

Bloom



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EAEE6012/C - Leadership Skills in Entrepreneurship

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Date Submitted: 27 February 2026

AI Statement: I acknowledge the use of Copilot on 17.02.2026 to create a logo for my business.

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Part A

Business Pitch

Introduction to My Idea -

Good afternoon, I am Rosa and I am here today to share my early years business idea with you. I have created a trauma-informed early years mobile service called Bloom that operates as a charity, designed to support young children who have experienced trauma and may require additional emotional and relational support.

The service will be delivered through tailored one-to-one sessions by staff who are trained in trauma-informed practice, attachment theory, and emotional regulation. According to Marshall (2026) staff that are trained in these areas are able to focus on building secure relationships, develop emotional understanding, and encourage healthy coping strategies.

Unlike many existing services that focus on either children or parents, this model combines personalised child sessions with parent workshops because they focus on strengthening attachment, understanding behavior and establishing positive routines within the home environment to provide caregivers with practical strategies needed to better support their child's emotional wellbeing (Learning Village, 2026).

As a mobile service, I will work closely with nurseries and childminders to reach children who may benefit from additional support. To raise awareness of the services offered, I will use social media platforms and actively connect with early years settings within the community.

Overall, my aim is to create an accessible, nurturing service because children who have experienced trauma deserve to feel safe, understood, and supported in their early years (UNICEF, No Date).

The way in which I developed this idea was sourly based on wanting to make a difference, I feel extremely passionate about children receiving the correct support when they need it most. The UN Convention on the Rights of the Child (1989) state that children who have faced neglect, abuse, exploitation, or trauma must have additional support to help them restore their wellbeing, confidence, sense of worth, and ability to engage positively in their social lives.

Why I Am Best Placed to Deliver this Idea -

I believe that I am best placed to deliver this idea as I bring almost four years of hands-on experience working in a wide range of schools in my area, supporting children aged 3–10. During

this time, I have worked closely with children of differing abilities and needs, both in mainstream classrooms and specialised provision units, providing me with a deep understanding of how to adapt support to each child's individual development and emotional needs.

Currently, I am a third-year Early Years Education student at the University of Wales, studying at Level 6. This academic background, combined with my practical experience, has given me a strong knowledge of child development and children's rights. My professional values are centered on creating safe, nurturing, and inclusive environments, ensuring every child feels understood and supported.

My personal motivation stems from a strong passion for helping young children overcome challenges and build resilience. I am committed to making a real difference in a child's early years by providing accessible, trauma-informed support that empowers both children and their families.

Why is My Idea Innovative -

I believe that my idea is innovative because research shows that there are very few direct trauma-informed service providers in Wales, and no publicly available list of standalone early years services in South Wales. While ACE Hub Wales and the Trauma-Informed Wales Framework raise awareness, guide policy, provide training, and embed trauma-informed practice, they do not offer direct therapy or frontline support (ACE Hub Wales, 2022) and (Trauma Informed Wales, 2022). Most support comes through general early years provision, healthcare visits, or parent-focused programmes, rather than tailored, child-focused trauma support. For example, The Welsh Government (2025) points out a gap in therapeutic support for care-experienced children with trauma-related emotional and behavioural needs. Guidance outlines how services should provide child-centered support but does not create new services or ensure direct interventions.

I also believe that my idea is innovative because in contrast to traditional services that require families to travel to a clinic, my mobile service brings trauma-informed support directly to you. This reduces barriers to access, ensures that children receive help in familiar and safe environments, and reaches children who may otherwise go unsupported.

Benefits of my Idea for Early Years Development -

The benefits of my idea for early years development are that it strengthens secure attachment and emotional security. My trauma-informed one-to-one sessions are designed to help children develop safe and trusting relationships with trusting adults. Boldt (2020) suggests that

establishing these secure connections in early childhood is essential, as attachment experiences significantly influence brain development, emotional regulation, and the quality of future relationships. This perspective aligns with Bowlby's attachment theory, which proposes that secure early attachments provide the foundation for healthy social and emotional development across the lifespan (Behrens, 2025).

Building on this, it also strengthens parent-child development through parent workshops. For example, Bronfenbrenner's ecological systems theory recognises parents as key influences within the child's environment. Recent research indicates that consistent interactions between parents and children play a crucial role in shaping emotional regulation, resilience, and social development (Bidita, 2025).

