

July 2025 Edition

**Busy  
Bees.**  
Education and Training

LEARNER

# NEWS

## In this issue...

Nutrition in Early Years

Understanding  
theory and early  
years pedagogical  
approaches

Ever wondered what  
next in early years?

**Why nutrition  
matters in the  
Early Years**

# EYFS nutritional needs

## Why nutrition matters in the Early Years

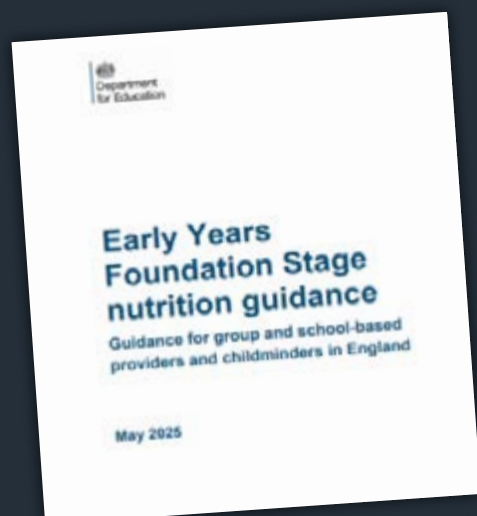
In the Early Years, we play an important role in shaping children's attitudes toward food and healthy eating.

Adequate and balanced nutrition during this stage is essential for:

- Healthy brain development
- Physical growth and bone strength
- Building strong immune systems
- Establishing long-term healthy eating habits

As well as providing healthy meals and snacks, we need to support children in developing positive attitudes to food, model healthy choices, and work in partnership with families.

In May 2025 the Department for Education released Early Years Foundation Stage nutrition guidance: Guidance for group and school-based providers and childminders in England. It is intended that this guidance will be implemented through the Safeguarding and Welfare Requirements as part of the Early Years Foundation Stage Statutory Framework, from September 2025.



Click the link to access the guidance  
[https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early\\_years\\_foundation\\_stage\\_nutrition\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf) to find out more about this guidance and what it means for your setting



### Balanced diet for children

- Fruits and vegetable
- Carbohydrates such as wholegrain bread, rice, and pasta
- Proteins from meat, fish, eggs, lentils, and beans  
Dairy and alternatives for calcium, protein, and vitamin D  
Healthy fats from foods such as oily fish, avocado



Limit foods high in salt, sugar, and saturated fat, which can negatively affect energy levels, concentration, and long-term health.

### Hydration

Babies and children are vulnerable to dehydration because they may not recognise the signs to look out for or may not be able to effectively communicate their needs.

#### Signs of dehydration

- Fatigue and irritability
- Poor concentration
- Headaches
- Constipation
- Impacts on cognitive and physical performance

#### Strategies to support children to stay hydrated

Make water visible and accessible

Model drinking water

Use water-rich snacks

Monitor fluid intake - Especially in hot weather, during illness, or for children who are less verbal.



# Changes to the Early Years Foundation Stage

Further changes to the Early Years Foundation Stage (EYFS) are due to come in to affect from September 2025 aiming to strengthen the safeguarding and welfare requirements.

## These changes relate to:

- Emergency contact details held
- Following up on children’s absences
- Support for whistleblowing
- Requirements for safer eating
- Safer recruitment practices
- Safeguarding training
- Requirements for Pediatric First Aid Training
- Privacy and dignity considerations for personal care.



You can find out more about the changes here Help for early years providers : [Changes to the EYFS framework](#)

## Early years food choking hazards



Below is a table of advice on key foods for care givers who are involved with preparing and serving food for babies and young children (under 5 years old)

