



Developing early years arts and cultural provision in the South East region

A report by Ruth Churchill Dower, Earlyarts, November 2013



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Introduction

Artswork's mission is to place the arts, culture and artistic practice at the heart of work with, for and by children and young people, and to champion, lead and facilitate high quality work led by artists and arts organisations including the development of young arts practitioners and leaders.

Earlyarts is the award winning, national network for people working creatively with children and families in the arts, cultural and early years sectors. Together, we connect the people, ideas, resources and information that nurture young children's creative potential.

In 2013, Artswork and Earlyarts came together in a partnership to provide an opportunity for professionals across the arts, cultural and early years sectors to create small scale, local action-based partnerships or networks that could develop creative thinking and best practice. Through these local collaborations, Artswork and Earlyarts aimed to develop and strengthen the quality of the arts offer to children and young people and to build sustainable connections between early years settings and arts and cultural organisations.

In particular, Artswork were keen to raise the profile of cultural practice within early years work, link the South East based cultural institutions more to early years work, develop thinking between early years practitioners and cultural practitioners on what the best approaches can look like and how they can be achieved, and create case studies to inspire the practice of others.

By encouraging creativity and imagination, we are promoting children's ability to explore and comprehend their world and increasing their opportunities to make new connections and reach new understandings.¹

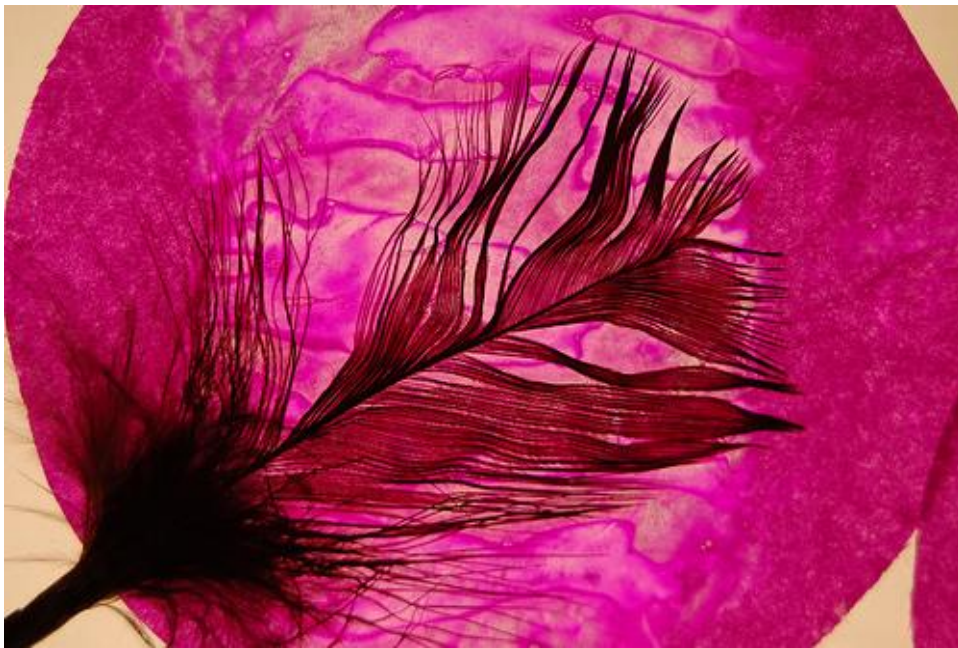
Artswork engaged Earlyarts in four areas of work towards achieving this aim:

- Establishing a series of sub-regional **Shared Practice Network** events looking at developing local practice, sharing ideas and celebrating success;
- Providing guidance, criteria, assessment and co-ordination of a modest investment programme – the **Challenge Seed Fund** - to enable innovative collaborations between the cultural and early years sectors in the South East, made available by Artswork;

¹ Duffy, B. (2006), *Supporting Creativity and Imagination in the Early Years*, Oxford University Press.

- **Collate, promote and disseminate relevant articles**, evaluations and case-studies through Artsworld and Earlyarts e-bulletins and online resource bank, in order to support the growth and development of local collaborations and projects;
- Produce an **Online Publication** outlining this programme and celebrating local practice and partnerships as a result of the better connected practice through the above initiatives.

Children need nurturing far longer than any other species and the quality of this nurturing has a major impact on how well children develop and then fulfil their potential. This task is not primarily one that belongs to the state. We imperil the country's future if we forget that it is the aspirations and actions of parents and carers which are critical to how well their children prosper.²



Photos on this page and on cover: Shadows and Light, Early Years Creativity Workshop, Earlyarts 2012

² Field, F., (2010) *The Foundation Years: Preventing Poor Children becoming Poor Adults*, HM Government, p. 11.

Why is this work important?

We have a responsibility to ensure all children can access their cultural entitlement, as set out in Article 31 of the *UN Convention of Children's Rights*³. In addition, recent research enables us to demonstrate evidence of the significant impact of arts and culture on very young children and their parents or carers, both in terms of learning through the arts and in the arts. For instance:

- High quality arts or cultural experiences in early childhood can have a very significant impact on children's subsequent **abilities in the arts**^{4 / 5 / 6}.
- Early years arts and cultural activities can impact on **cognitive development** by enhancing a wide range of curriculum foci (e.g. language development, numeracy, literacy, personal/social/emotional/ physical/spiritual development and understanding of people and cultures)^{7 / 8 / 9}.
- In a child's earliest years, involved parenting is a bigger influence on their future achievements than wealth, class, education, cultural intervention or any other common social factor¹⁰. Early childhood arts and cultural activities can have significant positive impacts on **parent-child relationships and on engaging families** in further arts and cultural opportunities. Stimulating and compelling experiences at museums, galleries, theatres, libraries, dance, arts or music venues will offer many parents from different backgrounds the ideas, confidence and resources to make play with their children a feature of everyday life¹¹.
- High quality arts experiences in early childhood can impact the **brain's development** in other areas: for instance music activities can help language learning^{12 / 13}.
- Early years arts and cultural activities can help **develop intrinsic human qualities**, such as creativity, expression, identity, culture and imagination. As well as helping to preserve our cultural heritage, they enable young children to develop their own cultural languages which contribute to their individual, community and global identity^{14 / 15}.

³ **UN Convention of Children's Rights:** Article 31- Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities. http://www.unicef.org/crc/files/Rights_overview.pdf

⁴ Siraj-Blatchford, I., et al., (2002). *Researching Effective Pedagogy in the Early Years*. London: Department for education and skills

⁵ *ImagineNation – A Case for Cultural Learning* (2012), Cultural Learning Alliance: www.culturallearningalliance.org.uk/userfiles/files/FINAL_ImagineNation_The_Case_for_Cultural_Learning.pdf

⁶ Jayatilaka, G., (2010) *Creative futures: a 'new deal' for the early years sector* in *Born Creative*, London: Demos, pp. 71-82.

⁷ Duffy, B. (2006), *Supporting Creativity and Imagination in the Early Years*, Oxford University Press.

⁸ Duffy, B. (2010), *Using creativity and creative learning to enrich the lives of young children at the Thomas Coram Centre* in *Born Creative*, London: Demos, pp. 21-22.

⁹ OECD (2004), *Five Curriculum Outlines in Starting Strong, Curricula and Pedagogies in Early Childhood Education and Care*, OECD, p. 28, www.oecd.org/dataoecd/23/36/31672150.pdf accessed 21 Apr. 13.

¹⁰ Field, F., (2010) *The Foundation Years: preventing poor children becoming poor adults*, London: HMG.

¹¹ Oskala, A., et al., (2009), *Encourage children today to build audiences for tomorrow, Evidence from the Taking Part survey on how childhood involvement in the arts affects arts engagement in adulthood*. Arts Council England http://www.artscouncil.org.uk/publication_archive/encourage-children-today-to-build-audiences-for-tomorrow/.

¹² David, T., Gooch, K., Powell, S. and Abbott, L. (2003) *Young Brains, DfES Research Report Number 444: Birth to Three Matters: A Review of the Literature*, Nottingham: Queen's Printer.

¹³ Sousa, D (2006), *How the arts develop the brain*, School Superintendents Association, <http://www.aasa.org/SchoolAdministratorArticle.aspx?id=7378>

¹⁴ Bamford, A. (2006), *The Wow Factor: Global research compendium on the impact of the arts in education*, Waxmann Verlag, pp.17-18.

- Early years arts can impact positively on **confidence, self-esteem, agency and behavioural health**, breaking down the barriers of language, culture, prejudices or societal differences,¹⁶ and leading to decreased social problems, reduced inequality and increased productivity and GDP growth.¹⁷
- Collaborations that encompass the perspective of arts or cultural professionals, early years professionals, children and parents can result in a much **deeper understanding of, and attention to, a child's needs and interests**, leading to fulfilment both immediately and later on in life¹⁸ / ¹⁹.

In a policy-driven culture, the biggest challenge is to resist using the jigsaw of cross-referenced policy objectives as the starting point for defining the place of culture in young people's lives. A true entitlement model keeps the child at the heart rather than trying to find the 'best fit'. The child's needs, aspirations, ideas and potential should be the starting points for all provision (i.e. cultural, social and health care, community, transport, employment, and so on) in ways which add value to the child's life and that of their families and peers.²⁰

By providing a positive focus for shared experience and communication between parent and child, arts organisations can play a valuable role in supporting the quality of those parent-child relationships from birth. This might happen through cultural visits, reading, singing, role playing, making music or sharing memories in photographs, when parents can help to extend their children's knowledge and understanding of their relationships²¹.

Therefore, the focus of the Artwork programme to build collaborations across the sectors acts as an important catalyst to the impact upon, and fulfilment of, children's development both in and through the arts and culture.

A non-exhaustive list of current arts and cultural provision for young children and families in the South East can be found at **APPENDIX ONE**.



Photo: Participants at the Fareham Shared Practice Network, 02.07.13, taken by Earlyarts.

¹⁵ Witkin, R. (1974), *Intelligence of feeling*, Heinemann Educational Publishers.

