

Early Years, Childcare, and School Readiness Service

Home Learning Strategy 2024 - 2025

Contents

Contents	2
Introduction	3
Aspirations	3
Terminology	3
Overview	3
Foundations: Ready Children, Ready Settings and Schools, Ready Families:	4
Ready Children	4
Ready Settings and Schools	4
Ready Families	4
Underpinning research:	5
Key priorities:	7
Underpinning research for priorities:	7
Develop a shared understanding of the importance of a wide vocabulary and back and forth conversations.	7
Ensure a shared understanding of the skills needed to be ready to write	8
Enable a shared understanding of the importance of children being confident, resilient, and working towards the ability to self-regulate	8
Understanding barriers for children and families:	9
Home learning task group:	10
Task Group Members:	10
Appendices:	11
Appendix 1: Early Years Foundation Stage Profile (EYFSP) data 2024	11
Percentage of children with a good level of development (GLD)	11
Breakdown of percentages achieving a good level of development	12
Analysis of individual Early Learning Goals (ELGs)	13
Proportions of early years funded children who are disadvantaged	13
Appendix 2: Child and Family Centre data	14
How this will align with Family Hub priorities:	14
Appendix 3: Work to support the three key priorities	15
Develop a shared understanding of the importance of a wide vocabulary and back and forth conversations	15
Ensure a shared understanding of the skills needed to be ready to write	18
Enable a shared understanding of the importance of children being confident, resilient, and working towards the ability to self-regulate	20
Wider activity	22
Appendix 4: Good practice example	25
Appendix 5: References and useful resources	25

Introduction

Aspirations



Our aspiration is that by the time children start in Key Stage One at school, children are confident and resilient with an aptitude and enthusiasm for learning.

Terminology



The Early Years, Childcare and School Readiness service uses the term 'Skills to practice before starting reception' to describe children's readiness to move from a setting such as preschool, nursery or childminders, or from their home learning environment, into their reception year. Some people/organisations refer to this as 'school readiness'.

Overview



This document outlines the multi-disciplinary teams that are working together to support Ready Children, Ready Schools and Settings, and Ready Families. The document highlights underpinning research and data for the chosen key priorities, that teams are working collaboratively towards, and the activities and predicted impact of such for families and their children.

Foundations: Ready Children, Ready Settings and Schools, Ready Families:

The UNICEF document [School Readiness, A conceptual Framework](#)* was last updated in 2012 but is still a useful summary of worldwide evidence around school readiness.

*Size: 1,558KB File format: pdf

It is useful to read the whole document when you can for background information regarding school readiness. UNICEF's description of school readiness states that three elements together increase children's likelihood of future success.

These elements are:

Ready Children



Children's readiness for a transition affects their learning and development. This is related to aspects such as communication skills, personal, social and emotional and physical development.

Ready Settings and Schools



Early years settings and schools' readiness for children ensures learning environments are child-friendly and adapt to the diverse needs of young learners and their families. This is related to how early years professionals create learning environments that foster and support a smooth transition.

Ready Families



Families' readiness focuses on parental and caregiver attitudes and involvement in their children's early learning, development and transition.

All these elements are important and must work together as school readiness requires an interface between individuals such as early years practitioners, families and the system. When developing our [Transitions Across the Early Years Toolkit](#)* we used the three elements proposed by UNICEF to shape our thinking and final presentation of the document.

*Size: 552KB File format: pdf

Underpinning research:



“The quality of the home learning environment is more important for a child’s intellectual and social development than parental occupation, education or income.” – Sylva et al., 2004.

Research tells us that what parents and carers do makes a real difference to young children’s development. The Effective Provision of Preschool Education (EPPE) project developed an index to measure the quality of the home learning environment (HLE). To investigate the effects of pre-school education, the EPPE team collected a wide range of information on 3,000 children. The study also looks at background characteristics related to parents, the child’s home environment and the pre-school settings children attended.

The project also showed that there are a range of activities that parents undertake with pre-school children which have a significant positive effect on their development. For example, reading with the child, teaching songs and nursery rhymes, painting and drawing, playing with letters and numbers, visiting the library, teaching the alphabet and numbers, taking children on visits and creating regular opportunities for them to play with their friends at home, were all associated with higher intellectual and social/behavioural scores. These activities could also be viewed as ‘protective’ factors in reducing the incidence of SEN because children whose parents engaged regularly in home learning activities were less likely to be at risk for special educational needs. The home learning environment was only moderately associated with parents’ educational or occupational level and was more strongly associated with children’s intellectual and social development than either parental education or occupation. In other words what parents do with their children is more important than who parents are.



