

Part 1



Contents

Section one - A bit about me	Page 3
Section two - What is messy me?	Page 4
Section three - The children	Page 7
Section four - Target audience and Marketing	Page 8
Section five - Cost and Goals	Page 8

Section one -**A bit about me**

I have worked as an early years practitioner for 5 and a half years and volunteered prior to this for two years in nursery settings. I have an A level in health and social and psychology which have developed my understanding of children and the way they think. Additionally I have an A level in welsh bacc where I led a team numerous times, one being creating a business pitch to be successful therefore I will incorporate these skills into my business as a successful and professional leader of the company. I have a level 3 in childcare and working towards a degree in early years education and care.

I have a big interest in the early years and I am always looking on how to develop my setting and myself as an enabling adult. My setting provides an enabling environment for the children to explore but a constant obstacle is the correct clothes and interrupting to put an apron on or furthermore parents complaining if the child has muddy clothes. With messy me not only will parents save money on constantly washing clothes but time will be saved not having to change their clothes allowing more time for meaningful interactions. I believe with Messy me children will be free to learn and play without any interruptions. I believe the benefits of this product will be significant for the child and their well-being supporting Montessori (1964) idea that the freedom of play enhances their learning. I have a special interest in outdoor learning and facilitating new learning opportunities. Using this knowledge I understand the routines and expectations of nursery settings and any challenges that settings face. Considering all this I have made a product that will meet the needs of the child, the staff and the children's families.

Section two -**What is messy me?**

Messy me. (Pearson, 2024)

Messy Me. There is a gap in the childcare industry for a unique uniform that is suitable indoors and outdoors to encourage an unrestricted approach to learning. These will be suitable for children ages 2-4 while attending nursery or day care. Messy me will consist of a lightweight, thermal jacket that is made out of Polyurethane Laminate which is waterproof, flexible and breathable. (Sewing bees fabrics, 2016) This jacket will have removable sleeves by a simple zip making it adaptable for weather. There is also velcro between the legs to create a full body suit if necessary to the required fit making it quick and easy for the child to put on

themselves saving valuable practitioners time. This is also useful for children who are toilet training in comparison to other cover up options. There is a large pocket on the front for the curious children to carry around any learning tools. This soft and durable all in one is essential for the early years. Messy me is all about independence which supports a curriculum for funded non-maintained nursery settings (Welsh Government, 2022) as children are able to lead their own learning and celebrate the unique child as messy me is activity adaptable.

The idea behind me is for children to wear it everyday, all year around allowing the children to carry out their play without interruptions and disruptions. As stated, messy me is easily adaptable for weather such as a hood if it is raining or removing the sleeves in summer. These easy wipeable outfits are suitable for it all, paint, mud, food and any sensory learning opportunity with minimal restrictions, interruptions and to reduce the practitioners from saying 'no'. This will benefit the relationship between the practitioner and the child as they are able to create meaningful interactions. The enabling adult is able to provide an enabling environment for the children to explore knowing they are in the correct uniform.

This product should be chosen over competitors although this could be compared to puddle suits or aprons. Puddle suits are not wipeable and have to be washed each time. They are also only suitable for outdoors and are like a substitute for coats which are not warm enough in winter. Messy me is made with wipeable waterproof material that not only keeps the child clean and dry but also warm as the size can be adjusted for coats or layers underneath. Alternatively the sleeves can be zipped off to make it adaptable for summer. This item can be worn indoors and outdoors therefore if the child puts it on on arrival to the setting they are free to explore without the risk of changing clothes, interruptions and being told 'no'.

The product is called messy me simply due to the encouragement to get messy and make the most of any learning opportunities through authentic and purposeful learning.

Key Benefits

- ★ Indoor and outdoor

- ★ Freedom
- ★ Adaptable
- ★ Positive relationship between practitioners, child and families
- ★ No weather restrictions
- ★ Sensory benefits
- ★ Good well-being
- ★ Inclusive
- ★ Authentic experiences
- ★ Saves time

Section three

The children

This inclusive product is designed with children as the centre with the idea children will not be told 'no' for simple learning and playing. Every child will be given equal opportunity and constant rules can be put in place. Not only do some children not like to wear aprons so miss out on the learning opportunities that 'messy play' provides but in addition to this their learning is interrupted to put an apron on preventing the natural learning from occurring because the child's brain stimulates in the moment so taking them away from that might take the learning away too. (Ephgrave, 2022) Messy me provides the children with freedom to play and get messy without it impacting their clothes. I think this is essential for nursery settings. Parents can get frustrated when their children are going home with dirty clothes or multiple changes of clothes. This one time purchase will save money as parents will not have to constantly be washing clothes.

