

Cluster meeting: talking about babies:

**12 November 2025
3pm or 6:15pm**

**Beverley Jones
(Early Years Consultant)**

Please introduce
yourselves in the chat
with your name and the
name of your setting.



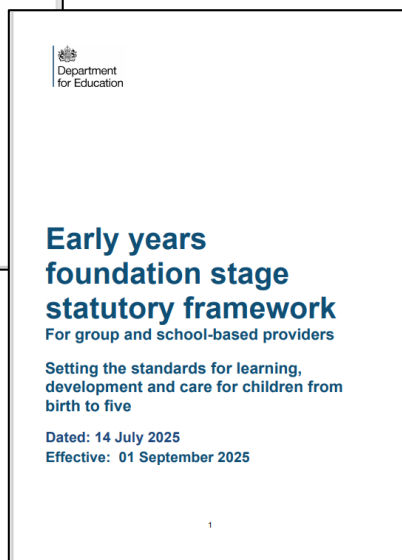
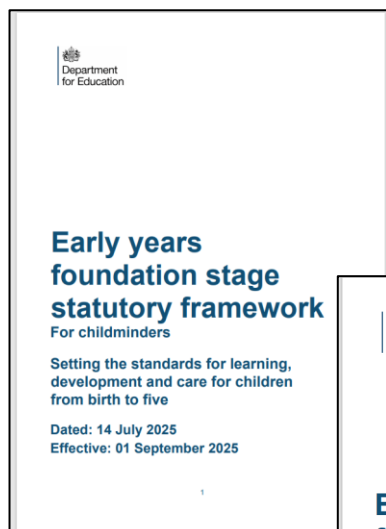
[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](#)

Agenda:

1. Welcome and introductions
2. Updates
3. How our screen use affects children
4. Reviewing the layout in your baby room
5. Q&A's
6. Date of next meeting



Updates:



[Ofsted Documentation and Recommendations | Shropshire Learning Gateway](#)

[EYFS Documentation and Links | Shropshire Learning Gateway](#)

EYFS MUSTs for childminders & group and school-based providers

- Early years inspection toolkit sets out the areas that will be evaluated and graded on inspections:

Safeguarding

Inclusion

Curriculum and teaching

Achievement.....

Behaviour, attitudes and establishing routines

Children's welfare and well-being.....

Leadership and governance.....

Gathering evidence about children's welfare and well-being

Leadership of children's welfare and well-being

In gathering evidence about children's welfare and well-being, inspectors consider the extent to which leaders:

- Ensure that policies, procedures and practices are suitable, robust and followed rigorously, so that the welfare, mental health and well-being of all children are promoted.
- Give particular regard to routines for **babies'** sleeping, weaning and feeding...
- Ensure that practitioners understand their role as a key person in meeting the care needs of individual **babies** and children, helping them to form secure attachments and promoting their welfare and well-being ...
- Ensure that hygiene practices are effective in meeting the personal care needs of **babies** and children of all ages ...

Gathering evidence about leadership and governance

In gathering evidence about professional learning and expertise, inspectors consider the extent to which:

- Leaders ensure that the setting's professional learning and expertise programme enables staff to implement practice that supports the care needs of **babies**....

Toolkits

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Grades we expect to see **most frequently** on inspection

