

ECEY6012

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I have not used AI.

Part 2a

These sessions are centred around easy activities that families may replicate at home with low-cost or natural materials. Examples include crafting sensory trays out of everyday materials, counting natural objects, telling stories outside, gathering sticks and shells on the beach to rehearse early mark making, using sand to develop pre-writing abilities and investigating colours, textures and sounds in the surroundings. In addition to encouraging play-based learning, these experiences improve family ties and boost parents' self-assurance in their ability to assist their children's growth.



£12 per session
4 sessions
is recommended



Little Wildflowers believes that all children, regardless of background, should have the chance to flourish through curiosity, creativity and exploration and Little Wildflowers wants to make school readiness fun, accessible and inexpensive while strengthening families and involving them in their children's growth by providing parents with useful information and tools.

Little Wildflowers is a modern and innovative early childhood business that helps children get ready for school by providing them with play-based, child-led learning opportunities that they can share with their parents or carers. We do this by offering captivating outdoor and sensory experiences influenced by the Curriculum for Wales, the company aims to bridge the gap between home and school (Welsh Government, 2022). Little Wildflowers enhances current early years education by expanding learning outside of the classroom and enabling parents to take an active role in their child's development rather than taking the place of nursery, childcare or school services. Families discover how basic activities may foster the knowledge, abilities and the self-assurance children require before beginning school through hands-on experiences utilising everyday and natural resources.

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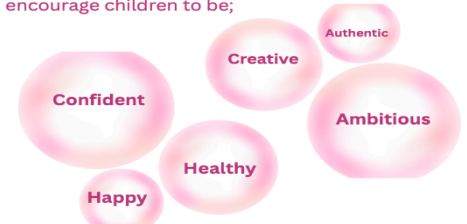
Little Wildflowers



How does this link to early years?

Little Wildflowers' idea is well ingrained in modern early childhood education. Research consistently shows that children learn best through play, exploration, and meaningful relationships with trusted adults (Bruce, 2021). Children can simultaneously develop language, problem-solving skills, social competence and their emotional resilience through play instead of depending on formal education.

Children learn through real-world experiences, relationships and inquiry, according to the Curriculum for Wales (2022), which puts the child at the center of education and this is exactly what we are here to encourage. We want to inspire and encourage children to be;



We will be giving your children the chance to explore, ask questions, interact and work together in natural settings, Little Wildflowers directly supports these objectives and doing this by building with natural materials, making temporary art or engaging in sensory play are examples of activities that foster holistic development as opposed to isolated academic skills.

Why Choose Us?

Sessions are based on the Curriculum for Wales and are guided by a Level 4 Higher Level Teaching Assistant (HLTA) with classroom experience and knowledge of child development theory. I assist children's speech, language, communication and emotional wellness with WellComm and Talk With Me training while providing parents with useful, research-based suggestions for continuing education at home (GL Assessment, 2024). The theories of Piaget which is learning by exploration (Piaget, 1952), Vygotsky and social learning (Vygotsky, 1978), and Bruner's theory of scaffolding (Bruner, 1983) which serve as the foundation for activities, guaranteeing that they are interesting, useful and developmentally appropriate to each individual child.



If you feel Little Wildflowers could be a good fit for your child, family or organisation, or if you have any questions, we'd love to hear from you. Please contact us on;



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Children will be encouraged to investigate textures, articulate their discoveries, and solve issues using sensory exercises that involve rice, water, leaves, mud or repurposed items. These activities encourage sustained attention and creative play while supporting language learning and cognitive development. Our business will model basic play activities that organically support developmental milestones in an effort to lessen this fear for your child not being "school ready". Every class ends with useful suggestions that need little money and resources such as homemade playdough recipes.

Little Wildflowers is designed for:

- Parents and guardians of children between the ages of two and five
- Children getting ready to enter the nursery or reception
- Families searching for enjoyable, reasonably priced educational activities
- Families that teach at home
- Early learning support from grandparents and other family members

Additionally, we collaborate with:

- Early childhood educators
- Nurseries and childcare facilities
- Providers of Flying Start
- Community-based organisations
- Services for family support



The business also adheres to the concepts of developmentally appropriate practice, acknowledging that learning should follow children's interests and that young children develop at varying rates. Children can take charge of their education as practitioners support and expand experiences through a mix between adult-led instruction and child-led discovery.