¹⁶ Scottish Consultative Council on the Curriculum (1999), *Seeing, making, doing: creative development in early years*, p. 37; National Children's Bureau (2010), *Principles for engaging with families: A framework for local authorities and national organisations to evaluate and improve engagement with families*.

¹⁷ Barnett, S. and Ackerman, D. (2006), *Costs, Benefits and Long-term Effects of Early Care and Education Programs: Recommendations and Cautions for Community Developers*. Community Development: Journal of the Community Development Society, 37 (2), Summer 2006.

¹⁸ Churchill Dower, R, Hogan, Hoy, C, S, Sims, H, (2006) *Search for Meaning - The Children's Curriculum*, Bradford, Canterbury Nursery School and Centre for Children and Families

¹⁹ Clark, J, Griffiths, C. and Taylor H. (2003) *Feeding The Mind, Valuing the arts in the development of young children*. Arts Council England, North East.

²⁰ Churchill Dower, R (2012), *Cultural Entitlement in a Nutshell*, Revised version, Earlyarts: <http://bit.ly/12uQt4P>

²¹ Ipsos Mori (2009), *Parents' views on creative and cultural education*, London: CCE. <http://www.creativitycultureeducation.org/parents-views-on-creative-and-cultural-education>, accessed 21 Apr. 13.

Case studies of creative early years practice in the South East

Artswork commissioned Earlyarts to undertake two tasks:

- 1) To gather case studies of creative early years practice in the South East
- 2) To build opportunities to develop provision within the South East

The following case studies were identified as established creative early years projects, run by organisations in the region who are known for their quality and longevity of practice. Some are either members of the Earlyarts or other networks, such as the regional music hub, others are in the throes of applying for funding from the Artswork Challenge Seed Fund and, as such have demonstrated a high level of creative and pedagogical quality in their work. They illustrate the types of provision being developed across the region and the impact this is having on the young children and families involved:

Case Study 1:

Open Sesame

This project was the result of a partnership between early years and arts professionals across Sussex and Surrey, delivered by Culture Shift in partnership with Octopus Inc, and supported by Arts Council England. The project involved fifteen nurseries and seven trainees, and focuses on communities with high levels of deprivation. Alongside this Octopus Inc devised a creative event for families called 'Sorted?' that was hosted by each nursery at the end of the project to celebrate the creative learning experiences of children.

Activities:

- **Open Sesame:** Six lead artists and seven trainee artists worked with the nurseries for twenty weeks, learning from each other, supported by a team of experienced artist mentors, exploring ways to introduce art, music, dance and other forms of creative expression into the day-to-day play and development of under 5's.
- **'Sorted?'**: This was a new participatory event where children and adults can play together within a story that starts with ordinary cardboard boxes.

Impacts:

- Consolidated and extended the professional practice of the lead artist group, including the production of the creative event and their skills as mentors and trainers
- Engaged parents (including hard-to-reach parents) in their children's creativity and gave them the means to support it more effectively
- Provided a collaborative learning structure that extended the skills, knowledge and practice of early years practitioners and artists
- Researched and developed a model for an apprenticeship framework for artists working in early years through a successful trainee programme

Case Study 2:

The Hastings Wild Things at Mallydams Wood

Hastings Wild Things is an education project run at RSPCA Mallydams Wood and Education Centre in Fairlight, near Hastings, with the aim of encouraging young people and children to enjoy the outdoors and all it has to offer. There is no cost to the young people, young parents or young children who take part.

Activities:

- Practical environmental education
- Overnight residential and day visits tailored for schools and other youth organisations
- Evening badger watching
- Badge work for Scouts, Guides, Cubs and Brownies
- Beach visits
- Woodland trails and games
- Farm visits
- Pet care activities
- Arts and crafts.

Impacts:

- Learning about wildlife and exploring the woodland at Mallydams. Introduction to the many animals that live in the wood including foxes, badgers, rabbits, squirrels, owls, doormice, frogs, lizards and snakes. Enabling children to get close to some amazing creatures and understand caring skills.
- Knowledge and skill development in observation, listening, recording, communicating, world cultures, woodland conservation and being creative through Badger watching, den building, animal-friendly cooking on a woodland fire, making animal homes, woodland games and creating wildlife habitats.
- There is also the opportunity the opportunity to get certificates in a wide variety of skills, from working together, planning a task and working safely, to creating a habitat and safeguarding wildlife.

Case Study 3:

The Helicopter Technique in Early Years by Make Believe Arts

Make Believe Arts facilitate the use of The Helicopter Technique of Storytelling and Story Acting across settings and schools in Kent. They enable the teacher or workshop leader to sit down with the child, listen to his / her story, and write it down word for word. At the end of the story, the child decides which character he / she wants to play and the teacher moves on to the next child on the list. Towards the end of the session, the whole class gathers to act out the stories of their peers.

Activities:

- In the first instance the children are informed of the process, before a stage is taped out in the middle of the group.
- Children are asked to participate with the story by being brought onto the stage and asked to act out what is being said from a previous story. The teacher must ask for actions without demonstrating them.
- The teacher can then ask for the next story, offering for the story to be as short as they like, but no longer than one page, before circling which character the author wishes to play, and allowing the child to edit the script if they choose to.

Impacts:

- Can be used with children as young as 2 years old up to Key Stage 1.
- Develops confidence, curiosity, concentration and communication skills in all children regardless of ability.
- Increases turn taking, attention span and speaking and listening skills.
- Demonstrates spectacular and measurable gains in spoken narrative and language development skills even for pupils with SEN or EAL.
- Enables pupils to see their stories acted out, and gain reinforcement of the meanings of the word through their total engagement with the process.
- Keeps a class of 30 children attentive, because no-one knows what will happen next and what the next story will contain...

Case Study 4:**Sound and Well! Music Making in Early Years**

The Sound and Well! project was an early years music project initiated by Hastings and St Leonards Children's Centres in West Sussex and funded through Youth Music's Open programme. It ran from October 2011 to September 2012. Sound and Well followed on from the success of the Children's Centres' Creative Partnerships programme which had culminated the previous year.

Activities:

- Four early years settings worked with a music leader trainee over 16 weeks, hosting two 30 minute workshops each week with two groups of children and a further 15 minute relaxation session.
- Workshops focussed on building a variety of music skills appropriate for early years settings, such as: singing, playing instruments, basic rhythm, tempo and pitch.
- **Singing:** Each session began and ended with a 'hello' and 'goodbye', with the welcome song involving Fuzzy (a furry puppet), once relationships had been established, and song lyrics also focussed on being explorative (i.e. stroke or tickle the drum).
- **Instruments:** An Instrument family were explored each week – shakers, bells, drums, and African thump harps, instruments were mainly made out of natural materials.
- **Relaxation:** The relaxations session was planned for the end of each session. Children lay down, with a blanket and listened to Music leaders songs and musical stories.
- **Recording:** A CD was produced using a hand held recorder with instant playback.
- **Music Making Strategies:** individual children were encouraged to become role models wherever possible, with children taking turns leading the music making standing at the front and getting others to start and stop, and sessions taking place on the 'magic carpet' a clear participation zone for the children.

Impacts:

- An important focus of the activities was a child-centred creativity – and allowing the flexibility to go with the flow of children's own spontaneous ideas.
- Children learnt about musical qualities and can apply this knowledge to playing instruments and singing songs, building a depth of musical knowledge over time.
- New children joining the group noticeably took time to catch up and had to listen hard in order to copy rhythms or songs, then appear to focus on listening to appreciate different musical qualities – loud/soft, high/low.
- Children had to listen hard to know when to start and stop and when it was their turn to sing or play and respond enthusiastically to the recording and playback of their own voices.
- Some children took longer than others to find their voice and some settings divided groups according to levels of confidence
- The ability for children to remember songs week to week was noted as remarkable.

Case Study 5:

The Towner Early Years Partnership

An action based research project between Towner contemporary art museum, Eastbourne library and East Sussex Standards and Learning Effectiveness Service (SLES). This project aims to investigate ways the library can share practice with Towner staff to shape its future Early Years programme and develop ways of working in partnership in the future, thus growing the impact of each organisation

Activities:

- Towner recorded how many early years practitioners delivered the introduction programme and calculated how many 0-5yrs each setting works with.
- Towner and the library shared information to calculate how many participants benefit from their loaned resources and recorded all early years participants as part of its Arts Council NPO funding agreement.
- The action learning sessions were written up and the project was photographed.
- The project also engaged new audiences for Towner at a local level by tapping into existing library 0-5yrs participants and parents and early years settings.

Impacts:

- By working with SLES and local early years practitioners an established outreach introduction programme for local childcare settings will be developed. The aim of this programme is to promote Towner as an important resource for the Early Years Foundation Stage.
- This project maximises the reach of both Eastbourne library and Towner through joint working, e.g. reciprocal loans, thus ensuring both early years programmes reach a wider audience than if done in isolation.
- The project also develops shared practice to ensure this new strand of work is developed in line with best practice through partnership working.

Case Study 6:

Thrift Adventures

Thrift Adventures run installations, workshops and residencies with children, teachers and families across the Oxfordshire, Berkshire and Buckinghamshire areas. Based on Reggio Emilia's Hundred Languages concept, and Philosophy for a Creative Curriculum which is key to the EYFS, this experiential learning approach aims to build a creative environment that works with young children from Foundation Stage up to Key Stage 3.

Activities:

- [Peek](#) - A one day EYFS project exploring the word Peek. A collaboration with Nick Garnett AKA Van-man-rouge.
- [The Rainbow Machine](#) - A forest school project for EYFS in collaboration with Nick Garnett AKA Van-man-rouge.
- [The Ladybird's Birthday](#) - A one day EYFS project where they have a perfect day on behalf of something or someone else. This group chose to have a birthday party for their friend the ladybird. A collaboration with Nick Garnett AKA Van-man-rouge.
- [Experienceology for Families](#) - A Museum of Stuff - A day trip to the Ashmolean Museum

where families were challenged to sneak something into the museum, before building a museum of their own in a lunch room, from the stuff they found.