Komensky's theory indicates that sensory experiences enhance and develop learning resulting in holistic development. (Pound, 2017) Moyles (2012) and Gascoyne (2018) support this stating that sensory play is fundamental for children to develop holistically. Fowler (2007) states that sensory play is significant for developing fine motor skills which is fundamental in early years. Both Whitebread and Neilson (2000) and Miller and Almon (2009) state that it supports emotional well-being as children are able to express themselves freely. Additionally it supports brain development enhancing their memory and problem solving which will develop their divergent thinking (Moyles, 2012). Messy play stimulates curiosity, exploration and experimentation. Gascoyne (2012) and Moyles (2012) state that messy play supports social development through communicating with others and allowing the child to communicate what they are making. Also through collaborating with others. Messy play encourages creativity providing the opportunity to experiment with materials (Whitebread and Neilson, 2000).

Section four

Target Audience and Marketing

The target audience for me is the early years nursery settings. This is usually ages 2-4. Settings that purchase messy me are allowing the child to be ambitious and capable learners which is one of the four purposes from a curriculum for funded non-maintained settings. (Welsh Government, 2022)

Messy me will be advertised on tiktok as this is currently the most popular app and successful in advertisement. This will achieve a large target audience (Southgate, 2023 and Clark (2023). Messy me will also visit schools to sell the product and to see costumes firsthand to discuss their desired product.

Section five

Cost and Goals

Messy me will be sold for £24.99. Delivery will be charged depending on the area the product is being sent to. It will cost £10 to produce. This is a sole trader business making it more flexible to adapt and meaning the profits will not have to be shared. (Andreuo, 2023) I will begin by investing into 400 to be produced. This will cost £4000 to make with a profit of £5996. This will be my short-term goal to sell all of these. I will not need to invest money into marketing as social media is free, however with further investment I will try to find a cheaper manufacturer to create a larger profit. Messy me will also arrange school visits. This will allow me to see the product working in the early years and highlight any improvements needed. A mid-term goal will be to invest more into marketing such as creating brochures. My long-term goal will be to produce different colour options and patterns allowing the child to make it unique to them. Also offer uniform colours to match the school. Messy me can either be bulk ordered for schools or individuals can purchase for their own use. The main long term goal is to implement messy me into most early years settings worldwide to value the children's play and stop any interruptions to their learning.

Part 2

Messy me is all about taking advantage of learning opportunities without restrictions due to the inappropriate clothing. If the children are wearing messy me they are able to experience messy play first hand. According to Moyles (2012) and Sicart (2014) messy play allows the child to become aware of their senses and encourages children to learn and form an understanding of the world through engaging with others. This will offer challenges and highlight movement between order and chaos. Komensky's theory states that sensory experiences enhance learning, providing development holistically and releasing tension through the sensory materials allows emotional development (Pound, 2017). Moyles (2012) develops this stating that through sensory play children are able to explore and problem-solve allowing them to develop their creativity. Gascoyne (2018) supports this stating that enabling sensory play is a key ingredient for holistic development in the early years. Allowing the children to use their senses in order to experiment through moulding and manipulating a wide range of materials with no end product allows the child to make their own choices. A sense of autonomy. Morris (2015) reveals that autonomy is essential to learn about the world. Messy me allows the child to have autonomy in their own learning supporting a curriculum for funded non-maintained nursery settings (Welsh Government, 2022) child-led and play based curriculum. Skekely (2015) suggests that hands-on learning enables creative experimentation which is significant for fine motor skills development. (Dadson, Brown and Stagnitti, 2020) Gascoyne (2018) implies that messy play can build competence in the child and make them feel they can make a difference through different techniques such as 'cause and effect'. Moyles (2012) demonstrates an example of learning cause and effect through sensory play. The idea is that the child can jump in the muddy puddle. Through this action they are experiencing the mystery. They can hear the splash as well as feel their feet becoming wet and cold. They will have watched the puddle splash and move. Moyles (2012) expands this saying the child is able to 'feel at one' with nature.

Messy me allows the enabling adult to facilitate an enabling environment knowing that the children are in the correct uniform to explore. Bruner (1990) states that if children are provided with the correct facilities and equipment to represent their ideas, adults are enabling the child to express their feelings about themselves and

