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TASK 1:

Confirmation Statement - Use of Generative AI:

For this assignment, I acknowledge the use of ChatGPT (<https://chatgpt.com/>) on 8th of February 2026 to support my research using the prompts:

1. Please provide me with the set materials required for a "Logo design of my Party Business."

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my own drafts, notes and other resources which I used before, and after the use of AI tools, which I may be asked to provide in evidence.



THE QUICK PITCH:

Executive Summary:

Good morning, my name is Barbara Sliwinska and today I am willing to share with you a business concept that I feel is important for me. Over the past couple of years, I was fortunate enough to work with a diverse range of pupils in the Early Years Curriculum. In this experience, I realised how important it is that we recognise each learner as unique in their own ways, bringing their own personalities, abilities and learning styles into the classroom environment. Because of this, I was driven to pursue a degree in Early Years, and I believe that since then I have developed a better understanding of how powerful Education can be in transforming the lives of students. It is for this sole reason that I wanted to create birthday parties for those students who cannot afford them.

First and foremost, the objective of this business is to create opportunities where children from a financially disadvantaged household are ultimately allowed to have free or low-cost parties. I truly think that this objective can be realised through a variety of social and community initiatives. For example, local authorities can provide adequate funding for community events, including overseeing the cost of hiring venues, parks or facilities, for parties. Furthermore, small and medium sized enterprises (SMEs) may feel empowered to allocate some of their resources effectively to facilitate the implementation of these parties for families of children. They might be willing to offer utilities such as paper or crafts, that are not expensive but are convenient for children to play with. Demonstrating their creativity skills, which are fine motor and gross skills embedded in the early stages of their lives. It is my belief that this event is an excellent way for business alike to engage with others and feel the community spirit.

Secondly, this business recognises that children have a strong tendency to creating things. We know how powerful art can play a vital role in expressing someone's feelings. It gives the birthday a sense of purposefulness than 'just another party.' It is for this reason alone that I wanted children to craft something that is easy, safe and not messy in a stressful way. We can give children the space and time to create cards with drawings or messages, paint plant pots with flowers or herbs, decorate tote bags, design simple clay hearts, ornaments or sun catchers. This process should be unhurried and must allow children to explore their creativity skills. Furthermore, these handmade items can then be used to deliver these 'gifts' for children in care homes and hospices. I know that they will be grateful for these donations. The purpose of this party was children to not solely create these goods for themselves, but so that it can serve as an act of charity, for those who are not as fortunate as others. So that we can 'spread kindness, spread love, spread happiness' to those around us, amidst the challenges they might encounter in their lives.

KEY THEORISTS:

There are several key theorists that have influenced the decision-making process of my business.

According to Maslow, children have a desire to feel a sense of belongingness and love. In a kids' party, children are willing to be socially connected with others. They often like to play with their best friends. Feeling included and accepted gives children relief, knowing that they are surrounded by individuals who value them. A party also allows that child to feel special, unique, or cherished in their own ways (Naaz *et al.*, 2023; Remenidos, 2025). In the same vein, Article 15 of the United Nations Convention on the Rights of the Child demonstrates that 'Every child has the right to meet with other children' (UK UNCRC, 2019; CRC, 2026). A party, in this way, is an invaluable opportunity for children to meet up with each other and develop social skills or forge more stronger friendships in life. 'Every' indicates that all children, irrespective of their status, or gender, have the duty to comply to this policy (UK GOV, 2026). In this case, any child who is invited to this party is welcomed.

However, according to Reggio Emilia, they hold this perception that the child is a 'unique learner' in their own ways. Not only do they have different interests and desires, but they also exhibit various interactions with friends and adults in their own learning environments (Yufiarti *et al.*, 2022). Furthermore, they believe that children are willing to change and shape their potential. They are perceived as strong individuals, ready to be able to take risks and navigate through these challenges. Embrace uncertainty in times of change, and to drive towards innovation and creativity (Robson *et al.*, 2017; Grant-Harris, 2021; Waters-Davies, 2022). In essence, a party is a valuable moment for children to develop exploration skills, community connection and creative expression through the 'hundred languages.' Allowing children to experience a sense of joy and happiness in their phase of life (Schoenaker-Tijnagel, 2017; Little Owl School, 2020).

