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Leadership skills in entrepreneurship

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HOP

Startup Business plan



Source: The Family Hub (2025)

**How to make a healthy and happy
future for our children.**

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Introduction

HOP is a physical education scheme which takes a holistic approach to developing children's motor skills through the exploration of the three prime areas of development as set out in the EYFS (2024).

A little about myself, I have many years' professional experience in early childhood education as a practitioner and I also have a background in dance, performance and the arts. I have worked with a range of organisations and providers across state, voluntary, and private sectors, in addition to working in partnership with individual practitioners, teachers, parents and other professionals.

Mission

HOP stands for holistic occupational programme; HOP scheme presents an interconnection of motor activity and creativity with the aim to support the long-term development of children by focusing on children aged three to five years. HOP strives to provide a high-quality service which informs and supports practitioners to understand how they can adapt their environments to enhance and encourage quality physical development activities.

Vision

Long term it is wished that HOP is recognised for its holistic impact and is used across early years settings as part of their daily routine and within learning environments to enhance early development. Held with similar regard as phonics and maths in supporting children's future academic success.

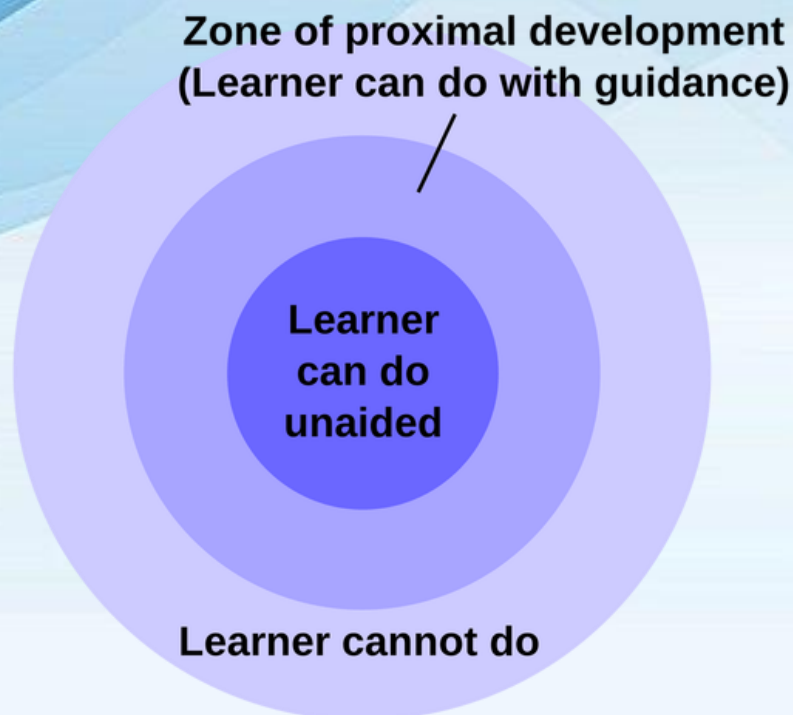
HOP

HOP has three main aims to support the holistic development of children through a variety of psychomotor skills and creativity. To promotion of inclusion and the unique child through cultural capital. Finally, sustainability on three levels social, economic and environmental.

Aim 1 Holistic Development

The focus of HOP is the motor development both gross and fine through regular movement and creativity, physical development not only informs but underpins all areas of learning and development using the characteristics of effective learning practitioners can begin to understand how children physical engage and what intrinsically motivates them (EYFS, 2024, Izzati, 2019, Manners, 2019). Practitioners need to be starting with this creative and critical thinking displayed by children when assessing their physical development (Manners, 2024) HOP also uses children's own 'ipsative' assessment, aiming for fluency and natural development of skill. Borrego-Balsalobre (2021) believes that the development of psychomotor skills in early childhood supports children to manage their external world through their bodies, influencing their intellectual and social development. Further health benefits of physical activity have been proven to support a range of musculoskeletal, emotional wellbeing and lifelong health benefits (Get Active, 2023).

