

Waltham Forest Early Years Training

Welcome to the Early Years Leads Summer Term Forum

Georgina Lowin and Angela Lenton
Early Years Advisory Teachers



Waltham Forest

Agenda

Local Authority and DfE Updates Key priorities for the Summer term

Strengthening Practice Identifying children at risk of not meeting their milestones

Transitions to Nursery and Reception Supporting children and families

Leadership and Governance Ofsted Inspection Toolkit group reflection

Local partner carousel Speech & Language, HENRY, HEYL, Starting School Together

Networking time professional dialogue and ideas sharing

Reflection and key messages priorities and actions

Anything you would like to discuss?



DfE Updates

Training

[Child Development Training](#)

[National Professional Qualification in Early Years Leadership](#)

[Specialist Knowledge for Teaching Maths Early Years Programme](#)

[Mastering Number Programme](#)

[Maths Champions programme](#)

[Nuffield Early Learning Intervention \(NELI\) programme](#)



DfE Updates

enquiries@bestpracticenet.co.uk

+44 (0) 117 920 9200

Sign up to our newsletter

Report Safeguarding Concerns



Login



[Train to Teach](#)

[Schools & Academies](#)

[Early Years](#)

[Apprenticeships](#)

[International](#)

[More](#)



Become a Teacher

Teacher Training Overview

Train to be a primary, secondary, or SEND teacher and achieve Qualified Teacher Status (QTS)

Postgraduate Teacher Apprenticeship (PGTA)

Teacher training for those currently working in schools

Postgraduate Initial Teacher Training

Teacher training for graduates and career changers not currently working in schools

Primary & SEND

[Become a Primary Teacher](#)

[Become a SEND teacher](#)

Early Years

Early Years Initial Teacher Training

[Become an Early Years Teacher - For those currently employed in a setting](#)

[Become an Early Years Teacher - For those not currently employed in a setting](#)

Secondary

[Become a Biology Teacher](#)

[Become a Chemistry Teacher](#)

[Become a Computing Teacher](#)

[Become an English Teacher](#)

[Become a French Teacher](#)

[Become a Spanish Teacher](#)

[Become a Geography teacher](#)

[Become a Maths Teacher](#)

[Become an EYSENCO →](#)



[Early Years SENCO 2026 | Best Practice Network](#)



[Home](#)

[Learn more](#) ▶

[EYFS Nature Park Guide](#)

[Risk Benefit Guide EYFS](#)

Key Aspects of Early Years Climate Action (2025/2026):

Climate Action Plans (CAPs): Settings must develop plans

focusing on four main pillars:

Biodiversity: Enhancing outdoor spaces (e.g., digging ponds, growing pollinator-friendly plants).

Adaptation & Resilience: Making settings climate-ready and comfortable.

Climate Education & Green Careers: Teaching children about nature and sustainability.

Carbon Reduction: Reducing energy use and waste.

60 results found

Webinar: Nature Park for early years

Do you work with children in their early years? Watch back our webinar to find out how the Nature Park programme can support you with your everyday teaching and learning. You'll learn: What the National...

Event

Fairy gardens

This imaginative, play-based activity invites children to create miniature fairy gardens using natural materials found outdoors. As they build small worlds with moss, pebbles, sticks and soil, learner...

Activity

A Nature Park guide for EYFS

Taking part in the Nature Park as an EYFS setting supports the youngest learners to connect to nature and explore green changes to their environment, as well as supporting growth across all seven area...

Activity

Storytelling outdoors



Waltham Forest



Climate Action Plan | Template - sample



Overall objective

BENCHMARKS FOR SUCCESS

Action Plan

Goal	Actions	Who?	Start Date	End Date	Resources Required	Desired Outcome
					-	

Review / Next Steps



Early Childhood Summit: Meaningful Moments, Warm Connections.



‘This was amazing. So many things to take back and share with the children and adults. Thank you so much for a great day and experience.’



