



Froebel Trust Podcast Transcript : Episode 16 January 2025

00:00:06:06 - 00:00:40:21

Colin Kelly

Well, thank you for joining us on episode 16 of the Froebel Trust Podcast. This time, my guests and I will be discussing the spaces, places, people, and environments which really allow young children's play and learning to flourish. Froebel was the inventor of Kindergarten. A word which translates from the German as 'children's garden.' He advocated for places where young children can grow and develop at their own pace, nurtured by knowledgeable and supportive adults, a place for activity, curiosity, investigation and play.

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Colin Kelly

But what does that look like in the modern education system of today? I'm joined by a panel of special guests who will be sharing practical advice and their experience of creating play and learning environments for young children. We have two guests from Cornwall. Helen Adams is the Headteacher at Truro Nursery School, and Emma Short is Headteacher at the nearby Camborne Nursery School.

00:01:04:14 - 00:01:30:16

Colin Kelly

Now these two nursery schools enjoy a close working relationship. And in fact Helen and Emma worked together to co-author a new Froebel Trust pamphlet, 'Creating Environments for Children to Play and Learn.' I'm also joined by Helen Tovey. Helen is now retired but was Principal Lecturer in Early Childhood Studies at the University of Roehampton. She's a Froebel trained nursery teacher and previous headteacher of an inner-city nursery school.

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Colin Kelly

Helen is an author and among her publications are 'Bringing the Froebel Approach to Your Early Years Practice', published by Routledge and a Froebel Trust Pamphlet 'Froebel's Principles and Practice Today.' And we have Liam Graham, Reception Teacher and Early Years Lead at Monnow Primary School in Newport in Wales. Liam's taken part in Froebel Trust Short Courses and in the podcast description, along with details of the other resources referred to in this podcast

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Colin Kelly

you'll find a link to Liam's presentation on 'Enabling Learning', where he shared his experience of putting a Froebelian approach into action in the classroom, which was recently shared by the Welsh Government. Well, big thanks to all the panel for joining me. Let's start with you then, Helen Tovey, when we talk about the 'Early Years environment', what is that and what do we mean?

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Helen Tovey

I think it's any environment which is created with intention of promoting children's play and learning. So it could be, a home environment or childminder's environment. Or it could be a school, nursery environment. It's much more than just the things that are put in it. So it's not about filling an environment with stuff that we want to have.

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Helen Tovey

I always feel the starting point would be, well, what do we know about how young children learn? What do we want for children? And then we create the environment, to support that. And so my starting point always is, well, we start with, with principles. And the Froebelian principles are a very good basis for thinking about, what do we want this place to be?

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Helen Tovey

What's it for? What message is it going to give to children? That's where I would start, really, with thinking about sort of underpinning values and then principles, and then looking to see what are the resources and things and the areas that we're going to provide.

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Colin Kelly

Well, let's bring in Helen Adams and Emma Short, who co-authored that pamphlet from the Froebel Trust that I just mentioned. Emma, maybe you could go first. What difference does the environment make to young children's experiences and early learning? Why does it matter so much?

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Emma Short

I think it's really important to think about how do the children feel when they come into that environment, even if it's, not inside, if it's outdoors as well. How do they feel? Do they feel secure? Do they feel that sense of curiosity? They want to investigate. They want to find out more, but also it's having that, that sort of reflective educator who can observe what the children are doing.

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Emma Short

And, you know, sometimes a child might need a little bit of a nudge to support them to start that. They might feel a little bit insecure coming into a different environment. So there's a lot involved. And I think when we talk through the pamphlet a bit more, we found that it just encompasses so much that it's not just about the resources that are in there.

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Emma Short

It's about the educator. It's about provoking that curiosity and that interest for children and giving them the time to investigate and explore and really value their play. So the educators are really observing and valuing their play.

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Colin Kelly

One of the quotes in that pamphlet comes from Tina Bruce, and it uses this phrase about a Froebelian environment is about children 'wallowing' in play. I thought that was a very interesting word, Helen. The word wallowing. So how can we create an environment where children can wallow in play?

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Helen Tovey

It's thinking about, particularly that raises issues about the time that's available. And so, you know, often with environments we think about things, but actually thinking about the time is also important. So, we want an abundance of time for children to be able to, as Tina says, wallow, so that means looking at exploring things in great depth, being allowed to pursue their interests, having the time to reflect on what they know, and Froebel in particular, argued very much about children being active.

