

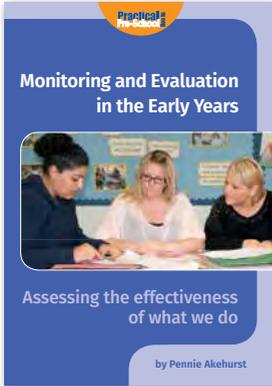


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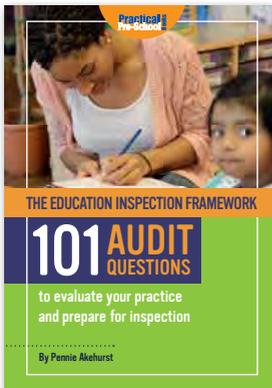


## Monitoring and Evaluation in the Early Years

ISBN 978-1-912611-05-8 £24.99

A unique guide that shows step by step how to develop a consistent approach for observation and assessment and then use the information to evidence the effectiveness of all aspects of practice. It includes sections to help:

- **Create a systematic process** to monitor and assess the quality of the provision
- **Organise workload** to fully utilise the knowledge, skills and talent of each member of the team
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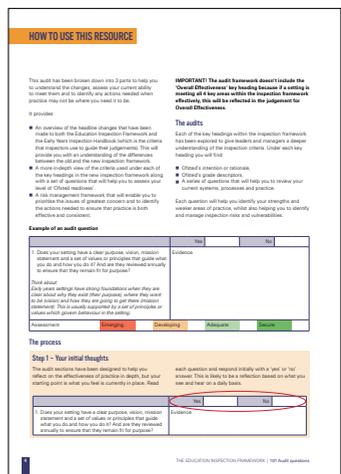


## The Education Inspection Framework 101 Audit Questions

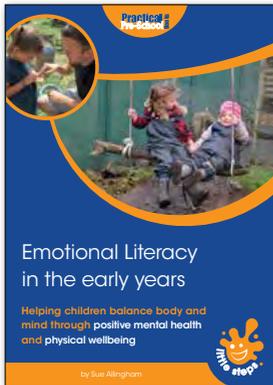
ISBN 978-1-912611-06-5 £24.00

This essential text clarifies Ofsted's requirements and expectations under the **Education Inspection Framework**. The 101 audit questions will help prepare for inspection day with confidence and provide a systematic method to:

- **Evaluate the provision** and identify strengths and areas for development
- **Manage risks and vulnerabilities** of practice taking appropriate action to address them
- **Evidence** and justify aspects of practice.



# Emotional literacy and thinking skills



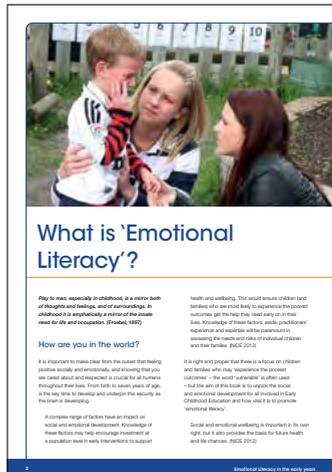
## Emotional Literacy in the early years

ISBN 978-1-912611-20-1 £16.99

Emotional Literacy in the Early Years looks at the physical and emotional environment where children learn and develop, and shows ways in which practitioners can successfully create and

achieve an emotionally literate and fully inclusive provision. It includes sections on:

- What is 'Emotional Literacy'?
- Wellbeing and children's self-confidence
- The role of the adult.



## What is 'Emotional Literacy'?

Play for most, especially in childhood, is a mirror both of thought and feeling, and of understanding. An individual is emphatically a mirror of the frame around for the act occupies. (Freud, 1917)

### How are you in the world?

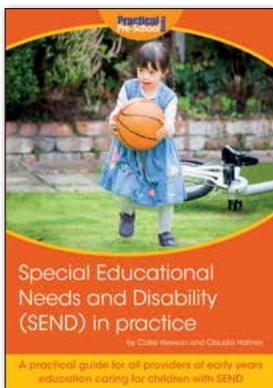
It is important to make clear from the outset that feeling positive socially and emotionally, and knowing that you are cared about and respected is crucial for all learners throughout their lives. From birth to seven years of age, it is the key time to develop and underpin the security as the brain is developing.

A complex range of factors have an impact on social and emotional development. Knowledge of these factors may help encourage treatment at a population level in early interventions to support

health and wellbeing. This would mean children (and families who are not able to experience the current outcomes) get the help they need early on in their lives. Knowledge of these factors, such as practitioners' experience and expertise will be paramount in assessing the needs and risks of individual children and their families. (NICSE 2012)

It is right and proper that there is a focus on children and families who have the greatest 'outcome' – the most 'vulnerable' – often used – but the aim of this book is to guide the social and emotional development for all involved in Early Childhood Education and care and what is a sustainable 'emotional literacy'.

Social and emotional wellbeing is important in its own right, but it also provides the basis for future health and the economy. (NICSE 2012)



## Special Educational Needs and Disability (SEND) in practice

ISBN 978-1-912611-32-4 £21.00

Special Educational Needs and Disability (SEND) in practice supports practitioners, managers and staff with clear guidance on the duties and responsibilities of providers of early years education who care for children with

special needs. The book includes chapters on:

- What is SEND?
- Legislation and statutory policy
- Strategies to remove barriers to learning
- Ways to support children with specific conditions.