- [We Notice](#) - Learning about learning - Developing learning capacities through experience with EYFS.

Impacts:

- Starting with building a foundation of self-confidence, Thrift' work seeks to develop six core competencies in young children, which they believe drive the process of creative thinking and learning. These are:
 - **Risk** – seeking prosperity with uncertainty of outcome
 - **Play** – transforming through imagination
 - **Focus** – to engage in the power of the moment
 - **Yes** – positive actions and attitudes
 - **Community** – exploring and learning together
 - **Curiosity** – the spirit of enquiry
- Essentially Thrift strive to impact on young children by developing these competencies during carefully facilitated experiences, using the arts to push against boundaries and possibilities, allowing children to explore the potential for change.

Case Study 7:

Museums for Beginners by SEARCH Hands On Discovery Centre

SEARCH Hands On Discovery Centre in Gosport, produces sessions for Pre-schools and Early Years practitioners to explore how to bring families into museums with their little ones, with a focus on science and history, and close links to the EYFS. The project team consults with early years practitioners before setting each project up and focuses on the interests of the children from the visiting setting.

Activities:

- **Animal Art** – using specimens to get close up encounters to inspire art work in various media, also allowing participants to create a display in the mini gallery for visitors to enjoy.
- **Exploration Box/Bag** – aimed at small groups with adult help, each Group is given one object from the collection in a bag to have a look at together. Adults reinforce how to hold safely while discussing the object with the group, using question cards for prompts, i.e. what does it do? What is it made of?
- **Who am I?** - dressing up as one of the animals or putting on a mask and taking on the persona of that animal in order to stretch imaginations, speech and language skills.
- **Be a designer** – creating your own printed designs for wallpaper, gift wrap or cards or creating object displays in different artists styles.
- **Storytime Specials** – story telling linked to the exhibitions at Gosport Gallery and developed through visual arts and crafts that link to the [five Areas of Play](#).
- **Bug Sorting** – using buckets of toy minibeasts, sorting them into groups or sets by colour, shape, type, number of legs, etc.
- **Build a home** – imagining you're a mother or father animal and building a nest for your babies, collecting and trying different materials that need to be collected.

Impacts:

- The programme enables a number of EYFS Areas of Learning including; personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative

development.

- The programme facilitated a turnaround in attitudes from the reticence of colleagues once oppositional to what children might do when allowed their freedom in the museum, to them understanding the benefits and helping to run sessions.
- In terms of visitors, the programme saw a significant increase in the number of younger visitors and the expelling of myths in parents, even allowing parents to take home some of the experiences to recreate them in the home environment.

Case Study 8:

The Early Tweets project by Southampton Music Service

This project by Southampton Music Service was funded by Youth Music to support music development for children in early years settings across Southampton and to create the setting up of an early years music network. The project ran for 15 months and culminated in a regional conference and network of early years music makers in settings.

Activities:

- To set time aside each day for at least one musical activity for the whole group.
- To nurture the musical skills of setting staff to deliver activities and then train other staff.
- Songs were used as part of the daily routines with children; e.g. to say hello and start the day, to get ready to go outside, to say goodbye and end the day.
- Including instrumental activities as well as vocal ones.
- Using songs and musical activities to fit the settings' themes.
- Themed resource packs were created to provide settings with resources for a variety of themes so that staff could deliver the music themselves once the musicians had left.

Impacts:

- Settings gained confidence in using musical and vocal instruments on a daily basis.
- Staff became aware of their own musical skills, and were able to train other staff and transfer the approaches successfully.
- Children's own musicality was better understood as they were encouraged more and more to use music to communicate.
- Various aspects of the EYFS were delivered through music, where before they hadn't been, such as numeracy, literacy, knowledge and understanding of the world, etc.
- The feedback received from practitioners at the regional conference indicates that everyone who participated really enjoyed themselves and benefited greatly from the expertise and knowledge of the workshop leaders, the most common comment being that practitioners couldn't wait to use what they had learnt in their settings.

Case Study 9:

Crocodiles! at Reflections Nursery

Reflections nursery in Worthing encourages children to develop their own theories so they can make sense of the world and to explore their theories with their friends. They listen to their ideas and take them seriously to help facilitate their research. They investigate the insights into children's creativity and the way Reggio Emilia approach supports and enhances all EFYS work.

Activities:

- Children's role-play conversations in the pre-school rooms were observed for special interests, which tended to include a crocodile as the ultimate 'baddie'.
- The resident Atelierista (artist working with children) brought in a taxidermy crocodile skull for the children to investigate.
- 50 children aged 3 and 4 years old were involved in developing the story.
- Their experiences included observational drawing, role-play making crocodiles out of clay, mixing paints to make the ideal colour to paint their crocodiles, storytelling, moving like crocodiles, investigating crocodile anatomy, and making homes and dens for their crocodile friends to create a, 'crocodile city'.
- Their experiences were documented in a project workbook entitled, [Crocodile!](#), illustrating the children's narrative, images, quotes, explanation and reflections.
- Toddlers and Pre-school children have full access to an art studio area called Ateliers and supported by two full-time artists, called Atelieristas.

Impacts:

- Supporting children's natural curiosity by providing a range of creative experiences, and plenty of positive interaction with well-trained, professional staff.
- Children's creative expression was encouraged by providing varied resources and equipment like clay, light boxes, overhead projectors and mirrors.
- Children developed language skills by being encouraged to observe what they were drawing.
- Using the principles of the Early Years Foundation Stage (EYFS), the nursery gave children of all ages the opportunity to develop skills and knowledge across as many areas of learning as possible.
- Giving time and opportunity to develop as creative, competent learners in a secure and inspiring space.

Case Study 10:

Little Artist, Big Painting by Commotion Dance

Commotion Dance, based in Eastleigh, create exploratory performances and workshops inspired by the ideas and interests of young children. Little Artist: Big Painting is a Small Wonders Commission, a national commissioning and professional development initiative creating outdoor work for the under 5s. It is a playful and intriguing dance made especially for the outdoors that offers children and families a unique and experience with live dance and a chance to join in after each performance.

Activities:

- The show is a performance by dancers and artists that creates a visually striking, larger than life painting, through a colourful mixture of dance, paint and music.

- This playful and intriguing dance was made especially for the outdoors to overcome any obstacles to messiness, and uses outdoor props such as windows to paint on and colourful outfits.
- The painted installation created during each show is left for families and young children to explore and make their own mark on once the performance has ended.
- To make the show inspiring, energetic and familiar to children, the dancers focussed on the colours and movements that children most used. They also explored different shapes to ensure the symbols they used in dance were ones that younger children would understand.

Impacts:

- The company's show has been praised as mesmerising and enjoyable for children and adults, enabling children to become lost in their own worlds of colour.
- The quirky and enchanting way of moving engaged children's imaginations and enabled them to experience a high level of sensory stimulation.
- Children's motor skills and visual expressions were enhanced by the activities carried out in response to the dance performance after each show.

Recommended models for supporting early years arts in the South East

Looking at these regional case studies, a number of models have been successfully developed for artists to work with young children, or for children's experiences in the arts otherwise to be enhanced, including:

- short-term projects of creative workshops, installations or performances specifically designed for young children;
- investigative approaches where artists work alongside early childhood professionals and young children to develop creative environments or arts activities in the setting;
- training programmes and other learning experiences for early childhood professionals to develop their skills in arts and creative development;
- long-term residencies where artists become a part of the daily environment;
- whole approaches to early childhood education and care, where artists are recruited as part of the permanent staff team and integrated into nurseries and schools;
- supporting and encouraging parents to engage in arts activities with their children at home, often focussing on parents' own arts and cultural tastes and backgrounds;
- using tangible resources (printed or electronic materials, CDs, DVDs and those available on websites, open-ended materials or hats, musical instruments, etc.) to help parents and early childhood professionals engage in arts activities with children.

The case studies show how some of these models have been effective. Looking across these models, some common ingredients emerge:

- Collaborative working: investigative approaches where professional artists and early years professionals are working together to support a child's development.
- Co-constructivism: adults and children working and learning together.
- Training embedded: training in early childhood development for arts practitioners or in creative processes and arts skills for early education professionals.
- Using one of the common models: involving specialist performances; participatory partnership projects; artist residencies; support for professionals; support for parents; professionalising the artist / atelierista role.
- Networking and practice-sharing: access to specialist networks or festivals to strengthen resources, collaboration and understanding between the arts and early years sectors.

Opportunities to Develop Provision

Earlyarts secured opportunities to develop provision within the South East through the co-ordination of:

- a) Shared Practice Networks
- b) A Challenge Seed Fund
- c) Focussed support for collaborations developing across the region

○ Shared Practice Networks

Earlyarts co-ordinated four Shared Practice Networks (SPNs), one in each sub-region, to bring arts, cultural and early years practitioners and professionals together. Focusing on theory, curriculum, policy and practice, the SPNs gave participants a chance to share ideas, to meet others who share a passion for creative early years practice, to discuss what works and why, to get to know about local arts and cultural projects and to encourage wider collaborations.

Initial presentations were chosen from established creative early years projects or venues, in order that participants could build on the excellent practice happening in regional museums, theatres and galleries around family learning, and to ensure their learning was shared more widely. Each SPN was hosted by a local cultural venue, which had the added benefit of enabling practitioners to see behind the scenes of a theatre, a gallery or a museum, as well as giving cultural venues opportunities to build more informed relationships with local children's centres and nurseries.

In addition, the programmes aimed to show a diverse range of arts, cultural and early years approaches, in order to challenge and raise opportunities for cross-sector collaboration that may not have previously been considered.

The resulting SPN South East programme consisted of four events, the programmes for which can be seen at [APPENDIX TWO](#). A total of 103 professionals from the region booked to attend these events.



