Carrie Watson
My name is Carrie Watson and I am the Early Years Leader at St Columba C of E Academy. Our school serves a pocket of economic and social deprivation within the Fareham area. We have developed a strong Key Person approach, and are working to further promote partnerships with parents in order to improve children’s learning. We have been working alongside colleagues in KS1 to continue to develop our shared outdoor environment. We have identified a need to accelerate language development and have provided more communication friendly spaces as well as creating a small language room where we run our target language groups. Currently we are working with a small group of schools to improve our skills based planning and provision, so that learning within our continuous provision does not stagnate. We are a small friendly team and would be happy to work with you.

Jo Rigby
I am a teacher working in the Reception class at St Michaels and All Angels, Lyndhurst, a one form entry school that is part of the Oaks Learning Federation. My specialism’s are in speech and language, the outside environment and encouraging boys to write. In the last year I have moved schools within our Federation and am working at developing our outside learning environment ensuring that it provides many opportunities for writing, numeracy and speaking and listening. Our intention is to enable all these areas of learning in the spaces where our children want to be and to be relevant to the interests that they have. We are keen to provide real and significant experiences for our children in the outside environment and to develop their learning through first hand experiences.

Helen Elder
I am the manager at Noah’s Ark pre-school – we are a pack away setting based in a community centre and believe strongly that ‘just being a pack away’ means that you can still offer high quality practice. Alistair Bryce Clegg described us as ‘pack away inspiration’! On a Thursday in our preschool, we become a forest school as we take our setting to the woods for the day.
**Jodie Beattie**
I am Foundation Stage Leader at Crofton Hammond Infant school. I am passionate about creating an environment that enables children to become confident, independent and enthusiastic learners. I believe all teaching and planning should come directly from the interests of the children therefore making it engaging and relevant to them. Children learn best when they are highly motivated and from my experience, what motivates a child, is real life, play based experiences.

**Tim Barber**
I am Assistant Headteacher, Reception Class Teacher and Foundation Stage Phase Leader at St Thomas More’s Catholic Primary School in Havant. I am also Early Years Specialist Leader of Education for the Catholic Teaching School Alliance.

The HMI OFSTED inspection of my setting concluded, ‘Achievement is excellent in the Early Years Foundation Stage. This is because the development of reading, writing and speaking and listening is so effectively addressed, particularly through carefully structured and purposeful play.’

OFSTED 2013

I believe that children in Foundation Stage should develop new skills, through a play based approach, by accessing a carefully planned high quality indoor and outdoor learning environment which excites, enthuses and motivates them. The role of the adult is crucial in observing, cop-playing and extending children in their learning. Children’s interests must be kept at the heart of all that we do.

**Areas of specialism include:**
- Continuous Provision
- Observation, Assessment and Planning
- Early mark making / writing
- Role of the Adult in child initiated learning time
- Objective led planning
- Planning from children’s interests
- Child centred display
- Key Person Approach
- Characteristics of Effective Learning
- Engaging boys
- Working with parents
- Early mathematics
Amey Richmond
I lead and manage practice at ‘Little 1’ Nursery in Chandlers Ford. I have a firm belief that young children learn and thrive in homely, loving, nurturing environments. This is shown in our ‘family grouping’ practice across the nursery.

Pat Lobb
I am very interested in working with two year olds and how to plan for their needs. I have studied child development with a particular focus on learning and development around PSED. This has led me to have a greater understanding of settling in, behaviour and transitions. I am the main co-ordinator for home visits and promote good relationships between parents and practitioners which help to gain valuable knowledge of the child.

Karen Strudwick
In my role as Manager at Barbados Playgroup, I enjoy the challenge of leading and managing a passionate and highly skilled team as well as creating and organising the processes to collect evidence to ensure high quality child care is offered.

My expertise is in tracking children’s progress and developing paperwork to evidence the process of managing a setting.

Hayley Barnett
In my role as Early Years Practitioner at Barbados Playgroup, I enjoy researching and implementing new developments to encourage challenge, exploration and learning for all our children especially for our outside area.

My expertise is using the outside and understanding children’s physical development especially the under threes.
Alison Williams
As a ‘Senior Early Years Practitioner’ at Farnborough Grange Nursery and Infant School I have a wealth of experience across Nursery and Reception. I am passionate about Early Years and this is reflected through the developments I have made within my own practice and supporting other settings. I enjoy reflecting on the Early Years environment and developing it accordingly to support our children’s interests and learning. I am happy to support settings on their development journeys, particularly environment (Indoors / outdoors) as well as supporting ideas to develop War, weapon and superhero play.