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Helen Tovey

But he also said children need the time to be able to to reflect and know things in a deeper more reflective way. So, we could look in more depth at time. But how the time is structured or not. How adults use time, is a very important part of the environment in allowing children the time and the space to be able to really engage in what they're doing at a deeper level.

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Colin Kelly

And Helen Adams, throughout this podcast series, we've talked a lot about the outdoors, and I know that that was very important to Froebel. There are of course, some early years settings that maybe don't have immediately within their boundary an outdoor space. But your pamphlet really makes the point that it can still be done, can't it?

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Helen Adams

Yes, absolutely. And, we know that being outdoors and the outdoor environment was important to Froebel, but actually it's much more than that. It's about engaging fully with nature, and seeing yourself as part of a bigger whole, part of the whole world, and making connections too. So it isn't just about having a wonderful outdoor space.

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Helen Adams

It's about really thinking about what children are going to gain from engaging with nature. And that can be done if there's no outdoor space at all. It can be done inside, with small areas with plant pots and indoor plants; creating small environments where small creatures can live for small periods of time. It can also be achieved as well through going out and exploring the local environment.

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Helen Adams

It's not just thinking about what's outside your door, but actually, you know what is around within walking distance that you could go and, explore. And most, most areas have got areas that, that you can explore nature in, around and about.

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Colin Kelly

And that really plays into Froebel's idea of everything being linked. So rather than the early years setting, being isolated from the community, it's very much part of it. And I think there's a quote in the pamphlet where he, he used to take children into the town square so that the rest of the community could see them playing.

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Helen Adams

That's right. That connectedness and unity was very important to Froebel. And for children, it's understanding, not just their place in that world, but also, the impact that they have on that world, too. So you know, it's understanding about how to care for each other, their, their connectedness with their family, but also with their school or setting or, childminder and really understanding that there are connections within their, their own sphere, their own world all the time. And making those connections is so important to developing their learning.

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Colin Kelly

Now, Helen Tovey, do you have any advice for leaders of settings that don't have much access to outdoor spaces or natural spaces?

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Helen Tovey

I think it's about commitment to what you believe in, and advocacy for children and determination to provide a good outdoor area. Now, that's not easy, but you have to start with, what we really, really want to have. And, it might be, you know, persuading people to have a little bit more of a primary school playground for an outdoor area, or whatever.

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Helen Tovey

But in the meantime, obviously making use of local park spaces, green spaces, forest spaces, woodland spaces or beaches if there are nearby beaches. Taking children out, is very important. So they experience nature as a whole. So it's not just, you know, with their hands, indoors or something. It's having that long term vision. But in the meantime, making the provisions for the group of children you have.

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Colin Kelly

Let's bring in Liam. Liam is a reception teacher at Monnow Primary School in Newport in Wales. Liam, you said in your introduction you were fairly near the beginning of your Froebel journey. The environment that you're working in.... do you think that that's the right environment? Have you made changes to it, are you going to be making more changes to it to make it, I suppose more more Froebelian?

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Liam Graham

Yeah. So I would really advocate what, Helen and Emma, just spoke about. So I think it goes way beyond... so when we talk about learning and play environments, it goes way beyond, just like the physical space. That's part of it. But I believe that the whole system that supports the children's exploration, their inquiries and for their joy in learning, basically.

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Liam Graham

So I was lucky enough to, complete the Froebel Short Course, and it's had like a transformative impact, on my practice. It's made me realize that they're completely embedded in my practice all along. Many of our families are living in largely socio- economically deprived areas. Many live in high rise flats, urban areas with limited access to outdoor spaces.

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Liam Graham

We noticed there was a real disconnect from nature and the outdoors, hence our response to you Colin. There's been a lot of adaptation, so we we want our children to have these rich hands-on learning experiences. They were coming in and not having the same, like experiences as some of their peers may elsewhere. We believe that the pandemic exacerbated this, where the children kind of came into nursery.

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Liam Graham

And again, having that, there was a real disconnect with nature. We have an extensive outdoors at Monnow Primary School. We've kind of embedded occupations like gardening. We have a large forest school area, and it could be as simply as just exploring, like the natural materials, which offers a way of children to reconnect with nature.

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Colin Kelly

Liam, you've got this Welsh word 'Cynefin' and that actually connects quite nicely with some of what Froebel talks about, doesn't it?

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Liam Graham

Absolutely. So yeah. So Cynefin means belonging. So we've kind of had a real drive on how to, enable our children to experience a sense of belonging. I actually had a really nice activity that I did at start of the year, promoting belonging. We had a self-portrait activity. So at the start of the school year, rather than just kind of like a draw your face activity, we really delved into their self-identity.