Photos: Participants at the Brighton Shared Practice Network, 07.07.13, taken by Earlyarts

○ Challenge Seed Fund

As a way of ensuring that those attending SPNs might have the opportunity to build from SPNs and develop their own collaborative arts and cultural practice, Artsworld created a Challenge Seed Fund. All SPN attendees were invited to apply for up to £1,000 seed funding to support the development of new partnerships in the arts, cultural and early years sectors that would impact directly on a child's access to arts opportunities or on their access to creative learning within the setting. The application deadline was 29th July 2013; panel decisions were made by mid-August and announced on 6th September.

The criteria for the Challenge Seed Fund focussed on principles of excellence in achieving high quality creative early years provision, within the limits of small budgets. These included cross-sector partnerships to fertilise the sharing of different expertise and languages; clear objectives that linked into organisational / setting objectives and therefore having greater potential benefits for each partner; strategies for embedding the new ideas or approaches into daily practice thus ensuring a ripple effect across organisations; and plans for collation and wider dissemination of the learning.

Whilst there was no specific requirement for any specific type of project (e.g. workshops, productions, networks, action research, family learning, etc.), each partnership was required to explore ways in which creative approaches and cultural environments might directly help young children's learning and development, *or* might help to engage settings or families in supporting their child's learning journey, *or* increase the development of arts and cultural practice in early years. (I.e. not just about learning *through* the arts but learning *in* the arts).

Of the eleven applications received, Artsworld was able to support nine, which best met the criteria outlined above. Funding agreements and evaluation forms were kept deliberately simple in recognition of the small scale of budget offered, but specific enough to support and capture all the required learning for wider dissemination in due course. Projects are due to be completed by March 2014, at which point, Artsworld and Earlyarts will review and showcase the projects on their websites.

○ Support for developing collaborations:

In addition to co-ordinating the above programme, Artsworld asked Early Arts to offer additional support for participants of SPNs and successful applicants to the Challenge Seed Fund in order to ensure on-going work happened to the highest possible quality and impact. This came in the form of guidance for those interested in submitting applications; free access to Earlyarts' online resource bank with a range of current research, toolkits and practical resources to help formulate ideas; collation of additional South East case studies to support the project ideas; and carefully selected information in the E-bulletins on the latest in policy, publications, curriculum, new initiatives and strategic thinking in arts and early years practice.

In addition, all South East arts, cultural and early years professionals were invited to participate in online support events held in between the SPNs, called Twitter Chats. Each event was focussed on an area of interest to the participants, and enabled them to share their own case studies and resources, as well as ask questions of other practitioners, artists, educators and researchers. An example of the Twitter Chat programme can be seen at [APPENDIX THREE](#). The Twitter Chat events took place during the lunch hour as follows, and typically attracted around 20 participants per event:

18.04.13: **Quality** - what does it mean for arts and early years practitioners? How do we demonstrate it, keep it and improve it?

16.05.13: **Family engagement** – how do we use the arts to inspire families to become partners in their children’s learning?

20.06.13: **Approaches to the EYFS through Dance** – how can dance and movement help to capture children’s interest in communication, literacy, numeracy and physical development?

18.07.13: **Approaches to the EYFS through Music** – can we tap into babies’ innate musicality to help support their speech, communications, gesture and meaning making?

22.08.13: **Expressive Arts and Design** – what role can arts and culture play in young children’s learning, and how can we work in partnership with artists?

19.09.13: **International models of early education** – what can we learn from models such as New Zealand’s Te Whariki, Italy’s Reggio Emilia or Scandanavia’s Forest Schools, that will help our own creative approaches to the EYFS?

Finally, arts and early years professionals were invited to become members of the national Earlyarts network, in order to celebrate and share their work more widely and position their work within a bigger support network of like-minded professionals. Membership offers the additional benefits of on-going webinar training for free, SPN network events and significant reductions on creative resources for early years practice.

The important aspect of membership was to offer an on-going level of support for organisations whose work had been inspired and developed through the initial Artswork and Earlyarts interventions. Several SPN attendees committed to membership on their feedback forms and, so far, three have joined. Earlyarts membership programme is undergoing a review in recognition of the challenging climate, and South East colleagues will be invited again to join in November 2013 once the benefits are clearer and more compelling on the new website.





Photos: Participants at the Brighton Shared Practice Network, 07.07.13, taken by Earlyarts

Impact of interventions - Evaluative comments from participants

1. The Shared Practice Networks (SPNs) were great events on the whole - despite one of them clashing with the men's Wimbledon final! Responses were very positive both during the events and in the feedback sheets afterwards.

'Thank you all very much for your hospitality and for such a great evening. We thoroughly enjoyed ourselves!' (Museum Tutor specialising in Early Years, Maidenhead)

'I was inspired by the reminder of the importance and the impact of the work we all do. It was fantastic to see what brilliant projects everyone is doing. I'll take back the ideas of imagination, wonder and the make-believe bird!' (Music Workshop Leader and Peripatetic Teacher, Maidenhead)

'It was an inspirational event. I came away with good ideas to apply to my setting.' (Director of a Forest School, Maidenhead)

2. Venue co-ordinators were very helpful and pulled out the stops because of the benefits for, and complementarity with, their own early years objectives. Despite the kind offers from hosts, feedback showed that the venues were not always completely suited to the group needs, refreshments were not always on time, and once the technology failed, causing some distraction. Mostly these were outside of the hosts' control (especially the beautiful weather!) but important to try and get small things like this sorted out where possible in order to help delegates think and concentrate.

'The acoustics of the room made it difficult to hear some of the people talking.' (Nursery Manager, Brighton)

'It was a bit hot! The stuffiness of the room was rather off-putting.' (Reception Teacher, Maidenhead)

'My only complaint was the lack of windows!' (Children's Centre Teacher, Folkestone)

'Thank you very much for all your hospitality which made it such a great event!' (Museum Education Manager, Brighton)

3. Introductions to both Artswork and Earlyarts were shortened where necessary and well received. Delegates felt they had a good sense of the context and support behind their work.

'Hearing about what was going on in the area was so useful. I felt that this event was really beginning to open doors' (Nursery Practitioner, Brighton)

'It gave me new ideas and reignited my thoughts about current work with early years' (Museum Community Engagement Learning Officer, Fareham)

'I'm happy to take back these new experiences and ideas, and I will be encouraging my new school to investigate joining the network.' (Children's Centre Teacher, Folkestone)

4. Project presentations were generally well prepared, inspiring, well received and based in sound early childhood theory. Presentations were made available to attendees after each event where the presenter gave permission to do so.

'I enjoyed myself hugely, I made some new links and I was inspired by Oonagh Jones's [Nordoff Robbins] outstanding work. Tim Godwin's Experienceology [Thrift Adventures] reminded me how moving it can be to watch young children get so excited about being creative' (Deputy Head, Music Trust, Maidenhead)

'I'm going to take back the confidence to change routine practice and incorporate elements of risky and open-ended journeys into my formal courses' (Museums Learning Manager, Maidenhead)

'I was inspired by the presentation on how to make an event more interactive and focus on children's key needs of colour, movement and sound'. (Theatre Artist, Fareham)

'Fantastic speakers – lots of ideas that inspired me.' (Early Years Leader, Fareham)

5. At all events where delegates got off their seats and involved in practical activities, the reaction was very positive. Events where this didn't happen were commented on as lacking the interactivity they would have expected for a creative event. At the Folkestone event, delegates described the interactive sessions as 'lovely' and 'magical'.

'I was particularly inspired by the creative approach within a museum setting and the real live connections with early years settings.' (Museum Co-ordinator, Fareham)

'The thing I liked least was the sitting through long presentations, but well assisted by the interactive elements of the speakers' (Director of a creative business, Fareham)

'I really enjoyed the practical aspects of this event. I loved the idea of using different resources in the dance workshop, and the idea of children telling their own story.' (Teacher and Vocalist, Folkestone)

6. Delegates particularly enjoyed activities that were research or project-based, with lots of ideas for further implementation.

'We will definitely use scrap objects to generate creativity now. And we'll get the keyboard out from under the stairs to use with the under 5's!' (Museum Tutor specialising in Early Years, Maidenhead)

'I'll be taking back more creative ideas for teaching, and possibly look at getting a theatre company like Thrift Adventures in to school.' (School Arts Co-ordinator, Maidenhead)

'The Helicopter Technique and the Move Towards Health projects were both very inspiring and relevant to me. I will take both of these back into my work.' (Artist, Folkestone)

7. At the Brighton event, everyone loved the performance, seeing the impact on real children, and having a go. Delegates who were invited to see a DVD of the performance

in the nursery after the event commented that they were thrilled to have this opportunity to witness children's wonder and discuss the impact in more detail. The same was true of video clips of live creative experiences shown at other events.

'Seeing the participation was invaluable. I could feel the magic the children would experience.' (Teacher and Vocalist, Folkestone)

'I would like to see more [work in action] or to observe real projects.' (Arts Centre Director, Folkestone)

'I realised the simplicity of teaching and learning.' (Art Teacher, Maidenhead)

'Videos and images can say so much more than a ten page PowerPoint!' (Education Director, Maidenhead)

8. The most useful opportunity was for networking and building possible partnership connections. Some delegates commented that this wasn't long enough, or lacked creativity in its style.

'We need more facilitated networking! We are all service providers, not buyers.' (Workshop leader and teacher trainer, Maidenhead)

'The networking was a bit of a predictable format. I'm always interested to see how culture and creativity can be incorporated into traditional meeting styles.' (Music leader and trainer, Brighton)

'I'll take back not only the translatable ideas but also the need to search wider for organisations that will help enrich my children's experiences.' (Early Years Leader, Fareham)

'Not as much time to network as I'd hoped but have still made some great connections.' (Music Development Co-ordinator and Educator, Folkestone)

'It helped me reflect on how to enhance links between creative practitioners and early years practitioners.' (Early Years Manager, Folkestone)

9. Everyone was willing to chat, share ideas and engage in each other's projects which led to a great feeling of support and shared ideas throughout all four events.