Nicci Hooper
I am passionate about Early Years especially Leadership and Management. I have supported settings with SEFs, development plans, policies and procedures and tracking progress. I have also worked with my own settings to develop each setting to have one large mixed age group area from 2-5 years.

Ali Napier
As manager of a nursery, I have focused on leading the team in creating an effective learning environment, minimising plastic and increasing natural and problem solving resources. We look at ‘why is it there?’ and ‘who is it for?’ alongside using ‘less is more’ approach to provision. Currently we are focusing on inspiring practice and provision and skill based planning. Please come and visit if you would like help with anything mentioned.

Catherine Hutchinson
I am a forest school leader with a background in running playgroups, always with a focus on the outdoors and good environments for boys. I have now set up my own forest school and hope to extend from pre-school provision into offering sessions to reception children in schools and to providing a parent and toddler morning in the woods as well. My ethos is very much based on the Scandinavian model of outdoor learning with lots of challenge for children and emphasis on building physical skills and pro-social behaviour. Come to us for an inspiring time outdoors - but wrap up warm.
Kate Berry
At Castle Primary School over the last two years, we have developed our outdoor area to match the indoor provision, streamlined learning zones and provided communication friendly dens and nooks with a particular emphasis on promoting language and mark making for the boys. We have also developed additional means to foster home school links and increase parental involvement. Currently we are exploring the differentiation of skills within the various areas of continuous provision to prevent stagnation of learning. If you would like support with any of the above, planning or continuous provision I would be happy to help.

Emma Dean
I am a registered childminder in East Hampshire. As the only LFSP childminder I am in a unique position within the LFSP network. I am also a qualified Early Years Professional. My main areas of development in my setting have been looking at continuous provision and offering weekly forest school experiences to all children. The addition of a mud kitchen in the garden and participating in Keep on Talking have benefited all children recently. My main focus is to ensure that children are supported to be independent learners in all that they do from the earliest age.

Kath MacVicar
I am Lead Practitioner in a pack away pre-school. We try to use this to our advantage to enhance the environment with ease based on the children’s daily interests. We have also developed home learning bags recently to share learning and development ideas with parents in our setting. Most recently, as a result of taking younger children in our setting, we are developing resources and areas in our setting to meet the needs of two year olds in a large mixed age setting. I am happy to share ideas around pack away settings and mixed age settings.
Liz Woodall
I am a Reception Class Teacher at Western Primary school. I have been focussed this year on continuing to develop the importance of drawing in our setting, building on Kathy Ring's ideas, encouraging boys to write and learn for a purpose. I have been involved in the Vulnerable Children project, planning provision that meets the needs of all children. I place an emphasis on providing opportunities for collaborative learning, giving children greater ownership of their learning with time to reflect and review. I believe in developing planning from the children’s interests. I am looking forward to becoming the EYFS Leader at the new Westgate Lower School from September.

Karen Murphy
I am the room leader of the pre school room at Pumpkin Patch Farnborough. I enjoy focusing on areas and developing them to their full potential, in particular mark making, especially with boys and developing block play which has had a huge impact within our setting. I firmly believe in constantly developing the setting, resources and ideas to keep the children motivated and excited to learn. My room never stays the same way for long! I enjoy sharing good practice with other settings, so feel free to visit and swap ideas.

Dawn Street
I am the deputy manager of Alverbridge Nursery. I have a passion for the outdoor environment and the huge learning potential that can be delivered to children via an inspiring environment which promotes interest, independence and challenge to all ages. Recently, I have been given the opportunity to challenge my settings strategies to work in partnership with parents whilst attending ‘Parents Involved in their Children’s learning’ (PICL) training delivered by Pen Green research base. This has led to the sharing of video observations with parents of their child at play within the nursery environment, which has been a huge success. This is a concept that we intend to roll out across the nursery.
**Gill Harvey**
I have been Early Years Leader at Harrison Primary School in Fareham for five years. Over that time our setting has been on a long journey of change and self improvement and we constantly reflect on how we can move forward. We have zoned both our inside and outside areas and have really tried to create and enabling environment full of communication friendly spaces which allow children to be happy independent learners.

**Lucy Wild**
I am Foundation Stage Leader and Assistant KS1 Head teacher at St Jude’s Primary School. This year I have been focusing on the observation, assessment and planning cycle and developing the role of the adult in facilitating learning. I am passionate about constantly reflecting on my own practice and providing an enabling environment that will engage all children whilst also providing irresistible learning opportunities.