Vegetable and fruits	Advice
Pips or stones in fruit	Always check beforehand and remove hard pips or stones from fruit.
Small fruits	Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters).
Large fruits and firm fruits	Cut large fruits like melon and firm fruits like apple into slices instead of small chunks. For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering.
Vegetables	Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing firm vegetables and legumes like butter beans, chickpeas and tofu, or softening them up by steaming or simmering.
Skin on fruit and vegetables	Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be swallowed more easily.
Cooking fruit and vegetables	Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and apples) by steaming or simmering until soft. Serve cut into slices or narrow batons.
Meat and fish	Advice
Sausages and hot dogs	Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily.
Meat or fish	Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish, it will help the food pass smoothly down the throat.
Cheese	Advice
Grate or cut cheese	Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible.
Nuts and seeds	Advice
Chop or flake whole nuts	Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old.
Bread	Advice
White bread and other breads	White bread can form a ball shape with a dough-like texture at the back of a child's throat, if not chewed properly. Brown bread or toasted white bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips.
Snacks and other foods	Advice
Popcorn	Do not give babies and young children popcorn.
Chewing gum and marshmallows	Do not give babies and young children chewing gum or marshmallows.
Peanut butter	Do not give babies and young children peanut butter on its own, only use as a spread.
Jelly cubes	Do not give babies and young children raw jelly cubes.
Boiled sweets and ice cubes	Do not give babies and young children boiled, hard, gooey, sticky or cough sweets, or ice cubes.
Raisins and other dried fruits	Do not give babies under the age of 1 whole raisins or dried fruits. Cut them into small pieces.

## Health and Safety

In addition to the introduction of the Early Years Foundation Stage Nutritional Guidance, further changes are set to come in to force around safer eating practices, including:

Having a Paediatric First Aid trained member of staff present during mealtimes.

Preparing food to minimise choking hazards

Ensuring children are sitting appropriately at mealtimes and ensuring supervision

The Food Standards Agency offers the following advice on choking hazards.



## Food allergies and food preferences

Understanding food allergies and dietary preferences is essential for keeping children safe, respected, and well cared for.

Common food allergies include:

Celery  
Cereals containing gluten  
Crustaceans  
Eggs  
Fish  
Lupin  
Milk

Molluscs  
Mustard  
Peanuts  
Sesame  
Soybeans  
Sulphur dioxide  
Sulphites



Reactions can range from mild to severe and can include rashes, diarrhoea, sickness, hives, breathing difficulty and anaphylaxis.

### What is the difference between and food allergy and food intolerance?

A food allergy involves the immune system reacting to a food, potentially causing severe, even life-threatening reactions.

A food intolerance, is a digestive issue where the body has trouble processing a food, causing discomfort but not a dangerous immune response

### Food preferences

There are many reasons for food preferences which could include religious or cultural preferences or personal choice.

It is important for all persons working within an Early Years setting to be aware of allergies, intolerances and food preferences to keep children safe and meet their individual needs.

### What to remember

- Learn about children’s allergies, intolerances and preferences. If you’re unsure about any food item, ask!
- Keep food separate to avoid cross-contamination.
- Always supervise mealtimes closely.
- Follow the policies and hygiene rules.
- Respect all family choices.
- Help children feel included by celebrating food diversity in your activities and discussions.



Continued Professional Development (CPD)

# Focus on Theory: Maria Montessori

Understanding theory and early years pedagogical approaches are key when looking to understand the foundations of early learning and can support you in developing your practice as an Early Years Educator.

## Maria Montessori

Maria Montessori was an Italian educator. She developed her educational philosophy following work with children who were developmentally delayed, in need of more stimulation.

## The Montessori Method

The Montessori Method is a child centred approach to learning and education, which focuses on independence, hands-on learning, and respect for a child's natural psychological development.

### Why Is Montessori Still Relevant Today?

The EYFS tells us that in order to learn well, children must approach opportunities with curiosity, energy and enthusiasm which relates closely to the beliefs of Maria Montessori.

The Montessori Method focuses on the principles of:

- **The absorbent mind**

Children absorb knowledge from their environment through interaction. Within the Early Years Foundation Stage, we ensure that the environment is a rich environment with opportunities for children to explore the 7 areas of learning and development.

- **Sensitive periods**

Children develop through specific development windows where they are able to learn new skills. Through observation and assessment, we consider what stage the child is developing at and plan to support the development of new skills.

- **The prepared environment**

Environments should be calm, orderly spaces designed to support and promote independence. We provide children with enabling environments with materials and resources placed at child height to allow children freedom to choose activities within a planned environment to support children's independence and choice

- **Auto education**

Children learn and develop through exploration and discovery. Through the characteristics of effective learning, we promote active learning, encouraging and supporting hands-on learning.