## SEN Support

As you conduct your regular observations and assessments you might begin to feel concerned that a child is missing time or is program in the prime area of early years foundation stage (EYF) and suspect they have a special educational need. Together with the SENDCO and the child's parents, you might want to make a decision to implement SEN Support.

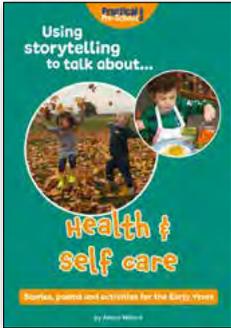
SEN Support is the name of the support that must be made available to children who have needs which are different from or additional to other children in the same age. We have to listen first to better to implement intervention strategies to support children come other than that, but if it is not successful the case. Clarity, clarity, clarity, and a professional responsibility of the SENDCO, need to be kept. Psychology content. This was a lot of text and it was contained in the text, and it was not clear what the text was about. It was a lot of text and it was contained in the text, and it was not clear what the text was about.

... you need to look very carefully about who you're meeting with and make sure that you're not just meeting regularly by meeting with kids that don't need it!

Unfortunately there are no easy answers about when is the appropriate time to review. It may be on professional experience combined with a knowledge of a particular child and their individual circumstances. SEN Support is delivered through a personalised and individualised professional approach. The professional approach needs to be a primary understanding of the child's needs and what support they will need to make good progress. The professional approach is a four-part cycle: assess, plan, do, review. If a child doesn't make progress after subsequent cycles of the professional approach then they may need to be assessed for special educational needs. If a special educational need is identified then you will need to do your setting SEN requirements which are based on the SEN register the professional approach to children.

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# Using storytelling to talk about...



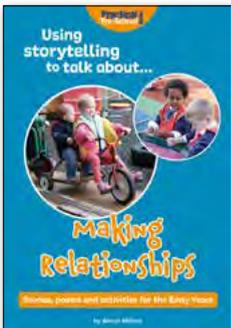
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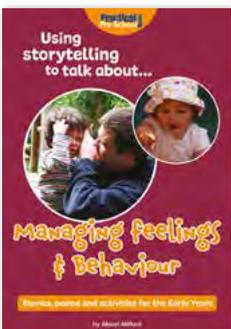
## Making relationships

ISBN 978-1-912611-33-1 £18.99



## Understanding the World

ISBN 978-1-912611-36-2 £18.99



## Managing feelings & behaviour

ISBN 978-1-912611-34-8 £18.99

The '*Using storytelling to talk about...*' series gives teaching practitioners the support and resources to develop and use storytelling and poetry/song performance skills in the Early Years Foundation Stage. It includes:

- Original short poems and stories
- Full lesson plans for each poem/ story
- Worksheets and consolidation activities.

All the stories and poems/songs offer the children the opportunity to learn, using the power of storytelling for building creativity, social skills and confidence.

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# English as an additional language (EAL)

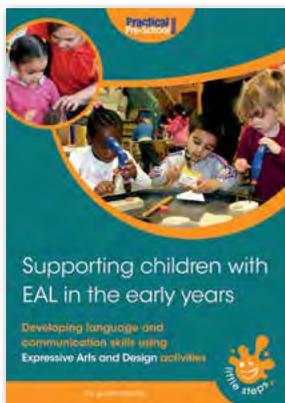


## English as an additional language (EAL) in practice

ISBN 978-1-909280-99-1 £19.99

This book helps educators feel more confident in their knowledge and ability to support children who are new to English. It includes focused activities to develop language and communication skills and covers:

- How children learn languages and how to prepare for a new starter who has limited or no English
- Advice and guidance on helping children to settle-in, creating a suitable environment
- Working with parents, and observation and assessment.



## Supporting children with EAL in the early years

ISBN 978-1-909280-98-4 £19.99

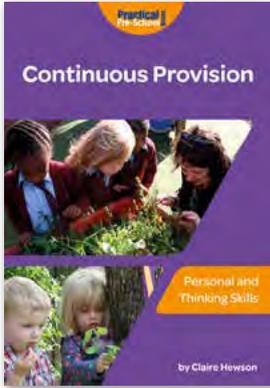
This book includes **49 activities**, focusing on different areas of the **Expressive Arts and Design** goal. Each activity aims to help practitioners in the development of children's communication skills as they play.

- **Listening and musical activities** help children with sounds and to communicate non-verbally
- **Singing** assists children, as their language emerges
- **Visual art and Drama activities** help children to express themselves, without walls.



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# Fully planned, creative provision in practice



## Continuous Provision: Personal and Thinking Skills

ISBN 978-1-912611-04-1 £21.00

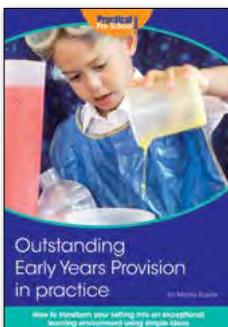
This resource shows how the practitioner can support children in nurturing **key life skills** both while they are involved in activities with the learner and when they are not present or only observing. It includes:

- A clear **breakdown of personal and thinking skills** and advice on how to teach them with confidence
- Open-ended questions and **practical challenges** to further each specific skill
- Guidance on **ways to plan for continuous provision**.



## Outstanding Early Years Provision in practice

ISBN 978-1-909280-59-5 £19.99

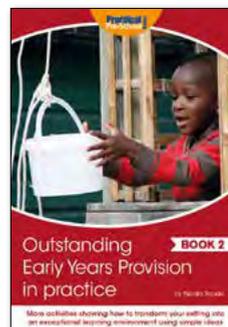


A highly practical resource that shows *how* to create exceptional, cost-effective provision. The book uses detailed photographs of role play areas, small world scenes and fine motor activities.