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Liam Graham

So, yeah, it wasn't like a one off, one off quick draw your face activity, it was carefully planned, a provocation which sparked the curiosity exploration of themselves. So we set up like mirrors, lots of loose parts, buttons, pebbles. And we encouraged children to really observe and discuss the unique features of themselves, which was really nice. And it helped them, like, discuss transition from seeing like a real face to create an art that represents it.

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Liam Graham

So like a symbolic representation of their observations. And that lays the groundwork for more kind of abstract and complex ideas in future. The children kind of worked with wire and clay to represent themselves and even used natural materials. Which is a good way of kind of identifying themselves; what they look like, what their friends look like, making comparisons.

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Liam Graham

We focus on our eyes. We really look closely at like, the unique colours. So what I'm trying to say is rather than, yeah, it's a slow pedagogical approach. Rather than it's a developmentally appropriate approach in trying to enable a child to feel a sense of belonging, that it's a real, meaningful project rather than.. you see it, don't you?

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Liam Graham

Right. Let's draw your face.

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Colin Kelly

It's not just an activity. It sounds much more immersive than that. Yeah. You mentioned in there, Liam, you mentioned the use of clay a lot of places using Play-Doh. Is clay better?

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Liam Graham

Absolutely. Yeah. One of my favourite materials would be clay. It's such like a natural, like, tactile resource. There's texture, shape, 3D form. It's so versatile and much more difficult to manipulate than Play-Doh. So I would suggest, especially for those little hands, get working with the clay first at a suitable level so the children can really use it, their upper body strength, their shoulders really get that get manipulating that clay, which is great for building, fine motor muscles.

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Liam Graham

And yet that level of, focus on like, perseverance which aligns with a slow pedagogical approach, I suppose.

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Colin Kelly

And Liam, if there's somebody listening to this and they're maybe a bit behind you in terms of the journey. If they're looking at their environment and thinking, right, we know we need to change this. What would be a good way for them to start?

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Liam Graham

Okay I think it's a bit more than what's just in it. It's about how those resources are used to foster the curiosity, the connection. And we want the mastery of skills. So like the rich hands on experiences, again referring back to a slow pedagogy involved in that, constantly revisiting, revising that, taking those small steps in achieving the mastery of skills.

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Liam Graham

It's not about rushing, the Froebelian approach it's not about rushing through like tick sheets or activities, it's way more than that. It's about slowing down, the adults being present. What are we noticing? How we analyse, what we respond to in their interests, their fascinations, schemas, etc. and just to allow children to be fully immersed in these experiences.

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Colin Kelly

Yeah. And Helen and Emma, I really like the example in the pamphlet. I think it was the, the 'All About Me' box, which has some items in it from the home that the child brings with them. And, you know, if they're suffering some anxiety around separation, then that box can come out. I thought that was a really nice example of, again, how things can be linked as well.

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Helen Adams

Yeah, we found those really useful. So we encourage families to make a box, to put some things in them that reflect the home. Nothing too special that the children would get really upset in, in losing, as we've already talked about, children transport things. However, the rest of the children do understand that these boxes are personal and belong to the child, and they're not for that free play.

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Helen Adams

And the children are encouraged to talk about the things that are in there, to share them. There might be photographs or places that they've been to. And when children are finding it really challenging to regulate their feelings, sometimes that can help because it's a connection with their family. It's also a distraction to start thinking about, how they can feel comfortable.

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Helen Adams

So, we definitely find that works really well with our young children, to help them to feel that connection with home within the school setting.

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Colin Kelly

So Emma and Helen, so you're two head teachers in Cornwall and you work closely together. If I walked into your settings are there certain things they have in common or certain differences, would I recognise them, do you think?

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Helen Adams

Yeah, I think that, all Froebelian settings you would see certainly some similarities there, but clearly, different adults will make different choices about what's right for their children and different settings will need to reflect the community of children that they have and make sure that children have experience to be immersed in things that are known to them.

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Helen Adams

And that's going to be different in different settings or different environments, because you're responding to your community and their needs.

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Colin Kelly

Yeah, well, I can see Emma wants to come in on that as well.

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Emma Short

I think, as well, each cohort of children in early years, we have children for maybe... we can have them for up to five years, but some settings may only have those children with them for a year or 18 months. And it's really important, as Liam mentioned earlier, that some of our children have missed out on experiences due to the pandemic.