“Parenting behaviour influences children’s development from the moment of birth.” – Gutman and Feinstein, 2007, Feinstein, 2003.

Settings in the private, voluntary, and independent (PVI) sector play a vital role in promoting the home learning environment (HLE) and improving young children’s communication, language and literacy skills. Their efforts to raise awareness about the HLE can reach families who need it most. In 2023, early years settings in Cambridgeshire provided funded childcare for 2819 disadvantaged children, representing about 19.7% of our total funded cohort. The early years sector is made up of a range of support and childcare models including day nurseries, pre-schools and play groups, childminders, school-run early years settings and child and family centres. This means there is a large variation in setting size and staff capacity to support families.



“Children whose fathers are involved in their learning do better at school and have better mental health.” – Flouri and Buchanan, 2001.

Numerous studies demonstrate that language exposure in very early life has a significant effect on later verbal skills. It is therefore not surprising to learn that:

- High quality, sensitive/supportive, and substantial father involvement from the month following birth relates to a range of positive outcomes in babies and toddlers including better language development and higher IQs at 12 months and three years.
- The 'IQ effect' continues: a significant relationship is found between positive father engagement at age six, and IQ and educational achievement at age seven.
- The social class effect is substantial: Nettle (2008) found highly involved middleclass fathers having a greater, positive, impact on their children's IQs than highly involved working-class dads (GEO 2019, BEIS 2018, Hutchinson 2019, HoC Education Committee 2019).

A key predictor of fathers' involvement in children's learning is having been involved in their care very early on. When parents share care more equitably, fathers engage in more early literacy activities with their young children than in families where childcare tasks are divided traditionally by gender. Around one in three fathers of young children read with them at least several times a week, with fathers reading habits having a substantial influence on especially their sons' reading interest, levels, and choices.

Some studies suggest that fathers' verbal interactions with their children may differ from mothers'; and that this may sometimes be to their children's advantage. Fathers have been found to use different and longer words with their children and more abstract words. Topics may also vary by gender, with mothers referring more frequently to emotions, this has been found to predict children's emotional understanding, and fathers more often using causal explanatory language, which predict their children's theory of mind. For an example, see the National Literacy Trust research summary on fathers and children's literacy compiled January 2012.

Key priorities:

The Early Years Foundation Stage Profile (EYFSP) 2024 data in Appendix One demonstrates the biggest gaps in Literacy and Managing Self/Self-Regulation between children eligible for FSM and those not. These areas of learning and development also have the lowest achievement rates overall.

These, along with research data, lead to three key priorities:



1. Develop a shared understanding of the importance of a wide vocabulary and back and forth conversations.



2. Ensure a shared understanding of the skills needed to be ready to write.



3. Enable a shared understanding of the importance of children being confident, resilient, and working towards the ability to self-regulate.

Underpinning research for priorities:



Develop a shared understanding of the importance of a wide vocabulary and back and forth conversations.

“During toddlerhood, make-believe play and conversations about feelings and memories are also associated with children’s vocabulary development and expressive language use.” – Witzman & Greenberg, 2002, Learning Language & Loving it.

Hart and Risley’s long-term 1995 study highlighted the direct connection between talking to children and children’s linguistic and intellectual development. Experiences support vocabulary development in young children, see Kolb’s experiential learning theory. How can you talk about a pineapple if you’ve never seen one, tasted one, smelt or felt one? The best way to understand what a postie is to visit a post box and post a letter.

The amount and style of language that caregivers use when talking with their child is one of the strongest predictors of children’s early language development. Back and forth conversations between the parent and child that are age-appropriate and reflect the child’s personal interests are consistently associated with increases in vocabulary and use of language throughout development. The activity that parents most frequently report doing with their child is looking at books or reading together.

Book sharing explicitly supports the kinds of caregiver-child conversations that are found to be associated with children’s early language learning. A wide variety of other activities have also been proven to be beneficial. For example, conversations about toys, food and other household items during infancy are consistently associated with accelerated vocabulary growth and awareness of the communicative purposes of language. During toddlerhood, make-believe play and conversations about feelings and memories are also vitally important.



Ensure a shared understanding of the skills needed to be ready to write.