- Clear captions explaining how achievable it is to take the provision to the next level
- List of resources and readily available material needed for each activity.

## Outstanding Early Years Provision in practice – Book 2

ISBN 978-1-909280-97-7 £19.99

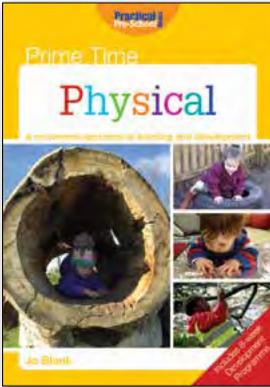


This excellent book includes further activities with challenge sections to stimulate children's creativity and extend the provision. It aims to develop exploration, investigation and creativity.

- Key questions for practitioners to ask themselves when setting up each activity
- Activities to investigate, explore and create, both indoors and outdoors.

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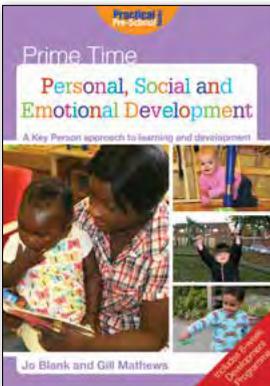
## Prime Time Physical

ISBN 978-1-909280-92-2 £21.00

This book provides practitioners with a meaningful and practical approach to ensuring that 'physical' is central to children's health and wellbeing.

It supports practitioners in understanding the importance of physical movement and its links to brain development.

- Activity ideas on movement play, dance, games and equipment
- Observation and assessment audit.

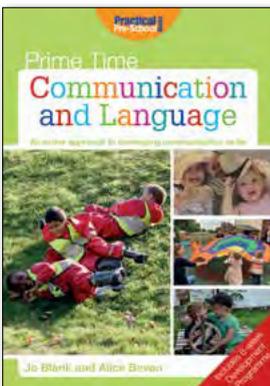


## Prime Time Personal, Social and Emotional Development

ISBN 978-1-909280-94-6 £21.00

This resource supports practitioners in nurturing children's social skills and emotional wellbeing. It shows how they can help them build their confidence, while developing positive relationships with adults and their peers. It includes focused sections on:

- Improving routines, planning for children's interests and organising the environment
- 8-week development plan.



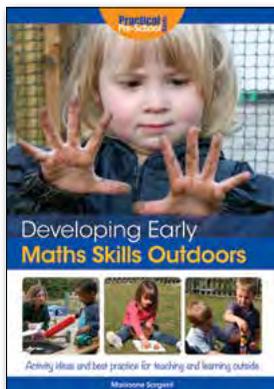
## Prime Time Communication and Language

ISBN 978-1-909280-93-9 £21.00

Designed to help practitioners and students gain fundamental knowledge on how babies and young children develop their speech, language and communication skills.

- Supporting children with their communication and language development at the foundation stage
- How children express themselves and communicate with others
- The vital aspect of the practitioner's role
- Understanding the communication process.

# Teaching key life skills outdoors



## Developing Early Maths Skills Outdoors

ISBN 978-1-909280-83-0 £21.00

With up to 80 fully planned activities, this book includes sections on observing, sorting, comparing and purposeful play taking advantage of the great outdoors. It gives:

- A clear explanation of what resources you need and what to do
- A range of questions to promote talking and thinking
- Ideas for adult-led and adult-initiated activities
- Practitioners' tips for how to develop children's early mathematical knowledge.



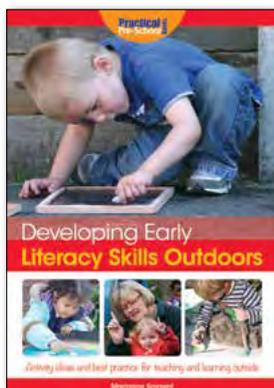
## Developing Early Science Skills Outdoors

ISBN 978-1-909280-84-7 £21.00

This resource provides 80 low-cost and easy to set up activities for science investigation outdoors. Using material available in the natural environment, it includes:

- Planning guidance
- Advice on observation and assessment
- Observation template to record progress
- How to reduce the paperwork burden
- Tips on enhancing continuous provision.

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## Developing Early Literacy Skills Outdoors

ISBN 978-1-909280-85-4 £21.00

This book shows a variety of ways to stimulate and facilitate key literacy learning skills. It comprises 80 fully planned and fun activities outdoors, and includes:

- Introduction to different aspects of communication, language and literacy
- Pointers and tips about teaching literacy in the early years
- Ideas for how to involve parents and carers
- Links to all four British early years curriculum frameworks.

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# The 3 characteristics of effective learning

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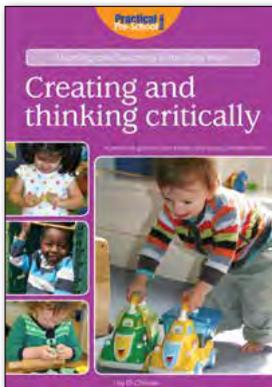


## Active learning

ISBN 978-1-907241-35-2 £21.00

The book shows how practitioners can support babies' and young children's natural desires to be active in their learning. It includes:

- Illustrated case studies that show theory in practice
- How children concentrate and become involved
- Getting engaged and showing persistence even when things are hard
- How children enjoy achieving what they set out to do.



