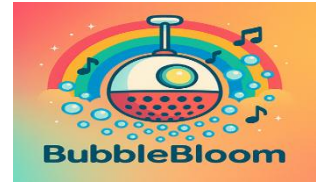


2413474



BubbleBloom.

Leadership skills in entrepreneurship.

Word count; 3300

Pages; 2-10

Reference list; pages 11- 14

Appendix; AI was used to support the initial design of the BubbleBloom logo. I requested a logo suitable for an ALN audience, featuring a bubble shaped object with music and bubbles emerging from it. I can confirm that I have not presented any AI generated text as my own text. I can confirm I have copies, drafts, notes and other resources I used before, and after the use of AI Tools which I may be asked to provide in evidence. Microsoft Copilot: Your AI companion Date – 22.2.26

Part 2 Business plan Project.

Part A; My idea: BubbleBloom.

BubbleBloom is a sensory supportive bubble machine designed to make bath time more enjoyable, predictable and calming for children with Additional Learning Needs, particularly those with sensory processing differences. For many families, bath time can be a moment of heightened anxiety, the combination of water, noise, temperature changes and unpredictability can feel overwhelming for children who are sensitive to sensory input. My aim is to transform this daily routine into a soothing, engaging experience that supports both the child and their parents. This aligns with early years guidance showing that predictable routines help children feel safe, secure and emotionally regulated (Zero to Three, 2021).

The device attaches to the ceiling above the bath, gently releasing bubbles while projecting soft, colourful lights and playing familiar nursery rhymes. By combining visual, auditory, and tactile sensory elements, BubbleBloom creates a structured, low arousal environment that helps children feel safe, regulated, and more in control. This reduces the amount of water falling onto their face during hair washing without requiring them to understand or follow verbal instructions. The music provides a familiar, soothing distraction, the bubbles create opportunities for playful engagement such as counting games or noticing different bubble sizes, and the colourful lights add another layer of gentle sensory input, helping shift the child's focus away from the anxiety of the task and onto something enjoyable. This reflects co regulation principles, where the environment and parent work together to support a child's emotional state (Murray et al, 2015). The use of bright, warm colours is intentional, as these tones naturally draw a child's attention upwards, supporting engagement and encouraging an upward gaze during hair washing. Research has shown that colour can influence attention and emotional responses, with Goldstein theory, (1942) identifying how warm, visually stimulating colours can enhance focus and support positive engagement, findings that continue to be recognised in more recent work (Elliot and Maier, 2014). Within early years practice, bright colours are also valued for promoting curiosity, visual tracking, and playful interaction, consistent with Bruce's (1997) emphasis on the role of visual cues in supporting learning. This approach also aligns with Dunn's (1997) sensory processing framework, which highlights how predictable visual cues, such as consistent colour patterns, help children orient themselves within their environment and support emotional regulation.

BubbleBloom is more than a gadget, it is a sensory companion designed with empathy, inclusion, and wellbeing at its core. The concept is grounded in Sensory Integration Theory (Ayres, 1972), which highlights how predictable, controlled sensory input can help children process information more effectively and reduce sensory overload. Multi-sensory environments that combine gentle visual, auditory, and tactile input have also been shown to reduce anxiety and support regulation in children with sensory processing differences (Unwin, Powell and Jones, 2022).

This approach directly supports the ALN Code, Welsh Government (2021) which emphasises the importance of reducing barriers to participation, promoting emotional regulation, and creating environments that meet diverse sensory needs. The Code highlights the duty to provide person centred, developmentally appropriate support and to adapt environments to reduce distress and enhance wellbeing principles that BubbleBloom embodies through its predictable, calming sensory cues. By offering gentle, consistent

sensory input, BubbleBloom aims to reduce anxiety, support smoother transitions, and promote positive associations with self care routines. Ultimately, it seeks to empower families by turning a potentially stressful moment into one filled with comfort, connection, and joy. The design further reflects low arousal environmental principles, which are widely used in ALN settings to reduce stress and prevent sensory overload (McDonnell 2010).

The reason behind Bubblebloom:

BubbleBloom was created because bath time, especially hair washing, can be a major source of anxiety for many families, including my own. For children with sensory processing differences, stress often begins long before the water runs, as unfamiliar or overwhelming sensations can trigger anticipatory anxiety (Davis and Kollins, 2012). This reflects the Centre on the Developing Child's (2011) emphasis on co regulation and the importance of predictable, supportive environments.