CUSTOMER SERVICE:

How will customers contact me?

Customers will have a variety of ways to contact me. The business will design leaflets and pamphlets and distribute it across the school communities so that professionals can later spread awareness about this to parents and carers of the children. It will contain relevant information regarding the site of the birthday parties, the activities children will be expected to do over the course of this party, and contact details for further information, or find an appropriate date to book the party. Furthermore, we will contact schools and encourage them to place these details to their newsletter, or on outdoor posters, so that parents are able to find out more about this. We want to ensure that this initiative reflects and meets the expectations of our local community.

In what ways might customers get the goods and how will I get paid?

The party will be held in one place only. The business will work in close collaboration with local farmers to see if they can give us freshly made products, so that children can eat nutritious, healthy food at the party. We hope that the council will provide us with an adequate funding required to realise this initiative. We want children to eat sustainable food, as it is vitally important for them to get the right balance. It is essential for their health and wellbeing. Furthermore, the business will co-operate with paper and crafts shops, so that they can provide us with the essential tools for creative projects. Key suppliers include glue sticks, coloured papers, card stocks, scissors, paintings, and embellishments. We want these resources to be allocated effectively and optimally so that children can use it and gain benefit out of it from these parties. I must emphasise that the business will be responsible for implementing the goods, and services for the event. We will, however, be exempt from transporting families into this party, as we solely focus on setting it up, so they will have to sort this out.

Will customers have to pay for anything?

Customers are not expecting to pay for the party; however, we accept donations from them. We will use this money to buy more of these goods. This means that those people invited into the party can make more 'gifts' out of these resources, which will then be distributed to children in care homes or hospices. We want to help those with incurable diseases and problems.

FINANCIAL FEASIBILITY:

PROJECTED CASH FLOW FORECASTS:

Starting Cash Balance: £5,000

Month:	Event booked:	Cash Inflows (£):	Cash Outflows (£):	Net Cash Flow (£):	Ending Cash Balance (\$):
January	24	5,500	4,000	+1,500	+6500
February	11	2,500	1,500	+1,000	+7500
March	15	3,750	3,000	+750	+8250
April	12	2,250	2,000	+250	+8500
May	35	8,000	5,250	+2750	+11,250
June	17	3,750	2,500	+1,250	+12,500

Presumably, I will need to hire another person to run this business. I think I might ask my husband to help me out in planning the parties. He is a qualified PE teacher who has the experience working with children between ages 4 to 10 years old. Furthermore, I need to save money and reduce any unnecessary costs (like variable costs), so this can be the best and efficient strategy for me to use now.

I am expected to receive some money from government grants into fulfilling my business objectives. Hopefully, I will receive extra funding from the council and local authority in setting up this business. Furthermore, the Welsh Government offers business grants, including startups and skills training. They give local businesses a comprehensive grant of up to £2000.00, to execute their ideas effectively (Business Wales, 2023; Senedd Research, 2024). I hope I can acquire this money as well to aid my future business planning.

Initially, the investment for this site will be relatively high, but thanks to the generous offer from the local council, they will pay for it. Hopefully, if I am anticipated to have a lot of customers, then I will be able to generate some revenue. Although, this investment in the future might be convenient for me, as I receive some support from the council and the local community as well (OBS, 2023). Therefore, consumption is an important part of the economy (FLA, 2020).

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TASK 2:

Part 1: Business Plan Guidance.

Introduction: The generation and the dissemination of a business idea.