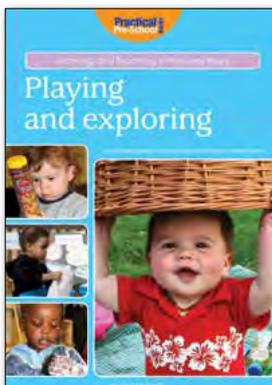
## Creating and thinking critically

ISBN 978-1-907241-36-9 £21.00

This guide provides an in-depth look at how babies and young children think, develop and learn.

It gives focus to the connection between theory and practice, and covers:

- What creating and thinking critically looks like
- How critical thinking can be supported and developed
- Ways in which the early years environment can support children's learning.



## Playing and exploring

ISBN 978-1-907241-37-6 £21.00

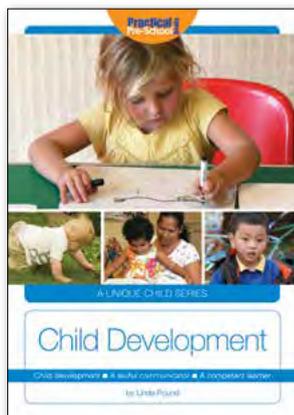
This book allows early years practitioners and home-based professionals to gain insight into developing the environment and supporting communication and language.

It aims to increase confidence in planning for play and exploration, while creating a child-centred curriculum. It covers:

- Practical tools to assess and extend learning through play and exploration and advice on working with parents and carers
- Inspiring ideas and activities for indoor and outdoor areas.

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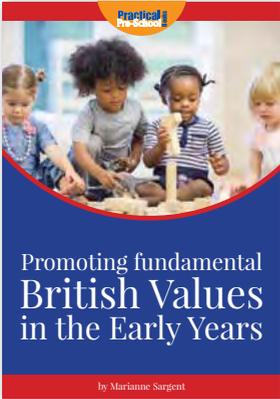
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# Promoting core values in the setting

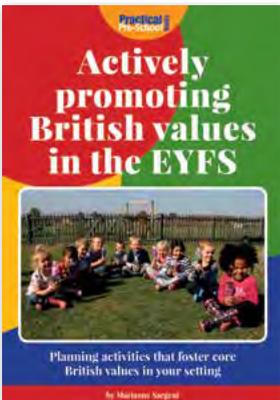


## Promoting fundamental British Values in the Early Years

ISBN 978-1-909280-95-3 £19.99

An essential reference book for every early years professional who needs a **clear overview of legislation and policy** documents. It includes ways to promote British values to meet Ofsted's expectations and:

- Guidance on how providers can produce evidence that they are meeting the Prevent duty
- Case studies to exemplify how to support all the four core values highlighted in the framework, in everyday practice.



## Actively promoting British values in the EYFS

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A practical planning resource that takes each of the core British values and demonstrates how they can be actively promoted through **16 focused activities**. It includes clear and accessible plans covering:

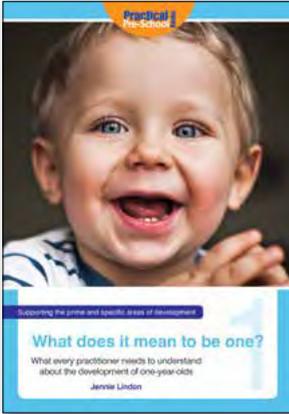
- Four activities for each core value and ways to collect evidence of learning
- Key questions and discussion points
- A checklist and example observation document with curriculum links.



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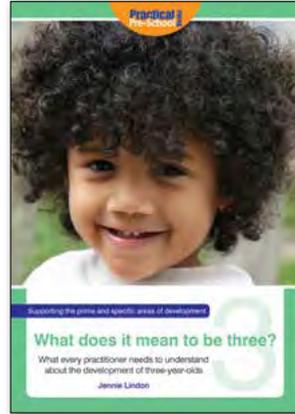
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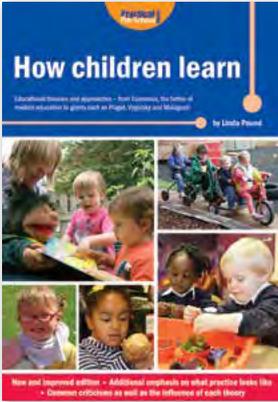
This series supports early years practitioners in understanding how children learn and develop at different stages from two to five-years-old. It covers:

- Developing language and communication and building literacy skills
- Supporting creativity and critical thinking
- Encouraging early mathematical skills.

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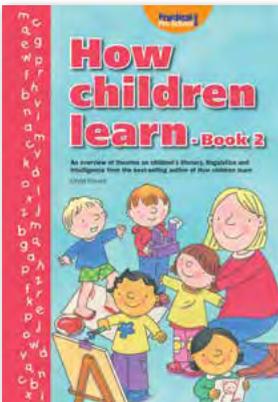
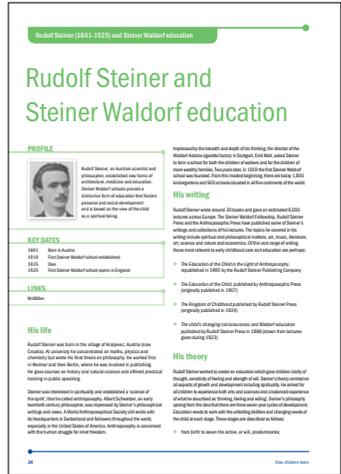
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An unrivalled introduction to the educational thinkers and pioneers of modern education. This resource gives solid understanding of key concepts and theories, all explained in a way that is clear and accessible.

