



Thrive Together Early Years Stronger Practice Hub Autumn 25 Newsletter

Edition 8 - Summer 2025

 April to September 2025 Training Schedule					
Date	Training Focus	Time	Method	Local Authority	Expression of Interest Link
8th April 2025 29th April 2025 13th May 2025 26th May 2025 June 3rd 2025	Love and Nurture Learning Circle with Terman Ormmer	4-5.30pm	Online	All	https://lp.constantcontactpages.com/ev/reg/jmk72ye
23rd April 2025	Supporting Self-Awareness (Parent Engagement)	9.30-10.30am	Online	All	https://lp.constantcontactpages.com/ev/reg/vafat1
7th May 2025	Transition Arrangements for Bilingual Children and their Parents	4-5pm	Online	All	https://lp.constantcontactpages.com/ev/reg/jatwaf5
7th May 2025	Phonological awareness Webinar	9.30-10.30am	Online	All	https://lp.constantcontactpages.com/ev/reg/3at3atb
8th May 2025	Communication & Literacy - A look at Talk & Beyond Network	4-5pm	Online	All	https://lp.constantcontactpages.com/ev/reg/jahk5z
13th May 2025	Where are babies? Research summary exploring outdoor provision for 0-2s	6.45-7.45pm	Online	All	https://lp.constantcontactpages.com/ev/reg/jagaf1
14th May 2025	Early Years Mathematics - Building Firm Foundations	4-5pm	Online	All	https://lp.constantcontactpages.com/ev/reg/jahk5z
16th June 2025	Using EYF Funding Effectively - EEF Guidance Document	9.30-10.30am	Online	All	https://lp.constantcontactpages.com/ev/reg/j7atub1
2nd July 2025	Beyond serve and return: keeping conversations going	9.30-10.30am	Online	All	https://lp.constantcontactpages.com/ev/reg/jbbkac1

 April to September 2025 Training Schedule					
Date	Training Focus	Time	Method	Local Authority	Expression of Interest Link
20th August 2025	Interactive reading on effective strategy to support CL development	9.30-10.30am	Online	All	https://lp.constantcontactpages.com/ev/reg/3at3atb
18th September 2025	EAL - Understanding EAL and SEND	6.30-7.30pm	Online	All	https://lp.constantcontactpages.com/ev/reg/phznanh
8th October 2025	Goldilocks effect - Getting it just right for your children (notes: Scaffolding, gaining, keeping attention)	9.30-10.30am	Online	All	https://lp.constantcontactpages.com/ev/reg/cym4aa
5th November 2025	Executive Function & Metacognition - Talking about Learning	9.30-10.30am	Online	All	https://lp.constantcontactpages.com/ev/reg/cytrgrj
3rd December 2025	Curating an Environment for all children where learning is inevitable	9.30-10.30am	Online	All	https://lp.constantcontactpages.com/ev/reg/wdymjy7

Thrive Together Training Programme (November - January 2025)

Webinar Wednesdays

Executive Function & Metacognition - Talking About Learning

5th November 2025 - 9.30-10.30am - Online

Register: <https://lp.constantcontactpages.com/ev/reg/cytrgrj>

Curating an Environment for all Children where learning is inevitable

3rd December 2025 - 9.30-10.30am - Online

Register: <https://lp.constantcontactpages.com/ev/reg/wdymjy7>

Cbeebies Parenting Champions Training

21st January 2026 6.30pm OR 23rd January 2026 1.30pm

Register: <https://forms.gle/cCWN6nmZhm8dKa8Z6>

Networks

PSED - Supporting Children's Healthy Habits Network

18th November 2025 - 4-5pm - Online

Register: <https://lp.constantcontactpages.com/ev/reg/zwr6dtt>

Nurturing with Respect: Rights-Based Care in the Baby Room Curriculum Toolkit

10th December 2025 - 6.30-7.30pm - Online

Register: <https://lp.constantcontactpages.com/ev/reg/n5ymu62>

CL & Literacy - Early mark making, drawing and writing Curriculum Toolkit

8th January 2026 - 4-5pm - Online

Register: <https://lp.constantcontactpages.com/ev/reg/9mhqw58>

EAL - Designing Interventions for Bilingual Children

13th January 2026 - 4-5pm - Online

Register: <https://lp.constantcontactpages.com/ev/reg/v49exw3>

Use the links above to express your interest in the training.