I have always been driven by the philosophy of Reggio Emilia's work, whose belief is that children are possessed with strong capabilities for intellectual development and subjected to their own rights. They are inherently gifted at constructing their own learning rather than just being passive recipients of knowledge (Gantt, 2021; Reggio Emilia Approach, 2026). Through the poem, "No way. The Hundred is Three," Malagouzi highlighted how, despite the child being strong, capable and competent of doing things independently, their development is being restricted by adults and the wider society. His poem represents a vision of hope, where children have an indelible right to express and articulate their views. He invites the reader to recognise children as unique individuals, each bearing their own gifts and talents (Mphahlele, 2019; Little Owl School, 2020). It is this innovative, child-centered pedagogy that has truly inspired me to create a business concept that I feel is relevant for those children living within the local community. I wanted to organise free birthday parties simply for parents and carers of students who simply cannot afford them, for financial or economic reasons. I must reinforce, as an Early Years Practitioner, how important it is that children are exposed to a wide range of stimulating environments, so that they can achieve their holistic development (Welsh Government, 2022).

Whilst every child deserves a special day, many families face 'birthdays on the broadline,' with over half of lower income parents unable to afford a celebration (PSE, 2013). In this case, they might be willing to cut back on household expenses, such as food or utilities, in order to afford their child's party. Moreover, they might refrain themselves from spending money on goods like clothes (YouGov, 2020). We begin to see how paying for birthday parties can place a financial burden on families, particularly those living in disadvantaged backgrounds or with low socioeconomic status. Providing free birthday parties can ultimately reduce these inequalities in our society, ensuring that each child has thriving opportunities in their lives (IWA, 2023). Enabling compliance with one of the seven Well-being Goals in the 'Well-being of Future Generations Act 2015' by creating a 'More Equal Wales' where everyone has the ability to achieve their goals. Giving people the right to take part in decision making, where their voices and rights are being heard of and championed. Advocating public bodies to take an integrated approach when they are dealing with these issues (Future Generations Commissioner for Wales, 2019; Welsh Government, 2020; Audit Wales, 2025). A party, in hindsight, is a powerful way of recognising children as unique individuals in their lives. Beyond just fun and games, it provides a space where their interests, achievements and personalities are fully acknowledged and cultivated. A party also reinforces child's understanding of whom they are, establishing a sense of belonging (cynefin) and identity, which is a vital part of the New Curriculum for Wales (NDNA, 2022; BERA, 2024).

Critically explore the benefits of this business idea and consider how these benefits might link to the Early Years Curriculum.

Firstly, a party allows children to become independent and autonomous. In a party, children are free to do whatever they want - they can move, explore, play, participate and learn at their own pace. They are responsible to think for themselves, make strategic decisions, develop an inquiring mindset, and pursue their own interests and talents (Frobelian Futures, 2023). This process is meant to feel at ease, knowing that children will begin to develop their exploration skills in a stimulating environment. This idea strongly reflects Froebel's principles of play and playfulness. He believed in this perception that children are passive learners, and they best gain their experience through activity and enquiry. He also argued that through play, children can 'relate their inner worlds of feelings and ideas with the wider world of things and people and to see a connection between them' (Tovey, 2020; Adams *et al.*, 2025). He sought to give children an authentic and engaging play experience in effective, exciting environments. In these play-led activities, children were given the freedom to make decisions on which activity they would be eager to learn. He felt that each child has an intrinsic motivation to learn through being active. Moreover, he believed that children should be exposed to hands on, creative activities so that they can develop gross motor skills. As part of his curriculum, he called this 'occupation' and it has played a massive role in influencing children's development skills (The University of Sheffield, 2022; Waters-Davies, 2022; Open University, 2026). Essentially, within a party, children might use Froebel's gifts, such as wooden blocks, or Occupations, such as clay modelling or paper folding. These allow children to create 'forms of beauty' together, reinforcing their social attachments with others (NSPCC, 2021). These shared gifts are in a way significant, as they allow children to understand that they are part of a wider, interconnected group of people (WG, 2023).