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- Provides a critical analysis of each idea
- Helps evaluate the impact that each theory has on policy and common practice.



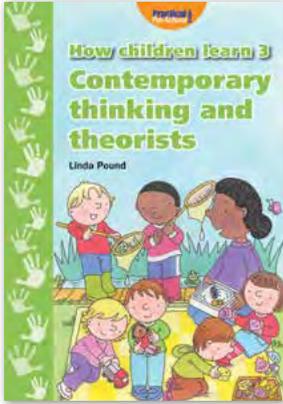
**How children learn 2**  
ISBN 978-1-90457-537-5 £19.99

This book explores in a way that is clear and accessible the key theories on child development and includes sections on how children acquire language and the meaning of intelligence and creativity.

- A wide range of theories, from Aristotle to Vygotsky
- How children learn to read
- Children's development of writing and speaking skills
- Criticisms of the theories.



# Educational theory and approaches made easy



## How children learn 3

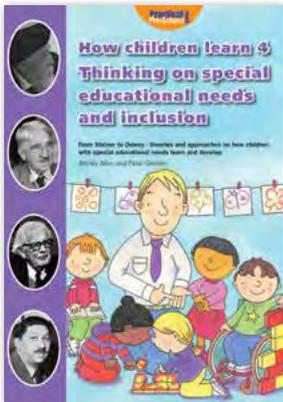
ISBN 978-1-90457-588-7 £19.99

This text provides concise but comprehensive overviews to the most influential contemporary education theorists. It covers sections on how each theory can be put into practice. Clear and accessible, it includes:

- Guy Claxton, Tina Bruce, Urie Bronfenbrenner and Ferre Laevers
- The role of the community in the early years
- Educational theories on whether boys and girls learn differently.



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ISBN 978-1-907241-05-5 £19.99

This is an essential guide to how children with special educational needs learn and develop. It covers sections on how to make relevant observation and assessment when engaged in play.

- How emotional intelligence influences children's learning and development
- The importance of listening to children
- Assistive technologies, behaviour and learning, hearing and visual impairment.



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# Maths and ICT in daily provision

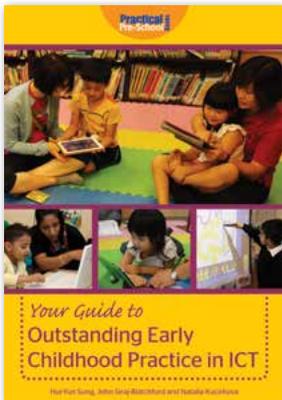
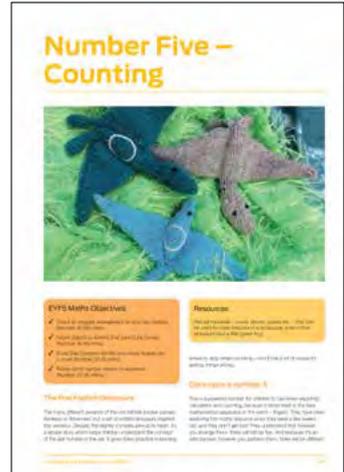


## Developing Early Maths through Story

ISBN 978-1-909280-76-2 £18.99

This book helps early years practitioners feel more confident about teaching early mathematics. It uses stories and rhymes to **put maths into context** and demonstrates concepts in ways that are meaningful to children. It includes:

- A brief outline of a traditional story, including EYFS learning objectives
- Opportunities for adult-directed learning and suggestions for using ICT
- Outdoor activities and ideas for using natural materials.



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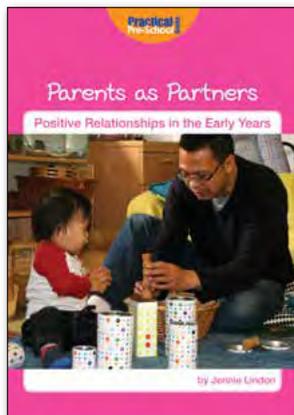
Clear and accessible information on digital learning. Ideal for practitioners, parents, as well as students. It gives pedagogical clarity, specifically in relation to the use of new technologies.

- Provides outstanding practice in ICT, including essential e-safety advice
- Includes a section on emergent literacy
- How to foster children's computational thinking beyond the use of desktop PCs.



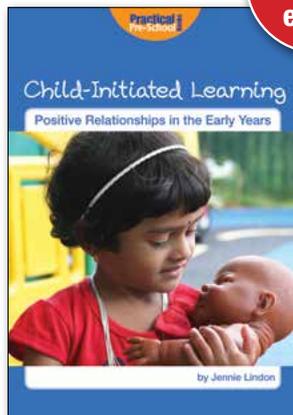
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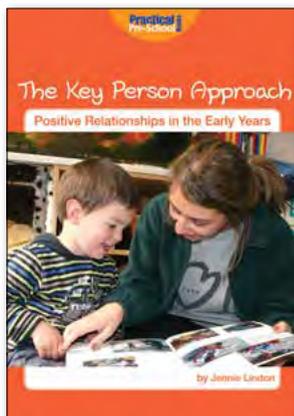
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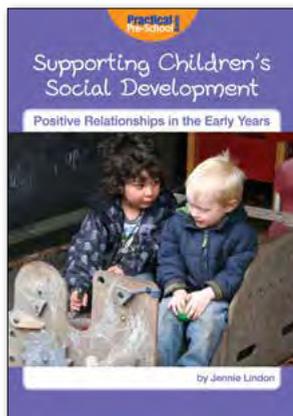
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ISBN 978-1-909280-25-0

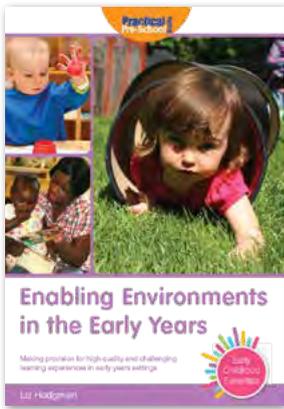
This series covers the four aspects of 'Positive Relationships' in the EYFS and includes clear guidance on the importance of nurturing the key relationship between the practitioner, children and their parents.