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Emma Short

And so what you're offering children might reflect that. So our cohort at the moment, we have a high proportion of children with high sensory needs. We've had to change our rooms around. We've had to move classrooms around, but also some of the resources that we would have had out previously. We can't have out for those children, but I think Helen and Liam and Helen would agree that a Froebelian environment

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Emma Short

would also have a lot of open-ended resources. So they're resources that could work with young children, slightly older children so that there's not a fixed outcome. That children can explore and

investigate and have that touch, that feel that that's something I think that it's really important. So something like blocks, block play.

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Colin Kelly

And there's something else you mentioned in the in the pamphlet, Emma, is this idea of a material being transported from one area to another. Now, someone that maybe likes to keep things neat and tidy, that might worry them a little bit, and of course that impacts on the environment. So rather than everything being in a compartment in a section, we've got this movement.

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Colin Kelly

Somebody starts playing with something outside and they bring it inside. So can you tell me a little bit maybe about some of the opportunities but maybe the challenges and how do we make that work?

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Emma Short

I that again it's particular to each setting I think in each nursery or each environment. But Helen talks a lot in her work where she talks about a Froebelian environment in the early years about children having respect. So we all know that two year olds love to tip. There might be scattering schemas and have that sort of pattern of play where they like to throw toys. But the emphasis is on respect for the classroom; respect for others, a sense of a community and that we can tidy those resources when we've finished with them.

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Emma Short

We might re-present areas for the next person to come. But it's a balance, isn't it? It's a balance. Because sometimes if they've built an amazing, you know, with some big blocks, they've built an amazing pirate ship outside, they might want to keep that. They might want to keep that for a few days. And it's that balance.

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Emma Short

And that's that educator who really understands and respects the importance of children's play. But also keeping those areas respectful for other learners, other children.

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Colin Kelly

And Helen Tovey in your experience, can that be achieved, do you think children will do that, can they manage that? You give them that freedom, these opportunities, do they have that respect or do they need to learn it?

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Helen Tovey

I mean, ideally children learn from the older children. The older children in the group, they learn very quickly because the older children will model, the way they use the materials and select them and then, return things to the right places and things. But we can have children for a very short time. And they don't have those older role models.

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Helen Tovey

So then the adult is also modelling that, you know, 'what can we use for this? What can we find. Let's go and look at the resources and selecting what we want.' I think when there's a lot of very new children, for example, too many resources available all at once can be a little bit confusing, overwhelming.

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Helen Tovey

So it might be about, building up, stores of resources or having some, in reserve for the more experienced children. It is about balancing the freedom of children to explore and investigate and create with the responsibility to the rest of the group. And that takes time. I mean, you know, as adults, we don't always we haven't always learned that.

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Helen Tovey

So we can't expect children to grasp it you know, quickly. It takes time. And that's part of the educator's role to be aware of that.

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Colin Kelly

And, Helen, if I could stay with you for a moment, you'll have heard the recent policy announcements in England. They're expanding early years provision. There might be some head teachers in primary schools who are thinking about, well, how will they transform a school classroom into an early years setting or taking on some nursery provision. What advice would you have for them, and do you think the early years provision can be inside

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Colin Kelly

schools?

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Helen Tovey

Well, having worked in a nursery class in a primary school, yes, it can be done. I think there are challenges there. And if you think back to Froebel, he very much argued against a place for young children being a school environment, an institution as an environment. And that's where he coined the phrase kindergarten.

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Helen Tovey

You know, it should be a garden for children, where they can grow and develop at their own pace. With knowledgeable, sensitive, experienced practitioners. Just like a good gardener tends to their plants. So schools are institutional, some primary schools anyway, and it's hard to make a classroom a really exciting, dynamic place for young children. But that's where the vision comes in and if there's understanding and there's commitment and there's vision, then yes.

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Helen Tovey

You can create a rich environment in any setting. But you have to overcome that, that sense of the sort of institutional nature of the school.

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Colin Kelly

Liam, tell me a little bit about how the Froebel Trust training is helping you create this good environment for the children in your primary school.

00:24:18:02 - 00:24:39:00

Liam Graham

I think this course has made me reflect on the purpose of the materials and the resources that are in my classroom, rather than I think of like a corner of a room, for example, that's filled with open ended resources. It looks beautiful, is very inviting, there's occupations, there's loose parts. It could be seen as a learning and play environment.

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Liam Graham

But I think it only comes to life when there's a knowledgeable and nurturing adult enabling that space. Knowing when to step back, let the children lead and when to step in with a question. So I think an adult is key in helping children to really connect with the materials and the space. Again, whether that would be in the woodworking area, in the sewing area.

