

# Norfolk County Council Baby Friendly Project

## - Infants in the EYFS

*(Autumn 2025)*



### Programme specifications

- 1) This project is underpinned with shared priorities of action to deliver the flourishing in Norfolk strategy. Helping children and young people in Norfolk [Flourish - Norfolk County Council](#)
- 2) The training programme will contain **multiple modules of study** that will inspire & improve professional knowledge, skills & aptitude for practitioners applying the Early Years Foundation stage requirements for babies & young children under 2yrs.
- 3) In addition, this CPD provides in-person & digital platforms to join like-minded practitioners within an ambitious '**Learning Community of practice**', building on their strengths of professional baby friendly practice, throughout Norfolk's Early years settings.
- 4) Through Modula webcast attendance, gap tasks, reflection portfolio, internal & external assessment & supervision, plus enrichment events; further development of knowledge regarding practitioner responsibilities & teaching techniques to provide a quality experience for babies and toddlers from Birth to 2yrs, will be achieved.

The programme is delivered through a blended approach of IT & in-person support.

This CPD programme will offer **8 hours of on-line guided learning** that you are required to complete.

This CPD programme will require you to complete **8 hrs of practical application & 8 hours of asynchronous reflective study with digital submissions.**

Following completion of the CPD: Infants in the EYFS, by the EY's practitioner: -

- A CPD certificate will be awarded on completion of the program to each practitioner attendee.
- Additionally provided will be a selection of resources to include a '**Guide on the side**' & access to follow-up material loaded digitally onto a shared 'Community of baby Practice' **PADLET & Facebook page.**

Progression to gain **The NCC Baby Friendly project Quality Award.**

- A final Quality Award Mentor review visit will be arranged with the Setting supervisor, the EY's practitioner and the NCC programme mentor.
- This visit will incorporate a learning walk tour of the baby provision, a reflective account conversation identifying how you have & will continue too, make a difference for infants in your setting to flourish.
- On successful completion of this visit the Early Years Setting will gain **The NCC Baby Friendly project Quality Award.**

The Quality award window sticker can be displayed and indicates to others (parents & or professionals) that a practitioner within this setting continues to belong to a professional learning community for infant practice. A digital download is also available for your use with marketing & promotion.

**Participation accessibility: -**

Skills-based learning outcomes should be accomplished in alignment with the module assessment criteria. These outcomes are developed over the course of the study program, allowing for gradual growth in both confidence and competence in practice. The successful achievement of these outcomes will be documented through a **final case study.**

This programme will need each participant to have access & capability to use digital platforms such as TEAMS & Microsoft forms (*if this resource need is an access barrier; an up-skill session called '**Making the most of your online training**' can be requested*)

Participants will need access within their EY Setting to resources to meet the course Gap-Task Learning Outcomes.

Participants will need support from within their EY Setting from a 'Supervisory mentor'. A **Supervisory Mentor Guidance** tool will be provided (*Please see adjustment for Childminding practitioners.*)

Programme access adaptations for childminding practitioners who are familiar with lone working practice & who do not receive leadership supervision have been made.

Program spaces maximised to 12 to enable establishment of community relationships.

Programme cost = Fully funded by NCC EY & Childcare team (£0:00)

*This program may meet eligible criteria for access funding support / back-fill funding. For further guidance on local funding provision, please contact the Early Years advise line & ask for training.*

## Contents of the Program

Module topics 1-8			
<b>Webcast</b> (75 mins) (in-person & recorded live)	EYFS links/ Child development/ Module Theory	Practical application	Webcast resources include a <i>Guide on the side &amp; Padlet access</i>
<b>Q&amp;A</b> (15mins)	In-person and unrecorded for delegates	to address any queries and provide further clarification.	
<b>Gap task activity</b>	Practice in Action ( <i>Inclusion &amp; equity of access</i> )		
<b>Digital Reflections of evidence Portfolio submissions</b>	NCC Coach feedback on request.		
<b>EY Setting supervision support</b>	In-setting	Supervision support tool available for supervision lead.	
<b>Case study</b>	End of project EY Setting visit by NCC mentor	Skills based learning outcomes celebrated	
<b>Enrichment events</b> (annual)		Community of practice	

Each module will run for 90 minutes, delivered via an online webcast.