“Writing activities provide a unique opportunity for young children to practice fundamental early language, literacy, and fine motor skills in a meaningful and engaging context.” – Bindman et al, 2014, Parental Writing Support and Preschoolers Early Literacy, Language and Fine Motor Skills.

Parental support for children’s early writing tends to focus on letter formation, phoneme-grapheme correspondence, and phonological awareness.

However. It is recognised that prior to being able to hold a writing implement in a tripod grip children must first develop skills such as crossing the midline, core strength, control of shoulder, elbow, wrist and finger joints and visual-motor integration alongside a wide vocabulary and a desire to want to record their thinking.

By ensuring parents are aware of these skills children will be better equipped to start writing when they are ready to.



Enable a shared understanding of the importance of children being confident, resilient, and working towards the ability to self-regulate

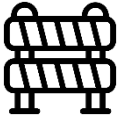
“Once we believe in ourselves, we can risk curiosity, wonder, spontaneous delight or any other experience that reveals the human spirit.” – E.E. Cummings.

Personal, social and emotional development is not only crucial to enabling children to be confident and resilient learners, able to try new experiences and risk failure but is also critical for children to lead healthy and happy lives.

Relationships lie at the heart of all human experience and interaction, and it is vitally important that young children are helped to learn the social skills needed to interact successfully with other people and to form good relationships.

By enabling parents to understand how to support their children to develop these skills through enabling them to try experiences for themselves and experience success and failure children will be better able to manage their feelings in a busy, group-based environment.

Understanding barriers for children and families:



To have a meaningful impact on the HLE, any approach must understand and seek to address the barriers faced by parents. The National Literacy Trust document, [Improving the home learning environment*](#), A behaviour change approach (2018), looks at barriers to parental engagement in the HLE in detail.

*Size: 522KB File format: pdf

Some of the barriers it considers are:

- Lack of awareness as to why and how it is important to communicate with their child,
- Low literacy skills in parents,
- Economic barriers,
- No network of support,
- Reliance on mobile phones/social media for support.

Our strategy seeks to raise awareness of these barriers and support practitioners to seek sensitive ways to overcome them.

In addition, research shows that the barriers to school readiness for children are:

- Support in settings where there is a lack of trained staff, coordination, funding, and linkage between services.
- Overly academic programmes for children under five can undermine their cognitive, physical, and socio-emotional skills, as well as their motivation to learn.
- Physical and emotional well-being and fine and gross motor development.
- General knowledge and cognitive skills, from home or pre-primary, capacity to acquire new knowledge and to have a cognitive flexibility with working memory.
- Pre-academic abilities, language, curiosity, emotional security, self-regulation, self-confidence through play, exploration, and interaction with others.

These link with our data analysis to influence our response and key priorities.

Home learning task group:



Professionals working across Cambridgeshire meet regularly as part of a task group, to share updates on HLE focused work, to ensure a cohesive and collaborative approach to support the development of the HLE across Cambridgeshire, contributing to the strategies key priorities.

As part of the task group meetings, multi-disciplinary members review reports and work that feed into the HLE strategy, considering the future strategic direction to ensure that the priorities are interwoven throughout work streams.

Appendix 3 demonstrates the work that multidisciplinary team members are contributing towards the key priorities.

Task Group Members:



Appendices:



Appendix 1: Early Years Foundation Stage Profile (EYFSP) data 2024

Percentage of children with a good level of development (GLD)

	2022	2023	2024
England	65.2%	67.2% ↑ 2.0	67.7% ↑ 0.5
Cambridgeshire	65.9%	66.2% ↑ 0.3	66.5% ↑ 0.3
Cambridge City	64.5%	67.3% ↑ 2.8	68.0% ↑ 0.7
East Cambs	64.5%	66.2% ↑ 1.7	67.7% ↑ 1.5
Fenland	62.7%	64.6% ↑ 1.9	62.4% ↓ -2.2
Hunts	64.8%	65.9% ↑ 1.1	66.0% ↑ 0.1
South Cambridgeshire	69.8%	67.4% ↓ -2.4	68.6% ↑ 1.2

- GLD outcomes in Cambridgeshire have improved overall, up by 0.3%. However, the rate of improvement nationally is more rapid and the gap between Cambridgeshire and National outcomes is increasing. In 2022, Cambridgeshire were ahead of the national outcomes by 0.6%, in 2023 Cambridgeshire fell behind by 1.0% and this year the gap to national has increased to 1.2%.
- GLD outcomes have improved in 2024 in four out of the five locality areas.
- South Cambs outcomes continue to be the highest in the county, 68.6% and are back on an increasing trend following a 2.4% decline in 2023.
- Outcomes in Fenland continue to be the lowest in the county and have taken a large decline in 2024, down 2.2% to 62.4%.
- This means that the gap between outcomes in the highest parts of the county, South Cambridgeshire, and the lowest Fenland now stand at 6.2%.