'It was very interesting to know about the different arts and cultural services children can have access to. I really enjoyed the opportunity to talk to others and bounce ideas off them.' (Reception Teacher, Maidenhead)

'Incredible the work that is still happening for and with children and young people' (Education Director, Maidenhead)

'I was inspired by the enthusiasm of everyone taking part and the sharing of ideas. I've got some lovely new contacts, a new support network and some different perspectives.' (Music Development Co-ordinator and Educator, Folkestone)

10. There were also plenty of positive suggestions for hosting or presenting at future events.

'I'd like to share our work more, to take participants to a nearby green area / woodland space, ideally on the grounds of the host venue, and explore Forest School creativity.' (Director of a Forest School, Maidenhead)

'I took away some lovely ideas. I'd like to see more case studies from cross-sector partnerships, such as artists working with schools and libraries, for instance.' (Education Director, Maidenhead)

'I'd like to see more teachers and people from early years settings – we could host the next one.' (Early Years Leader, Fareham)

'We have lots of research reports and case studies we would like to share – perhaps on the Earlyarts web site? We'd also like to host an event at The Point.' (Artistic Director of a dance company, Fareham)

'The opportunity for cross-pollination and shared professionalism between public and private sector was great. Perhaps we could have a small opportunity to workshop 'working together better in partnerships / consortia' type scenarios.' (Director of a creative business, Fareham)

'I would suggest a focus on creative environments that engage parents and their children more in pre-school activities.' (Children's Centre Teacher, Folkestone)

'I would be interested in coming again and in sharing a project I've been involved with, but I'd also like more information on the specific speakers before booking.' (Artistic Director, Theatre Company, Folkestone)

'I would recommend Dover Arts Development for hosting an SPN. I would definitely come again and I would like to tell others about it who would benefit.' (Teacher and Vocalist, Folkestone)

'We'd be happy to host an SPN and share our projects, if of interest.' (Arts Centre Director, Folkestone)

11. There were a high number of unexpected no-shows at each event (up to five at some events) which perhaps reflected the pressures on the sector or the lack of commitment, which can result from a free event.
12. Despite marketing to the nursery sector, there were a surprisingly low number of nurseries in attendance at all but the Brighton event, which was on a Sunday. Programming an event on a Sunday was about overcoming the challenge of attracting practitioners during working hours, as they are often in full contact time with children and cannot legally operate without maintaining their ratios. Settings that did attend were able to swap staff in order to fulfil their ratios, and were mostly already engaged in creative practice, and therefore more likely to attend.

Key themes emerging from current practice

Several Shared Practice Network (SPN) delegates and Challenge Seed Fund (CSF) applicants expressed the need for opportunities to build partnerships with early years settings. The reasons for this were primarily due to the need to **build up a knowledge of the early years sector** which is traditionally very complex and not easy to access from the outside (especially in relation to family support, social care or SEN work), and to **understand better the language of the Foundation Stage**. Organisations felt this was crucial in order to help with more targeted marketing of arts and cultural opportunities both to professionals and to families, accessing research and information on early childhood pedagogies to feed into the creation of new work, finding partners for joint projects, and ensuring programming is relevant for younger children's ages and stages of learning.

This is a view supported by [the University of Sussex](#) in their research into arts and cultural provision for 0-7 year olds in Surrey²²:

'There is a desire to improve links with external partners and to share plans for delivery and programming. It was also suggested that stronger links were needed between venues to improve opportunities for programming and marketing.'

Similarly, early years colleagues attending the SPNs expressed surprise at the number and range of arts and cultural opportunities available for their children and families, and were **keen to receive arts newsletters** or other forms of marketing, in the knowledge that most opportunities were well subsidised and therefore affordable. As a key point of access to parents and carers, the need for a more joined up approach to information sharing that is beneficial for both sectors is clearly evident. Children and Family Centres are being re-organised into county-wide clusters along with nursery schools, which are an excellent point of access for information distribution. In addition, private nurseries (who control 80% of nursery provision in England) often gather in regional clusters through networks run by the [National Day Nurseries Association](#) (NDNA), the [Professional Association for Childcare and Early Years](#) (PACEY), the [National Children's Bureau](#) (NCB) and the [Pre-School Learning Alliance](#) and could be approached for collaborative marketing and signposting initiatives.

Linked to this, early years teachers expressed a desire for more **coordinated approaches to find artists or arts and cultural organisations** who could help bring to life the delivery of the Early Years Foundation Stage curriculum. Museums and Libraries are already proficient in understanding the need to link their offer to the early learning goals within the EYFS, such as literacy, numeracy and understanding the world. However, it was not always clear to early educators who the best contacts in these organisations were or where to find them.

Understandably in the challenging economic climate, several arts organisations and settings were cutting budgets previously spent on artists' residencies, touring productions and longer term collaborative projects. The danger is that creative early years work becomes small-scale, localised and isolated from great work happening elsewhere both within and outside of the region so the impact and learning potential is reduced. The **Challenge Seed Fund** opened up the possibility for small networks, partnerships and collaborations to once again flourish, develop and share their learning more widely. This was helped by a light-touch application approach and the endorsement of two established organisations, towards leveraging additional funding sources.

Despite the [plethora of research](#) available demonstrating the multiple impacts on a child's life of participating in arts and cultural opportunities as early as possible, the need for advocacy in this

²² *Research into arts and cultural provision for 0-7 year olds in Surrey* by University of Sussex Centre for Community Engagement, published by Creative Partnerships Sussex, 2008.

sector is without a doubt becoming stronger. This is partly due to the government's increasing lack of focus on the early years in its education or cultural policy, and partly due to the lack of budgets and increased workloads, meaning that cross-sector collaborations which can enable this work to happen are becoming less common. Earlyarts and Artsworld have helped through their commitments to **raising the awareness of the practice happening within the region, and of its impact** on children's learning and creative, social and cognitive abilities – both now and later on in life.

Arts, cultural and early years professionals have commented on the increased profile this has afforded them, and the sense of being supported, joined up and taken seriously in this important work. Documentation and research collated from the SPN presentations, the CSF projects and other regional projects, and published by regional and national bodies such as Artsworld and Earlyarts, will help towards strengthening the case for on-going investment in creative early years practice across the region, and drawing in more partners and commissioners.

In terms of raising awareness and celebrating the regions progressive practice, colleagues noted that regional gatherings such as **festivals and conferences have often created a hub for showcasing work, discussing important issues, sharing new methodologies, and enabling intense networking activity**. Whilst regular local networks are to be welcomed for closer partnerships to develop and support each other's growth, broader festival events enable arts and cultural practitioners to move their work forward and gain as many ideas and contacts as early years practitioners. Other than the [Earlyarts bi-annual UnConference](#), the recent [Creative Collaboration](#) CPD event co-ordinated by Culture Shift CIC on behalf of Surrey Early Years and Childcare Service and Arts Partnership Surrey, and the forthcoming [CONNECT CONFERENCE: Early Years and Children & Young People](#) by South East Dance, there aren't any other current opportunities for arts and cultural practitioners to develop their early years learning.

What also emerged from the SPN delegates and CSF applicants was the fact that most early years professional development for arts and cultural professionals is generally done 'on the job', usually during their collaborative projects where they learn as they work alongside early education professionals. This is partly due to the **lack of affordable opportunities in the arts and cultural sector for early childhood training**, partly due to a desire by arts practitioners to learn in practice, and partly due to the greater familiarity of arts and cultural venue managers with the schools market (KS1 and above).

Other than the SPNs and the CPD events mentioned above, early years training opportunities only seem to exist within the early education sector (such as the Reggio Emilia training days run by Martin Pace of [Reflections Nursery](#)) and are therefore mostly designed to attract early educators. These days are extremely popular amongst the early years sector showing a desire for learning about creative approaches as well as accessing the expertise of the Reflections staff in this area. They focus as much on the development of the child as on the creative approaches used, and as such could be an ideal **focal point for both arts and early years professionals to share and learn together**. The cost can be prohibitive for individual arts professionals, and one of the huge benefits of the SPNs was the free access to the events.

SPNs are designed to be very light-touch networking events which can be organised locally at little or no cost, other than refreshments and venue / equipment hire, which can be recouped in a nominal admission fee. Where hosts are willing to co-ordinate the venue, refreshments and notification of dates to the rest of the network, presenters can volunteer from within the network, enabling a true sharing of local practice. **Nurseries, children's centres, theatres, libraries, galleries and museums make ideal network hosts**, not least because it offers a chance for delegates to get a 'behind the scenes' look at a venue they might later visit with, or promote to, children and families. There is clearly no shortage of desire for local networks to be available; it is more an issue of time as it may

be too demanding for any single co-ordinator to take on the entire region without being financed. However, with local co-ordinators sharing responsibility for organising one event at a time, this burden is much reduced.

Time is also an issue for delegates, especially from the early education sector, for whom there is a very real cost in securing staff cover to release them for training. Twilight and weekend events help to resolve this issue to a degree. Another opportunity is in the form of **webinar training, where teachers, practitioners, arts and cultural professionals are able to share practice and learn new skills at a time that suits them.** Although not ideal in terms of experiencing the personal impact of real live practice, webinars do enable a much more flexible approach to ideas sharing, discussion of issues, and building connections which can then be followed up in person later on.

Webinar recordings can be accessed at any time, enabling those who can't attend to catch up in their own time. The education sector has long since embraced webinar training as a more flexible and suitable medium for certain subjects such as early childhood theory, particularly as it negates the problem of time. The popularity was demonstrated in [Earlyarts' Twitter Chats](#) which were held during the lunch hour and provided much needed ideas and resources for participants. This model is low cost and far-reaching, and will be harnessed increasingly by Earlyarts for future Shared Practice Networks.



Photos: Participants at the Maidenhead Shared Practice Network, 17.07.13, taken by Earlyarts

Recommendations for sustainability and growth

Artswork and Earlyarts are currently considering a range of ways to sustain and build from the activity of work and practice outlined in this report.