Secondly, children have a tendency to talk to their peers in a party. They enjoy sharing their ideas collectively with their friends. They often show a desire to engage in cooperative play, and demonstrate a strong understanding of the social rules and behaviours. This is further reflected in their willingness to take part in the group games (Rose Hill School, 2026). According to Vygotsky, play is 'widely recognised as a leading context for the child's acquisition of communication and collaboration skills' (Siraj-Blatchford, 2009). He also proposed that children develop skills, and abilities through social interactions and collaborative dialogues, rather than in isolation. Language plays a fundamental role in cognitive development, progressing from social speech to private speech and finally to inner speech. Play provides a meaningful context for children's learning and curriculum development, as Vygotsky summarises it: 'Only in the sense can play be termed a leading activity that determine's the child's development' (Bodrova *et al.*, 2015; Bone, 2021; Waters-Davies, 2022). However, it is important to note that, Vygotsky emphasised that children have a potential to flourish based on who they are surrounded with. For example, if children are placed in an environment where they are feeling challenged

and are actively supported by others, they will realise their 'Zone of Proximal Development.' This progression shows the journey of a child moving from dependency to independence (O'Sullivan *et al.*, 2018; Open University, 2026). When children play together at a party, they are doing more than just having fun - they are effectively communicating with others. Through games, laughter, shared toys, and activities, they express their thoughts and feelings. They use verbal and non-verbal communications to show excitement, frustration, curiosity and friendships. They are 'healthy, confident individuals' who form positive friendships based upon trust and mutual respect, and are ready to be fulfilling lives as valued members of our ever-changing society; as part of the four purposes of the New Curriculum for Wales (Donaldson, 2015; WG, 2022).

Highlight some challenges that could arise when implementing this business idea.

However, some children might feel excluded during the party. This frequently occurs when children do not know how to join in, rather than intentional malice from others. For children with social anxiety or ADHD, the bridge from saying 'hi' to actively playing can feel impossible. Moreover, this high stimulating environment - loud music, bright lights, and unpredictable 'surprises' like balloon popping - can trigger a 'flight, fright or freeze' response. They might feel too timid or shy to talk with others. Especially if they find certain behaviours putting or confusing. These experiences are overwhelmingly difficult for young people, and they can have a lasting impact on the way children develop their interpersonal or social skills in the future. This is a huge challenge seen during parties (Mulvey *et al.*, 2017; Maguire, 2025).

Likewise, in a party, children may push, shout or argue when they're excited. When excitement bursts into physical or verbal outbursts, it is rarely a sign of 'bad behaviour.' Rather, children are overwhelmed by the high-stimulating environment they are surrounded by. Although, if they have any difficulties in following or complying with the rules, then this could possibly indicate that their behaviour is disruptive. Inevitably, within a party, there will be disagreements over turns, prizes or roles within play. This is dependent on what activities children will be undertaking, and whether they take part in it collectively. This risky behaviour can be volatile, if not dealt with it appropriately, and can cause some severe problems. It is important that children understand how to behave appropriately in a party. Should they have any problems, they will need to report this immediately to a trusted adult.

Consider who is the best audience for this business pitch.

Supporting our local farmers and our key suppliers has been a paramount for this business. They play a vital role in sustaining product quality and freshness. Local sourcing ensures fresher, more nutritious and seasonal produce, while reducing the carbon footprint associated with transportation. Local, shorter supply chain systems are more efficient and robust, reducing reliance on long-distance imports and providing security against global disruptions (Warwick, 2020; SAN, 2024).

This business cannot simply survive without our customers. They are considered as the backbone of business vitality. To encourage adoption of our service, we will implement a range of targeted advertising techniques designed to effectively engage and attract our audience. This means utilising leaflets, and pamphlets to promote awareness of this business concept. Likewise, this business endeavours to work in close collaboration with primary schools so that professionals can distribute these resources to families. Moreover, I will contact schools and urge them if they can possibly feature our business initiative into their newsletters. Enabling opportunities for parents to contact us, should they wish to register and book a date for the child's party.