Grades across a
5-point scale

Indicators

Grading
standards

Needs attention	Expected standard	Strong standard
Curriculum and teaching are likely to be graded 'needs attention' when the 'expected standard' has not been met but breaches of the EYFS requirements do not have a significant impact on children's learning and development. This may include when one or more of the following applies: - Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on children's progress overall and/or that of particular groups of children. - Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. - Leaders and practitioners have high ambitions for disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. However, support does not	Curriculum and teaching meet the 'expected standard' when all the following apply: Leaders have an accurate understanding of the quality of the curriculum and teaching in their setting. They have a clear action plan to bring about improvement. The curriculum is designed so that, across all areas of learning and development, it is clear what leaders and practitioners want children to know and be able to do. The order in which to teach this, to give children the knowledge and skills they need for their future learning and development, including being ready for school, where appropriate, is also clear. The curriculum is an entitlement for every child. Leaders take effective action to make sure that children access an equally ambitious curriculum. This includes those attending part time or attending more than one setting, disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.	Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders ensure that the curriculum is inclusive and of consistently high quality. High expectations for what children can achieve are embedded across the provision. This includes during routines and at all times of the day, such as when children's care needs are being dealt with, at mealtimes and when tidying up. Leaders ensure that highly effective teaching and interactions with children are embedded. Practitioners understand that every interaction they have with a child is an opportunity for teaching and learning. They are skilled at teaching and adapting in the moment to respond to children's emerging thinking, their curiosity and any misunderstanding, providing opportunities for children to excel in their learning and development. Leaders' and practitioners' approach to the curriculum and teaching is focused accurately on children's age-appropriate learning and development needs and draws on expert guidance.

Toolkits

18

Grades we expect to see **less frequently** on inspection

Urgent improvement

Curriculum and teaching are likely to be graded 'urgent improvement' when breaches of the EYFS requirements have a significant impact on children's learning and development and any of the following apply:

- Leaders' oversight of staff's implementation of the setting's systems and procedures, routines and interactions is ineffective.
- Practitioners do not teach the curriculum to an acceptable standard.
- The curriculum does not meet the full intention, ambition and breadth of the EYFS requirements.
- The design and sequencing of curriculum content and/or teaching are weak and lack ambition.
- The curriculum and/or teaching do not prepare children to build knowledge and skills for future learning, including for school, where relevant.
- Disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being do not have access to the same ambitious adjustments or adaptations are not being made, or are not reducing or removing disadvantages who are not disabled.

Grades across a
5-point scale

Indicators

Standards

Exceptional

Inspectors may consider curriculum and teaching to be 'exceptional' when the 'strong standard' has been met and all the following apply:

- Exceptionally high standards in the curriculum and teaching have been sustained. Across all areas of learning, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills children need to be successful.
- Leaders' actions have a transformational impact on the learning of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or well-being. These children are now exceptionally well prepared for current and later learning, and for future success.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own setting and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other settings, professionals, their community and stakeholders, including local and/or national networks



Report Cards

- Our new report card will make findings clear and accessible.
- The report card will provide a summary overview as well as a detailed explanation for each of the evaluation areas the setting has been evaluated against.
- Colours ranging from red, for urgent improvement, to blue, for exceptional will provide a visual overview.
- The next steps for improvement, including actions, will be written in a constructive way to make clear what the improvement priorities are for the setting.

Ofsted

Home > Search > Nursery

Nursery

Address: Broad Road, Shiretown, Anyshire, SA4 5TC
Unique reference number (URN): EG12345
Type: Childcare on non-domestic premises
Registered with Ofsted: 12 February 2008
Registers: Early Years Register, Compulsory childcare register, Voluntary childcare register
Registered person: John Smith

Inspection report: 25 June 2024

Exceptional
Strong standard ● ●
Expected standard ● ● ● ●
Needs attention
Urgent improvement

✓ Safeguarding standards met
Show

Strong standard ● What does this mean ⓘ

Behaviour, attitudes and establishing routines Show

Children's welfare and well-being Show

Expected standard ● What does this mean ⓘ

Achievement Show

Curriculum and teaching Show

Inclusion Show

Any questions?



Our kids, their screens, the evidence - YouTube



Too much screen time ..

Can delay speech and communication.

Make it harder to handle emotions.

Reduce active play.

Can impact feeding.

Impact on focus and attention.



Small steps matter ...

- Make time for play, chatting and reading.
- Keep screens off at mealtimes and before bedtime.
- Watch or play alongside your child when watching a screen.
- Keep screens out of bedrooms.
- Be a role model – children copy how adults use their phones and tablets.