Waltham Forest

EYFS Profile data should be submitted to the local authority's Business Intelligence Team by **30 June 2026**.

Team	Contact	Contact
Business Intelligence	LA Data Collection helpdesk	edu.performance@walthamforest.gov.uk
Early Years	Early Years policy (including deferments & exemplification)	earlyyears@walthamforest.gov.uk

PVI's who have children in their setting born between 1 April 2021 and 31 August 2021 will need to submit EYFPS data – this only needs to be done if they are going into Year 1 in the academic year 2026/27.

[LA Guidance](#)

DfE have published materials to support judgements...

Department for Education

Help for early years providers Home Support for practitioners Areas of learning Health and wellbeing

Home > Support for practitioners > EYFS profile assessment support

EYFS profile assessment support


Find EYFS profile guidance, bite-sized videos and case studies for school leaders and practitioners.

EYFS profile assessment support

- Overview
- EYFS profile for headteachers and school leaders
- Making best fit judgements
- Inclusive assessment strategies and examples
- Importance of the EYFS profile for transition
- ELG: Speaking
- ELG: Self-Regulation
- ELG: Gross and Fine Motor Skills
- ELG: Writing
- ELG: Word Reading
- ELG: Number
- ELG: Natural World

Contents on this page

- [What is the EYFS profile?](#)
- [What these resources contain](#)
- [How to use these resources](#)
- [Further learning and support](#)

 [Print this page](#)

Children's early years are crucial to their future development, health and life chances. This assessment support is designed to build further confidence and consistency in the early years foundation stage (EYFS) profile assessment and good level of development (GLD) measure.

What is the EYFS profile?

The early years foundation stage (EYFS) profile is a statutory assessment of child development at the end of the academic year in which children turn 5. It summarises children's development against 17 early learning goals (ELGs).


For each ELG, children are judged as either:

- meeting the 'expected' level
- 'emerging' if they do not yet meet the 'expected' level

Children have reached a GLD at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (communication and language, personal, social and

EYFS profile assessment support

- Overview
- EYFS profile for headteachers and school leaders
- Making best fit judgements
- Inclusive assessment strategies and examples
- Importance of the EYFS profile for transition
- ELG: Speaking
- ELG: Self-Regulation
- ELG: Gross and Fine Motor Skills
- ELG: Writing
- ELG: Word Reading**
- ELG: Number
- ELG: Natural World



Case studies:

Arjun is working at the expected standard.

Arjun can correctly respond with the correct sound for each letter of the alphabet. He can quickly identify over 10 digraphs. He can read many words in isolation, including 'splashes', 'trains', 'growl' and 'balloon'. This shows that he can blend effectively using the sounds he knows. Arjun applies this knowledge successfully to his reading and demonstrates increasing fluency. He is reading books matched to his phonics level. He reads almost every word accurately, pointing to each word as he follows the text. He recognises the common exception words he has been taught automatically. With minimal adult support, he reads confidently and fluently. Therefore, Arjun is assessed as working at the expected level.

Chloe is working at the expected standard.

Chloe responds quickly and accurately with the correct phoneme (sound) when shown any letter of the alphabet. She can identify more than ten digraphs. She can use these to read simple words such as 'morning', 'sport', 'spoon' and 'crowds'. Occasionally, Chloe needs a prompt to remember that she can use her blending skills when she encounters an unfamiliar word. She has knowledge of some common exception words, including 'the', 'I', 'no' and 'you'. Chloe reads decodable books that match her phonic knowledge. She reads each word with a slight pause in between, often blending aloud when she sees a word for the first time but blending in her head when reminded. Therefore, she is assessed as working at the expected level.

Sienna is working at an emerging standard.

Sienna can respond with one correct sound for over 20 letters of the alphabet and can read 5 digraphs – she does not do this slowly but is accurate. Sienna is beginning to blend known sounds into consonant sound, vowel sound, consonant sound (CVC) words independently. She struggles to read common exception words. As Sienna has not met any of the three criteria for the Word Reading ELG, a best-fit judgement places her at an emerging level.