The product grew from a desire to make this routine calmer and more positive. Predictable, low arousal environments help children feel secure (Centre on the Developing Child, 2011), and McDonnell (2010) highlights how such environments support early self-regulation. Playful sensory features, bubbles, gentle lights, familiar music, also encourage curiosity, engagement, and shared interaction, supporting early learning (Whitebread, 2012).

Alongside my lived experience, my professional role in childcare and education means I work daily with children with ALN and their families. This gives me practical insight into sensory, emotional, and developmental needs, aligning with the ALN Code for Wales (Welsh Government, 2021). I apply frameworks such as Ayres Sensory Integration Theory (1972) and Dunn's Sensory Processing Framework (1997) in real settings, adapting environments to reduce barriers and support wellbeing.

BubbleBloom reflects this combined personal and professional understanding. By offering predictable, calming sensory input, it transforms a potentially overwhelming routine into one that supports emotional security, exploration, and positive parent child connection. For children with ALN, who may experience heightened sensory sensitivity, a structured, low arousal approach can significantly reduce anxiety and promote engagement (McDonnell, 2010).

Innovation and link to the early years:

BubbleBloom is innovative because it responds to a well known challenge in a way that has not been addressed before, supporting children with sensory needs during everyday self care routines. While sensory toys, bubble machines, and calming lights exist independently, BubbleBloom brings these elements together into a single, predictable, ceiling mounted device designed specifically for bath time, a routine that is often overlooked in ALN support despite being a major source of anxiety for many children. This integration of sensory regulation, environmental design, and practical family support represents a new approach to reducing distress during personal care, reflecting research that highlights how predictable, structured environments help children feel safe and better able to regulate their emotions, a key foundation of early childhood development (Centre on the Developing Child, 2011).

Its innovation also lies in its person centred design, shaped directly by lived experience. The ALN Code for Wales (2021) emphasises the importance of solutions that are tailored to

individual needs and reduce barriers to participation. BubbleBloom does this by offering a nonverbal, sensory led way to support children who cannot yet follow instructions such as “look up” or “keep your eyes closed.” Instead of relying on language, it uses predictable sensory cues, bubbles, gentle lights, and familiar music to guide the child’s attention and support children to feel safe and regulated, reflecting UK research showing that heightened sensory reactivity is closely linked to increased anxiety and reduced participation in children (Rossow et al, 2021).

BubbleBloom is also innovative because it transforms a stressful routine into an opportunity for developmental growth. The playful sensory elements encourage curiosity, joint attention, and shared interaction, all of which are essential for early cognitive and social development (Gascoyne, 2016). By embedding developmental principles into a practical household device, BubbleBloom bridges the gap between therapeutic strategies and everyday family life, something that is rarely addressed in mainstream early years products. In this way, BubbleBloom is not just a sensory tool, it is an inclusive, research informed innovation that supports wellbeing, strengthens parent child relationships, and empowers families navigating ALN challenges, reflecting Bowlby’s (1969) view that secure, responsive interactions form the foundation of healthy emotional development.

Benfits and challenges

Early years theorists consistently highlight the importance of calm, predictable, and sensory rich environments in supporting young children’s development. EBSCO (2026) suggest that Piaget emphasised that sensory exploration forms the foundation of early cognitive growth, meaning that playful elements such as bubbles, lights, and music can stimulate curiosity and learning. Vygotsky’s work on social interaction and joint attention also supports the idea that shared sensory experiences, like watching bubbles together, strengthen communication and connection (London School of Childcare Studies 2025). Bowlby (1969) attachment theory further shows that predictable, low stress routines help children feel emotionally secure, which is essential for self-regulation. Montessori (2023) and Bruce (1997) both highlight the value of structured yet playful environments that allow children to explore at their own pace, supporting confidence and independence. For children with ALN, who may be more sensitive to sensory input, these principles are even more important. BubbleBloom aligns with these theoretical foundations by transforming bath time into a calm, predictable, and developmentally supportive experience that nurtures emotional wellbeing, curiosity, and early learning.

Furthermore, while BubbleBloom offers clear developmental and sensory benefits, there are also some challenges that may arise. Some children with ALN may initially find new sensory stimuli unfamiliar or overwhelming, meaning gradual introduction and parental support would be essential. Practical considerations such as ensuring the device are safely installed, waterproof, and easy for families to maintain are also important. Additionally, Children’s sensory profiles respond in very individual ways, so what is calming for one child may be overstimulating for another, a point highlighted in NHS guidance on sensory processing differences (NHS, 2023).