[12 Sept EY thrive.pdf](#)



[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](#)

HOW OUR SCREEN USE AFFECTS OUR CHILDREN

[Technoference Poster-2.pdf](#)



Our phones are designed to keep us hooked in, but research shows that when adults are engrossed in their devices, they can decrease their engagement with their children

Prioritising direct interaction is essential for healthy development.

Studies highlighted that ***TECHNOFERENCE** is linked to three significant aspects of parent-child interactions:

- 1. Parent directiveness:** how often parents give instructions to their children, either verbally or non-verbally.
- 2. Responsiveness:** how quickly and effectively parents respond to their child's needs.
- 3. Scaffolding:** how parents adjust their behaviours to create a supportive framework for their children's learning experiences.

By being more mindful of our device use, we can foster better interactions and a stronger connection

Birth
to
2 years

Set aside screens and **focus on face-to-face** interaction. Infants particularly benefit from loving expressions and our voices. Avoiding screen distractions strengthens bonds and enhances language skills. This is evident in everyday moments, such as playing at the park, trying new foods, or breastfeeding. **Using smartphones while feeding can lead to slower responses to a baby's needs.**

I'm just checking what time your football starts



Making eye contact, sharing smiles, and engaging in conversation are crucial for their development

switch off to switch them on...

Limit TV and gadgets to give children chance to communicate

- Turning off the TV and other gadgets will help children learn to listen and pay attention.
- Children find it easier to talk and play if you switch the TV off.
- Choose a few TV programmes to watch together and talk to them about what is happening.
- Take care to choose the right kind of programme or game for their age.
- The best way to learn is by playing and talking with you. You are better than any gadget.
- When out and about, talk about what you can see and what you are doing.
- When you get home from nursery or school, talk to your child about what they have done, rather than watching TV.
- Turn the TV off if no-one is watching it. Constant background noise can slow my language development.

[Find out more](#) about using gadgets and technology effectively

Download the poster

Watch our video



[Tips and advice | Stoke Speaks Out](#)

Any questions?



Reviewing your baby room:



[The baby room: a practical guide for early years educators](#)

“A well-designed baby room helps babies feel safe and curious, supports meaningful routines, and gives staff the confidence to work together effectively.”

Supporting babies heuristic play:

- What materials and objects support heuristic play?
- How often do you find new resources for the room to prompt new exploration and to respond to babies' natural curiosity?
- Do you use treasure baskets with babies? How do you support the babies to explore the items in the treasure basket through your interactions and conversations?



[The baby room: a practical guide for early years educators](#)

Connecting with nature:

- How often do you go outdoors with babies?
- What is your approach to supporting the babies in all weathers and experience what nature has to offer?
- How do you create a secure base amidst the stimulation of the outdoor environment?



[The baby room: a practical guide for early years educators](#)

Feeling safe:

- How does the cosy space remind you to slow down and connect?
- Are their photographs illustrating the importance of giving babies your care and attention?
- Is there a culture in your baby room of slowing down and taking moments for affection?



[The baby room: a practical guide for early years educators](#)



Over to you ...

What are you now going to investigate or change in your baby room?



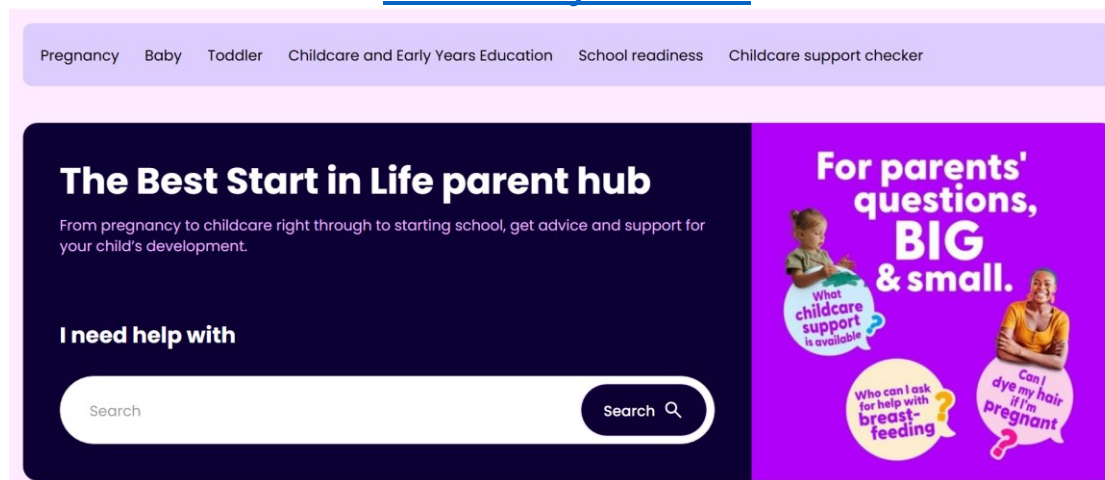
Have you seen..?