**EPA!**



Want to learn more?

<https://www.earlyyears.tv/maria-montessori-method/>

Continued Professional Development (CPD)

Functional Skills

Functional Skills and Teaching Session Calendars

Please take a look at the Functional Skills and Teaching session calendars to select the sessions you would like to attend. Remember to contact your development coach to ask to be booked onto these.

	Monday	Tuesday	Wednesday	Thursday	Friday
	30/06/2025	01/07/2025	02/07/2025	03/07/2025	04/07/2025
10:15 - 11:45		Maths: BIDMAS (1)	Maths: Fractions (1)	Maths: Nets & Elevations (1)	
12:00 - 13:30	Maths: Angles & Bearings (1)	Maths: Decimals (1)	Maths: Graphs & Tables (1)	English Reading: Comparing Texts & Bias	
13:45 - 15:15	Maths: Averages & Range (1)	English Reading: Purpose, Language, Facts & Opinions	English Writing: Grammar & Punctuation	Maths: Non-Calculator (1)	
19:00 - 20:30	English Writing: Sentences & Paragraphs		Maths: Interest (1)		

	Monday	Tuesday	Wednesday	Thursday	Friday
	07/07/2025	08/07/2025	09/07/2025	10/07/2025	11/07/2025
10:15 - 11:45	Maths: Percentages (2)	English Writing: Grammar & Punctuation	Maths: Units & Measures (2)	English Writing: Sentences & Paragraphs	Maths: Fractions (2)
12:00 - 13:30	English Reading: Writing Styles & Organisational Features	Maths: Ratio & Scales (2)	English Reading: Purpose, Language, Facts & Opinions	Maths: Preparing for Your Exam	English Writing: Formatting Texts
13:45 - 15:15	Maths: Probability (2)	English: Preparing for Your Exam	Maths: BIDMAS (2)	Maths: Averages & Range (2)	Maths: Nets & Elevations (2)
19:00 - 20:30	Maths: Shapes (Perimeter, Area & Volume) (2)		English Reading: Comparing Texts & Bias		

	Monday	Tuesday	Wednesday	Thursday	Friday
	14/07/2025	15/07/2025	16/07/2025	17/07/2025	18/07/2025
10:15 - 11:45	Maths: Non-Calculator (3)	Maths: Graphs & Tables (3)	Maths: Interest (3)	English Reading: Comparing Texts & Bias	Maths: Units & Measures (3)
12:00 - 13:30	Maths: Decimals (3)	English Writing: Sentences & Paragraphs	Maths: Percentages (3)	Maths: Shapes (Perimeter, Area & Volume) (3)	English Reading: Writing Styles & Organisational Features
13:45 - 15:15	English Reading: Purpose, Language, Facts & Opinions	Maths: Nets & Elevations (3)	English: Preparing for Your Exam	Maths: Ratio & Scales (3)	Maths: Angles & Bearings (3)
19:00 - 20:30	English Writing: Grammar & Punctuation		Maths: Probability (3)		

	Monday	Tuesday	Wednesday	Thursday	Friday
	21/07/2025	22/07/2025	23/07/2025	24/07/2025	25/07/2025
10:15 - 11:45	Maths: Fractions (4)	English Writing: Grammar & Punctuation			
12:00 - 13:30	English Reading: Comparing Texts & Bias	Maths: BIDMAS (4)			
13:45 - 15:15	Maths: Averages & Range (4)	Maths: Shapes (Perimeter, Area & Volume) (4)			
19:00 - 20:30			English Reading: Purpose, Language, Facts & Opinions		

	Monday	Tuesday	Wednesday	Thursday	Friday
	28/07/2025	29/07/2025	30/07/2025	31/07/2025	01/08/2025
10:15 - 11:45	English Reading: Writing Styles & Organisational Features	Maths: Probability (4)	Maths: Nets & Elevations (4)	English Writing: Formatting Texts	English Reading: Comparing Texts & Bias
12:00 - 13:30	Maths: Units & Measures (4)	English Writing: Grammar & Punctuation	Maths: Preparing for Your Exam	Maths: Angles & Bearings (4)	Maths: Decimals (4)
13:45 - 15:15	Maths: Ratio & Scales (4)	Maths: Percentages (4)	English: Preparing for Your Exam	Maths: Graphs & Tables (4)	Maths: Interest (4)
19:00 - 20:30	English Writing: Sentences & Paragraphs		Maths: Non-Calculator (4)		