Inclusive Insights



Investing EYPP Wisely Part 2; supporting home learning and challenging the myths.

The Early Years Pupil Premium (EYPP) has one aim: *to improve outcomes for socio-economically disadvantaged children from 9 months upwards*. Can we reach this aim without parental engagement? Do our disadvantaged children have ‘harder to reach parents’?

At the start of a child’s educational journey, EYPP offers a valuable opportunity to help close the learning gap, at a stage when research shows it is most responsive to intervention and before it is likely to widen further. In order to maximise this opportunity, I feel we need to collaborate with parents by sharing our knowledge and helping to embed sustainable home learning habits for the future. At Fullbrook, I have always challenged the perception that parents are ‘hard to reach’ and somehow our EYPP families can be seen as even harder, there is no evidence to support this. Sometimes these urban myths can have a negative impact on how we engage our families. For me, it’s up to us to ensure we using our ‘best bet’ approaches to engage parents.

[Read the full blog here](#)

Spotlight in Leadership



Leading Beyond the Classroom: Empowering Leaders and Practitioners to Implement Evidence-Informed Approaches

Understanding the Need and the Challenge

Across our CMAT, oracy has emerged as a key priority. Many children join our setting with limited oral language skills. Educators have observed that this can be a barrier to learning across all areas of the EYFS curriculum. It also affects children’s self-esteem, ability to self-regulate, and capacity to build relationships.

[Read the full case study here](#)

Written by Sue Murphy

Teacher / Early Years Lead at SS Peter and Paul Catholic Primary Academy & Nursery

Leaders and practitioners identified a need for professional development to expand their toolkit of evidence-informed approaches—strategies that are both intentional and flexible. The goal was to strengthen children’s word learning, comprehension, narrative skills, higher-order thinking, and conceptual vocabulary.

We also recognised the need to share approaches that ensure all children, particularly those from disadvantaged backgrounds, receive high-quality foundational skills in communication and language.

Practice In Action

Meaningful Mark Making, Drawing and Interactive Writing:

How well are we using Evidence-informed Early Writing Approaches and Practices?

Debates about early writing, in early education settings have been a central theme in the early years sector for many years.

These discussions have been driven by persistent attainment gaps and as an EYFS Stronger Practice Hub we wanted to create a professional development opportunity for EYs practitioners to help meet this need. We aim to frame the training around the most effective evidence-informed approaches and practices to help close these learning gaps, in early writing.



[Read the full blog here](#)

Setting News, Updates & Resources

CHILDMINDERS



EYFS for Childminders Updates

From September, you will follow a new **EYFS framework for childminders**. This includes collecting two emergency contacts per child, safer eating practices, and clearer safeguarding and whistleblowing procedures (**Parental summary**).

Trainees must now hold Paediatric First Aid to count in ratios, although existing valid certificates remain accepted (**SkillBase guidance**). Ofsted inspections will take place on a four-year cycle, with new

registration inspections within 18 months ([Twinkl overview](#)).



Join fellow childminders for a practical session on supervision in the EYFS—exploring strategies, safeguarding, and collaborative practice.

11th February 2026 at 6.30pm

Childminders are legally required to have appropriate supervision arrangements in place for themselves and any assistants they employ. This supervision is crucial for supporting practitioners, promoting children's well-being, and ensuring effective practice.

This interactive session will explore effective approaches to supervision, safeguarding responsibilities, and how collaborative practice can enhance outcomes for children.