Each webcast will be recorded and released for review following the live delivery. This option is for delegates unable to attend live due to illness, A/L or EY business needs. A maximum of 2 modules can be missed and viewed this way.

Following each live webcast there will be an optional complimentary 15 min interactive Q&A session. *NCC Coach & attendees' conversations will not be recorded from this session.*

### Module 1: Introduction to the project

- Welcome to the programme
- The evidence informed Early Years landscape for quality care with infants under two years old.
- Overview of EYFS requirements for Infant care
- Project format – module expectations /program requirements (IT access/ study time ringfenced/ digital reflective gap task submissions)
- Program resources: Guide on the Side / PADLET/ Facebook
- Program taster slide: working with dads (Enrichment events)
- Check back (15 mins Q&A interactive session) - Key takeaways- The importance of Rhyme time

**Gap task :** Getting to know you - *Your starting point Audit of practice needs, when working with babies, toddlers & their families. Describe your readiness to action and make changes to practice – What do you need to put into place? (Reflective Microsoft form submission)*

### Module 2: PSE development experiences for infants.

- Understanding key PSE milestones for infants
- Reflection on the importance of an attached & attuned relationship with infants.
- Explore practical strategies for supporting relational & co-regulatory development in your EY Setting.
- Consider strategies for family engagement.

The above will be underpinned with knowledge of

- Brain & child development
- Key person & professional love approach knowledge.
- Settling in transitions, valuing capital culture from families.

- Check back (15 mins Q&A interactive session) – key takeaways – Rhyme time

**Gap task :** Implementing a playful PSE activity for an infant in your care. (Reflective Microsoft form submission)

### Module 3: Infant's playful curriculum

- Deepen your understanding of how play informs your everyday practice, as you create meaningful responsive experiences in the baby room.

The above will be underpinned with knowledge of

- What is a playful baby curriculum?
- Pedagogy & play
- Respectfully including Home Learning Environment aspirations.
- Check back – key takeaways – Rhyme time

**Gap task: New Zealand Respectful caregiving quiz with colleagues**

Or - **Hugge Word cloud strengths posters-** (HLE engagement)

(Reflective Microsoft form submission)

### Module 4: C&L development experiences for infants.

- What is typical communication & language for infants?
- How does the way we communicate affect infants?
- How can we improve the way we communicate with babies and support families?

The above will be underpinned with knowledge of

- Key EYFS C&L milestones
- The importance of serve & return interactions
- Exploration of practical strategies that support C&L – inclusive of EAL practice.
- Check back – key takeaways – Rhyme time

**Gap task:** A serve and return interaction. Observing and responding to baby non-verbal cues. (focus to minimise the development gap for most at disadvantage infants) (Reflective Microsoft form submission)

## Module 5: Physical development experiences for infants.

- What can we expect? Typical physical Child development for infants
- Reflect on the importance of practitioners planning to seek & maximise physicality opportunities for infants under 2 yrs.
- Exploring practical strategies that ensure infants become , resilient, capable, confident & self-assured movers.

The above will be underpinned with knowledge of

- Sensory development
- Reflex maturation
- The naturally unfolding of movements.
- Check back – key takeaways – Rhyme time

**Gap task: *Action a blanket swing for vestibular reflex maturation – magical ride***

***Or – Make a homemade physical activity sensory box/ treasure basket***

*(Reflective Microsoft form submission)*

## Module 6: Transformational environments for infants

- Access & complete the Guest module by Mona Sakr & Community Playthings
- Creating inspiring baby room environments

The above will be underpinned with knowledge of

- Visualisation of your baby room environment through value-based reflection.
- Exploration of the eight principles of the regio Emilia approach.
- Implementation of an action research cycle.
- Infants plus nature reading
- key takeaways – Rhyme time

**Gap task:** Download Community playthings booklets and share with colleagues a values statement for the environment. *(Reflective Microsoft form submission)*

## Module 7: Healthy infants

- Reference to the EYFS compliance requirements of health & safety for baby provision.