Early Years Teaching Sessions Level 2 and Level 3

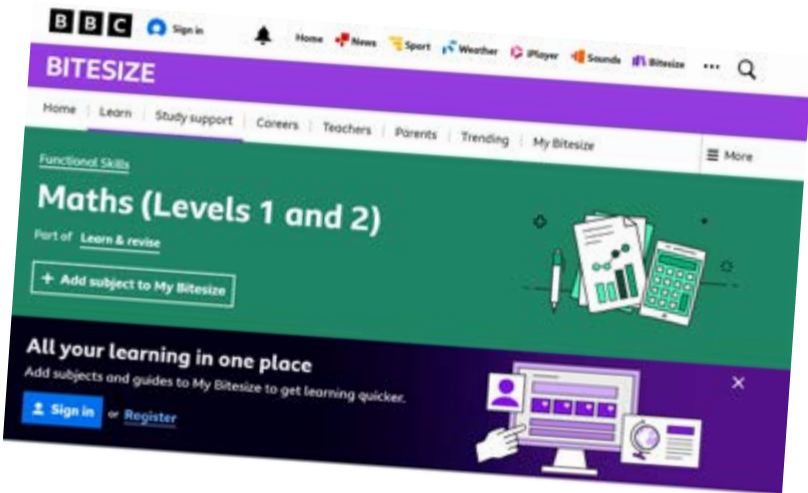
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 1.00-3.00 Introduction to leading within an early years setting	2	3	4 9.30-11.30 Health and safety 10.30-12.30 safeguarding 1.30-2.30 Working in partnership with others	5
6	7	8 10.00-11.00 Using technology in early years	9	10 9.30-11.30 Health and safety	11	12
13	14 9.00-10.30 Development assessment play and pedagogy 12.00-2.00 The reflective practitioner	15	16 9.30-11.30 Development, assessment, play and pedagogy	17	18	19
20	21	22	23	24 2.00-3.30 Safeguarding	25 3.00-4.30 Development, assessment, play and pedagogy 9.30-11.30 Working in partnership with others	26
27	28	29 9.00-10.30 Health wellbeing and resilience	30 10.00-11.00 Equality, diversity and inclusion	31		

Developing your functional skills?

Try using the BBC Bitesize Website for additional learning resources. You will find resources related to your sector of work which will support you in developing these skills within your role.

Maths - <https://www.bbc.co.uk/bitesize/subjects/zjd8jty>

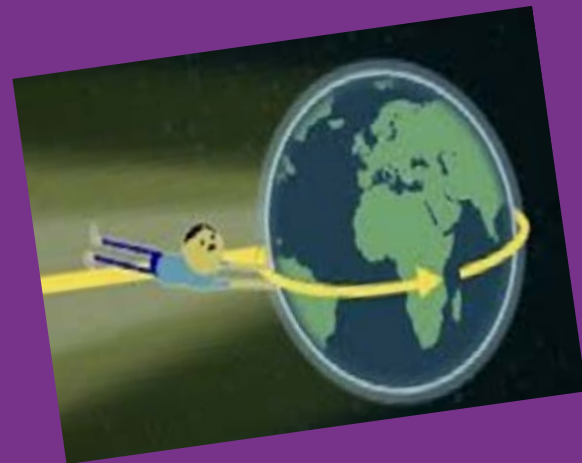
English - <https://www.bbc.co.uk/bitesize/subjects/zmqj2nb>





# Did you know?

Octopuses have three hearts, blue blood and taste with their arms



It may feel like we're standing still, but Earth is moving through space at astonishing speeds. In fact, Earth orbits around the sun at a speed of 67,100 miles per hour!