Sustained shared thinking is a theme throughout HOP, research by Effective Provision of Pre-School Education found that SST had beneficial effects for both children and practitioners, offering practitioners a way to support children's learning with minimum interruption, allowing children to explore ideas with curiosity to gain deeper understanding of the world around them through critical thinking, self-evaluation and problem solving, EEF (2018) and Siraj-Blatchford et al (2006). SST is linked to Vygotsky's 'zone of proximal development', Vygotsky stated that practitioners should extend and expand a child's understanding through scaffolding approach in their pedagogy (Marsico, 2015). Similarly, Jerome Bruner believed that children construct knowledge through exploration and discovery and that practitioners should 'scaffold' learning through modelling with a holistic view of the whole child and understanding that all aspects of early development, social, emotional and cognitive are interconnected (Bruner, 1983).



Source: Structural learning (2022) Vygotsky Zone of Proximal Development

Aim 2 Cultural Capital

Children's long term success is influenced by what they know, cultural capital and knowledge is essential a child's successful future, Education Inspection Frame work (UK GOV. 2023) and practitioner should enhance opportunities through the curriculum and be aware when providing quality provision that supports all children including those from disadvantaged backgrounds, special educational, disability or high needs.

HOP researched NHS programmes such as BEAM which was produced by physiotherapists (NHS,2019) to support motor development for all children and through assessment based aspects of the ages and stages questionnaire, Development Matters and EYFS to develop a physical education programme that is inclusive and beneficial to all (Ages and Stage, 2025, DfE, 2023, UK GOV, 2024).

HOP is equally about experiencing different timelines and cultures through dance, art and giving the children activities that are stimulating and exciting. Pierre Bourdieu as cited in the Early learning Alliance (2019) stated that a person's cultural capital is based upon their language, education experiences and their interests and hobbies. Practitioners can support cultural capital through experiences that enhance a child's social and personal development, giving all children the best start in life and enabling all children to reach their full potential (Early learning alliance, 2019).

Therefore, cultural capital if approached correctly could tackle social issues such as gender stereotypes, an article by women in sport (2023) found that girls aged as young as

five years felt they did not belong in sport, this is where practitioners can change the narrative around gender stereotypes and reinforce expectations that girls can also be powerful and fearless.

Aim 3 Sustainability

By investing in HOP you are also investing in the future physical and mental wellbeing of children and their future recent research from Get Active found that financial investment in physical activity also has long term financial rewards (Get Active, 2023). Quality physical education is low cost for high impact, educational settings are recognised as a starting point for transforming lifelong attitudes towards health and well-being and physical education can have a border positive impact for children on attainment. cognition development and emotional regulation (Youth sports trust 2022 and UNESCO, 2021).

Physical and mental wellbeing



Source: Get Active (2023)

Sport and physical play a vital role in maintaining the health of the UK workforce and supporting our national economy in times of times of change. According to Sport England (2025) the UK sports sector economic contribution to the UK economy is on par with that of agriculture, forestry and fisheries combined.

With hundreds of thousands of jobs created across private and public sectors in sport activity the economic contributions are around £13.8 annually, cross-sector partnerships in sport make a tangible contribution to promoting environmental sustainability, helping to confront challenges including climate change, Sport England (2025).

HOPs business concept is mainly based as an ecommerce enterprise, where published materials are necessary HOP would endeavour to source these responsibly and used recycled materials if feasible. HOP's business model is adaptable and future develops could go beyond the educational market and into the private sector with community fitness programmes.

Finance

I have put together a cashflow document, figures are based on desk research on what other businesses charge for similar products. The second year is based on numbers doubling as I am only targeting a small number of businesses in the first year but still seeing some growth in the third year should the business be successful in the first two years.

Annual subscription and training is £150 for individuals and £200 for Early Year settings and are similar to the cost of that as Real P E the main physical education provider to schools nationally (Real P E, 2025). In addition, I have calculated costs for continuing professional development these too are based on desk top research at £40 per person with a minimum of 12 applicants per weekly CPD webinar, with more CPD packages available as the business develops, these CPD packages could also be available to none subscribers of HOP but would be limited.

Figures are also based upon obtaining a grant in the first year to start up the enterprise the too is from desk research from Sport England (2025) or funding from PE and Sport premium funding (2025).