DfE Good Level of Development (GLD) Targets – 2027/28

Nationally: 75%

Waltham Forest: 80%

Waltham Forest EYPP children: 66.5%

Waltham Forest 2024/25 achieved 75%

Boys achieved 70.2%

Girls achieved 80%

FSM – 61.8%

Achieving a good level of development at the end of the Reception year is built from the baby room onwards, through early identification, skilled practitioners with secure children development knowledge, enabling environments responsive to children's need and effective parent partnerships.



Discussion

How do you, as a leader, maintain a clear overview of children who may be at risk across your setting?

How do you identify patterns across your cohort?
(e.g. EYPP, language, boys, summer born, attendance)

What systems are in place to track vulnerable groups and how is this shared with staff?

How do you ensure vulnerable children receive consistently strong provision across all rooms and practitioners?

Where is this strongest in your setting? Where is there more variability?



Training and Professional Development offer for 2026-27

- Overview of training available next academic year
- Targeted offers (e.g. new leaders, 2 year provision, SEND,
- How to access, book, plan training strategically as a leadership team
- EYS Newsletter – main line of communication





Best Start Family Hub Link Speech and Language Therapist Support for Settings

Universal and targeted support to
enhance OAP – alongside All Talk team

[All Talk Project | The Hub - Waltham
Forest Education Hub](#)

Liaison with family hubs and specialist
services to align support

Jo Quinlan joanne.quinlan@nelft.nhs.uk

North: Abby Tribe abigail.tribe@nelft.nhs.uk

Central: Karin Huber Karin.Huber@nelft.nhs.uk

South: Rachel Howarth Rachel.Howarth@nelft.nhs.uk



North East London
NHS Foundation Trust



What's happening this term

Co-delivery of parent workshops to support universal messaging on C & L – school readiness focus

Updates to Hub - [Home Learning Environment](#)
[| The Hub - Waltham Forest Education Hub](#)

Online bitesize ShREC workshops to support high-quality, responsive interactions for C & L
Book now for 23rd June!

Email: joanne.quinlan@nelft.nhs.uk

Launch of VERBO app to settings to support good practise for children with SLCN

Practitioner coaching visits for those attending the ShREC workshops



Starting Nursery, School and supporting transitions

What do you do already to support
transitions, particularly *Starting School*?