the world. Gascoyne (2017) and Gascoyne (2018) suggest that the open ended tools used for sensory play enable self expression and critical thinking which supports Moyles (2012) idea that sensory play is significant for emotional and cognitive development and allows the brain to create new synapses because the more connections created and reinforced the thicker the pathway gets. This results in faster signals allowing children to both think and recall events quicker and more accurately. Langston and Doherty (2013), Gascoyne (2018) and O'Neill (2018) believe that if adults support, furnish and facilitate messy play they are enabling children's development. Providing Messy me will contribute to the child's development as they are dressed appropriately and adults can then facilitate a setting that will encourage mess. O'Neill (2018) found that children who have adult support will develop their curiosity, adaptability, strength and resilience to explore the world. Messy meets the Welsh Government (2022) 5 pathways in both the new curriculum and the curriculum for funded non-maintained nursery settings, especially exploration as messy me enables the child to explore with minimum restrictions. Both Allingham (2023) and Nijland, Van der Meer and Onderwater (no date) reveal that every child is unique in every setting. Dalton (2018) states that children with additional learning needs (ALN) are not the only unique children. It is seen that each ALN is different but it is important to consider that children without ALN also have their individual ways. Messy me is inclusive considering the individual child. Children might not like aprons therefore are missing out on their learning by the adults' interruption. The curiosity approach (2024) states that not only is it interrupting play to put an apron on the child, the uniqueness of each child suggests they might not want to wear one. Children can lose learning opportunities because they do not like to wear aprons. This demonstrates that messy me not only considers the best interest of the child (article 3) but indeed allows children the freedom of their expression (article 13) (Unicef, no date). Bennet, Neville and Rogers (1997) state Froebel and Montessori theories that children learn best through self-directed play which is closely linked to intrinsic motivation. For this to take place in early years practitioners will need to support play. Children will have the freedom to direct their own play wearing messy me as they will be less restricted.

However it can be seen that messy me is not needed due to what is already on the market such as puddle suits and aprons. Hippy chick (2024) states that a puddle suit

is 100% waterproof and comfortable. If a child has a puddle suit they might not consider a messy me. On the other hand messy me is quick and easy to put on and allows the child to put on independently whereas a puddle suit is tricky to put on so they will need assistance. This can also be a problem for the children that are potty training therefore not only is messy me allowing independence which the Welsh Government (2022) deem as important, messy me saves time that the children could be learning and saves the adult time for more meaningful experiences. Costcutters (no date) describe an early years apron as keeping the child protected for them to be creative. It also states that they are easy to put on themselves. Early years settings might seem messy me is not needed if they already have aprons, however the curiosity approach (2024) reveals that interrupting the child's learning to put an apron on or to tell them to put one on can disrupt or even prevent their learning. Also messy me is available for both indoors and outdoors and retails for £24.99. This is similar price to both apron and puddle suits therefore parents would be saving money with the one time purchase of messy me as it can be seen as two in one and will grow with the child through nursery instead of only lasting until they need the next size.

Furthermore it can be seen that messy play is aimless as there is no real final product at the end of it (Gascoyne, 2018). This could result in settings not carrying out messy play therefore not purchasing messy me. According to Gascoyne (2018) there are concerns that messy play is not hygienic and not very safe. This could mean schools or parents might not purchase messy me and they will not be participating in messy play. However the Welsh government (2022) curriculums include messy play and exploration therefore nursery settings should all include messy play and messy me is essential for the children to fulfil their potential.

Messy me is currently available in grey however in the future messy me will expand to different colour options maybe to match uniform and different patterns to celebrate the unique child. Messy me will be advertised on tiktok account because according to Clark (2023) and Southgate (2023) tik tok advertisement is very effective and successful and meets a target audience that is different to other social media platforms. Southgate (2023) expands this stating that there are over one billion monthly users and one in four buy an item advertised. In the future, messy me will

expand marketing making social media pages for a wider target audience that tik tok might not reach. Furthermore messy me will visit settings in the early years to advertise the product because Best (2024) states that visiting will help provide firsthand insights into customers and direct contact with customers will highlight what they might need individually and messy me will work with the setting to provide this. For example they might want the product in the colour of their uniform. Messy me is a small scale business however the target is to expand over the years to become a large scale business. Messy me is a sole trader business with goals that are passionate about the early years which should be reflected in the high quality product (Ogunlaru, 2012). Kaz (2017) states that we are living in a VUCA world, messy me meets this. For example she describes the world as volatile (unpredictable change) and messy me is adaptable for activities and weather making it flexible for change.

Overall, messy me is essential for early years settings in order to value the unique child and their play. The benefits of the product massively weigh out any challenges and will make a positive impact not only on the child but the setting as a whole. Messy me will be a significant aid for the childrens holistic development and well-being.