Breakdown of percentages achieving a good level of development

	Cambridgeshire 2023	Cambridgeshire 2024	National 2024	Gap 2024
All children (6888 children)	66.2	66.5 ↑	67.7	-1.2
Boys (3571 children)	59.2	59.2 ↔	60.7	-1.5
Girls (3317 children)	73.7	74.3 ↑	75.1	-0.8
Disadvantaged (846 children)	39.9	40.1 ↑	52.0	-11.9
Non-Disadvantaged (6036 children)	69.7	70.3 ↑	70.4	-0.1
SEN Support (531 children)	23.0	24.3 ↑	25.0	-0.7
With EHCP/statement (261 children)	5.9	5.7 ↓	3.9	1.8
EAL (1112 children)	63.3	64.2 ↑	63.6	0.6
BME (1157 children)	65.4	67.0 ↑	66.8	0.2

- Boys are less likely to achieve the GLD than girls, this is a picture seen locally and nationally. Outcomes for boys in Cambridgeshire have remained the same from 2023 whereas outcomes for girls have improved by 0.6% meaning the gap between boys and girls is growing. Compared to national we are underperforming.
- The gap between outcomes for disadvantaged children in Cambridgeshire, defined as being eligible for Pupil Premium funding, and those nationally continues to be challenging – 11.9% in 2024. The trajectory for improvement is in the right direction but there is still much work to do.
- Outcomes for children identified as having SEND are broadly in line with national outcomes for SEN support, and an improving picture, and above national outcomes for children with an EHCP.
- Children in Cambridgeshire identified as having a first language other than English are outperforming their peers nationally and the picture is improving, up 0.9% on 2023 outcomes.
- This is also the picture for children in Cambridgeshire identified as Black and Minority Ethnic, which includes black, Asian and minority ethnic groups, up by 1.6% locally and above national outcomes.

Analysis of individual Early Learning Goals (ELGs)

An addition, analysis of individual ELGs indicates areas of the curriculum that should become a focus for further support:

	England 2024	Cambridgeshire 2024	GAP
Listening, Attention, and Understanding	81.6%	81.8%	0.2%
Speaking	82.3%	82.8%	0.5%
Self-Regulation	84.7%	85.1%	0.4%
Managing Self	86.8%	87.0%	0.2%
Building Relationships	87.9%	88.8%	0.9%
Gross Motor Skills	91.6%	92.6%	1.0%
Fine Motor Skills	85.6%	85.5%	-0.1%
Comprehension	80.2%	82.1%	1.9%
Word Reading	76.3%	76.5%	0.2%
Writing	71.4%	70.8%	-0.6%
Number	78.7%	80.0%	1.3%
Numerical Patterns	78.3%	79.2%	0.9%
Past and Present	81.6%	83.9%	2.3%
People, Culture, and Communities	81.4%	83.7%	2.3%
The Natural World	84.9%	87.8%	2.9%
Creating with Materials	87.0%	89.0%	2.0%
Being Imaginative and Expressive	86.6%	88.5%	1.9%

- In Cambridgeshire, children have the highest outcomes in Gross Motor Skills (92.6%), Creating with Materials (89.0%) and Building Relationships (88.8%).
- In Cambridgeshire, children have the lowest outcomes in Writing (70.8%), Word Reading (76.5%) and Numerical Patterns (79.2%).
- Cambridgeshire outcomes were above National outcomes for 15/17 ELGs – the positive gaps are identified in green.
- Fine motor skills and writing have been identified for focused support in Cambridgeshire in 2024/25 as these are areas where Cambridgeshire performance lags slightly behind national outcomes.