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Liam Graham

But again, I know, some of the guys said it before, but again, balancing that freedom with guidance and autonomy.

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Colin Kelly

And Helen, you've done it. You've created a space. You've created a nursery school from scratch. Was there anything you had to compromise on or if you were doing it again, is there anything you'd do differently?

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Helen Tovey

Oh, I think this was so many years ago that of course, things change and develop. But overall, I think the way we approached it, because we had quite a lot of time, was we started with key principles, what we wanted for children, how we saw them as curious investigators, creative learners, social learners. We looked at some key principles that we wanted in the, in the environment.

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Helen Tovey

So we wanted space to move, freedom to choose. We wanted a dynamic environment. That's not static because children's interests are not static. They flow and they develop and they're creative. So the environment's got to be responsive to that. We wanted it to be connected and we wanted to promote relationships. So we started with those. Then we, you know, sketched out a plan that they, areas of learning that we wanted to include.

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Helen Tovey

So we wanted to have the block, you know, large block area, imaginative play areas, graphics area, making and doing, a sort of workshop area, manipulatives area with, with a clay woodwork investigative area, with screwdrivers and things like that, books and stories and, you know, a place for snacks and small group time.

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Helen Tovey

And of course, the outdoor area is very significant. There's a lot to get in there. So we did end up making a scale plan of the area. And we cut out tables, the right size furniture to see how we could map out and include areas. Then we looked at it very critically, you know, where's the link, where's the flow, how children going to move around that space?'

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Helen Tovey

'You know, how adults going to navigate it?' 'How flexible are the spaces? Can the block play area extend out?' Because if they've got, you know, to build, they're going to build this, you know, big dynamic structure. They want space to move out. Can children take the pens and paper and work on the floor. Is there space to do that?

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Helen Tovey

Where's the storage? You know, it's not in a cupboard. The storage is all around the provision so that children can access it easily. How is it labelled so that children can find things and return things? Are there open spaces, but also little small enclosed spaces in a way that really fosters those close relationships?

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Helen Tovey

How children can engage with nature?. Those sort of questions. So we spent quite a long time moving it around until we got something that we felt was appropriate. And of course, once you start with children, it does develop and change. But I think for children, there's got to be some things that are predictable.

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Helen Tovey

They know where to find things. It's not just all over the place, but it's also got to be responsive.

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Colin Kelly

And if there's someone running a setting like you are Emma and they're keen to bring in more hands-on experiences. So doing more with cooking, doing more with gardening and woodwork, how should they go about bringing that in?

00:28:45:18 - 00:29:09:00

Emma Short

I think there's some excellent resources on the Froebel Trust website. You know, looking at the pamphlets, listening to some of the podcasts and there's some short videos as well. But it's also... we have done the Short Courses with our whole team, and they have really helped us talk through things. So talk through together as a team about how we're going to introduce this.

00:29:09:00 - 00:29:31:14

Emma Short

How are we going to manage that within a really busy nursery environment. How are we going to talk to our parents about, if we're using sharp knives for cooking, for example. So that sort of preparation is important and that reflection about how we're going to start doing something. I think Liam mentioned also, we're all on a journey.

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Emma Short

We're all on a journey with a different cohort of children. And every day can be different for our children. So it's really important that we can be flexible but take small steps when you're introducing something. That's what I would recommend. So for example, if it's cooking, have maybe 2 or 3 recipes that you can use, that you've got all of the resources you need.

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Emma Short

Any bowls, knives, chopping boards. So that you can really embed those routines with the children and support the educators to feel comfortable, because that's important. They really need to know why they're doing these activities or this learning and what the learning is behind it. So yeah, small steps. I would say.

00:30:17:07 - 00:30:41:14

Colin Kelly

Liam, I know that you're getting more and more interested in the Froebelian approach. But you've found that it just kind of supports part of what you were doing already, but you're doing more of it. And I'm wondering if, since you go further down this road, are you noticing any difference with the children? What what sort of reaction are you getting?

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Colin Kelly

How is the Froebelian approach supporting the progress that the children are making?

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Liam Graham

Yeah. So I'd like to start by saying that the Froebel Short Courses have made me really reconnect with my 'why'. Why am I doing this? And really having that passion for developing those hands-on learning experiences that are developmentally appropriate for our children. I've noticed some incredible engagement with, and high levels of involvement with occupations like woodwork, for example.