Reference List

- Allingham, S. (2023) 'What has happened to the unique child?', *Early Years Educator*, 22(23). DOI: <https://doi.org/10.12968/eyed.2023.23.22.10>
- Best, T. (2024) *Tips for a great customer visit*. Available at: <https://www.pragmaticinstitute.com/resources/articles/product/how-customer-visits-reveal-the-why-behind-your-roadmap/#:~:text=In%2DDepth%20Customer%20Understanding%3A%20Visits,data%20through%20in%2Dperson%20communication.> (Accessed: 2 March 2024)
- Clark, J. (2023) *Should Your Business Advertise on TikTok?* Available at: <https://www.portent.com/blog/paid-social/should-your-business-advertise-on-tiktok.htm#:~:text=Depending%20on%20the%20type%20of,platforms%20like%20Facebook%20and%20Instagram!> (Accessed: 29 February 2024).
- Cohen, D. (2018) *The Development Of Play*. 4th edn. London: Routledge.
- Costcutters. (no date) *Early Years Adult and Children's Aprons and Tabards*. Available at: <https://www.costcuttersuk.com/early-years-furniture/early-year-supplies/aprons-and-tabards.html#:~:text=Early%20Years%20Adult%20and%20Children's%20Aprons%20and%20Tabards&text=These%20aprons%20and%20tabards%20are,easily%20put%20them%20on%20themselves.> (Accessed: 2 March 2024).
- Dadson, P., Brown, T. and Stagnitti, K. (2020) 'Relationship between screen-time and hand function, play and sensory processing in children without disabilities aged 4–7 years: A exploratory study.', *Australian Occupational Therapy*, 67, pp. 297–308. DOI: <https://doi-org.ezproxy.uwtsd.ac.uk/10.1111/1440-1630.12650>.
- Ephgrave, A. (2020) *Planning in the Moment with two to three year olds*. London: Routledge.
- Fowler, S. (2007) *Sensory stimulation : sensory-focused activities for people with physical and multiple disabilities*. London ; Jessica Kingsley Publishers.
- Gascoyne, S., 2017. 'Patterns and attributes in vulnerable children's messy play. European Early Childhood', *Education Research Journal*, 25(2), pp. 272–291. DOI: [doi:10.1080/1350293X.2017.1288019](https://doi.org/10.1080/1350293X.2017.1288019)
- Gascoyne, S. (2018) *Messy Play in the Early Years: Supporting Learning through Material Engagements*. 1 edn. United Kingdom: Routledge.
- Hippy Chick. (2024) *Waterproof Clothing*. Available at: <https://www.hippychick.com/shop/pcategory/out-about/waterproof-clothing/#:~:text=>

[Waterproof%20Clothing.-Discover%20our%20award&text=100%25%20windproof%20and%20waterproof%20our,waterproof%20packasuits%20with%20carry%20bag.](#)

(Accessed: 2 March 2024).

Langston, A. and Doherty, J. (2013) *The Revised EYFS in Practice*. United Kingdom: Bloomsbury Publishing.

Miller, E., & Almon, J. (2009) *Crisis in the Kindergarten: Why Children Need to Play in School*. United States: Alliance for Childhood.

Morris, K. (2015) *Promoting Positive Behaviour in the Early Years*. Maidenhead: Open University Press.

Moyles, J. (2012) *A-Z of Play*. United Kingdom: McGraw-Hill Education.

Nijland, M., Van Der Meer, M. and Onderwater, Y. (no date) *Unique Child*. No place: GagasMedia.

Ogunlaru, R. (2012) *Soul Trader: Putting the Heart Back Into Your Business*. United Kingdom: Kogan Page.

O'Neill, K. (2018) 'One size fits all', in Gascoyne, S. *Messy Play in the Early Years: Supporting Learning through Material Engagements*. 1 edn. United Kingdom: Routledge.

Pearson, E. (2024) *Messy me. [Photograph]* Swansea: n.p.

Pound, L. (2017) *How Children Learn - Book 3: Contemporary Thinking and Theorists*. United Kingdom: Mark Allen Group.

Sewing Bees Fabrics. (2016) *What is PUL?* Available at: <https://www.sewingbeefabrics.co.uk/fabric-guide-pul> (Accessed: 20 February 2024).

Sicart, M. (2014) *Play Matters*. United States: MIT Press.

Smith, P. K. (2009) *Children and play : Understanding children's worlds*. West

Southgate, C. (2023) *Are tiktok ads effective?* Available at: <https://chs.agency/insights/are-tiktok-ads-effective/> (Accessed: 29 February 2024).

Sussex: John Wiley & Sons, Incorporated.

Szekely, G. (2015) *Play and Creativity in Art Teaching*. Routledge: New York.

The Curiosity Approach. (2024) *Do aprons stop a child's learning?* Available at: <https://www.thecuriosityapproach.com/blog/do-aprons-stop-a-child-s-learning> (Accessed: 21 February 2024).

Unicef. (no date) *How we protect children's rights*. Available at: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> (Accessed: 21 February 2024).

Vygotsky, L. S. *Mind in Society: The development of Higher Psychological Processors*, ed. Cole, M., John-Steiner, V., Scribner, S. and Souberman, E. London: Harvard University Press, 1978, pp 92-104.

Welsh Government. (2022) *Developing a vision for curriculum*. Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes> (Accessed: 21 February 2024).

Welsh Government. (2022b) *A curriculum for funded non-maintained nursery settings*. Available at: <https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf> (Accessed: 2 March 2024).

Whitebread, D., & Neilson, K. (2000). The contribution of early childhood education to a sustainable society. United States: UNESCO.