Proportions of early years funded children who are disadvantaged

Year	Number of disadvantaged children receiving funding	Total number of children in receipt of Early Years Funding	Percentage of children
2023	2891	14663	19.71%
2022	2911	14618	19.9%
2021	2977	14553	20.4%
2020	2738	15386	17.8%
2019	2751	15543	17.7%



Appendix 2: Child and Family Centre data

- **2,695,776** views of Child and Family Centre Facebook posts.
“I love the Facebook page for keeping up to date with what groups are available.”
- **Since April 2024, 1046**, posts have been shared on Child and Family Centre Facebook pages with an average of 583 views per post.
- **667** calls were made to families open to Early Support.
- **Since April 2024, 21,602** adults and children have accessed a Child and Family Centre Stay and Play or Pop-Up activity.
“Staff are very friendly and approachable. Family centres have been my guidebook.”
- **Of these, 4,327** attended an activity at an outreach venue and 12,714 attended an activity at a Child and Family Centre venue
- **16, 441** families accessed a health service at a Child and Family Centre.
- **213** families accessed a Child and Family Centre Clothes Swap.
- **2,104** families received family worker support by a Child and Family Centre Family Worker.
“I can’t thank you enough for all your advice and support. I have now been able to access the feeding support I needed.”
- **249** families accessed an evidence-based parenting programme via the Child and Family Centre.
- **676** Armed Forces families have accessed Child and Family Centres.
- **877** families have accessed SEND services through the Child and Family Centres
“The group has been wonderful, Sophie is a joy to work with, brilliant with children and parents.”
- **Between April and July 2024, 62** families received grant support via the Child and Family Centre, for example Cambridgeshire Local Assistance Scheme, Household Support Fund.
- **517** young parents have been supported by the Child and Family Centre team.
“The facilitators at young parents group became people I could turn to in need or just someone to listen to me.”
- **329** contacts have been made with families as part of the Families and Babies (FAB) project.


How this will align with Family Hub priorities:

Core services of family hubs include:

- Parenting programmes for birth-tuos.
- Infant feeding support.
- Home Learning Environment programmes and training.
- The publishing of a Start for Life offer.
- Establishment of parent and carer panels.
- Infant and parent relationships and perinatal mental health support.

Services will include infant-parent mental health support, wider mental health services, breast feeding, midwifery, health visiting, oral and child health, early language support, SEND support, parenting programmes, debt and welfare advice, housing, reducing parental conflict, domestic abuse support, substance misuse, family support, early childhood support, youth support, and youth justice [Family Hub Service Expectations](#) Size: 292KB File format: pdf

Appendix 3: Work to support the three key priorities

 <p>Develop a shared understanding of the importance of a wide vocabulary and back and forth conversations</p>			
Activity	Lead service	Main contact	Predicted impact
Talking Together in Cambridgeshire (TTiC) offer	EYCCSRS	Helen Wootton	<ul style="list-style-type: none"> By empowering communities to build on their own understanding of child development and the role of adults in young children's learning, we are building skills, knowledge, and understanding of the importance of early communication. Training for communities in how to support children's communication, language and literacy skills so that the messaging and modelling being given by all is clear. Working with a range of partners to maximise the reach and engagement with families through promoting book sharing and storytelling activities. County wide roll out of Introduction to Making it REAL (Raising Early Achievement in Literacy) to aid practitioner understanding of how-to best support parents to develop their home learning environment, utilising principles of the ORIM (opportunities, recognition, interactions, modelling) framework, to raise early achievement in literacy, through home learning environments.
Practitioner training	EYCSRS	Jenn Barker	Training early years practitioners widens our reach as each practitioner trained reaches all parents attached to their setting.
Starting reception guidance	EYCSRS	Jenn Barker / Chris Barton	Webpages and resources to support ready children, families and services through shared understanding.
SALT surgeries for settings	EYCSRS	Lucy Frain	Timely referrals for children and in setting support for emerging needs,

			allowing parents to advise practitioners appropriately.
Library birth-five offer	Library Service	Louise Aldridge	<p>The wide range of free to borrow high-quality board books, picture books and first information books available for parents to share with their child in the home will help:</p> <ul style="list-style-type: none"> • Develop communication, language and literacy skills and foster an interest in reading for pleasure. • Children discover the world around them and beyond. • Ensure children with additional needs and English as an additional language have access to books and reading in an appropriate format. <p>Library-led Rhymetimes will encourage child/parent to explore speech and sounds together.</p> <p>Library Storytimes delivered by training library staff and volunteers will be able to show parents good practice in story-sharing.</p>
Bookstart programme	Library Service	Louise Aldridge	<p>The Bookstart gifting programme encourages families to start their child's reading journey from birth.</p> <p>Gifting of the Bookstart packs by trained practitioners ensures the messaging in the packs on the benefits of sharing books is reinforced by a trusted/known source.</p> <p>Children with additional needs* and English as an additional language have equal access to books and reading.</p> <p>*Additional Needs Packs: Deaf (BookShine), Vision Impaired (BookTouch) or conditions affecting their fine motor skills (BookStar). Dual Language Picture books available in 33 languages.</p>
Child and Family Centres offer	CFC	Sally Stephenson Julia Grubb	<ul style="list-style-type: none"> • Using 50 Things to Do Before You're Five activities in all universal and targeted groups to support communication and language. • REAL training attended by all staff .