Bloom aligns closely with Welsh policy and legislation that prioritise emotional wellbeing and early intervention. The Curriculum for Wales (2022) places health and wellbeing at the centre of learning, recognising that emotional security and positive relationships are fundamental to development. Furthermore, the Social Services and Well-being (Wales) Act 2014 promotes preventative support and multi-agency collaboration, while the Additional Learning Needs and Education Tribunal (Wales) Act 2018 acknowledges the importance of addressing social and emotional needs. By providing trauma-informed relational support, Bloom strengthens inclusion, safeguarding practice, and children's long-term development.

Challenges and Barriers (Overview) -

However, while Bloom offers a valuable trauma-informed service, there are several challenges that I will need to consider. Practically, I understand that delivering a mobile service may face logistical difficulties, including travel time, scheduling across multiple places, and ensuring consistent sessions for children. Hiring and retaining suitably trained staff may also be challenging, particularly given the specialist nature of trauma-informed practice. Financially, as a charity, securing stable funding for staff, training, travel, and therapeutic resources could be uncertain, and long-term sustainability depends on continued grants or donations. Contextual factors such as parental engagement, cultural diversity, and community awareness may influence the effectiveness and reach of the service. Policy-related challenges include adherence to safeguarding legislation, data protection requirements, and alignment with Welsh frameworks such as the Curriculum for Wales. Collectively, these factors highlight the need for careful planning, robust governance, and adaptable strategies to ensure Bloom can effectively support children and families.

Identifying the Audience/Stakeholders -

My primary audience for Bloom includes parents and caregivers of young children, as well as nurseries and childminders, who will directly benefit from trauma-informed support. Key stakeholders include staff and volunteers, local authorities, financial supporters, and health and social care services, all of whom influence the delivery, sustainability, and quality of the service. Research shows that when stakeholders, including parents, educators, policymakers, and community partners, are actively involved in planning and decision-making, services are more responsive to real needs, better coordinated, and sustainable over time (Hadley *et al*, 2024). Engaging these stakeholders through workshops, partnerships, and consistent communication ensures Bloom meets children's developmental needs and maximises its impact on emotional wellbeing and inclusive early years practice.

Brief Financial Overview -

For the brief financial overview, Bloom would require detailed financial planning to ensure long-term sustainability. Estimated annual staffing costs for one full-time trauma-informed practitioner may be approximately £32,000–£44,000, with additional costs (National Insurance, pension contributions) bringing this to around £35,000 per year. Ongoing professional training and supervision could cost approximately £1,500–£2,500 annually. As a mobile service, travel expenses, fuel, and vehicle maintenance may total £3,000–£4,000 per year, although this obviously will vary. Insurance, DBS checks, safeguarding compliance, and professional indemnity cover may cost approximately £1,000–£1,500 annually. Therapeutic resources, assessment materials, and portable equipment (e.g., laptop, secure record system) may require an initial investment of £2,000–£3,000, with an ongoing annual replenishment of £1,000.

Overall, projected first-year costs may range between £50,000–£55,000. Funding could be secured through Welsh Government grants, local authority commissioning, charitable trusts, and the National Lottery Community Fund. Supplementary income may be generated through small service-level contributions from early years settings and community fundraising initiatives, and a blended funding model would strengthen financial resilience and reduce dependency on a single funding stream.

Conclusion -

In summary, Bloom offers an innovative, trauma-informed early years service that combines child-focused support with parent workshops to strengthen attachment and emotional

wellbeing. Aligned with Welsh policy and grounded in research, it aims to create accessible, meaningful change for children and families.

Part B

Academic Research Section

This section critically examines the theoretical, developmental and policy foundations underpinning the proposed trauma-informed early years mobile service, Bloom. The service is designed to provide targeted one-to-one emotional support for young children who have experienced trauma, alongside structured parental workshops aimed at strengthening attachment relationships and promoting emotional wellbeing within the home environment.

According to Thomas and Lewis (2023) early childhood is the most important period for social, emotional, physical, language and cognitive development and exposure to trauma can significantly disrupt these areas. Consequently, this section explores how early childhood development and early intervention relate to trauma-informed practice. It will critically analyse relevant theory, contemporary practice, and statutory frameworks to evaluate the need for specialised relational support services.

Furthermore, potential barriers to implementation, including funding constraints, workforce training requirements, and accessibility challenges, will be considered. This section will also reflect future opportunities for the business, positioning the proposed service within the larger environment of inclusive and trauma-informed early childhood practice.