supporting parents and children to learn together

Allocating Key Person

Meet and Greet Days

All About Me forms

Storytimes

Staggered Starts

Summer Holiday Challenges/activities

Welcome Packs

Starting School Challenges

Coffee Mornings

Invite new parents to our Summer Fair

Come Join Us Days

Information days

My Family board

Photo books

Stay and Plays

Stay and Read Days

Visits to our outdoor play area

Targeted Stay and Plays following phone calls or visits

Home Visits

All About Me Special Box

Open Days

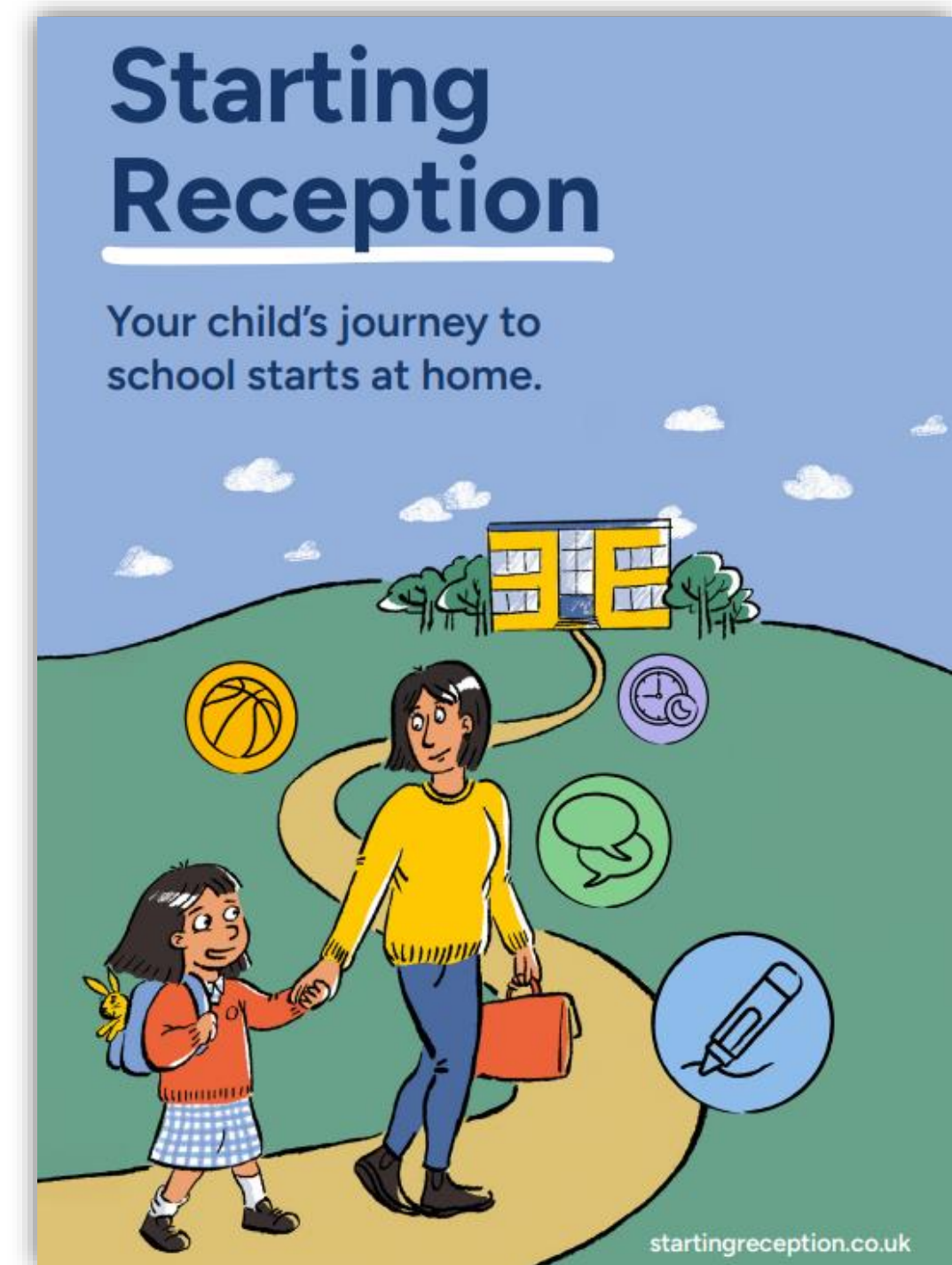
PEEP transition Programmes

Charlie and Peggy puppets and resources



Furter support for Families...

www.thehub-beta.walthamforest.gov.uk/sites/default/files/2025-03/Starting-Reception.pdf



Our Waltham Forest Starting School Booklet

We are waiting for the final draft and printing which is taking much longer than planned.



This booklet will offer an equal balance of guidance and support from Kindred² and our Waltham Forest's local offer

<p>Government Guidance</p>  <p>Who We Are Kindred² is a charitable foundation working collaboratively with partner organisations to improve early education and early child development.</p> <p>These pages of support and guidance have been created collaboratively by the organisations below.</p> 	<p>Our Waltham Forest Guidance</p>  <p>Who We Are We are the organisations that work locally in the London Borough of Waltham Forest providing a high level of support and care to children and families in the borough.</p> <p>These pages of support and guidance have been created collaboratively to ensure you know the local offer of support available to you and your child(ren).</p> 
---	---



Check out the great support for parents on the Cbeebies Parenting website.