This includes reviewing options relating to:

- **Networks and Partnerships** - to continue the excellent work started through the Shared Practice Networks and Challenge Seed Fund to bring together professionals across the sectors to share best practice and build work that meets children's needs in a more holistic and sustainable way.
- **Information about the cultural and creative sector with early years knowledge and skills** – to facilitate a much easier signposting and connectivity between the arts, cultural and early years sectors.
- **Building on the Challenge seed funding approach** – to enable cross-sector collaborations to continue developing in the region, and for excellent practice to be promoted and nurtured.
- **Reviewing and promulgating research and case studies** – to support the continued growth of ideas, understanding and knowledge of the impact of arts or cultural interventions on young children's engagement and development.
- **Cerebration of practice** - to value and celebrate the emerging practice across the region, to help raise awareness of its diversity, importance and impact, and to enable cultural and early years providers to gather, share, learn and connect across the region.
- **Training and CPD development** - to ensure the practice being developed is as high quality as possible, and based in sound early childhood pedagogy, and to support the growth of high quality arts and cultural opportunities for children and their families.

Date: November 2013

The South East 'Bridge' region covers the following Local Authority areas which are subdivided into four 'sub-regions':

- Buckinghamshire, Milton Keynes, Oxfordshire, the six unitary authorities of Berkshire
- Hampshire, Portsmouth, Southampton, the Isle of Wight
- Surrey, West Sussex, East Sussex, Brighton and Hove
- Kent – minus Medway and the district authorities of Gravesham, Dartford and Swale (North Kent Thames Gateway area)

The following is a (non-exhaustive) list of arts and cultural organisations already engaged in early years work at some level in each sub- region:

Organisation	Web	Type of provision
Buckinghamshire, Milton Keynes, Oxfordshire, the six authorities of Berkshire		
South Hill Park Arts Centre	http://www.southhillpark.org.uk/	ARTS VENUE - Children & family theatre programming
Norden Hall Farm Arts Centre	http://nordenfarm.org/	ARTS VENUE - Children & family theatre programming + pre-school arts workshops
Oxford Playhouse	http://www.oxfordplayhouse.com/takingpart/families.aspx	ARTS VENUE - Children & family theatre programming + pre-school arts workshops
Creative Learning at Milton Keynes theatre	http://creativelearning.atg.co.uk/	ARTS VENUE - Children & family theatre programming plus workshops
Corn Exchange and New Greenham Arts	http://www.cornexchangenew.com/learning/childrenfamilies	ARTS VENUE - Children & family theatre programming + pre-school / family arts workshops
Watermill Theatre	http://www.watermill.org.uk/activities_for_children_and_families	ARTS VENUE - Children & family theatre programming + pre-school / family arts workshops
River and Rowing Museum	http://rrm.co.uk/schools/school-workshops/foundation-stage-workshop	CULTURAL VENUE - Museum and Gallery for families, pre-school & family workshops, family art days, early years outreach days.
Thrift Adventures in Creativity (Oxon) and the Red Van Man	http://www.thethrift.co.uk/ and http://www.redvanman.net/redvanman.net/About_Vanman.html	ARTS ORG - EYFS teacher training, workshops, experimental & experiential projects with young children & families, based a lot on Reggio approach and Philosophy for Children
Creative Ecology	http://www.creative-ecology.co.uk/EarlyYears.html	ARTS ORG - EYFS teacher training, workshops, focusing on outdoor creative learning
Nordoff Robins Music Education	http://www.nordoff-robbins.org.uk/content/what-we-	ARTS EDUCATION ORG - EYFS teacher training, workshops, early

Charity, Newbury	do/accessing-our-music-services/services-organisations/selhurst-childrens-centre	intervention and specialist disability support
Creative Junction	http://www.creativejunction.org.uk/connect-with-us/families-and-communities	ARTS EDUCATION ORG - teacher training, family and schools workshops, networks and events
Sue Kenneally & Sue Fox (designers)	http://www.sueandsue.com/	ARTS EDUCATION ORG - teacher training, family and schools workshops and events
St Edmund Campion Catholic Primary School	http://www.st-edmund.org.uk/?page_id=71	EDUCATION ORG - Creative early education and childcare provision, involved in various creative EYFS projects
Hampshire, Portsmouth, Southampton, the Isle of Wight		
Ashcroft Arts Centre, Fareham	http://www3.hants.gov.uk/ashcroft.htm	ARTS VENUE - Children & family theatre programming plus arts workshops
Chichester Festival Theatre	http://www.cft.org.uk/children-families	ARTS VENUE - Children & family theatre programming + pre-school / family arts workshops
The Point, Eastleigh	http://www.thepointeastleigh.co.uk/participate/dance-classes/babies-and-toddlers.aspx	ARTS VENUE - Children & family dance programming + pre-school / family workshops. Plus 'Small Steps' programme evaluating quality in early years.
New Theatre Royal, Portsmouth	http://www.newtheatreroyal.com/	ARTS VENUE - Children & family theatre programming
Forest Arts Centre	http://peo.hants.gov.uk/peo/default.asp?salepoint=3&interface=3&cgCode=6	ARTS VENUE - Children & family arts, crafts, drama and dance programming plus pre-school / family workshops
Southampton City Art Gallery	http://www.southampton.gov.uk/s-leisure/artsh heritage/sotonartgallery/monthlyartclubs.aspx	ARTS VENUE – Gallery with children & family arts workshops linked to exhibitions
Winchester Discovery Centre	http://www3.hants.gov.uk/wdc	CULTURAL VENUE - Library service for families, early years art clubs, workshops and theatre programming, plus EYFS teacher training
SEARCH Hands On Museum in Gosport	http://www3.hants.gov.uk/museum-search.htm	CULTURAL VENUE - Museum and Gallery for families, pre-school & family workshops, family art days, early years outreach days, loan boxes and EYFS teacher training.
Portsmouth City Museum	http://www.portsmouthcitymuseums.co.uk/portsmouth-museum/information-for-schools	CULTURAL VENUE - Museum and Gallery for families, pre-school & family workshops, and EYFS visits.
University of Chichester EY Faculty	http://www.chi.ac.uk/departments-early-years-and-childhood-studies	EDUCATION VENUE - EYFS training for teachers with a particular focus on developing 'creative potential' and the use of creative arts in child

		psychotherapy
Commotion Dance	http://www.commotiondance.co.uk/	ARTS ORG - Dance production company plus EYFS Teacher training and family / children's workshops, plus creative projects
Magic Parsnips	http://www.magicparsnips.co.uk/	ARTS EDUCATION ORG - EYFS training for teachers, pre-school and family workshops
Southampton Music Service	http://www.southampton.gov.uk/learning/music/early_years.aspx	ARTS EDUCATION ORG - EYFS Teacher training and music workshops in settings, plus regional network
Hampshire Museums Service	http://www3.hants.gov.uk/milestones/schools-milestones/post-office.htm	CULTURAL ORG - EYFS Teacher training and family / children's workshops
Boogie Mites	http://www.boogiemites.co.uk/2/about-us	COMMERCIAL ARTS ORG – Music training, workshops and resources for EYFS teachers and practitioners,
Surrey, West Sussex, East Sussex, Brighton and Hove		
De La Warr Pavilion, Bexhill on Sea	http://www.dlwp.com/	ARTS VENUE - Children & family theatre programming + pre-school arts workshops
Brighton Dome & Festival	http://brightondome.org/	ARTS VENUE - Children & family theatre programming + family arts workshops + children's parade
Farnham Maltings	https://farnhammaltings.com/craft/families-in-the-making/	ARTS VENUE - Children & family theatre, music and crafts programming plus workshops
Jerwood Gallery	http://www.jerwoodgallery.org/visit/family-visits	ARTS VENUE - Gallery for families, pre-school & family workshops, plus interactive tours
Towner	http://www.townereastbourne.org.uk/events/families-children/	ARTS VENUE - Gallery for families, pre-school & family workshops, plus art clubs and interactive tours
The Hawth Theatre	http://www.parkwoodtheatres.co.uk/thehawth/content.aspx?id=197&hid=5	ARTS VENUE - Children & family theatre programming + nursery school arts workshops
RSPCA Mallydams Wood	http://www.rspca.org.uk/in-action/whatwedo/centres/mallydams/education	CULTURAL VENUE – Outdoor creative workshops for families, pre-school & EYFS teacher training
Brighton Museum and Art Gallery	http://www.brighton-hove-rpml.org.uk/museums/brightonmuseum/pages/home.aspx	CULTURAL VENUE - Museum and Gallery for families, pre-school & family workshops, family art days, early years outreach days, loan boxes and EYFS teacher training
The Lightbox	http://www.thelightbox.org.uk/eventspages/untitled/familieschildrenandyoungpeople	CULTURAL VENUE - Museum and Gallery for families, pre-school & family workshops, plus interactive displays
Out of the Bag Theatre	http://www.out-of-the-bag-theatre.co.uk/about-us	ARTS ORG - Schools + pre-school + family sensory theatre, music and dance workshops