Cash Flow

Category	Year 1	Year 2	Year 3
Income			
Individual Subscriptions	2,250	4,500	6,750
Group Subscriptions	5,000	10,000	15,000
Events	14,400	28,800	36,000
Grant	5,000		
Savings	5,000		
Expenditure			
Embedded Fixtures (Lighting & Heating)	(1,200)	(1,200)	(1,200)
Infrastructure (Internet and Services)	(400)	(400)	(400)
Insurance	(100)	(100)	(100)
Accounting	(600)	(600)	(600)
Marketing	(600)	(600)	(600)
Stock	(300)	(300)	(300)
Hardware	(3,000)		
Registration/Membership Fees	(300)	(300)	(300)
Digital Design	(200)	(200)	(200)
Travel	(500)	(500)	(500)
Personal Salary	(30,000)	(30,000)	(30,000)
NET Cashflow	(5,550)	9,100	23,550
GROSS Cashflow	31,650	43,300	57,750
Opening Balance	0	(5,550)	3,550
Closing Balance	(5,550)	3,550	27,100

Source: Oates, (2025)

Marketing

My marketing strategy is based on McCarthy's four P's marketing theory, research from Karim and Habiba (2020) found that correct implementation of this 4P strategy can have a positive impact on a business and influence efficiently and performance. However, CIM (2015) suggests that adapting a 7Ps strategy maybe an even more effective when marketing as this accounts for changes in social media and where customers access products/services as these are also constantly changing.

- Product- HOP, focuses on psychomotor development and creativity for children under 5 years.
- Place - Academy trusts, private nursery groups, and individual settings.
- Price- Annual subscription £150 for individuals, £200 for Early Year settings with additional charges for webinars CPD packages,
- Promotion-social media, LinkedIn, Instagram and the Local authority website, Editorials, EYE, Nursery World and PACEY Educational conferences, HOP website and direct marketing.



Source: Professional Academy (2025)

SWOT Analysis

Undertaking a SWOT analysis has given insight to the strengths and weaknesses of HOP (Leiber, Stensaker and Harvey, 2018), details challenges follow in the attached document.

Strengths

- Engaging and fun programme for children and practitioners.
- Promotes physical health and wellbeing.
- Develops motor skills.
- Encourages social interaction.
- Enabled environment for learning.

Weaknesses

- Limited resources or equipment.
- Budgets of schools or settings.
- Timetable constraints.

Opportunities

- Research in early child development.
- Partnership with settings, parents and other professionals.
- Development of technology integration for interactive learning or online learning.
- Community based programmes.

Threats

- Budget cuts in physical educational.
- Health crises (for example, pandemics).
- Changes to educational policies.
- Competition from other providers including extracurricular programs such as sports coaches.

HOP's impact on early child development and the possible challenges and barriers to the business.

Impact to development

Hop main goal is support the holistic develop of young children through movement and creativity. Vollans (2024) posits that supporting the development of fundamental movement skills should be achieved through a combination of play and structured activities and cites an Ofsted review that states that young children should take part in a range of physical activities, games and sport. Roscoe, et al. (2024) agrees stating that these fundamental skills are the 'cornerstone' to development. Additionally, play known for its links to cognitive, social, emotional and sensorimotor benefits in particular outdoor play as it naturally lends itself to physical activity and risk and social interaction (Flouri, et al. (2023).

It is interesting then that fundamental development skills are not mentioned in the EYFS (2024) however the document does discuss gross and fine motor skills. Given this information it is understandable that some practitioners might feel that they are not adequately trained in physical development, research carried out by UNESCO (2014) found that physical education still had insufficient time, inadequately trained staff and equipment, over a decade on and practitioners still lack confidence and competence to teach quality physical education (Harris, 2018). In HOP I explore the psychomotor skills based on the fundamental motor skills children need and explored NHS programmes including BEAM and Jump Ahead which have been written by physiotherapists and include these fundamental skills and how to teach and assess them, (NHS, 2019).