			<ul style="list-style-type: none"> • Strong links with TTiC, libraries, Early Years to improve outcomes for children. • Targeted Bookstart groups throughout all centres.
South Fenland Child and Family Centres	Barnardo's	Claire Webb Zoe Horton	<ul style="list-style-type: none"> • Delivery of peep sessions to support parent to be a child's first educator. • REAL, Tots Talking and Chatter Matters course delivery. ECAT 1-1. • Taking part in the festival of stories. • Working with SALT, local libraries 50 Things to Do Before You're Five and NLT. • Supporting families to make SALT referrals or completing EHAs. • Being part of the ESP panel. • Universal sessions such as Babbling babies with a focus on early language development, stay and play with themed play around books, core story termly and singing to finish. • Planning of session with a home learning focus. • Sing and sign sessions. • School ready support groups and linking with local schools and pre-schools. • Delivery of book start groups. • Delivery of SEND sessions and toileting support.
Education inclusion family advisers	Education	Kayleigh Fry and Magda Nolan	<ul style="list-style-type: none"> • REAL training for all staff, Thursday, 24 April 2025. • Strong links with schools to improve outcomes for children. • Using 50 Things to Do Before You're Five activities in one-to-one support with parents/carers to support communication and language, • Promoting 50 Things to Do Before You're Five through the EIFA newsletter and during one-to-one sessions with parents. • Numeracy champion in the team, sharing of resources with parents to promote learning together.
Family learning courses	Cambridgeshire Skills	Zoe Lowe Zoe Drew	<ul style="list-style-type: none"> • Delivery of family learning courses and sessions such as Story Sacks and Family Literacy to parents and

			<p>carers with a focus on development of communication skills and vocabulary.</p> <ul style="list-style-type: none"> • Widening access to Starting School sessions with consistent course content. • ESOL specific family learning provision.
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Ensure a shared understanding of the skills needed to be ready to write

Activity	Lead service	Main contact	Predicted impact
Practitioner training	EYCSRS	Jenn Barker	Training early years practitioners widens our reach as each practitioner trained reaches all parents attached to their setting.
Starting reception guidance	EYCSRS	Jenn Barker / Chris Barton	Key messages and definitions are shared with partners to ensure a collaborative and streamlined approach. Starting reception guidance is shared with internal and external partners to develop understanding of skills to practice before starting reception.
Library birth-five offer	Library Service	Louise Aldridge	<p>Key texts to support development of fine motor skills, and parental understanding of importance of such:</p> <ul style="list-style-type: none"> • First Info – first facts to discover. Link to 50 Things to Do Before They're Five activities. • Children's Craft books to help parents to find simple, fun activities to do with their children at home. • First Cookery books – fun shared activity that introduces following instructions, early reading, and so forth.
CFC 50 Things to Do Before They're Five linked activity sessions	CFC	Sally Stephenson Julia Grubb	<p>Parents have better understanding of activities they can carry out with their children to support early writing skills.</p> <p>Conscious effort to develop baby fine motor, particularly summer boys.</p>

South Fenland Child and Family Centres offer	Barnardo's	Claire Webb	<ul style="list-style-type: none"> • Staff trained in early mark making, peep and REAL which is shared with families and embedded in sessions. • Learning inside and outside with mark making available in both areas. • Free access to mark making resources in all sessions. • Home learning ideas provided. • Discussions within babbling babies around supporting the early moves made and hold to support early writing • Promotion of 50 Things to Do Before They're Five.
Education inclusion family advisers	Education	Kayleigh Fry and Magda Nolan	<ul style="list-style-type: none"> • Workshop offer across Cambridgeshire primary schools on a variety of topics. • Working closely with primary schools to support parent-child relationship and parent-school relationship, to improve outcomes for children. • One to one work with families to promote literacy. • Numeracy champion in the team, sharing of resources with parents to promote learning together.
Family learning courses	Cambridgeshire Skills	Zoe Lowe Zoe Drew	<ul style="list-style-type: none"> • Delivery of family learning courses and sessions such as Keeping up with the Children EYFS with a focus on supporting development of fine motor skills. • Widening access to Starting School sessions with consistent course content.



