



STRONGER PRACTICE INSIGHTS

WORKING WITH CHILDREN UNDER TWO

ABOUT

As an Early Years Stronger Practice Hub, colleagues from our areas have sought guidance on resources to support early years educators working with, or preparing to work with, children under two. This publication serves as a comprehensive collection of materials curated from hubs nationwide, complemented by links to the EYFS framework, further research, and online resources. Our goal is to foster professional dialogue and reflection, empowering educators with valuable insights and practical tools.



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HOW YOU MIGHT USE THIS PUBLICATION



READ + USE LIVE LINKS
TO EXPLORE CONTENT



WATCH, REFLECT AND
DISCUSS VIDEO LINKS
ALONE AND/OR WITH
COLLEAGUES



SHARE ELECTRONICALLY
WITH COLLEAGUES AND
PLAN TIME FOR
PROFESSIONAL
DIALOGUE



PRINT A COPY AND
THEN USE THIS QR CODE
TO ACCESS THE ONLINE
RESOURCE



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WHAT DOES THE EYFS SAY ABOUT OUR YOUNGEST CHILDREN?



High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.





WHAT DOES THE EYFS SAY ABOUT OUR YOUNGEST CHILDREN?



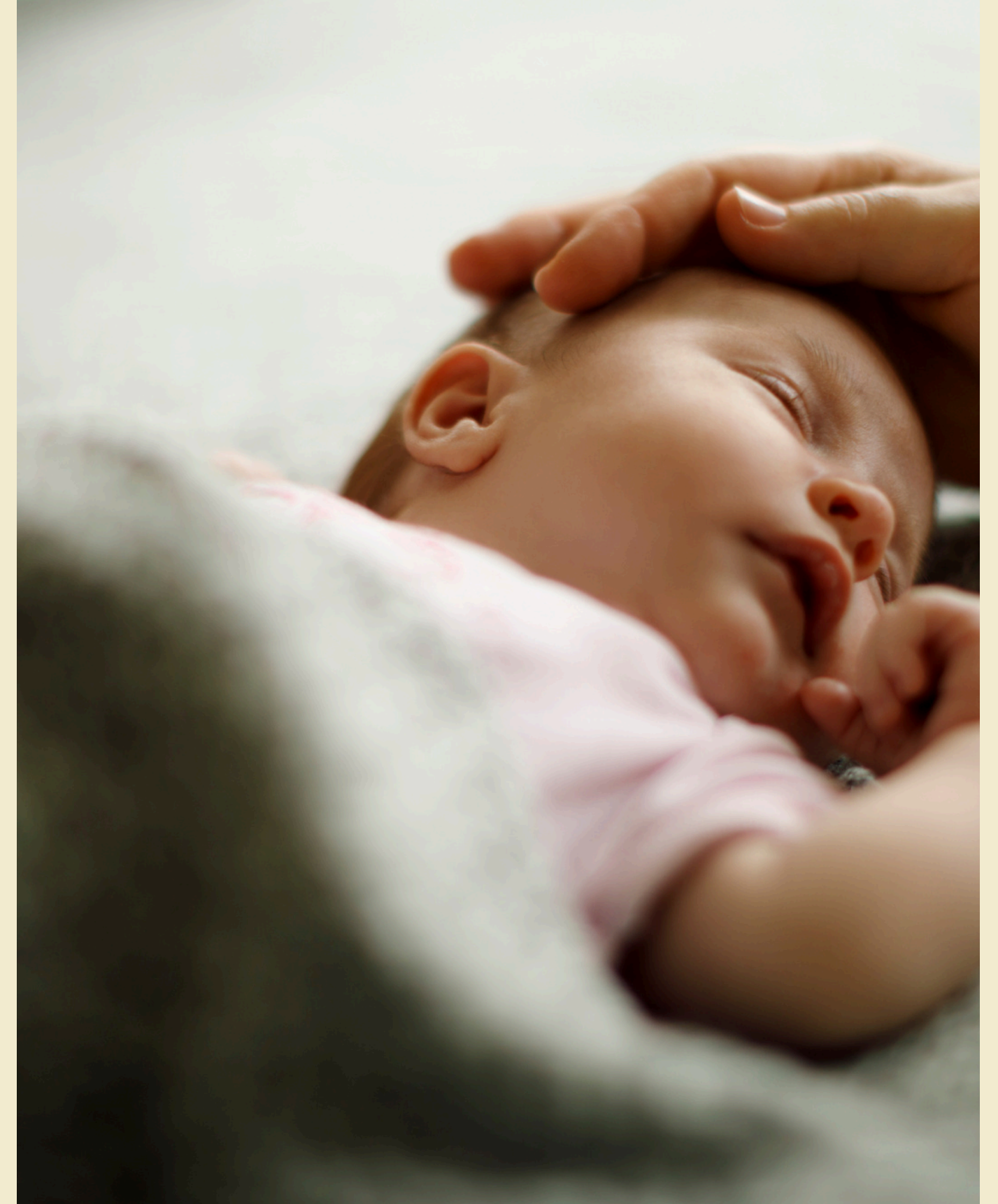
At least half of all staff must have received training that specifically addresses the care of babies