Octopus Inc, Brighton	http://www.octopusinc.org.uk/index.html	ARTS ORG - pre-school + family sensory theatre, arts and installation workshops, plus EYFS teacher training
Workshops for the Imagination, Brighton	http://www.workshopsfortheimagination.com	ARTS ORG - pre-school + family arts and music workshops, plus EYFS teacher training
Second Hand Dance	http://www.secondhanddance.co.uk/projects/projects/humpty-dumpty/	ARTS ORG - dance workshops, plus EYFS teacher training
Oujimaflip, Hove	http://www.oujamaflip.com	CULTURAL ORG - EYFS teacher training, museums consultancy with children and families, evaluation
Surrey Arts, Surrey County Council	http://www.surreycc.gov.uk/recreation-heritage-and-culture/surrey-arts	ARTS EDUCATION ORG – workshops, festivals and training for teachers, pre-school and families.
Hastings Children's Centre	http://www.eastsussex.gov.uk/childrenandfamilies/childcare/parentsandcarers/childrencentres/hastingsandstleonards/default.htm	EDUCATION ORG - Creative early education and childcare provision, developing Beach Schools and Open Sesame creative EYFS training projects
Lancing Children and Family Centre	http://www.westsussex.gov.uk/default.aspx?page=16798#	EDUCATION ORG - Creative early education and childcare provision, involved in Open Sesame creative EYFS training projects
Reflections Nursery, Worthing	http://www.reflectionsnurseries.co.uk/	EDUCATION ORG - Creative early education and childcare provision, developing Forest Schools and various Reggio Emilia influenced projects
West Sussex Early Childhood Services	http://www.westsussex.gov.uk/doing_business/running_your_business/early_years/ecs.aspx	EDUCATION ORG - EYFS teacher training and involvement in several creative projects, including Open Sesame.
Kent		
Folkestone Quarterhouse	https://www.quarterhouse.co.uk/	ARTS VENUE - Children & family theatre programming
Trinity Theatre, Tunbridge Wells	http://www.trinitytheatre.net/	ARTS VENUE - Children & family theatre programming
Turner Contemporary	http://www.turnercontemporary.org/learn/families	ARTS VENUE - Gallery programming plus pre-school + family arts workshops
Gulbenkian Theatre, Kent	http://www.kent.ac.uk/gulbenkian/the-gulbenkian/get-involved.html	ARTS VENUE - Children & family theatre programming
South East Dance	http://www.southeastdance.org.uk/for-young-people/for-young-people.html and their forthcoming international project: http://www.labforculture.org/en/groups/public/labforculture/events-and-news/128755	ARTS ORG - EYFS training for dancers and teachers, pre-school and family workshops
Mean Feet Dance	http://www.meanfeetdance.co.uk/	ARTS ORG - Children & family dance programming, family workshops,

		EYFS training and consultancy in EYFS, health and social care settings.
Make Believe Arts	http://www.makebelievearts.co.uk/Helicopter	ARTS EDUCATION ORG - EYFS training for teachers, pre-school and family workshops
Future Creative	http://www.future-creative.org/what-we-do/early-years/	ARTS EDUCATION ORG - EYFS training for teachers, pre-school and family workshops
Music for Change	http://www.musicforchange.org/projects/mini-music-makers-and-little-mus/	ARTS EDUCATION ORG - Schools, early years and family music workshops for health and well-being
Animate Arts Company	www.animatecommunityarts.com	ARTS EDUCATION ORG – productions and training for teachers, pre-school and family workshops
Workers of Art	http://www.workers-of-art.co.uk/#About	ARTS EDUCATION ORG – productions, projects and training for teachers, pre-school and family workshops esp. Dads and Kids literacy development



Photo: Participants at the Fareham Shared Practice Network, 02.07.13, taken by Earlyarts.



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An Earlyarts Shared Practice Network supported by Artswork, the Bridge Organisation for the South East

When and Where?

- Wednesday, 26th June 2013
- At Quarterhouse, Mill Bay, Folkestone, Kent, CT20 1BN ([Directions](#))
- 4pm to 7pm (Tea and coffee available from 3.45pm)

Why? Earlyarts Shared Practice Networks are organised on a non-profit basis to strengthen local networks. The focus is on local experts (that's you!) sharing projects, ideas and connections. We will provide yummy refreshments, a lovely venue, an inspiring programme, and some super connections. You will come away brimming with ideas, inspiration, information and contacts to help turn your ideas into reality.

Who? Designed for early years professionals, teachers, practitioners, children's centre staff, local authority advisors, child carers, artists, arts or cultural organisations, creative practitioners, voluntary, independent or private settings and Home Educators.

How Much? Attend your first Shared Practice Network event free, compliments of Artswork. Further attendance at events is free for Earlyarts Members or £25 for non-members. Membership details [here](#).

Programme:

4.00pm: **Earlyarts Shared Practice Network** welcome from your host and introduction to the network

Speed Networking – getting to know the real you

4.30pm: **Showcase Sharing** – three inspiring case studies of creative arts practice

South East Dance - Move Towards Health - Viv Gordon, Artistic Director of Mean Feet Dance, is working with South East Dance and Kent County Council to develop this new dance and health initiative for Kent,

that is borne out of Boogie Bum Bums, a creative dance and movement play for under 5's and their adults. Hear how "Move Towards Health" will offer a medium term programme over 2-3 years of dance opportunities harnessed to Kent County Council's health priorities, embedded within a longer term strategy for the county. **NOTE - this will be a practical session so please come in clothes you are comfortable to move in.**

Future Creative - Supporting the needs of 2-year-olds in early years settings - which will include discussions and demonstration of new ways of delivering stimulating learning and development opportunities for two-year-olds, with the aim of equipping practitioners with greater knowledge and confidence of supporting and nurturing this age group in early years settings

Make Believe Arts - The Helicopter Technique will be shared with practitioners and will include a presentation on a beautifully produced evaluation pack, on the benefits and effectiveness of the Technique. This session will also include footage of the technique being used with children and at INSETs

6.00pm: **Shared Experiences over Tea** – discuss the showcase projects and identify ideas to take back into practice

6.20pm: **Earlyarts Knowledge** – key events coming up around the region, latest research and publications

6.30pm: **Challenge Seed Fund** - hear about the new fund set up by Artswork specifically for early years arts development in the South East, and learn how to prepare your partnership applications

6.45pm: **Feedback and planning** – tell us what you thought, offer ideas for the next Shared Practice Network, offer to host an event or book your slot for a showcase presentation

7.00pm: **Close**



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An Earlyarts Shared Practice Network supported by Artswork, the Bridge Organisation for the South East

When and Where?

- Tuesday, 2nd July 2013
- At Ashcroft Arts Centre, Osbourne Road, Fareham, Hampshire, PO16 7DX ([Directions](#))
- 5pm to 8pm (Tea and coffee available from 4.45pm)

Why? Earlyarts Shared Practice Networks are organised on a non-profit basis to strengthen local networks. The focus is on local experts (that's you!) sharing projects, ideas and connections. We will provide yummy refreshments, a lovely venue, an inspiring programme, and some super connections. You will come away brimming with ideas, inspiration, information and contacts to help turn your ideas into reality.

Who? Designed for early years professionals, teachers, practitioners, children's centre staff, local authority advisors, child carers, artists, arts or cultural organisations, creative practitioners, voluntary, independent or private settings and Home Educators.

How Much? Attend your first Shared Practice Network event free, compliments of Artswork. Further attendance at events is free for Earlyarts Members or £25 for non-members. Membership details [here](#).

Programme:

5.00pm: **Earlyarts Shared Practice Network** welcome from your host and introduction to the network

Speed Networking – getting to know the real you

5.30pm: **Showcase Sharing** – three inspiring case studies of creative arts practice

SEARCH Hands On Museum in Gosport - *Museums for Beginners* sessions are designed for pre-schools and early years practitioners to explore how to bring families into museums with their little ones. Wendy Redman will lead us through an exploration of science or history-based approaches, linked to EYFS, plus introduce the Family Beginners for Museums programme. Come and hear more about how her Storytime Specials are linked to exhibitions at the Gosport Gallery and developed through visual arts & crafts. Hear about how she consults with EYPs before setting up and focuses on children's interests, and learn more

about the SEARCH Treasure Baskets created for other community museums

Southampton Music Service - *The Early Tweets project* - a 15 month project funded by Youth Music to support music development for children in early years settings across Southampton and to create the setting up of an early years music network. Using some of their resources key members of the team will share with delegates how their work in music contributes to the early development of our youngest children

Commotion Dance - *Little Artist Big Painting* - share in a world of magical movement and daring dance with Commotion's Director, Vicki Hargreaves. This playful and intriguing dance has been made especially for the outdoors, and offers children and families the chance to experience the unique combination of live dance, installation and audience participation together

7.00pm: **Shared Experiences over Tea** – discuss the showcase projects and identify ideas to take back into practice

7.20pm: **Earlyarts Knowledge** – key events coming up around the region, latest research and publications

7.30pm: **Challenge Seed Fund** - hear about the new fund set up by Artswork specifically for early years arts development in the South East, and learn how to prepare your partnership applications

7.45pm: **Feedback and planning** – tell us what you thought, offer ideas for the next Shared Practice Network, offer to host an event or book your slot for a showcase presentation

8.00pm: **Close**



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When and Where?

- Sunday 7th July 2013
- At Brighton Dome, Church Street, Brighton, BN1 1UE ([Directions](#))
- 2pm to 5pm (Tea and coffee available from 1.45pm). *Optional Performance of **Sorted?** at 10.30am or 12.30pm.

Why? Earlyarts Shared Practice Networks are organised on a non-profit basis to strengthen local networks. The focus is on local experts (that's you!) sharing projects, ideas and connections. We will provide yummy refreshments, a lovely venue, an inspiring programme, and some super connections. You will come away brimming with ideas, inspiration, information and contacts to help turn your ideas into reality.

Who? Designed for early years professionals, teachers, practitioners, children's centre staff, local authority advisors, child carers, artists, arts or cultural organisations, creative practitioners, voluntary, independent or private settings and Home Educators.

How Much? Attend your first Shared Practice Network event free, compliments of Artswork. Further attendance at events is free for Earlyarts Members or £25 for non-members. Membership details [here](#).

Programme:

10:30am or 12.30pm: **Optional Performance:** book a ticket* for the participatory family show **Sorted?**

* Note: Advance booking is essential. Tickets are £5 per child under 5, with accompanying adult free. Book your tickets for the 10.30am or 12.30pm performance at <http://brightondome.org/event/3358/sorted/>. Please contact Brighton Dome directly for any queries about this show. If you book tickets to see **Sorted?**, you will still need to book your place on the Shared Practice Network by following the instructions below.