We'll unpack key elements of supervision, discuss real-life scenarios, and share strategies that align with statutory requirements, while celebrating the unique strengths of childminder-led learning environments.

Whether you're newly registered or seasoned in the field, you'll find insights and connections that matter.

[Register your attendance here](#)

SCHOOLS



Department
for Education

Action for early years settings and schools: New Best Start in Life campaign communications toolkit

The DfE are pleased to share the communications toolkit for the Best Start in Life campaign, which aims to increase awareness of the importance of early years in a child's development and the role of early years education.

The [Best Start in Life website](#) brings together trusted advice, support and guidance for parents.

They would appreciate your support to help promote the campaign by:

- using the toolkit [resources](#) on your own channels
- promoting the [website](#)
- sharing the video: '[The Story of You](#)' celebrates the journey of early childhood, highlighting to parents the vital role they play in their child's lives and the support available

NURSERIES & PVI's



Department
for Education

Early Years Foundation Stage (EYFS) nutrition guidance changes from September 2025

The DfE is committed to ensuring that all children in early years settings have the best possible start in life. As part of this, we are introducing new nutrition guidance in the EYFS statutory framework, replacing the 'Example menus for early years settings in England' guidance from September 2025.

Developed with nutrition and sector experts, the new guidance will help early years providers understand how to meet the existing EYFS requirement: 'Where children are provided with meals, snacks and drinks, these must be healthy, balanced and nutritious'.

Good nutrition in the early years is crucial for setting the foundations for a lifetime of good health. From September 2025, providers will be required to have regard to the new nutrition guidance, meaning they must take it into account and should follow it unless there is good reason not to.

To read the new nutrition guidance, visit [Early Years Foundation Stage nutrition - GOV.UK](#).

Sign up for fully funded Maths Champions Programme with NDNA

Support early years practitioners with their confidence and ability to teach maths to children in early years settings.

Maths Champions is an evidence-based, professional development programme delivered by National Day Nurseries Association (NDNA). It is aimed at increasing early years practitioner skills, knowledge, awareness and confidence in supporting children's early mathematical development.

The Maths Champions programme is a fully funded initiative available to nursery settings in England. Nurseries must have at least one three to four-year-old attending a minimum of 15 hours a week in their setting and that Maths Champions must be at least Level 3 qualified.

Commissioned by the Education Endowment Foundation and funded by the Department for Education, the independent evaluation team from the Universities of Durham and York analysed the results of the programme. It showed that children in a setting that ran the programme made on average three months additional progress in maths and language development.

“The difference the Maths Champion programme has made for our setting, our team and the children has been fantastic. The confidence in our teaching has increased and we embraced the programme as a team to provide a maths rich environment. Who knew we would all become so excited about maths!”

+ St Michaels Nursery

To register your interest, fill out the following form:



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Education
Endowment
Foundation

www.rebrand.ly/MCInterest

What's On Offer

Early Years Online Child Development Training

This free, online training, developed by experts, provides an overview of child development and gives practical advice for supporting children in your setting. It gives practitioner opportunities to reflect and reinforce upon their learning. It also links to other resources. Each module covers an important area of child development. The training is free for childminders and nurseries and again practitioners can gain certificates of completion.

To access this training please go to: <https://child-development-training.education.gov.uk/>

Early Years Level 3 SENCO Award (PVI Nurseries and Childminders only)

The Level 3 Early Years SENCO qualification is for a level 3 practitioner in a private, voluntary or independent setting. It is also appropriate for Ofsted-registered childminders and Ofsted-registered childminder agencies. This is an important role to ensure the best possible educational outcomes are achieved for children with special educational needs and disabilities.

You can apply by following the link:

<https://www.bestpracticenet.co.uk/early-years-SENCO#:~:text=training be delivered%3F-,The Level 3 Early Years SENCO qualification is delivered over,group discussion and group training.>



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