Another crucial component of the business concept is outdoor learning and using outdoor and loose part material. Regular exposure to outdoors improves children's physical health, focus, communication and their emotional control, according to Natural Resources Wales (2023). In addition to promoting good well-being, outdoor settings offer countless chances for mathematical reasoning, scientific investigation, creativity and a child's language development which I can support parents to do by using techniques from programmes such as talk with me.

Play-Based Learning and School Readiness

School readiness involves more than just knowing letters and numbers. Children's emotional health, communication abilities, independence, resilience, curiosity and their capacity to form bonds with others are all included (Welsh Government, 2022).

Little Wildflowers emphasises the development of these broader abilities through hands-on activities that families may carry out on their own. During a beach session, for instance, you might gather natural objects and then use sticks to create letters or marks in the sand. This happens without giving children the impression that they are completing formal learning and this additionally promotes the development of fine motor control, early literacy, vocabulary and the child's creativity.



Our example of a basic cashflow based on our numbers of £12

Income	Amount (£)
10 Families x £12 x 4 weekly sessions	480
Resource packs	120
Seasonal workshops	180
Total Income	780

Expenditure	Amount (£)
Venue Hire	120
Insurance	50
Resources	80
Marketing	40
First Aid/DBS Allocation	40
Administration	30
Refreshments	20
Total Expenditure	380

Part 2 B

Through play-based learning, outdoor experiences and meaningful family engagement, Little Wildflowers, a proposed parent-child early years business, aims to improve children's school readiness. The idea is in line with contemporary early childhood practice, which acknowledges that children's development is holistic and involves not just academic skills but also communication, physical development, emotional wellbeing, independence and strong connections.

The business's objective is to provide families with accessible and affordable techniques that can be integrated into their daily lives using natural and sustainable resources. Mark creating with sticks, mud and chalk, sensory exploration and fine motor tasks including pouring, scooping and threading help children develop coordination, creativity and communication abilities. This method challenges the belief that school preparing requires the use of expensive resources, focusing instead on interactions, curiosity and responsive relationships.

Little Wildflowers answers to a noted need for additional support for families preparing their children for school. Many parents seek help, but are sometimes overwhelmed by conflicting

advice and expectations. The company's goal is to bridge the gap between professional early childhood knowledge and practical family assistance by converting child development theory into attainable activities that may be continued at home. The founder's professional experience adds to the practicality of the proposal. Working in a school-associated nursery gives you firsthand knowledge of children's developmental requirements and the expectations they encounter when they start school. The founder's Level 4 Higher Level Teaching Assistant (HLTA) , along with current studies in Early Years Child Education and Care, provides both practical experience and intellectual knowledge to help construct developmentally appropriate lessons.

Theoretical Foundations and Play-Based Learning

Little Wildflowers is based on well-established early childhood theories. Piaget (1952) proposed that children actively construct knowledge through interactions with their surroundings. This encourages the use of natural resources and child-led exploration, as children learn via investigation, experimenting and problem solving. Piaget's concept of schemas is especially applicable to the business model. Schemas are recurrent patterns of conduct that children use to order and comprehend their experiences. Recognising schemas allows adults to see children's actions as significant learning opportunities rather than problematic behaviours, for example, repetitive transferring of objects may help children comprehend movement, quantity and problem solving. Understanding these behaviours enables parents to create experiences that expand their children's thinking (Louis, 2024).

Furthermore, Vygotsky (1978) underlined that learning happens through social interaction and the need of adults assisting children in the Zone of Proximal Development. This is reflected in Little Wildflowers, where parents are encouraged to support their children's learning via conversation, questioning and collaborative investigation. Bruner's (1983) scaffolding theory reinforces this approach by emphasising how adults provide temporary help before eventually fostering independence. However, the idea that play naturally promotes learning must be questioned. Although play is important for children's development, the quality of adult contact determines how well learning opportunities are extended (Wood, 2014). Little Wildflowers must strike a balance between child-led inquiry and deliberate instruction. Skilled questioning, observation and responsive interactions are required to guarantee that activities produce meaningful developmental outcomes.

According to research, play promotes creativity, resilience, problem-solving skills and emotional well-being. Bruce (2021) contends that play allows youngsters to investigate concepts and gain independence, whereas Hirsh-Pasek and Golinkoff (2003) claim that active and engaging experiences foster deeper knowledge. These findings give substantial evidence to support Little Wildflowers' play-based approach.