- Examples of best practice with focused case studies
- Tips for incorporating theoretical knowledge into routine use
- Activities to stimulate learning in a way that is fun and creative.

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# Early Years Essentials



## Enabling Environments

ISBN 978-1-907241-18-5 £19.99

A highly practical guide to creating positive learning environments across a range of settings. This comprehensive resource includes case studies, observation templates, risk assessment forms and ideas on:

- Making the most of what you've got, in terms of space, resources and budget
- Providing an environment which involves children and encourages child-initiated learning
- Producing risk assessment, policies and procedures.



### Every Child Matters

Providing an enabling environment like the one Every Child Matters outlines

**Key Note:** An enabling environment provides children with a rich and varied choice to play and learn, with support from caring adults who will continually re-assess and evaluate the environment, help children to learn about dangers, and how to protect themselves.

**Key Point:** An enabling environment provides children with support in developing personal, cognitive and social skills, such as hand washing, and a clear place to play, reducing the amount of furniture.

**Key Point:** An enabling environment provides a wide range of activities and resources that are stimulating and challenging, supporting and encouraging development, offer challenge, and the opportunity to succeed.

**Key Point:** A Positive Contribution: An enabling environment encourages children to contribute to their community, where their voices are listened to and acted upon, where they are consulted about changes and improvements in their setting.

### Active Environments: Not Being

An enabling environment that offers challenge, where children learn and develop, going on to support them in their learning and eventually in employment and adult life, enabling them to achieve economic wellbeing.

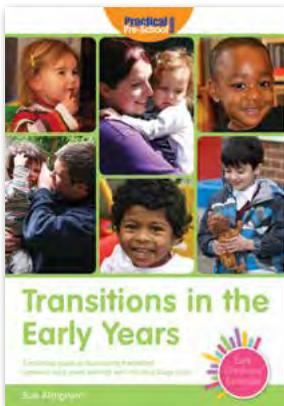
To access The Every Child Matters Curriculum Framework (ECMF 2008) visit <http://www.dcsf.gov.uk/childrenslearning/development/ECMF/childrenslearning/ECMFmain.asp>

### The environment: different approaches and curricula

The environment has always been considered important in children's learning and development, and because of the research and approaches of the most famous. It is also a principle of the early years educational curricula and frameworks across the world. The table below summarises the frameworks that are relevant, followed by early years frameworks in the UK, prior to the early learning curriculum.

**Early Learning Curriculum Framework (ELCF) 2008** sets an early education and childcare framework for three- and four-year-old children based on the research and experience of leading

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## Transitions

ISBN 978-1-907241-19-2 £19.99

The ultimate guide on how young children cope emotionally and physically with transitions between key stages and various settings. Accessible advice is supplemented with resource sheets and case studies. It includes:

- A clear outline of what transition is, with links to the EYFS framework
- The importance of a key person approach and best ways to work with families and carers during transitions
- Examples of transition policies.



### Planning through the learning environment

#### Example: planning for the full possibilities of learning

The team of Great House Children's Centre develop a transition policy, with the help of children, which can be the key to successful transitions, whether they are in or out of the Nursery Class that a wide range of Australian will deliver. including:

• A clear policy of the most practical, realistic and achievable objectives about a day out. The writing address the children in terms of what concerns them, what they want, what was noticed and what happened.

• A specific display board. Our focus was to which children could use to inform them about what they have planned for in the early home before children attend at Great House. Use other means, about what other home visits to families, most of whom accept the opportunity. The display was created by the children and what they wanted to be captured on film, such as the features of a building that could be used.

• A clear and flexible transition. The children have been exploring letters and making play dough. The display showed children of children making and using their play dough, with a model provided. The lower part of the display board, 'What does it look like?' with some simple, accessible notes: 'making rough, rubbing. Then the lower part of the display had children's responses to the board that could be touched and felt.

• A clear way, well displayed in the home and Toddler Centre. The display board, which included a map of the children's parents to show the children and what they wanted to be captured on film, such as the features of a building that could be used.

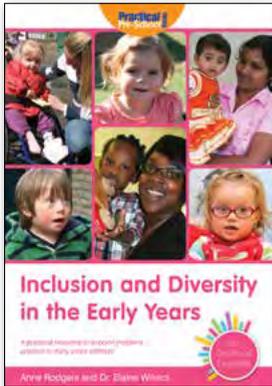
• Display board from children chosen from the accessible environment, for resources with 'Let's read together', showing letters, numbers and how they are used with an adult, and out of choice on their own.

• A long sequence of family photos and displays, supported through the day. When the children come to 'home' - an experience with real choice enjoyed by the children and adults.