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Part 2: Academic Researching

Exposition: How is this topic inextricably linked to the Early Years Curriculum?

There are different interpretations of what an 'entrepreneur' might be. Within a established organisation, entrepreneurs are perceived as innovative, proactive and risk-taking. Innovativeness refers to the firm's proactive commitment of developing and generating new ideas, products or services, that create a sense of value, foster growth and provide a competitive edge. Proactiveness describes a firm's ability to behave as an 'agent of change' - they identify opportunities where they can implement new products into the market. Lastly, risk-taking is the organisation's willingness to embrace in risky projects and bold acts in the pursuit of realising their business objectives (Lakeus *et al.*, 2020; Mazzucato *et al.*, 2020). However, this perception is misleading in the Early Years Curriculum. In Wales, entrepreneurship in Early Years Curriculum is characterised by cultivating a mindset of creativity, problem-solving, resilience, confidence and curiosity in children developed through enaging play-based experiences. This curriculum is designed to create positive attitudes towards learning that, when nurtured, last a lifetime and "provide the firm foundations which all our children need to support them in realising the four purposes of the New Curriculum for Wales" (Gallagher, 2014; Stewart *et al.*, 2024; Equal Education Partners, 2023). In this situation, the practitioner aimed to create a social enterprise business benefiting disadvantaged students, offering them free birthday parties that is intended to create joyful experiences, and support the wellbeing of families in the local community (WG, 2016; Budrich, 2021). Through this initiative, they left a lasting impact - nurturing children's lives, inspiring joy and creating a thriving culture of inclusion and support (Estyn, 2024). This essay will critically explore the challenges of implementing effective leadership and management skills in the Early Years Curriculum.

Reflective, critical analysis: What are the possible challenges this topic might face in the Early Years Curriculum?

Firstly, female entrepreneurs are significantly underrepresented in the UK. They face severe disadvantages in accessing finance, investment networks, and support systems. The 2019 Rose Review of Female Entrepreneurship have shed light on the challenges faced by women in entrepreneurship, especially when they are starting setting up a business. These include but are not restricted to the following: "a lack of mentoring opportunities, funding gap, lower access to capital gains, subjected to unconscious bias or discrimination, fewer professional networks and greater caregiver responsibilities" (UK Business Angles Association, 2020; Economic and Social Research Council, 2022). The evidence clearly implies that gender inequality still exists in our society. It is embedded everywhere, in the workplace and other environments. These challenges will persist and continue to do so unless any action is taken seriously (GOV UK, 2019; UK Parliament, 2025). Furthermore, there is this perception that entrepreneurship is typically dominated by males. When women choose to become business owners, they are perceived as less legitimate, credible

and committed than their male counterparts. They receive disproportionately lower levels of venture capital and equity investment. The low performance of female entrepreneurs is typically due to disparities such as systemic gender bias, "a lack of diversity amongst investment decision-makers" and fewer scaling opportunities (Ladge *et al.*, 2019; Philips *et al.*, 2024). Because of this, they are reluctant to setup a business, particularly regarding the culture of fear and failure. This often results in fewer women pursuing into entrepreneurship than men. Within this scenario, the professional might hesitate to setup a party due to being confined by stereotypes or bias. Societal expectations often label certain careers as 'serious' or 'respectable,' making creative or social ventures - like party planning - appear unprofessional. External pressures to fit in may make the professional doubt whether planning this business is realistic or not (Business Wales, 2020). However, this view can be challenged by proposing that the professional has plenty of opportunities to thrive in this business environment. There are a growing number of female entrepreneurs in Wales, with 22,900 active female-led companies in 2023, representing 19.4% of Welsh businesses. Moreover, Wales has the highest proportion of female-led companies in the UK, thus displaying a high-growth dominance. This high growth helps stabilise the Welsh economy against UK fluctuations (The Gender Index, 2024). Overall, the underlying message is that the professional is able to create its party business, especially in a landscape where women are increasingly influencing the market structure within Wales.

