transition event will take place on

Monday 13th May 2024 1-4pm

In order for this to be as successful as possible, we ask that a representative from all PVI settings and schools can attend this afternoon. A transition passport should be completed for each child which can be shared at this time. The event allows for those all important conversations to take place regarding the unique needs of every child. The SEND team will be in attendance as well as the complex needs team.

All schools and settings will receive a FREE pack of resources to support transition, including story books and support for parents.

Feed back from last years event

Able to transfer information & book visits there & then.

I found this event extremely useful. Having time to chat to schools about the children was invaluable.

Great idea to see a lot of the pre school settings in one afternoon.

Really positive way of sharing information, thank you for organising it early as we have time to follow up settings.

Looking after Yourself & Your Team: Movement, Motivation & Mindfulness

Embrace the new year by prioritising your own health and wellbeing. Here are some reading suggestions to inspire some new ways of thinking to nurture the mind and body.

Spark: The Revolutionary New Science of Exercise and the Brain *John J. Ratey*

The Body Keeps the Score *Bessel van der Kolk*

The Little Book of Hygge *Meik Wiking*

The Power of Now *Eckhart Tolle*

The Blue Zones *Dan Buettner*

Eat, Move, Sleep *Tom Rath*

Babies Learn Language Best
Through Sing-Song Speech,
Not Phonetics....

New research suggests that parents should use sing-song speech, such as nursery rhymes, with their babies, as it aids language development.



Contrary to the belief that phonetic information is the foundation of language, this study reveals that rhythmic speech plays a crucial role in language acquisition during a child's first months. Phonetic information is not reliably processed until around seven months of age, whereas rhythmic information helps babies recognize word boundaries from the start.

The study also sheds light on language learning and its relation to dyslexia and developmental language disorders.

Please click the link to read more... [Babies Learn Language Best Through Sing-Song Speech, Not Phonetics - Neuroscience News](#)

**Let's tell a Story... National Story-telling week 27th January-4th February.
Watch this space!**

Spring Term CPD Opportunities

Early Years in Schools Network Meeting	11th January 2024
Early Years Senco Network Information Session	16th January 2024
PVI Hub Meeting	17th January 2024
There's a World Out There: Outdoor Training for Spring	18th January 2024
Small Steps Development Journal (Repeat)	19th January 2024
Early Years Graduated Approach Toolkit (repeat)	19th January 2024
Good Autism Practice: Module 2	23rd January 2024
Prof Ferre Laevers Conference	24th January 2024
Two Year Old Forum	26th January 2024
Mental Health Forum	2nd February 2024
Parent Champion Forum	5th February 2024
Foetal Alcohol Spectrum Disorder: What we need to know in the Early Years	6th February 2024
Sefton Early Years Conference & Strategy Launch	9th February 2024
Seftons DSL and Deputy DSL lead: Day One (PVI only)	20th February 2024 and Day Two
2024	27th February
Monkey Bob: Do you feel what I feel?	21st February 2024
Nursery Provision in Schools Cluster Meeting	21st February 2024
Baby Room Programme (3 week course)	22nd February 2024
Language Champion (2 day course)	26th February 2024
Early Years in Schools Network Meeting	28th February 2024
Subject Lead Training for EYFS:	Various dates 5-8th March
Designated Safeguarding Forum	15th March 2024
Baby Room Forum	18th March 2024
Language Champion Forum	25th March 2024
SEND in the Early Years, Sharing & Developing Best Practice	26th March 2024

This is a new section of the newsletter which will help us to ponder new approaches and ideas. We encourage you to debate the 'I wonder' prompt as a team if possible. Discuss your personal experiences in relation to the suggestion, and consider carefully how the approach might work in your setting. Remember that new approaches take time to implement for both children and practitioners, and so you might not start to see the impact for a good couple of weeks or even longer. Observe carefully and share reflections as a team— this could be scribbled on a whiteboard or shared in a WhatsApp group. And please, share your experiences with us!



I wonder.... What happens when we strip
back the environment?

Let's discuss...

The starting point (our intent)... We know how easy it is for clutter to build up as we work so hard to meet the varied interests and needs of the children. During the pandemic, the stuffed shelves and piles of toys were banished, and practitioners found that children were more engaged and stimulated with less resources available. A new year brings us a fresh start to strip back with careful consideration to what is being offered and why. Every single resource should earn its place within provision. Consider...does it add challenge? Does it appeal to children's interests? Does it support progression in learning?

The opportunity (our implementation)... When clutter is removed we should see children who are more engaged. This will also support the interaction of practitioners who will be less overwhelmed. Early Years expert Penny Tassoni, says de-cluttering also has an impact on staff time because 'they constantly find themselves tidying up as toys get strewn around, and children do not learn the self-regulation of tidying away'. Any resources that are specifically for adults should also be tidy, and ideally not within the children's learning space. Embrace the 'less is more' approach for a fresh start to the new year!

The success (our impact)... Learning spaces will feel brighter and bigger with clean lines and a calm feel. Children will feel safe and secure in the knowledge that they know where everything goes, and can access what they need easily leading to greater engagement and learning potential.

Please report back on how you found this. What did you observe? Was there an impact? Did anything interesting happen?