Linking the Idea to Early Years Development

Berger *et al* (2023) highlights that the most significant stages of human development happen before birth and throughout early childhood. Berger *et al* (2023) notes that exposure to trauma is more frequent during childhood than in adulthood. When trauma is experienced during these critical periods, it can have detrimental effects on a child's overall development.

Lee (2025) believes that trauma can significantly affect a child's cognitive development by disrupting brain areas involved in memory, attention, and problem-solving. This can make it harder for children to focus, remember information, and learn effectively. In result, as a service Bloom will ensure to create safe relationships to reduce cortisol levels (NSPCC, 2025), ensure emotional regulation to support concentration during play or work (NHS, 2026) and lastly, to create routines that enable executive function and self-regulation skills (Harvard University, 2024). Bloom reflects Vygotsky's theory on cognitive development as Vygotsky felt that children learn best when they participate in guided activities with more experienced others, he said that

support helps children achieve beyond their current abilities (McLeod, 2024). However, cognitive skills do not happen immediately or as a direct result of one activity meaning that the support the children will receive from the business will enable children to develop the underlying skills they need to succeed in later learning.

Irshad and Lone (2025) maintain that childhood trauma can hinder a child's social and emotional development. Children that have experienced trauma often struggle to regulate emotions, lower self-acceptance, and experience intense anxiety, which can lead to withdrawal or tension in relationships. These challenges reduce emotional awareness, positivity, and the ability to form trusting, supportive social bonds. Therefore, where Bloom provides a stable therapeutic foundation, Bloom's attachment-informed practice enhances emotional security. This involves consistent emotional attunement, allowing children to explore vulnerability and take emotional risks. Recognising and repairing relational interruptions helps build resilience, while improving emotional regulation and reflective skills supports emotional safety and long-term well-being (NSPCC, 2021). This closely relates to Bandura's theory; Montgomery College (No Date) points out that children observe and imitate others, such as therapists and caregivers, to acquire social behaviors and emotional responses. Moreover, as critical skills do not happen immediately, neither does emotional progress; development requires consistency.

Oh *et al* (2018) found that childhood adversity, including trauma, is linked to measurable physical health outcomes during childhood. Children exposed to adversity were more likely to experience conditions such as asthma, infections, sleep disruption, and other physical concerns. The review also found evidence of altered immune and stress responses, suggesting that chronic stress can disrupt inflammatory systems involved in healthy growth. These findings indicate that trauma can affect not only emotional wellbeing but also children's physical development during key developmental stages. As Bloom provides consistent, trauma informed sessions, it can, as previously mentioned, regulate children's stress responses and promote emotional security which research shows is closely linked to healthier physiological functioning (Hong, 2026). By strengthening secure attachments and reducing stress, Bloom has the potential to not only improve emotional wellbeing but also support healthier physical development outcomes during these critical early years. This perspective corresponds closely with Bowlby's Attachment Theory, which illustrates that secure early relationships regulate children's stress responses and form the foundation for both emotional and physiological wellbeing (Behrens *et al*, 2025). By strengthening secure attachments, Bloom is likely to moderate the biological effects of chronic stress, supporting healthier physical development.

Barriers

While Bloom presents a valuable and responsive trauma-informed service, several significant barriers may affect implementation and long-term sustainability. One key practical challenge relates to the logistics of delivering a mobile service. Travel time between settings may reduce the number of children seen per day, increase operational costs, and risk inconsistencies in session frequency. Selman and Dilworth (2023) suggest that for children who have experienced trauma, relational consistency and routine are essential; therefore, any disruption to scheduled sessions could undermine therapeutic progress and attachment-building.

A second challenge may be workforce capacity. Trauma-informed practice requires specialist knowledge of attachment theory, emotional regulation, safeguarding, and reflective supervision. Hiring and retaining appropriately trained practitioners in Wales may be difficult, particularly given national workforce shortages within early years and therapeutic services (NDNA, 2025). Ongoing professional supervision would also be necessary to prevent practitioner exhaustion and secondary trauma, adding further financial and organisational pressures.

Thirdly, financial sustainability is another critical barrier. As a charitable service, Bloom would likely rely on short-term grants or commissioned funding, which can be limited and unstable. If Bloom relies mainly on short-term grants rather than secure multi-year agreements, it may become difficult to plan and sustain the service effectively (IVAR, 2024). Additionally, contextual factors such as parental engagement, perceived social judgement linked to trauma, and cultural perceptions of therapeutic support could influence uptake.