00:31:15:23 - 00:31:44:06

Liam Graham

There's just something truly special about woodwork, I believe, the level of focus and like the perseverance is absolutely remarkable. These are our younger children. And going back to, the parents having that initial fear of finding out that their children will be using a saw and a hammer and a screwdriver and a drill. But when they see what their children did, because their children bring their woodwork creations home, they're absolutely fascinated by what they can make.

00:31:44:06 - 00:32:11:10

Liam Graham

So it yeah, it provides a rich, hands on experience that's so engaging for them. I've noticed where, children with additional needs, additional learning needs, where they might typically find other areas of the school day pretty tricky, they absolutely thrive in that woodwork area. I think because it offers that open ended creativity, that autonomy and that level of challenge

00:32:11:10 - 00:32:18:15

Liam Graham

I believe, and it offers those like tangible results that are so physical and in front of them.

00:32:18:21 - 00:32:34:09

Colin Kelly

Well, Emma, there's one question that the Froebel Trust get asked a lot by parents and carers, and that is 'what should I be looking for when I'm visiting a setting or choosing a nursery school for my children?' So what advice would you give parents and carers who are thinking about that just now?

00:32:34:11 - 00:33:02:09

Emma Short

I think it's really important when you walk into a setting to get a feel. And it can be just something that you're not necessarily looking at what's available, the resources, but it's a feeling of, that people matter. That the children matter, the parents matter, that the educators matter, and that they've got those warm, nurturing relationships.

00:33:02:11 - 00:33:25:11

Emma Short

And for me, that's something if you don't feel at ease when you're when you're meeting somebody in the setting or in the nursery, then maybe it's not quite the right place because I think there should be a real emphasis on how relationships are really important. And we talked a little bit earlier about the anxiety that some families have had following the pandemic.

00:33:25:13 - 00:33:59:19

Emma Short

And I think we've all had to rebuild our relationships with families in a slightly different way during the pandemic. And that's in good ways, and there's some negative aspects of that. But it's a feeling that you feel secure. And going back to Liam's Welsh phrase, which I won't attempt, but that sense of belonging. We had a child who struggled to settle and their parents spent a term settling their child coming into the nursery every day, staying with them, you know, moving away slightly.

00:33:59:19 - 00:34:28:15

Emma Short

But it's important that parents feel, 'I can be there for my child'. 'That setting understands my child'. 'Those educators will be warm and nurturing towards my child'. And then that child is free to explore and investigate once they feel emotionally capable. And the other thing as well, is having parents come in. So quite often when I'm showing prospective parents around, there will be parents here.

00:34:28:21 - 00:34:44:11

Emma Short

They'll be parents in the nursery, either setting their child or they've come into, a workshop. We might, you know, do some activities outside with parents. And it's that sense of community, that sense of belonging, I think is one of the most important things to look out for.

00:34:44:13 - 00:35:06:10

Colin Kelly

Well, Helen and Emma, the Froebel Trust really seems to recognise the value of networks and bringing people together. You are two head teachers in a similar part of the country, in Cornwall, obviously in similar roles. Do you find it helpful having each other, having someone that you can share these experiences with?

00:35:06:12 - 00:35:48:19

Helen Adams

Yeah, I would say undoubtedly. So the staff on both of our settings do come together for opportunities to train, to share experiences. We're lucky that our two settings are not too far away from each other, so we can go and visit each other's settings. And we've been doing some of that. And I think what that provides is really great opportunities for those rich conversations between

practitioners and also to thrash things out, you know. And so to be able to talk with another setting about what their approach to that is, what strategies have they used, how do they explain that to parents?

00:35:48:21 - 00:36:02:23

Helen Adams

It's really, really useful. And I would say, you know, certainly in Cornwall we're trying to grow a Froebelian community Emma and myself. So, you know, we're hoping that that's going to be expanded even more.

00:36:03:00 - 00:36:30:20

Colin Kelly

I hope so, too. That's Helen Adams, headteacher at Truro Nursery School in Cornwall, with a final word on this episode of the Froebel Trust podcast. And joining Helen in our discussion about the Early Years environment, was her fellow Cornwall based headteacher, Emma Short, and Helen Tovey, former Principal Lecturer in Early Childhood Studies at the University of Roehampton, and Liam Graham, Reception Teacher and Early Years Lead at Monnow Primary School in Newport, Wales.

00:36:30:22 - 00:36:55:09

Colin Kelly

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00:36:55:10 - 00:37:09:23

Colin Kelly

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(ENDS)