We are born with more bones than we have as adults



**Strut Safe is a volunteer -operate a nonjudgmental support line who you can contact if you are going home alone until you are safe.**

The organization offer a safe space for individuals and their overall goal is to make sure people get home safely. You can call strut safe if you are worried about making a journey alone, and the call handler is there to keep you company from travelling from one point to another. Calls to Strut Safe are almost always free if you have inclusive minutes within your phone package. Calls to 03 numbers are charged at normal calls rates depending on your mobile provider.

**Take a look at the information for contact details and opening times of Strut Safe here - [Strutsafe.org](https://strutsafe.org)**

## Useful contacts

**Mind** - for support with mental health call 03001021234

**Food Bank locations** - <https://www.trussell.org.uk/emergency-food/find-a-foodbank>

**Samaritans** - Call 116 123 or email [jo@samaritans.org](mailto:jo@samaritans.org)

**Local Mental Health support by postcode** - <https://hubofhope.co.uk/>

**Police** - call 999 in the event of an emergency

**NHS 111** - Call 111 or visit [NHS.uk/mental-health](https://nhs.uk/mental-health)

**Papyrus** - Suicide prevention line call 0800 068 4141 or text 88247

**CALM** - Men's mental health support Call 0800 585 858

**Refuge** - Domestic violence support for Women call 0808 2000 247

**Respect** - Men's advice line for those experiencing domestic abuse. Call 0808 801 0327



# Health and Wellbeing

## Get Active!

Cycling is cheap, reliable and environmentally friendly way to get around and a good way to keep active

### Benefits of cycling

- Physical benefits
- Cardiovascular fitness
- Builds muscle strength and tone
- Low impact exercise
- Supports weight management
- Improves coordination and balance
- Supports better sleep

### Environmental and economic benefits

- Zero emissions
- Reduces traffic
- Less noise
- Saves money on fuel



## Mental Wellbeing

**Mental wellbeing is an important part of our overall health. It influences how we think, feel and act.**

Mental wellbeing affects how we manage stress, relate to others and be able to cope with life challenges.

It is important to consider your own mental wellbeing and the mental wellbeing of others and develop healthy habits relating to mental wellbeing, just as we would with healthy eating and exercise!

### Good mental wellbeing can help us to:

- Develop emotional resilience which can help us bounce back from challenges we might face
- Be empathetic to others which can help with the relationships we build and the way we communicate with others
- Improves our physical health
- Enhances self - esteem and gives us a positive outlook on life
- Boosts concentration and creativity.

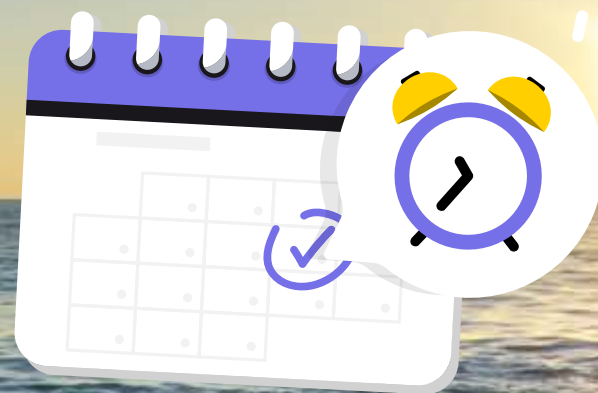
The NHS has some useful information to support mental wellbeing - why not take a look at the steps to mental wellbeing to see if they could help boost your mental wellbeing!

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>





# What's going on in July



## Disability Pride Month

Disability Pride Month aims to:

- Challenge ableism and stereotypes
- Celebrate the contributions and culture of disabled people
- Encourage acceptance and visibility
- Advocate for rights, accessibility, and inclusion

<https://www.twinkl.co.uk/event/disability-pride-month-2025>



## Celebratory Days!

4th July American Independence Day

14th July Bastille Day

18th July Mandela Day

22nd July Sarawak Independence



## Sporting Events

30th June - 5th July Wimbledon

5th July - 27th July Tour De France

6th July - British Grand Prix

13th - 20th July 153rd Open Championship

20th July International Chess Day



## Alcohol Awareness Week

7th - 13th July

Alcohol awareness week encourages people to think about the way in which alcohol is consumed and the harm it can cause to our health. To find out more <https://alcoholchange.org.uk/get-involved/campaigns/alcohol-awareness-week-1/about-alcohol-awareness-week>