- Reflection of importance for practitioners to seek updated knowledge of health & safety for infants under 2yrs.
- Share practical strategies & resources that ensure healthy infants.

The above will be underpinned with knowledge of

- EYFS health compliance
- Safer sleep
- Feeding guidelines
- Potty training support for parents.
- Check back – key takeaways – Rhyme time

**Gap task:** - Action & rehearse a courageous conversation (using a script) with a colleague around safe sleeping or safe weaning. (*Reflective Microsoft form submission*)

### Module 8: Creative arts, Culture & staff wellbeing

- Understand how creative arts & cultural experiences support the development of Characteristics of effective learning behaviours for infants.
- Explore ways to embed cultural experiences and creativity into everyday practice – for infants & adults relationships to thrive.
- Reflect on team wellbeing needs & plan for intentional celebrations that build team spirit & belonging.

The above will be underpinned with knowledge of

- Ch of EL behaviours
- Museum & gallery practice for under two's
- Art from the start project
- EY practitioner toolkit for mindfulness
- Check back – key takeaways – Rhyme time

**Gap task:** - Make the learning meaningful- Set up your own art gallery, museum space of cultural discovery environment area in your setting for infants to engage with. Share with colleagues & parents the intentional Characteristics of Effective learning behaviours this area can support. (*Reflective Microsoft form submission*)

## **Autumn term - 2025**

Module 1: Wed 10 Sept – gp1= 9:30-11:00am / gp2= 19:00-20:30

Module 2: Wed 24 Sept– gp1= 9:30-11:00am / gp2= 19:00-20:30

Module 3: Wed 8 Oct - gp1= 9:30-11:00am / gp2= 19:00-20:30

Module 4: Wed 22 Oct - gp1= 9:30-11:00am / gp2= 19:00-20:30

## **Autumn HALF TERM WEEK**

Module 5: Wed 5 Nov - gp1= 9:30-11:00am / gp2= 19:00-20:30

Module 6: Wed 19 Nov - ( no live sessions) Access & complete the Guest module by Mona Sakr & Community Playthings during this week -

**ENRICHMENT EVENT:** (meet more baby community colleagues) **date to be arranged**

Module 7: Wed 3 Dec - gp1= 9:30-11:00am / gp2= 19:00-20:30

Module 8: Wed 17 Dec- gp1= 9:30-11:00am / gp2= 19:00-20:30

## **Ingredients of success 3,2,1.**

List from today's webcast what has

- a) increased your **skill** in baby practice
- b) increased your **knowledge** of baby practice.
- c) increased your **confidence** in baby practice.

List from today's webcast 2 resources you have used that have influenced an engagement in action with a baby.

List 1 thing that you will share with parents from this webcast.

## **How does the project evidence if the practitioner has understood the learning?**

- Reflective Digital journal
- In-person final assessment conversation in setting.
- Setting leadership mentor / supervision notes.
  
- Send the digital reflection feedback page back to the setting leadership team for the practitioner.... *If requested.*
- Use of the NCC Flourish [Flourish - Norfolk County Council](#) framework: to checkback factors that affect positive Flourish outcomes for infants & their families.

## **Glossary**

**Webinar** = A live seminar presentation online, where attendees are encouraged to participate using Q&A, polls or chat facilities.

**Webcast** = Typically a presentation only one-way broadcast of information, where a host presents content to the audience with minimal or no interaction from the attendees. (*this term highlights the passive nature of this delivery experience; only watching or listening*)

**Q&A session** = short for Question and Answer session, is a live event where an audience can pose questions to a speaker, and those individuals provide answers and insights in real-time. They serve to enhance audience engagement, clarify information, and foster a two-way dialogue.