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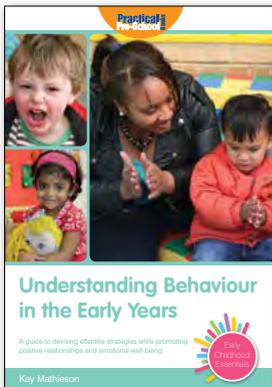


## Inclusion and Diversity

ISBN 978-1-907241-21-5 **£19.99**

This title contains sound guidance on how to develop, implement and maintain inclusive practice. It provides essential support to practitioners in their efforts to provide a rich cultural experience for children, regardless of their backgrounds and beliefs. Includes chapters on:

- What inclusion and diversity means, together with legislation and policy
- Working with parents and carers
- Leadership and reflective practice.



## Understanding Behaviour

ISBN 978-1-907241-22-2 **£19.99**

This guide highlights the importance of working in partnership with parents to understand and support children's behavioural learning and aims to increase practitioners' confidence in supporting children. Includes chapters on:

- Early intervention in the context of supporting behavioural learning
- Theoretical perspectives on behavioural learning
- How to use observation records and analysis to develop effective strategies



## Leadership and Management

ISBN 978-1-907241-42-0 **£19.99**

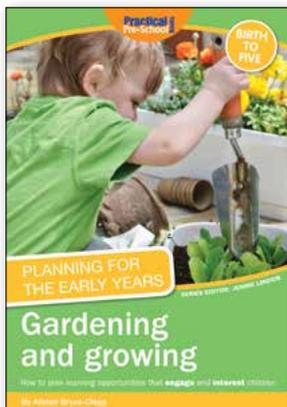
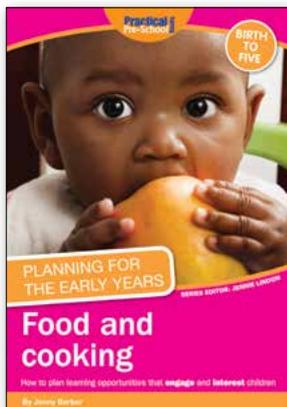
This book is an essential guide for all leaders and managers building and developing a team in early years settings. It gives best practice advice, together with guidance on how effective leadership can improve the quality of the provision and a clear explanation of the manager role.

- Practical, common sense approach to leadership that can be applied to everyday practice
- Includes a chapter on supervision, which is a key requirement of the EYFS.

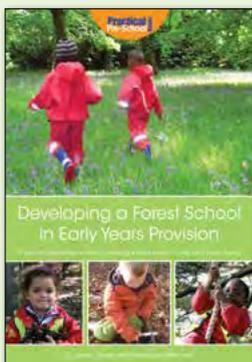
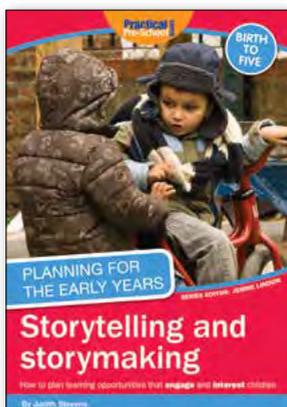
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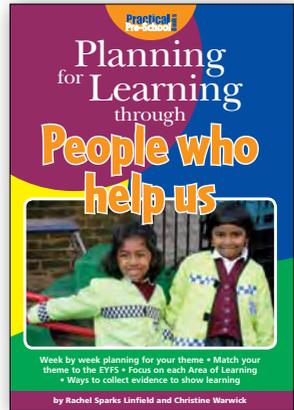
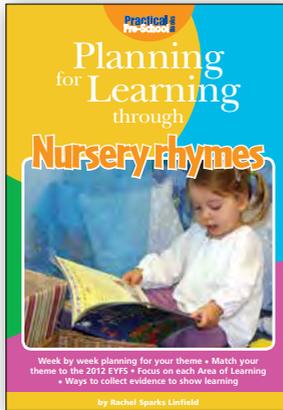
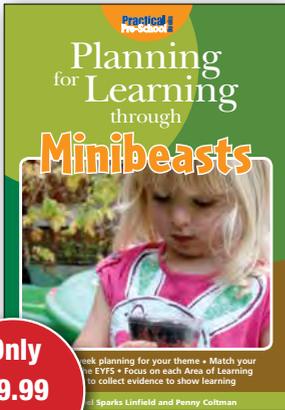
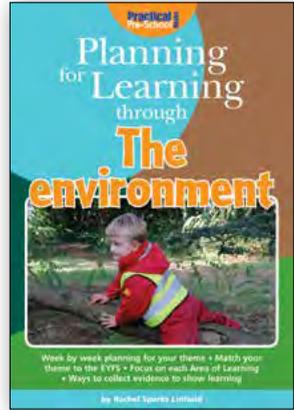
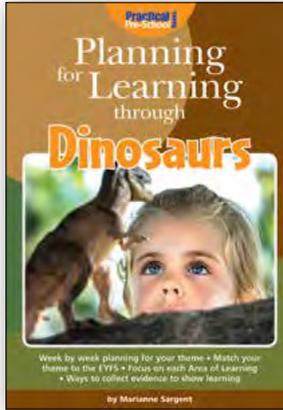
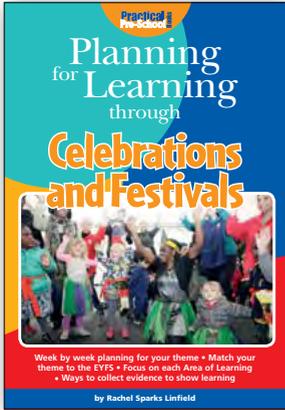
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This is a practical guide for practitioners who are thinking of starting down the exciting road of developing a Forest School in their setting.