There should be a separate baby room for children under the age of two. However, providers must ensure that children in a baby room have contact with older children and are moved into the older age group when appropriate

Effective paediatric first aid training and equipment is in place

Babies should be placed down to sleep safely in line with the latest government safety guidance.

Safer Sleeping Practices Vodcast



CONTENT FROM HUBS NATIONWIDE

1 A letter to a baby room practitioner

2 Building Babies' Brains

3 Children's Voice in the Baby Room

4 Baby Room Insights

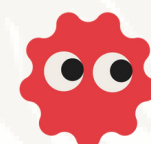
5 Musical Creativity in the Baby Room,
Outdoor experience in the Baby Room,
Creativity in the Baby Room

6 Are we aware of Babies' Scientific and
Mathematical Thinking?

With thanks to:



Thames Valley
Early Years
Stronger practice hub



London South
Early Years
Stronger Practice Hub





Ben Kingston Hughes tunes us into the role of adults in the baby room.

Watch 3 short videos of practice via the Education Endowment Foundation [EEF]



- Connecting through massage
- Story one-to-one
- Playing with friends



[Click here to explore this resource](#)

A LETTER TO A BABY ROOM PRACTITIONER





BUILDING BABIES' BRAINS

Julie Revels writes for anyone who already has the privilege of working with babies or those who might be considering becoming a baby room team member.



A photograph of three babies sitting and interacting. The baby on the left has dark skin and curly hair, looking towards the center. The baby in the middle has light skin and is laughing, looking down. The baby on the right has light skin and is reaching out with their right arm towards the middle baby. The background is plain white.

CHILDREN'S VOICE IN THE BABY ROOM

Fatemeh Mozaffari-Chinjani, from Coin Street Nursery
explores what is children's voice, what is it important and how
to access it in the baby room?



**London South
Early Years**
Stronger Practice Hub



[Click here to explore this resource](#)



BABY ROOM INSIGHTS

Anne Denny and **Heather Pearne** from the East of England SPH share what the evidence and their experience say about baby provision and what high quality practice looks like?

[Click here to explore this resource](#)



BLOGS & WEBINAR RECORDING



Dr Mona Sakr is an Associate Professor of Early Childhood Education at Middlesex University. Her research and teaching focus on pedagogy, creativity and leadership in the early years, with a particular passion for the baby room.





MUSICAL CREATIVITY IN THE BABY ROOM



[Blogs Part 1 + 2](#)



[Webinar Recording](#)



OUTDOOR EXPERIENCE IN THE BABY ROOM



[Blog](#)



[Webinar Recording](#)



CREATIVITY IN THE BABY ROOM



[Blog](#)



[Webinar Recording](#)



ARE WE AWARE OF BABIES' SCIENTIFIC AND MATHEMATICAL THINKING?

Dr Elizabeth Carruthers is a
researcher and author and
she has published
extensively on early
mathematics.

[Click here to explore this resource](#)





RESEARCH AND ANALYSIS

Ofsted (2025) Getting it right
from the start: How early
years practitioners work with
babies and toddlers. GOV.UK.

Available at: Getting it right
from the start: how early
years practitioners work with
babies and toddlers





Education
Endowment
Foundation

**Discover evidence and
resources for early years
educators**

**Guides and articles to support
evidence informed practice**





FIND OUT MORE

Key concepts in Early Childhood Development

Learn about six key scientific concepts that shape early development and lifelong health



- Brain Architecture
- Serve and Return
- Toxic Stress
- Lifelong Health and Well-Being
- Timing and Critical Periods
- Developmental Environments



Center on the Developing Child
HARVARD UNIVERSITY





FIND OUT MORE

Before their first words



Learn about infant communication through this multimedia science tool for communicative development in the first year of life.

This website promotes awareness and provides observation tools for parents and educators interested in language and communicative development.

RecerCaixa Project: University of Barcelona
and University of Sheffield



REFLECT & DISCUSS

We hope that you found this publication
useful in enhancing your practice with our
youngest children.

Please let us know how you have used it.
We would love to hear from you.

CONTACT
US