**Philippa Hughes**
I am the Early Years Leader at Fair Oak Infant School. I lead a team of 12 staff and 150 4 and 5 year olds! I am passionate about enabling the team to achieve maximum learning for each unique child through the right balance between child-led learning - driven by their own interests and supported by a fully enabling environment - and adult directed individual, small group and whole class teaching at the point of need. I am currently developing our outdoor learning area and opportunities and our skills as a team in pursuing children’s own learning interests.
Sally Peckett
I am a Foundation Stage Progress Leader at Manor Field Infant School. I have been focusing on developing our indoor learning environment with a particular focus on promoting independent learning through continuous provision.

We have recently been using ‘target tracker’ to track children’s progress and learning across the areas of development. I have found this to be invaluable as part of the observation, planning and assessment cycle.

Sue Phillips
Cheriton Primary School – small school, small class space and small budget has meant that I have had to be creative in a big way when developing provision within our setting! We have been working with different ways of targeting particular children, focusing on individual needs identified through both teacher-led and self-initiated experiences. We are constantly changing our environment to reflect the needs of our Reception children, whilst striving to find child-friendly ways of still meeting the expectations and systems which are a necessary part of being within a primary school.

Dom Haydn-Davies & Lyndsay Pratt
Both of us work at Adventure Pre-school and love helping children and practitioners to develop. Lyndsay has a particular focus on developing children’s thinking through challenge, supporting practitioners through professional discussion, creating engaging learning environments and effective usable and innovative planning, assessment and tracking approaches.

Dom has experience in internal mentoring and coaching and making things manageable, he enjoys data analysis and loves creative outdoor play, especially water play. Dom also understands physical development and can explain it in simple terms.
**Sophie Clark**
I am a Year R teacher at Stanmore Primary School in Winchester. I believe that children learn best through play because play based learning allows the development of new skills in a context that is relevant and meaningful to the child. My teaching is tailored to each individual child's needs through next step planning and the provision is enhanced in response to children's individual needs and interests.

My areas of specialism include; using cued articulation to support phonics, boys' writing, communication friendly spaces, creative science teaching, electronic learning journals and effective transitions.

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**Clare Knapp**
I am the Early Years Leader of Belle Vue Infant School, a three form entry school in Aldershot. We are in an area of social and economic deprivation. We focus strongly on developing the children's communication and social skills. At our setting we have been inspired by Elizabeth Jarman’s Communication Friendly Spaces and our classrooms are carefully organised to allow children to be happy independent learners. We believe passionately in our children fostering the characteristics of effective learning and we develop this through block play and open ended learning opportunities. We are always striving to improve our practice and are currently working on developing boys mark making skills, taking it to them in their play and at the same time developing fine motor skills using dough gym and write dance. We have recently been inspired by the ideas of Dr Kathy Ring and been developing these in our practice. We work hard to ensure all our children fulfil their potential and focus specifically on our pupil premium children to make sure no child is left behind.
Laura Day
I am an Early Years teacher in a growing primary school in Colden Common - I lead the Early Years team. Our school is currently expanding and for the first time has become 2 form entry for Year R.

I am passionate about child led learning, using children’s interests to shape the curriculum and learning opportunities. I believe that this creates highly motivated children who have an intrinsic lust for learning. We work hard to instil a love for challenge and risk taking and a sense of pride for their own achievements.

This year we have started using electronic learning journals and this has greatly improved our communication with parents.

Polly Hutchinson
My name is Polly Hutchinson and I love teaching reception at Stockbridge Primary. During the previous two years I have also taught a mixed year R/1 class and therefore I am familiar with mixed aged planning and providing provision for both year groups within one setting!

One of my areas of interest and strengths is planning opportunities for reading and writing in as many areas of the learning environment as I can. I have a good understanding of ways to inspire boys to mark make and write, alongside developing gross and fine motor skills.

I believe in creating independence from an early age and feel my setting reflects this with lots of resources and child initiated opportunities in the learning environment for children to access.
Penny Beven
I am the manager at Tweseldown Playgroup and work with an amazing team. We have developed the whole environment but my particular passion is the outside.

For my dissertation on my recent BA honours degree I investigated the importance of allowing risk and challenge during play. This resulted in us including a risk benefit in our risk assessments.

I have also developed how we work with parents, from first contact, weekly parent mails and sharing the importance of how their children learn through play. This includes a play bag lending library.