Skills for starting school - advice for parents

School readiness tips and activities to support the skills your child needs to start school - from potty training to language learning.

What does 'school readiness' mean?

How can you help your child get school ready? We go through some useful hints and tips to help grow your child's confidence ready for starting school.

More on this



The screenshot shows a web browser window with the URL <https://www.bbc.co.uk/tiny-happy-people/topics/cr4rez0de6vt>. The page content is organized into two main sections:

- Language and communication** (pink background):
 - Expansion - Adding to children's words (with image of a parent and child in a supermarket)
 - Recasting - Helping children to get words right (with image of a parent and child reading)
 - Decontextualising - Talking about the past (with image of a parent and child at a table)
 - How can rhyming words help children learn? (with image of a parent and child reading)
 - Play 'I spy' with phonics (with image of a parent and child playing)
- Growing independence** (white background):
 - Getting ready together (with image of a parent and child in a bedroom)
 - Using cutlery and cooking together at home (with image of a parent and child in a kitchen)
 - Packing a school bag together (with image of a parent and child with a school bag)



We also share Weekly Starting School Challenges (from April)

Chit Chat Pitter Pat!

Starting School Together Challenge

Can you tell a grown up about the marks that you make?



What different tools can you find to make your marks with? ✓



Starting School Together

Waltham Forest

Best Start in Life
Part of the Family Hubs Offer

Starting School Challenge

Chit Chat Pitter Pat!

What marks have you been making together this week? Challenge your child tell you about the marks they make?



Waltham Forest



Starting School Challenges and Reward Card

We are starting school!
What school are you going to?

Starting School Together Challenge 1

Can you put on your coat and take it off?

How will this help my child and top tips?

- ✓ This will help your child to be more independent!
- ✓ Watch this coat flip technique and then have a go with your child!
<https://www.youtube.com/watch?v=3wRKDeKbAcl>
- ✓ Find clothing with zips, buttons and Velcro fasteners and practise trying to do them up together! Practise dressing teddies and dolls.

We are starting school!
What school are you going to?

Starting School Together Challenge 2

Can you go to the toilet and wash your hands all by yourself?

How will this help my child and top tips?

- ✓ This will reduce possible accidents whilst waiting to go and encourage independence!
- ✓ Your child could practise by wiping a doll or teddy's bottom.
- ✓ Try to use positive praise. If they have an accident say things like "Don't worry, we will keep practising together."
- ✓ Read stories together such as 'I want my potty' by Tony Ross or 'Everybody poos' by Taro Gomi.

We are starting school!
What school are you going to?

We are starting school!
What school are you going to?

Starting School Together Reward Chart

Colour in the feet each time you complete a Starting School Challenge! When you reach the end you will get an I'm a Starting School Super Star certificate!

	Challenge 1	2	3	4	5	6	7	8	9
		16	15	14	13	12	11	10	
		17	18	19	20!	You're a Starting School Super Star			



Do you have a Transition Policy?

Consider thinking about what

- Ready children
- Ready Families
- & Ready Schools/Settings

would look like... Could it have a clear timeline set for each year...

Ready Children



- I can communicate my wants, needs feelings and ideas
- I am happy to play with others
- I am able to do some things for myself - dressing/going to the toilet/finding my own coat
- I am happy to explore and try new things
- I can follow instructions from adults
- I can follow routines
- I am happy to be on my own

Ready families



- Families can:
- Play an active part in sharing information about their child
- Rehearse or plan the journey to school
- Support dressing up in school uniform
- Visit school
- Teach children to use the toilet on their own
- Support the child to recognise their own name - add name tags to school kit

Ready schools



- Schools can:
- Make photo transition books
- Hold open mornings
- Hold transition meetings with EY setting
- Offer a home visit
- Look at paperwork shared by the Early Years setting
- Form partnerships with families

Transitions – Helpful websites/resources to share with parents

Things to do at home

Getting ready to start school

Here are some things you can practise together at home that will really help your child when they start school



Build independent everyday skills like putting on shoes and coats...