Thrive together stronger practice hubs (West Midlands)

Baby Room Network: Nurturing with respect: rights-based care in the baby room

10th December 2025 6.30-7.30pm (Online)

[Babyroom Network: Nurturing with Respect: Rights-Based Care in the Baby Room](#)



[Homepage | Best Start in Life](#)

Information on Early Years' funding, support, advice and training in Shropshire.

Safeguarding

Policies and guidance relating to Early Years settings.

[Go to item](#)

Early Years Funding

Information about 24U, Early Years Pupil Premium, Early Years Free Entitlement Funding, Early Years Provider Agreement and Early Years settings hourly

[Go to item](#)

Early Years Newsletter

Monthly newsletter updates from the Early Years team.

[Go to item](#)

Early Years Support

Details of the support and advice available from the Early Years' Team.

[Go to item](#)

Early Years CPD

Schedule and booking details, links to training resources and slides.

[Go to item](#)

Early Years Inclusion Advice and Funding

Information on Early Years inclusion advice and funding.

[Go to item](#)

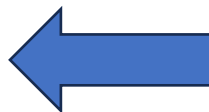
Becoming a Childminder

Presentation of the pre-registration briefing for childminders.

[Go to item](#)

EYFS Documentation and Links

Links to online documents and resources supporting the Early Years Foundation Stage (EYFS).

[Go to item](#)

Ofsted Documentation and Recommendations

Ofsted inspection documentation and resources, along with recommendations from recent Ofsted inspection reports.

[Go to item](#)



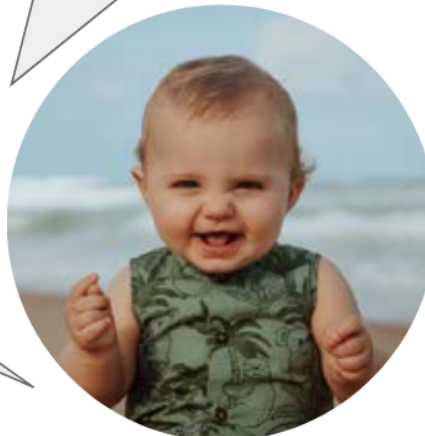
Birth to three: how you can help me with my learning

Communication & Language

- Use a sing-song voice, this helps me tune in to language.
- Respond to my babble.
- Talk about what you are doing *"I'm pouring out your milk into the cup."*
- Have back and forth 'conversations' – play 'peekaboo' and copy-cat games.
- Talk to me in our home language.

Personal, Social & Emotional Development

- [I need loving, responsive, playful interactions with you.](#)
- Find out what makes me feel calm - rocking, cuddling or singing.
- Offer me manageable choices between two things.



Physical Development

- Put me on my tummy or back, on a soft mat or blanket so I can kick my legs and roll.
- Let me sit on you, climb over you, and rock, bounce or sway with you.
- Give me lots of opportunities to be active outdoors in all weathers!

Any questions?



Ideas to be discussed at the next meeting.

CPD schedule and booking details | Shropshire Learning Gateway

**Cluster meeting: talking
about babies:**

**Wednesday 21st January
2026**

10:30 – 11:30am

or

6:15pm – 7:15pm



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