## Other Days

5th July - NHS Birthday

7th July World Chocolate Day

15th July St Swithin's Day

16th July World Snake Day

29th July International Tiger Day

30th July International Day of Friendship





# Safeguarding

**What's  
happening  
in your area?**

## Scotland

Child protection summit focuses on online safety

[Click here to read more](#)

## Yorkshire and the Humber

Get to know your neighbourhood policing teams

[Click here to read more](#)

## North East

Paedophile jailed

[Click here to read more](#)

## North West

Salford mother and daughter deaths spark rapid review of child safeguarding practice

[Click here to read more](#)

## East Midlands

High-visibility and covert patrols continue across the city centre

[Click here to read more](#)

## West Midlands

Victims lose £2.6 million to Romance Fraud in the West Midlands

[Click here to read more](#)

## East of England

Lost Boys: Spot the signs. Break the lines

[Click here to read more](#)

## South West

Salford mother and daughter deaths spark rapid review of child safeguarding practice

[Click here to read more](#)

## South East

'My son was given wrong medication dose at school'

[Click here to read more](#)

## London

Nursery worker convicted of abusing 21 babies

[Click here to read more](#)



# Have you ever wondered what next?



## Spotlight on setting roles:

### Early Years SENCO

**Whether your career in Early Years has only just begun or you have years of experience there is always a next step! Early Education and Childcare opens a career path full of opportunities within a range of roles. You may start your career working in a setting as a practitioner. You may take on specific leadership, management or specialist roles within the setting or choose to develop your career and pursue further academic study or employment routes in other sectors.**

The SENCO plays a vital role in ensuring every child feels seen, supported, and safe. It's a chance to make a real difference—not just for individual children, but for the entire setting.

An Early Years SENCO works to identify, plan, and coordinate support for children with additional needs or developmental delays. They are the link between families, key workers, external professionals, and the setting's leadership team.

#### **Key Responsibilities:**

- Observing and identifying children who may need extra help
- Coordinating SEND support plans and reviewing progress
- Leading early intervention strategies
- Supporting and advising colleagues with inclusive practice
- Liaising with health visitors, speech therapists, and educational psychologists

- Supporting families through referral and assessment
- Ensuring the setting meets SEND Code of Practice requirements

#### **Qualifications and skills**

In most settings, the SENCO is a qualified Early Years Educator who has completed additional training to be able to fulfil the role and expectations.

#### **What Skills Does a SENCO Need?**

- A strong understanding of child development and early intervention
- Great communication and empathy when working with families
- Confidence in working with outside agencies and managing paperwork
- A commitment to promoting inclusive, child-centred care

You can find out more about the role here [https://assets.publishing.service.gov.uk/media/622894808fa8f526d8531647/The\\_Role\\_of\\_the\\_Early\\_Years\\_SENCO.pdf](https://assets.publishing.service.gov.uk/media/622894808fa8f526d8531647/The_Role_of_the_Early_Years_SENCO.pdf)

**If you are passionate about supporting children to overcome emotional challenges a career as a Play Therapist may be for you.**

### **What does a Play Therapist do?**

They work with children who might be experiencing trauma, anxiety, loss, or issues at home or school. They use play to help children express and understand their emotions and experiences and learn how to cope with difficult situations such as bereavement, abuse and neglect, depression and anxiety and trauma.

### **How will my apprenticeship help my progression?**

As part of your apprenticeship, you are gaining valuable transferable skills and experience which will align with therapeutic practice, such as

- Building strong, trusting relationships with children
- Observing and understanding children's emotional cues
- Supporting wellbeing and personal development
- Creating safe, playful learning environments

To find out more about the role of a Play Therapist and additional qualifications needed for this role, click here <https://www.bapt.info/play-therapy/what-is-play-therapy/>



**We would love to hear your ideas and suggestion of content you would like to be included in our future editions. Please scan the QR code to share your thoughts and ideas:**