Enable a shared understanding of the importance of children being confident, resilient, and working towards the ability to self-regulate

Activity	Lead service	Main contact	Predicted impact
50 Things to Do Before They're Five	EYCCSRS	Philippa Sutton	<ul style="list-style-type: none"> • Support with skills to practice before starting reception. • Improved parental confidence in engaging in playful family activities with their child. • Improved early speech, language and communication/oracy skills. • Better fine and gross motor skills • Change in behaviours, leading to better health, especially lower obesity, coronary and respiratory fitness. • Improved self-regulation, metacognition and resilience.
Practitioner training	EYCSRS	Jenn Barker	Training early years practitioners widens our reach as each practitioner trained reaches all parents attached to their setting.
Starting reception guidance	EYCSRS	Jenn Barker	Key messages and definitions are shared with partners to ensure a collaborative and streamlined approach. Starting reception guidance is shared with partners to develop understanding of skills to practice before starting reception.
Getting reading for reception and developing independence leaflets	EYCSRS	Jenn Barker/Chris Barton	Parents have a good understanding of the characteristics of effective learning and how these support children becoming more independent/ready for reception.
Library birth-five offer	Library Service	Louise Aldridge	<p>Regular library Rhyme and Storytimes and other age-appropriate library activities will give children and parents the opportunity interact and socialise in a welcoming and stimulating space:</p> <ul style="list-style-type: none"> • Delivered by friendly staff who model how to engage children. • Demonstrate the power of repetition in learning simple craft activities. • Encourage parents to engage with their children. • Give parents ideas they can take home and do.

			<p>The opportunity to choose books for themselves* empowers children, raising their sense of self-determination, free to borrow in child height furniture, including:</p> <ul style="list-style-type: none"> • New Experience Collection – picture books and first information books about situations and life milestones young children may experience/need to know about. • TRA Reading Well for Children collections build resilience by enabling young children to experience vicariously many of the changes they will experiencing in their young lives.
Child and Family Centres offer	CFC	Sally Stephenson Julia Grubb	<ul style="list-style-type: none"> • Parenting course offer across all Districts. • Emotional validation courses to be rolled. • Advice and signposting given to parents in all group settings.
South fenland Child and Family Centres offer	Barnardo's	Claire Webb Zoe Horton	<ul style="list-style-type: none"> • Parenting courses held across the locality. • Joint working with MIND to support mental health and wellbeing • Family support offers to support families in the home. • START/school readiness groups • Funded twos work. • Toileting support – staff trained in ERIC. • Local working with pre-schools and schools.
Education inclusion family advisers	Education	Kayleigh Fry Magda Nolan	<ul style="list-style-type: none"> • Workshop offer across Cambridgeshire primary schools, including supporting children with managing big emotions, strategies for managing worries and angry behaviours. • Advice and signposting given to parents in all one-to-one support offer regarding emotional regulation, resilience and other topics. • Working together with pre-schools and schools during transition times

			<ul style="list-style-type: none"> Working closely with primary schools to support parent-child relationship and parent-school relationship, to improve outcomes for children.
Family learning courses	Cambridgeshire Skills	Zoe Lowe Zoe Drew	<ul style="list-style-type: none"> Development of new offer in line with Supporting your Anxious Child aimed at parents of birth to five with consistent cross service messages on self-regulation.



Wider activity

Activity	Lead Service	Main Contact	Predicted Impact
Early childhood film promotion	EYCSRS	Philippa Sutton	Supporting parental understanding of how to interact with their children.
Supporting practitioner understanding of disadvantaged groups through training and development: > ENCO training > NPQ EY Leadership	EYCSRS	Sarah Storey	Better understanding of the needs of disadvantaged groups and how to narrow the gap in achievement if needed. Supporting practitioners' identification of children at risk of disadvantage, and where to seek or provide bespoke support to families.
Developing awareness of CCC adopted definition for 'school readiness'	EYCSRS	Jenn Barker / Chris Barton	A shared definition will ensure a streamlined and thus effective multi-agency approach to support families and children to understand the skills to practice before starting reception.
Cambridgeshire Community Services HCP offer	Health	Debbie Marshall	Better parental understanding of child development
Library birth-five offer	Library Service	Louise Aldridge	Friendly, knowledgeable frontline staff in libraries and Bookstart/C&YP Librarian to help support and advise parents on the best books and information they and their children may require. Pre-school children identified as priority group: <ul style="list-style-type: none"> Special card with Chris Houghton illustration.