Finally, compliance with statutory frameworks, including the Social Services and Well-being (Wales) Act 2014, the Additional Learning Needs and Education Tribunal (Wales) Act 2018, and safeguarding and data protection requirements, would require robust governance systems. Ensuring alignment with the Curriculum for Wales would also be essential to maintain credibility within early years settings. Collectively, these barriers highlight the importance of strategic planning, partnership working, and sustainable funding structures to ensure effective implementation.

Links to Current Practice, Reports and Policies

EYFS Statutory Framework

To ensure that children learn and grow correctly and are kept safe and healthy, early childhood services must adhere to a set of requirements known as the Early Years Foundation Stage Statutory Framework (EYFS) (Department for Education, 2023). Bloom complements this framework by supporting children's personal, social, and emotional development, which is a key

area of learning within the EYFS and Bloom's collaborative work with parents and practitioners strengthens the partnership approach also emphasised within the EYFS.

Department for Education (DFE) Reports

According to the Department of Education (2025), early intervention is essential for children who are struggling with social, emotional, and mental health issues. They acknowledge that behavior and learning can be impacted by unfulfilled emotional needs. Bloom responds to this priority by offering targeted trauma-informed support and practical guidance for caregivers, helping to reduce long-term educational and developmental inequalities.

Ofsted's Education Inspection Framework

Ofsted's Education Inspection Framework (2025) seeks to guarantee excellent instruction that fosters the development of each learner. The framework is applicable to a range of educational environments, such as early childhood settings, maintained schools, independent non-association schools, and providers of further education and skills. Bloom complements this by enhancing trauma awareness within early years' settings and promoting relational practice, which supports inclusion and strengthens outcomes for vulnerable children.

Local Authority Guidance

General, statutory and practice guidance that local authorities in the UK provide for early years settings are Early Help and Early Years Strategies which stress on identifying children who are at risk and provide early, preventative care for their developmental, emotional, and social needs (Department for Education, 2022) and Partnership and Parental Engagement Guidance which encourages collaboration between childminders, families, and other organisations, delivering consistent support in both home and educational settings (Department of Education, 2024). Bloom aligns with these aims by operating as a mobile service, collaborating with nurseries and childminders, and equipping parents with strategies to strengthen attachment.

Current Sector Trends

As pointed out by Badger *et al* (2026) current early years trends demonstrate increasing recognition of trauma-informed and attachment-based practice. There is a growing awareness of adverse childhood experiences and their impact on development. Bloom responds to this shift by integrating relational, evidence-based approaches into early intervention, positioning the service within contemporary inclusive and preventative practice models.

Future Opportunities and Development

A key future opportunity for Bloom is strategic expansion. As demand increases, the service could develop into a small multidisciplinary team, enabling wider coverage across South Wales while maintaining high-quality trauma-informed support. However, scaling across the sector would require more than an increase in staffing; it would involve adopting Bloom's model within current early years systems.

One way to support sector-wide adoption would be to introduce certified trauma-informed training for early years practitioners, in line with the Curriculum for Wales and the Social Services and Well-being (Wales) Act. Aligning with statutory frameworks would increase credibility and make the service easier to integrate into local authority commissioning and early support pathways (NHS England, 2025). According to the Department of Health (No Date), partnerships with health visitors, educational psychologists, and organisations such as ACE Hub Wales would further strengthen child development, professional trust and referral networks.

Demonstrating measurable impact would be crucial to ensuring Bloom's long-term sustainability and growth. Education Endowment Foundation (2023) implies that initial pilot studies could assess outcomes such as improvements in children's emotional regulation, increased parental confidence, and enhanced practitioner knowledge of trauma-informed approaches. Collecting both quantitative and qualitative data would provide clear evidence of the service's effectiveness (Shorten and Smith, 2017).

Through careful evaluation, partnership working, and policy alignment, Bloom has the potential to develop from a local mobile service into a scalable mobile service that strengthens trauma-informed practice across the Welsh early years sector.

Conclusion

In conclusion, Bloom represents a purposeful and research-informed response to a clear gap in trauma-informed early years provision across Wales. By combining personalised child sessions with parent workshops and delivering support directly within familiar environments, the service removes barriers and strengthens secure attachment relationships at a crucial stage of development. Grounded in theory, aligned with Welsh legislation, and supported by practical experience, Bloom offers both safeguarding and recovery-focused impact. Bloom has the potential to create lasting change for children, families, and the wider early years community with strategic partnerships and sustainable funding.

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