Marketing

From a marketing perspective, BubbleBloom occupies a distinctive and currently under served space within the children's sensory support market. While bubble machines, bath toys and sensory lights are widely available, products that intentionally combine predictable sensory input, emotional regulation principles and bath time accessibility for children with Additional Learning Needs are far less common. Existing commercial bubble machines are typically designed for entertainment rather than therapeutic benefit, and they rarely integrate features such as gentle lighting, calming music or controlled sensory output. Current sensory bath toys, such as those offered by Playinc, focus on stimulating play through light up features or crackling additives, rather than providing calming, regulated sensory support for children who experience sensory overwhelm (Playinc, 2024). Similarly, retailers such as Learning SPACE offer a range of sensory bath toys, but these products are designed to excite and engage rather than reduce distress or support sensory avoidant children (Learning SPACE, 2024). Sensory resources used in early years settings, such as bubble tubes, fibre optic lights or sensory projectors, are also typically static, room based tools rather than products designed for daily care routines like bathing. This means that although individual elements of BubbleBloom exist elsewhere, the combination of features, the purposeful design for sensory avoidant children and the focus on reducing bath time distress make it a unique and innovative concept within the UK market. The challenge, therefore, lies in presenting BubbleBloom clearly within a market that is familiar with sensory products but less familiar with tools that integrate therapeutic regulation into everyday care routines.

BubbleBloom is aimed at families of young children with Additional Learning Needs, particularly those who experience sensory processing differences or anxiety around bathing. This aligns with early years guidance emphasising the need to adapt environments and routines to support children's sensory and emotional needs (Department for Education, 2024). Charities such as Contact (n.d.) and Scope (n.d.) highlight families need for practical tools to support regulation during everyday activities, while the National Autistic Society (n.d.) notes that predictable, low arousal sensory input can help children feel calmer. Similarly, the NHS (2023) and BBC Tiny Happy People (n.d.) emphasise that soothing, structured sensory experiences support emotional regulation and help children feel secure during daily routines.

BubbleBloom would likely be in high demand. Bath time can be a significant source of distress for children with sensory differences, often affecting the whole family and creating tension during evening routines. By offering predictable, calming sensory input, it addresses a clear gap in the home and early years market by providing evidence informed tool that supports regulation and family wellbeing.



Financial, and audience:

BubbleBloom is designed for children who find bath time overwhelming and for families who need practical, affordable support. Research shows that predictable, calming sensory input can help children feel safer and more regulated during everyday routines (Biel and Peske, 2018). Organisations such as Sensory Integration Education (2024) highlight the importance of accessible sensory tools that reduce stress for both children and caregivers. The Family Fund (2023) also emphasises that cost effective resources are essential for families of children with additional needs, who often face financial barriers when accessing specialist equipment. By keeping BubbleBloom affordable and easy to use, the aim is to ensure that as many families as possible can benefit from a calmer, more positive bath time experience.

From a financial perspective, BubbleBloom is designed to remain affordable for families while keeping production costs low. The device uses inexpensive components, such as a small bubble motor, led lights, a basic speaker and waterproof casing which can be sourced cheaply in bulk. Additional costs would include packaging, instructions and digital marketing. Research from the British Business Bank (2023) notes that many small newly established businesses rely on micro loans or early financial support to cover initial production and advertising, which makes this a realistic funding route for BubbleBloom. GOV.UK (2024) also highlights that small business loans are commonly used to launch new products and manage early stage costs. By keeping materials simple and production efficient, BubbleBloom can be sold at an accessible price point while remaining financially sustainable.

Part 2.

BubbleBloom directly supports key aspects of early years development by providing predictable, calming sensory experiences that help children regulate their emotions and engage more confidently in daily routines. Sensory development is foundational in the early years, with NHS guidance emphasising that children rely on structured sensory input to make sense of their environment and manage overwhelm (NHS, 2023). Piaget's 1952 theory highlights that young children learn through sensory exploration during the sensorimotor stage, meaning that gentle bubbles, lights and music can strengthen early cognitive development by helping children build schemas through hands on experience (Simply Psychology, 2024). Vygotsky's 1978 sociocultural theory further supports this, showing that shared, calming experiences between child and adult promote joint attention, communication and learning within the Zone of Proximal Development (Simply Psychology, 2024). Sensory play research also shows that regulated sensory experiences support neural development, emotional security and inclusive participation for children with diverse needs (Classroom Direct, 2024). By reducing stress and creating a predictable, low arousal environment, BubbleBloom supports self-regulation, curiosity and positive parent child interaction, all essential components of early years development.