Secondly, within a party, children have a strong tendency to feel withdrawn or frustrated. They might find difficulty focussing on tasks or participating in activities. They may struggle to stay seated, talk excessively, move constantly, or exhibit disruptive, impulsive behaviours. They could feel overstimulated by the noise at parties. This mostly affects children with ADHD (NHS, 2026). In this context, when big emotions overwhelm children, their 'downwards' brain can over-ride the 'upstairs' thinking brain. This process is called 'flipping the lid' and it was first coined by Dr. Siegels (WG, 2026). Ultimately, the logical, regulated upstairs brain goes offline, leaving the child reactive, emotional and unable to reason. This leads children to meltdown or to become dysregulated, as they are in a mental state of distress. They find it hard to control these mixed emotions. Feeling a sense of void, confusion, anger and frustration. Young people needs lots of experience of co-regulation to help them self-regulate in their own ways (Your Mind Matters, 2024; NHS, 2025). Within a party, particularly those children who are susceptible to ADHD, they might experiences a range of outbursts through a variety of situations. For example, they could show signs of frustration or bitterness, if they are expected to be waiting for the food for a long time. Possibly, they might show signs of mirsery or saddness, as they felt left out of a group or activity. Maybe, they did not get the right toy, or party favour they wanted. Or they either have not won in a game, such as 'Pin the Tail on the Donkey' or 'Treasure Hunts' (Party Pieces, 2026). When these intense emotions arise, their primal 'downwards' brain overrides the rational 'upwards' thinking brain. As a result of this, their fine and gross motor coordination

skills may be affected by stress or frustration. They are less able to think carefully, thoughtfully, and rationally (Education Wales, 2022). Although, Piaget challenged this view, by proposing that overstimulation can be resolved through attention span and symbolic thinking. She claimed that between ages 2 to 7, children start to rapidly develop symbolic thinking - they use languages, images and play to convey emotions and ideas (PACEY, 2016). Over time, they are reinforcing their fundamental cognitive skills; and this is called schemas. At this point, children are starting to cultivate an enquiring mindset and critical thinking skills, not just academically, but also in how they approach challenges, make decisions, and fully understand the world around them (WG, 2022; Waters-Davies, 2022; Open University, 2026). According to Piaget, children can overcome stress in a party by: gradually developing their gross and motor skills; adjusting their ways of thinking; becoming more independent in their environment and solving problems for themselves. By doing so, the child is able to achieve its accomplishments and is at a state of equilibrium, which feels stable and safe - in parallel with Maslow's Hierarchy of Needs, where a sense of safety and stability forms the foundations for growth, self-actualisation and self-realisation (Simply Psychology, 2026). Feeling valued and recognised for who they are as bright individuals (WG, 2022).

Conclusion: Are there any further opportunities for future improvement?

In conclusion, this essay has critically analysed the principles of effective leadership and management skills in the Early Years Curriculum. There were opportunities to discuss about the importance of sustaining partnership with stakeholders and external agencies in a dynamic business environment. Furthermore, this business identified key characteristics of becoming a successful entrepreneur. Effective leadership and entrepreneurship skills include identifying staff development needs in order to support professional development and to be able to ensure a high quality workforce. However, this essay has also highlighted challenges of implementing this business enterprise in a constantly changing society. Firstly, female entrepreneurs rarely have access to finance, mentoring opportunities and capital investment. This disparity is rooted in systemic bias, lack of diversity in decision-making process, and network exclusivity. Secondly, children might feel overwhelmed during a party - these emotions can override them and so the 'downwards' brain will seize the 'upwards' brain. For future improvement, it is important that this business has a well structured birthday party for children. When there is a clear flow, children feel safe and secure, as they know what will happen next. Furthermore, there should be opportunities where children create some simple themed packages for those living in our local community. To summarise, leadership skills in entrepreneurship is essential in the Early Years Curriculum, and it should be embedded in all aspects of children's lives.

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