2.00pm: **Earlyarts Shared Practice Network** welcome from your host and introduction to the network

Speed Networking – getting to know the real you

2.30pm: **Showcase Sharing** – three inspiring case studies of creative arts practice

Brighton Dome and Festival - *Behind the Scenes* - Head of Learning Access and Participation, Pippa Smith, will take delegates on a 'behind the scenes' tour of this south coast premier multi-arts venue at the cultural heart of England's 'city on the edge'. Being committed to bringing all sorts of art to all sorts of people, with early years being a priority, Pippa will talk about the magical, inspiring and imaginative work that aims to inspire creativity in people of all ages with experiences to remember, including Ho Bina, Children's Storytelling and Open Sesame

Reflections Nursery - *Children, Creativity and Divergent Thinking* - Martin Pace, founder and Managing Director of Reflections Nurseries, will ask delegates to think about what is creativity in children. He will share insights into how the Reggio Emilia approach influences their practice, and will focus on examples of children's creativity from Reflections including project work, resources and environments

Open Sesame - *Sorted?* - this new participatory event has been developed as part of the Open Sesame project, and provides opportunities for children and adults to play together within a story that starts with ordinary cardboard boxes. The show has been made by creative team Octopus Inc and is being presented at each nursery that has taken part in the project. At the Shared Practice Network, delegates will get an exclusive opportunity to experience it and learn from the artists who devised it

4.00pm: **Shared Experiences over Tea** – discuss the showcase projects and identify ideas to take back into practice

4.20pm: **Earlyarts Knowledge** – key events coming up around the region, latest research and publications

4.30pm: **Challenge Seed Fund** - hear about the new fund set up by Artsworld specifically for early years arts development in the South East, and learn how to prepare your partnership applications

4.45pm: **Feedback and planning** – tell us what you thought, offer ideas for the next Shared Practice Network, offer to host an event or book your slot for a showcase presentation

5.00pm: **Close**



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When and Where?

- Wednesday 17th July 2013
- At Norden Farm Centre for the Arts, Altwood Rd, Maidenhead, SL6 4PF ([Directions](#))
- 5pm to 8pm (Tea and coffee available from 4.45pm)

Why? Earlyarts Shared Practice Networks are organised on a non-profit basis to strengthen local networks. The focus is on local experts (that's you!) sharing projects, ideas and connections. We will provide yummy refreshments, a lovely venue, an inspiring programme, and some super connections. You will come away brimming with ideas, inspiration, information and contacts to help turn your ideas into reality.

Who? Designed for early years professionals, teachers, practitioners, children's centre staff, local authority advisors, child carers, artists, arts or cultural organisations, creative practitioners, voluntary, independent or private settings and Home Educators.

How Much? Attend your first Shared Practice Network event free, compliments of Artswork. Further attendance at events is free for Earlyarts Members or £25 for non-members. Membership details [here](#).

Programme:

5.00pm: **Earlyarts Shared Practice Network** welcome from your host and introduction to the network

Speed Networking – getting to know the real you

5.30pm: **Showcase Sharing** – three inspiring case studies of creative arts practice

Oxford Playhouse - Pop Up Tent - following a successful season in 2012, Oxford Playhouse is taking to the road once more this year with the Pop Up Tent, visiting festivals, play days and fêtes throughout the summer. Inside the Tent there will be a brilliant show for children and families, workshops, craft activities and games, as well as somewhere for mum and dad to relax with a cuppa. In this presentation delegates will see and hear about how Oxford Playhouse engages with families through a fun, interactive experience under canvas and in various green spaces across the region

Thrift Adventures in Creativity with The Red Van Man - Tim Godwin will offer a case study on some of his special and amazing outdoor projects with young children and families. Thrift specialise in projects that are

experimental and experiential, founded in principles from the Reggio Emilia approach and Philosophy for Children. Working in partnership with artist, educator and experienceologist, Nick Garnett - aka the Red Van Man - the pair have documented children's responses and ideas in film and photography as well as writing. Hear all about it [here!](#)

A Positive Start ... Early Intervention with Music Therapy - Oonagh Jones, Nordoff Robbins/Mary Hare Music Therapist. Clap your hands. Tap your feet. Sing out loud. Dance or stomp. Shout or cry. We all react to music in different ways. But we all react. Music has a universal power to reach us. Music affects our bodies, minds and feelings. It makes us feel different, and act and think differently. Music can often motivate and excite a child when they have found it difficult to access other activities. Oonagh works as a music therapist at the Nordoff Robbins Mary Hare unit in Newbury and at the Nordoff Robbins London centre and will talk about what music therapy can offer young children. She will explain why it is important to intervene at an early stage, particularly when a child shows signs of delayed development and how music therapy can both enhance development in young children and also support their families at this crucial time in their lives.

7.00pm: **Shared Experiences over Tea** – discuss the showcase projects and identify ideas to take back into practice

7.20pm: **Earlyarts Knowledge** – key events coming up around the region, latest research and publications

7.30pm: **Challenge Seed Fund** - hear about the new fund set up by Artswork specifically for early years arts development in the South East, and learn how to prepare your partnership applications

7.45pm: **Feedback and planning** – tell us what you thought, offer ideas for the next Shared Practice Network, offer to host an event or book your slot for a showcase presentation

8.00pm: **Close**



An invitation!

- Explore early years arts and cultural practice
- Share and learn from fantastic work taking place
- Hear about a unique opportunity for funds to develop your own early years, arts and cultural partnerships and practice

In partnership with [Earlyarts](#), the national network for creative early years professionals, [Artswork](#), the Bridge organisation for the South East - invites all teachers, artists, early years and cultural professionals to share ideas, inspiration and knowledge and help develop high quality, creative practice in early years by attending a [Shared Practice Network](#) event in the South East.

What: [Shared Practice Networks](#) are designed to bring creative, cultural and early years professionals together. It's a chance to share ideas and to meet others with a passion for creative practice with young children.

You will have the chance to hear about **case studies of creative early years projects** or examples of professional development that are designed to enhance the [Early Years Foundation Stage \(EYFS\)](#) and explore the impact of the creative or cultural experience on young



children's learning and development.

The events will be inspiring, informative, enquiry-based and above all, great fun!

Why: Find out what works and why by getting to know more about local creative projects and programmes. Be informed about resources you can use, gain inspiration for developing your own creative practice and explore wider collaborations.

You will also have an opportunity to hear about a new investment fund: the **Artswork Challenge Seed Fund for Creative Early Years Partnerships** - being offered by Artswork for ten of the best ideas to develop local partnerships, projects or networks in the South East. ***Application to the Challenge Fund is only available to those attending an event.***



Where: Each event is hosted by a local cultural venue or an early years setting, providing you with the opportunity to experience brilliant, creative early years practice, as well as a peek behind the scenes of a theatre, a gallery, a museum, a nursery or a children's centre. All host venues are fully accessible with good parking / travel options, information about which will be available when booking your place.

Who: Designed for early years teachers, practitioners, professionals, local authority advisors, child carers, home educators, artists, cultural organisations, voluntary, independent or private settings.

When: Events will be held across the region with a different theme and programme. You are welcome to attend one event, a few events or all events! Booking is important so to ensure your place, please select the event(s) below and follow the booking instructions:

- Folkestone, Kent: [Wednesday 26th June at Quarterhouse](#)
- Fareham: [Tuesday 2nd July at Ashcroft Arts Centre](#)
- Brighton: [Sunday 7th July at Brighton Dome](#)
- Maidenhead: [Wednesday 17th July at Norden Farm Centre for the Arts](#)

NB. A booking confirmation will be sent to you. If you do not receive a confirmation within 72 hours please email events@earlyarts.co.uk

All South East events are FREE but booking is essential.

STOP PRESS: 'Call for proposals' - click [here](#) to read our very latest news on how to apply for the Artswork Challenge Seed Fund, a modest investment programme to enable collaborations between the cultural and early years sector in the South East. Application to the Challenge Seed Fund is only available to those attending the event.

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*This series of events is a partnership between [Earlyarts UK](#), the national network for creative early years professionals, and [Artsworld](#), the Bridge organisation for the South East. For information on both organisations, please click here - [Earlyarts UK](#) and [Artsworld](#).*

*Artsworld Ltd is the national youth arts development agency. Artsworld is a Registered Charity (No. 800143) and Company Limited by Guarantee (No. 2150619)*

*Earlyarts UK is the award winning network for creative early years professionals.  
Earlyarts, Dock Hill House, Miry Lane, Netherthong, Holmfirth, HD9 3UH.*

 BECOME A CHAMPION

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 VIEW OUR PHOTOS



**Twitter Chat #EAchat**

*Share ideas to nurture your inspiration and learning*

Dear Ruth,

We want to engage with you on real life issues that affect early years creative practice. That's why every third Thursday of the month we host a twitter chat **#EAchat** to discuss relevant issues and share resources with our network.

[Earlyarts](#) has a big social focus and aims to engage on key issues within our sector, So here we go again...  
**#EAchat!**



After the continuing and unmitigated success of our **#EAchat** series we are once again hosting **#EAchat** on **Thursday 18th July from 12.30pm-1.30pm**.

In this twitter chat we're discussing **'Expressive Arts and Design'** and the role arts and culture plays in young children's learning. We'll be extrapolating how we can work in partnership with artists and how to make the best and biggest impact from those partnerships in early years practice.



So if you're an artist working with young children and have some great resources to share, or a setting who would like to work with artists and have experienced the benefits of this in practice – please join us and share your ideas about the best approaches to working together.

After the twitter chat all the resources and research will be placed in [our resources bank](#) for anyone to access and hopefully inspire as much quality, creative early years practice as possible!! We'll tweet the page to everyone once they go live online, so keep those eyes peeled!

We'd love you to join us, so if you're having your sandwich or a coffee over lunch, join the debate by searching for **#EAchat**, following the thread and using the hashtag **#EAchat** in each tweet to join in and let our network colleagues brighten up your

afternoon.

Again, just search **#EAchat** and use it in your tweets to join us and have your say!!!



BECOME A  
CHAMPION



WATCH OUR  
VIDEOS



JOIN US ON  
FACEBOOK



FOLLOW US  
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VIEW OUR  
PHOTOS