Furthermore, BubbleBloom also offers clear benefits for children with Additional Learning Needs in the early years, particularly those who experience sensory processing differences. Many young children with ALN can become overwhelmed by unpredictable sensory input, and everyday routines such as bathing can trigger anxiety or distress when sensory demands feel too intense (NHS, 2023). Early years guidance emphasises the importance of adapting environments to reduce sensory overload and promote emotional security, especially for children who rely on co regulation to manage stress (Welsh Government, 2021). BubbleBloom supports this by providing a predictable, low arousal sensory experience that helps children feel safe and prepared during a routine that is often challenging. The gentle bubbles, soft lighting and calming music align with Piaget's view that sensory experiences are central to early cognitive development, while also supporting Vygotsky's emphasis on shared, regulated interactions that strengthen communication and joint attention

(Simply Psychology, 2024). For sensory avoidant children, the ability to control or anticipate sensory input can significantly improve engagement and reduce distress, enabling them to participate more meaningfully in daily care routines. In this way, BubbleBloom not only supports sensory regulation but also promotes inclusion, confidence and wellbeing for ALN children in the early years.

A further benefit of BubbleBloom is that it strengthens the wider developmental foundations that early year's children rely on to learn, explore and build confidence. When children experience calm, predictable sensory input, they are more able to shift from a state of stress to a state of readiness for learning, which is essential for developing attention, communication and early problem solving skills (Centre on the Developing Child, 2011). This matters because children cannot engage meaningfully in play or interaction when dysregulated. BubbleBloom helps create the conditions for this readiness by reducing sensory overload and supporting emotional stability, allowing children to participate more fully in everyday routines and early learning experiences. This contributes to a more inclusive early years environment where all children, including those with ALN, can develop key social, emotional and cognitive skills in a way that feels safe and manageable.

Although BubbleBloom is designed for home use rather than early years settings, there are still important considerations around how families interpret and use the product. Children with ALN have highly individual sensory profiles, meaning that even calming sensory tools may not suit every child in the same way (Dunn, 1997). This can create challenges for parents in judging the right level of sensory input or knowing when to adjust or pause the experience. Another barrier is that some families may feel unsure about how sensory tools support development or may interpret BubbleBloom as a toy rather than a regulatory aid, which could limit its effectiveness. Research on early childhood routines highlights that parents often need clear, accessible guidance to help them understand how everyday interactions can support emotional security and reduce stress during care routines (BBC, 2020). UNICEF also emphasises that predictable, nurturing experiences in the early years play a crucial role in supporting children's emotional wellbeing and helping them feel safe enough to engage and explore (UNICEF, 2019). Bath time routines can be time pressured or emotionally charged, making it essential that the product is simple,

predictable and easy for parents to integrate. Reflecting on these factors highlights the importance of clear guidance for families, helping them understand how BubbleBloom can support emotional regulation, reduce overwhelm and create calmer, more positive daily routines for young children with ALN.

BubbleBloom also connects strongly with current early years practice and wider policy expectations, particularly around supporting families who often feel under informed or isolated when managing their child's sensory needs. Many parents report feeling "left in the dark" when navigating everyday routines with a child who has ALN, even when multi-agency teams such as TAF, health visitors or early years practitioners are involved. Recent UK findings show that a significant number of parents struggle to access the support they need, leaving them feeling unsure and unsupported (UNICEF UK, 2022). This reflects a wider VUCA landscape, where families face volatility, uncertainty, complexity and ambiguity in understanding their child's needs and accessing consistent support (Learnlife, 2025). Current research emphasises the importance of accessible, sensory informed tools that empower parents to create predictable, emotionally safe routines at home (Dunn, 1997). Policy and legislation, including the Additional Learning Needs Code for Wales (Welsh Government, 2021) and the Children and Families Act (2014), highlight the duty to provide reasonable adjustments and clear guidance to families, not only in settings but also within the home environment. These frameworks create opportunities for BubbleBloom to contribute to early intervention by offering a simple, evidence informed resource that supports emotional regulation and reduces overwhelm during daily care routines. Looking ahead, the concept has potential for further development, such as expanded sensory features, personalised guidance for families, or integration with early years support services, and could be scaled beyond individual households to become part of a wider early year's market focused on inclusive, family centred sensory support.

Overall, BubbleBloom demonstrates clear value within the early years landscape by supporting emotional regulation, sensory processing and positive parent child interaction in a way that aligns with current research, ALN policy expectations and the realities families face in an increasingly VUCA world. By offering a simple, predictable and developmentally informed tool for use during a challenging daily

routine, it helps reduce overwhelm and strengthens children's readiness for learning and connection. As understanding of sensory needs continues to grow, BubbleBloom holds strong potential for further development and wider application across the early years market, offering families and professionals an accessible resource that promotes inclusion, wellbeing and meaningful early experiences.

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