			<ul style="list-style-type: none"> • No late return charges for birth to 18 years old. • Not charged for damaged books – birth to five years olds. • First Steps Library Club – incentive scheme to encourage regular/active membership. <p>Welcome to just spend time with their children with books to share and, in an increasing number of libraries, sensory toys to engage with.</p> <p>Opportunities to:</p> <ul style="list-style-type: none"> • ‘Test-drive’ books for free before investing in their own copies . • Help children learn about the world around them through stories as well as information. • Accessible for children to discover and explore for themselves – easy to choose their own, including: <ul style="list-style-type: none"> • Black and white board books – for newborns, through to active toddlers, touchy/feelie books. • Picture books – huge range of high quality, engaging books to explore and enjoy. • Giant print and braille picture books • Dual language board and picture books.
Child and Family Centres offer	CFC	Sally Stephenson Julia Grubb	<ul style="list-style-type: none"> • Five to thrive training for practitioners • TTIC and CEYC FB, insta and twitter feeds • Providing info to projects to ensure parents know how to access our services • Joint working as part of BSIL • Links with Cambridgeshire Skills to deliver adult learning for practitioners • Links with libraries and other partners to co-deliver outreach, for example 50 Things to Do Before You're Five. • Family Hubs model working with partners.

South Fenland Child and Family Centres offer	Barnardo's	Claire Webb Zoe Horton	<ul style="list-style-type: none"> • Delivery of Five to thrive, triple P and discussion groups and one-to-one. • Providing info of services to ensure parents know how to access our services. • Joint working as part of BSIL. • Community connectors delivering community cafes and food baskets. • CAB and legal advice sessions held within the centres. • Healthy you based in centres supporting with healthy lifestyles such as weight loss and stopping smoking. • Information to support adult learning and ESOL classes held at the adult college. • Links with libraries, NLT and other partners to co-deliver outreach, for example 50 Things to Do Before You're Five. • Part of the Family Hubs model • Social media posts with further info on all services internal and external • Joint delivery with MIND to support mental health and wellbeing. Creche also provided.
Education inclusion family advisers	Education	Kayleigh Fry Magda Nolan	<ul style="list-style-type: none"> • Workshop offer across Cambridgeshire primary schools on a variety of parenting topics to support parent-child interactions and wellbeing. • Advice and signposting given to parents in all one-to-one support sessions on a variety of parenting topic, including learning together. • Parenting tips, activity ideas and promoting other services in the monthly EIFA newsletter. • Information to support adult learning and ESOL classes through Cambridgeshire skills. • Working together with pre-schools and schools to support transition to primary school. • Transition workshops offer in the summer term. • Transition support to any parent with a child in pre-school during summer term.

Family learning courses	Cambridgeshire Skills	Zoe Lowe Zoe Drew	<ul style="list-style-type: none"> • Delivery of Parenting Puzzle supporting healthy emotional family relationships. • Childcare funding to support parents to attend Adult Learning provision. • Themed multi-generational learning sessions through the year in response to local need, for example 'Bee Positive' eco sessions.
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Appendix 4: Good practice example

To be updated.

Appendix 5: References and useful resources

- [Improving the home learning environment](#) Size: 522KB File format: pdf (National Literacy Trust).
- [Home Matters: Making the most of the home learning environment](#) Size: 1,063KB File format: pdf (National Children's Bureau).
- [Effective Provision of Pre-school Education \(EPPE\) Project](#) Size: 49.9KB File format: pdf (Digital Education Resource Archive).
- Time together [at home booklet for parents](#) Size: 8.4MB File format: pdf (National Literacy Trust).
- [EEF Parental Engagement Guidance Report](#) Size: 5.0MB File format: pdf (Education Endowment Foundation).
- [EEF Parental Engagement Summary of recommendations](#) Size: 1,163KB File format: pdf (Education Endowment Foundation).
- [Starting Reception](#)
- [Starting Reception](#) (CambsEYC Learn Together).