Curriculum for Wales, School Readiness and Current Practice

Little Wildflowers is closely aligned with the Curriculum for Wales' objectives of experiential learning, creativity and the development of confident, capable learners (Welsh Government, 2022b). The proposed sessions reflect this by emphasising inquiry and meaningful experiences over formal instruction. The Welsh Government (2022a) defines school ready as communication skills, emotional security, independence and the ability to form positive relationships. Little

Wildflowers promotes these values through activities that inspire youngsters to interact, solve issues and gain confidence. This represents the Curriculum for Wales' four goals of helping children become ambitious, capable and healthy persons.

The method also reflects broader early childhood recommendations, which emphasises the significance of play, communication and connections in children's development (Department of Education, 2023). However, it is critical that the company avoids presenting school readiness as a list of competencies. Children develop at varied rates and effective transitions rely on supporting relationships rather than children mastering a specific set of skills. Little Wildflowers emphasises outdoor learning, which mirrors current research on the benefits of natural surroundings. According to Natural Resources Wales (2023), outdoor places are beneficial for developing physical skills, curiosity and welfare, while Learning Through Landscapes (2022) emphasises their importance in stimulating creativity and collaboration.

The use of natural materials echoes Froebel's ideals, which promote learning via direct experiences and children's relationship to nature (Froebel Trust, 2023). Den building, nature exploration and sensory play are all activities that promote physical development, communication and problem-solving skills. However, outdoor provision is not without its obstacles. Weather conditions, accessibility and parental confidence may all have an impact on participation and to ensure the safety and accessibility of outdoor experiences, thorough risk assessments, inclusive planning and clear advice are required.

Communication, Wellbeing and Parent Partnerships

Little Wildflowers emphasises the importance of communication development. Early speech and language abilities have an impact on children's intellectual development, relationships and emotional well-being and to promote language development, sessions include storytelling, singing, questioning and collaborative inquiry. WellComm offers an evidence-based strategy to identifying potential speech and language impairments (GL Assessment, 2024). Early detection allows families to receive appropriate help and decreases the likelihood of communication challenges becoming a barrier to learning.

The company also adheres to the concepts of Talk With Me, a Welsh Government initiative that encourages adults to routinely talk, play and interact with children (Welsh Government, 2020). Hart and Risley (1995) found that children's language experiences were important; nevertheless, subsequent research reveals that communication development is influenced by broader social and cultural elements (Sperry, Sperry and Miller, 2019). As a result, Little Wildflowers must guarantee that its support is inclusive and does not make assumptions about families. One of the company's significant strengths is its emphasis on parents as primary educators for their children. This is done by replicating activities and interactions, the courses enable parents to continue supporting learning at home. Strong parent partnerships are acknowledged as essential contributors to children's outcomes (Department of Education, 2023).

However, limitations such as cost, transportation and availability may limit participation. the business must promote inclusivity and to do this, the company should consider inexpensive pricing, accessible venues and accommodations for children with special needs. This is

consistent with the provisions of the Equality Act 2010 and the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

Financial Sustainability and Critical Evaluation

Little Wildflowers has the potential to be a sustainable small business because of its minimal start-up costs. The usage of natural and reused materials cuts costs while also promoting the company's environmental ideals. Weekly sessions, workshops and other materials such as activity guides could all help to produce income. the company did a basic cash flow projection and this would enable the company to track predicted income and expenses. Financial planning is an important feature of business sustainability since it allows businesses to detect possible difficulties and effectively manage resources (British Business Bank, no date). However, estimated income should be treated as an estimate because attendance, venue expenses and demand may vary.

Difficulties establishing an initial base of customers, rising operational expenses and sustaining regular attendance are possible threats to the business. In addition to creating new revenue streams like training sessions and financed projects, these risks could be decreased through collaborations with family services, schools and community organisations. Another important factor is safeguarding. Appropriate protocols, such as DBS checks, first aid certification, insurance and risk assessments, are necessary when working with young children. Accessibility and environmental safety are especially important during outdoor activities.

Furthermore to maintaining quality, the business would need reflective evaluation. The company might adjust and grow by getting input from families, keeping an eye on children' participation and working with early childhood professionals.

Conclusion

According to the evaluation, Welsh educational policy, early years theory and research all highly support Little Wildflowers. The integration of outdoor experiences, play-based learning and parent collaborations represents the state of knowledge regarding children's learning and development. Effective planning and expert knowledge can lower these risks, even though issues with inclusiveness, safeguarding, financial sustainability and sustaining quality must be taken into account. All things considered, Little Wildflowers is a worthwhile early childhood program that could improve links between children, families and communities while easing children' transition into school and bridging the gap.

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