The EYFS (2024) states that 'motor development is the foundation for developing healthy bodies and emotional well-being', good gross motor skills enable children to understand spatial awareness, develops their core strength and balance and fine motor skills supports hand-eye co-ordination, which has later been linked to early literacy skills of reading and writing. This is backed by EDF (2018) guidance for early literacy which states that handwriting requires co-ordination of motor and visual-motor skills with up to 30% of children experiencing handwriting difficulties and goes on to say that early identification of poor motor control and specific support if required is possibly more effective than later intervention as it is challenging to unlearn poor habits. Vollans (2024) asserts that motor skills are learnt through rehearsal and refinement but warns that children develop at different stages and practitioners need to be mindful of this so not too put children off and give them a negative experiences of physical education through overzealous practice and

repetition, practitioners should instead consider how they can provide endless opportunities for children to explore motor skills in the environment and support with consideration.

Harris (2018) states there is a case for making physical education a core subject primarily because it is the only subject that focuses on child development and enables children to understand how they need to move effectively and safely and because it contributes to children's confidence, self-esteem and self-worth; sport can also support children to understand a sense of fairness, justice and respect. Harris (2018) adds that children with healthy habits may have better cognitive function, academic attainment and have better attendance, quality physical activity has also been linked to spiritual, social and cultural development.

Furthermore, Physical Education and Sport Premium has been known to be handed over to sports coaches and other private sports providers and while this frees up precious time in tight schedules for practitioners often these coaches do not have the pedagogical skill or development understanding to meet the needs of all children and only deliver a limited experience (Harris, 2018). Coats, et al. (2023) suggests that quality physical education should be delivered by practitioners, that have received appropriate training to support their confidence and knowledge in understanding of physical activity.

Women entrepreneurs and neoliberalism

In Sweden neoliberal policies have had a profound impact on women entrepreneurs and as a result have created a more equal society, and as a result female entrepreneurs have contributed to the country's economic growth (Berglund, et al. 2018). In more recent volatile times of uncertainty (VUCA) including the cost of living and COVID crisis have been supported by the ideas from female entrepreneurs who recognise and attune to social suffering while strengthening entrepreneurial imperative together with resilience (Curran-Troop, 2024, Curran Troop, Gill and Littler, 2022).

Rose (2019) carried out a review with the goal of tapping into the unrecognised economic potential of female entrepreneurs, Rose (2019) posits that up to £250 billion could be added to the UK economy if women were to start and scale business at a similar rate as the male counterparts in business. Hunt et al. (2018) research which found that companies with greater gender diversity in their executive teams were 27% seemingly created better value and 21% more likely to perform better than their peers and reaffirming that a diversity defined by a greater proportion of woman and a mix of ethnic and cultures in leadership are linked to financial outperformance. Rose (2019) research additionally found that women were just as successful as men in sustaining a successful business when established but also identified barriers including lack access to and awareness of funding for female entrepreneurs, support for family care and accessibility for women to entrepreneurship with access to

relatable mentors and networks, these challenges pose as real barriers to women wishing to pursue business aspirations, whether this be to startup or when scaling-up. British Business Bank (2019) found that for every £1 of venture capital investment in the UK and all female founder teams get less than 1p compared to 89p for all male founder teams, furthermore, venture capital investment still remains slow and at current rates for all female even rates to grow by 10% would take more 25 years.

Neale (2022) states that female leaders have a tendency to dismiss and minimise their strengths and instead fall back to working on areas of improvement, however Neale points out that these same leaders profess that they are perfectionist that value excellence and accuracy, emotional intelligence is vital in leadership if we are to have a true perspective of ourselves and how others perceive us in business. Goleman (2019) suggests that leaders need emotional intelligent skills, including adaptability, transparency and empathy to be effective leaders. It is fair to say that imposter syndrome can affect anyone, regardless of age, gender or background, however female entrepreneurs more often feel they are less qualified or have to prove themselves than men in business (Forbes, 2023) and end up losing out on business opportunities as a result. Neale (2022) asserts women leaders need to practice self-compassion to themselves and welcome positive feedback and critic on area of development.

During the process of planning my own business start up plan there were definitely times when I did not have full faith in my ideas or concept but with research and reaching out to other female entrepreneurs, I was able to see my business from a different perspectives and I do believe that if I were to pursue this business concept it might actually become a successful enterprise.

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