... managing the toilet routine on their own...



... and using cutlery to feed themselves. Mealtimes are great for practising talking too.



Play games to practise listening to instructions and focusing attention.



Share books together - chat about what's happening or how they are feeling.



Make a name placemat to support name recognition and making marks.



Stay active! It develops children's strength, co-ordination and good health.



Start positive conversations about school and offer reassurance about all feelings.



Arrange meet-ups with friends to strengthen social skills and relationships.

peep supporting parents and children to learn together

Follow us on our socials: @PeopleCentre

www.peeple.org.uk

www.peeple.co.uk Resources to support parents at home

www.startingreception.co.uk Kindred Square PDF document *A Child's Journey to School Starts at Home*. [Starting-Reception.pdf](#)

www.bbc.co.uk/tiny-happy-people/articles/zxpc8p3
What does School readiness really mean?

www.bbc.co.uk/cbeebies/parenting – *Tiny Happy people age 0-3 and Playful Little People age 4-6*

www.eyalliance.org.uk/family-corner – Family Corner
www.eyalliance.org.uk/familytimetips



Transitions – Helpful websites/resources to share with parents

www.booktrust.org.uk/book-recommendations/booklists/all-about-starting-school-or-nursery/

www.booktrust.org.uk/book-recommendations/booklists/starting-school-booklist/

www.booktrust.org.uk/how-we-help/parents-families/getting-ready-to-start-school/

www.bbc.co.uk/cbeebies/curations/starting-school-curation

www.bbc.co.uk/bitesize/groups/cx1lpm3ve37t

www.bbc.co.uk/bitesize/articles/znc9vk7

www.peeple.org.uk/blog-parent-practitioner-partnership-approach-starting-nursery-or-school



Workshop for Parents Family Hub, Walthamstow Queens Road

Course Details

Support Your Child's Transition from Nursery to Primary School

Course description

Is your child starting primary school next academic year? This short, adult-only course is designed to help parents and carers feel confident in supporting their child's transition from nursery to Reception.

Over two sessions, you'll explore what to expect during the move to primary school and learn practical strategies to support your child emotionally and practically. The course looks at common worries for both children and parents and offers guidance to help build confidence, independence and positive routines at home.

The sessions provide a supportive space to ask questions, share experiences and gain reassurance about the transition into school life.

Who this course is for

This course is suitable for parents and carers whose child will be starting primary school. Children do not attend this course.

What you will learn

You will learn about the expectations of a Reception class, how books and stories can support transition and practical ways to manage anxiety for both you and your child. The course also covers building routines, encouraging independence and fostering a positive attitude towards learning.

Additional information

This course is not accredited and does not require an interview or assessment. Learners are encouraged to bring a notebook, pen and the website details for the school their child will attend.

What next

Learners may wish to progress onto other courses offered by Waltham Forest Adult Learning Service, including family learning, health and wellbeing, creative, English, maths or childcare-related courses.

Dates: Wednesday 3 June to Wednesday 10 June 2026

Time: 10am to 12pm

Venue: Queens Road Family Hub, 215 Queens Road, E17 8PJ

[Course Details](#) | [ontrack: Learner Hub](#)

Ofsted: Leadership and Governance

- Setting feedback from a recent inspection



Workshop: Leadership and Governance – Ofsted EY Inspection Toolkit

Group activity

Think about your own practice as you explore the toolkit and reports

1. Read through the inspection example reports, and the Leadership and Governance from the EY Inspection Toolkit- Focus on Expected and Strong standard.
2. Using the report examples consider your own setting and leadership
3. Share examples from your setting where you feel Leadership and Governance are Expected or Strong
4. Identify next steps based on best practice

Early Years, Childcare & Business Development Service Training Evaluation 2025/2026



Waltham Forest Early Years Training

Early Years Forum

The next Early Years Forum will be in Autumn Term

Eytraining@walthamforest.gov.uk



Waltham Forest