Ruth Wood
My name is Ruth Wood and I teach Early Years at Crofton Hammond Infant School. I believe that children learn best when they are engaged in their own interest based play. As a school we plan from interests and deliver next steps through play, which is individual for each child. Our environment plays a key role in facilitating learning and regularly changes to reflect the current interests and needs of the cohort. Developing an engaging and challenging environment is one of my key strengths. I have also participated in the Keep on Talking Project and I am particularly interested in developing a communication and language rich environment. My other interests include physical development, the use of phonics and writing through play.

Rachel Oakshott
I believe that the early years are the chance to build the foundations for all future learning. This passionate belief is the driving force which motivates my aspiration to lead quality in early years education. I am currently manager at Growing Places @ Mill Hill – I have led huge changes in the setting developing family grouping, building a strong key person approach and building a team of confident knowledgeable and motivated practitioners.
Wendy Hamley
I am a manager of two playgroups on the same campus, one is a pack-away and one is a non pack-away.

Throughout my 27 years in childcare, I have experienced different aspects of the role however there is only one thing that keeps me here and that is my passion for working with the children, helping them grow into confident, enthusiastic and most importantly independent children.

I am passionate about providing an effective, welcoming place of learning in both environments and involving staff to become passionate and have ownership of the environment as well. Observe, reflect and implement is an ongoing daily task for our outstanding provision.

I think it’s important to reflect on your own practice and develop the environment to support the children’s interests and their individual needs.

Working as an Early Years Foundation Stage curriculum co-ordinator, I have extensive knowledge of this area. This year I am introducing ‘How parents/carers can get involved at home workshop’ and soiree evenings (EYFS).

I am passionate about working with parents, including them in learning journeys, children’s observations, termly parent plans, etc. Happy parents make happy children!

Alison Doig
I am the early years leader at Hook Infant School, a three form entry school (soon to expand to four form). I have taught Year R for eighteen years (in three different types of school and two LEAs). Taking an MA in Early Education immersed me in research around early learning and has enabled me to discuss and explain early years learning confidently with a variety of groups.

I am passionate about creating an enabling environment which enables children to select the resources they need to follow their interests to develop their learning.

As a leader I aim to create a collaborative team with all staff involved in planning and evaluating our curriculum and assessment.
**Sarah Fletcher**

I have worked in childcare for the past 17 years starting in a day nursery as a nursery assistant and working my way up to nursery manager. When my daughter was born in 2009 I became a childminder and minded for 4 years which I loved, particularly the freedom. I am now working as a teaching assistant within a small primary school and also doing my foundation degree in Early Years. I have a passion for play and particularly the outdoors. Mud kitchens, water, sand, den building, bug hunting are all now essential parts of our continuous provision. As a team in reception we are developing the environment to ensure our continuous provision meets the needs of every individual child within our setting. I enjoy following on from children’s interests and supporting their learning and development across all areas of the curriculum and ensuring they become engaged and motivated learners.

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**Lizzie Shutler**

My name is Lizzie Shutler and I am an early years class teacher at Burley Primary School in the New Forest. I am passionate about creating an enabling environment within which children can become confident, resilient, independent and enthusiastic learners. I have developed the outdoor environment of my setting to create a wide range of learning opportunities to meet the interests and needs of all of the children in the setting. I have also developed strategies within my teaching to ensure that all children become motivated learners and I believe that through careful planning and use of next steps all children can become motivated learners. I have also worked to develop a smooth transition from pre-school to school, which has allowed children to confidently start school. This has been paired with building strong relationships with parents.
**Libby Searle**  
I am the Foundation Stage Manager at Oakridge Infant School in Basingstoke. I have taught a reception class for the majority of my career and am passionate about getting it right in the early years as a good foundation stage education provides the solid base on which children build and paves the way for educational success.

I have been in my current role since September 2014 and in that time have focussed on developing our learning environments to ensure that children become independent learners through open ended continuous and focussed enhanced provisions. In addition to this I have spent a great deal of time developing the adults and supporting them in their role to move the children on in their learning in meaningful ways.

**Kayleigh Kennelly**  
My name is Kayleigh Kennelly and I am a growing LFSP at Tweseldown Infant School. I am a Year R teacher and at our setting we place a huge value on outdoor learning. I have been involved with building up our outside learning environment from scratch at our previous school and after moving to a new site in September we are now in the process again. There have been many challenges on the new site which we have been able to find creative solutions to.

My other interests include objective led planning, which is an approach that we have implemented in order to be able to be flexible and take the learning from the children themselves and their interests. This also shows in our continuous provision, which we are always changing, adapting and enhancing to ensure progress.