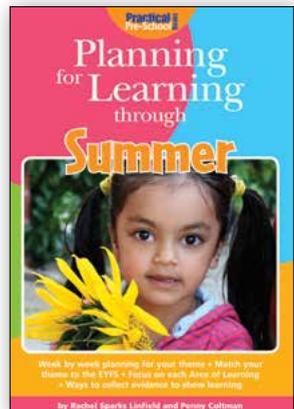
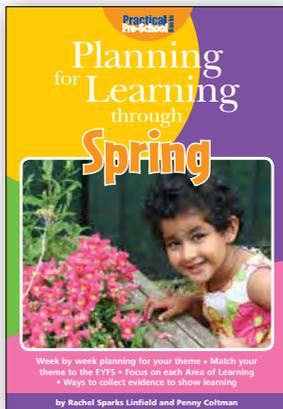
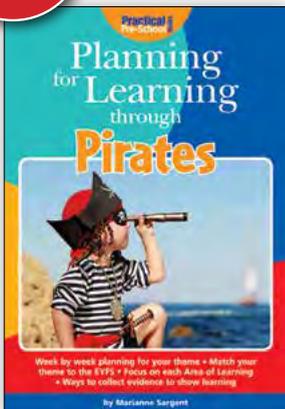
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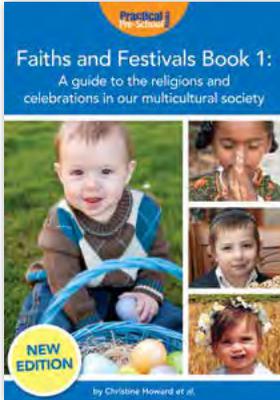
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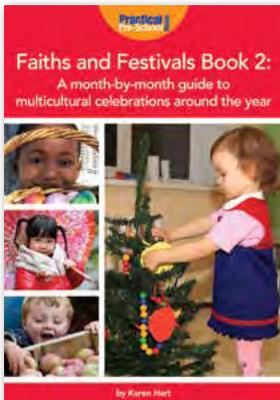
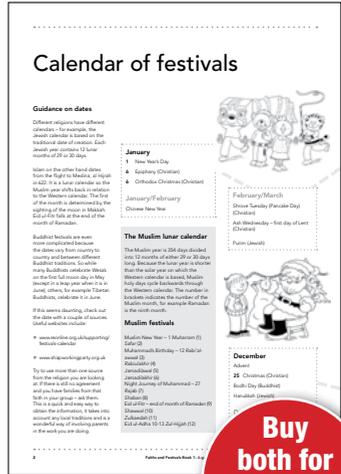


## Faiths and Festivals Book 1

ISBN 978-1-909280-58-8 £19.99

An accessible guide which ensures that your setting is inclusive of all faiths. It enables you to explore the major religions, festivals and celebrations in a way that is meaningful to young children. It includes:

- A breakdown of all major faiths
- A wealth of stories, songs, activity ideas and delicious recipes, associated with 15 festivals, to try in your setting or at home
- Resource suggestions for use in settings.



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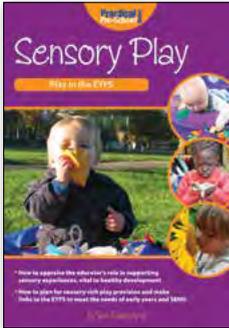
A guide full of month-by-month fun ideas for supporting inclusive practice and multi-cultural learning. It includes traditional stories, activities and local recipes associated with individual festivals.

- Songs and rhymes to stimulate children's participation
- Role-play scenarios to encourage the learning of religions around the world
- A monthly calendar to plan for individual festivals and record celebrations.



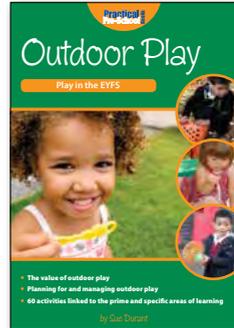
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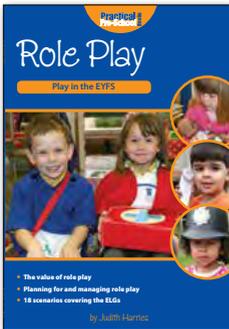
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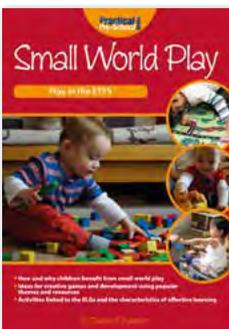
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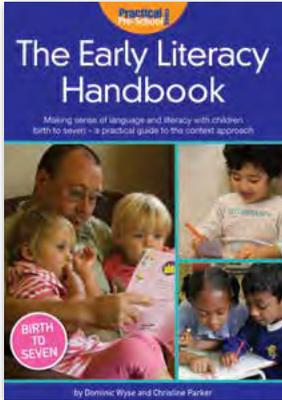
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## The Early Literacy Handbook

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This book is packed with guidance on exploring language and literacy with children from Birth to 7. Its **context-based approach**, incorporating phonics, ensures that children become keen readers and writers.

- Encourages the under-threes in their language development and mark-making
- Develops enthusiasm for reading and writing
- Focuses on the emergent phonic awareness of three to five-year-olds.



## The Early Years Communication Handbook

ISBN 978-1-907241-03-1 £17.99

This is a comprehensive guide to creating a communication-friendly setting and improving young children's speaking and listening skills. It also includes practical advice on how to involve parents and carers.

- Delivering **high quality language provision**
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