

I have used AI in this assignment for my design logo.

Contents page:

1. Part 1 Business Pitch
2. Part 2 Business Plan Project (Logo)
3. Part A
4. Part B
5. Reference List

Business Pitch

Introduction: Early Years Development Play Hub!

Thank you for being here today.

My name is Claire Monaghan, and I'm a Teaching Assistant in a nursery setting, and my work focuses on supporting children's learning, emotional development, and overall wellbeing in a thoughtful, responsive way.

This work has taught me that children thrive when their learning, emotional development, and sense of belonging are nurtured with intention. That belief guides every part of how I show up for the children and families I support.

My approach is rooted in creating a calm, nurturing space where children feel safe to be themselves. I believe that when children feel understood and supported, they're able to explore, learn, and grow with confidence. I aim to meet each child where they are, offering gentle guidance that respects their individuality and honours their pace.

I support children's learning by following their curiosity and creating opportunities for them to explore ideas in ways that feel meaningful to them. At the same time, I pay close attention to their emotional cues, responding with sensitivity so they feel understood and supported. When children know their feelings matter, they're more open to engaging deeply with the world around them. All these pieces come together in a way that feels natural and steady for the children I support. As they grow more confident in themselves and more comfortable in their environment, they're able to engage more deeply with the world around them. This creates a smooth foundation for the next part of my work helping each child move forward in ways that feel meaningful and true to who they are.

Throughout my work, I've often found myself supporting children during moments of transition, whether they're settling into a new environment, adjusting to a change in routine, or navigating big feelings that come with growing up. These experiences have taught me how to offer steady, reassuring support that helps children feel grounded and capable, even when things around them are shifting. My work is grounded in values that guide every interaction I have with children. I approach each moment with respect, empathy, and a commitment to being fully present, so children feel seen and valued for who they are. These values shape the way I listen, respond, and create space for children to grow at their own pace. These strengths make a real difference in the way children experience their time with me. They feel supported during moments of change, understood in their emotions, and encouraged to explore at a pace that feels right for them. When children sense that steady, caring presence, they're more willing to take risks, build confidence, and grow into themselves with ease.

The early years development play hub offers a small centre in a school setting offering structured play sessions that build fine motor skills, early literacy, social skills, and emotional regulation. Parents attend with their children.

Focused sessions like pre-writing skills, sensory play, speech and language, or school readiness. following routines, social skills, independence and toileting.

Because research indicates that shorter, more frequent, higher-quality childcare sessions produce the best results for children according to GOV.WALES (2024)

Sessions on every Monday in a school setting 9-10.30.

At the heart of my work is a simple intention to offer children a space where they feel safe, understood, and supported as they grow. Every child deserves to be met with warmth and patience, and I'm committed to creating an environment where they can move forward with confidence. I would be glad to learn more about your child and explore how I can support your family in a way that feels right for you.

Marketing

Based on my experience working in various nursery-age school settings, it is evident that children have difficulty beginning school because of issues with independence, social skills, routines, separation anxiety, and using toilets and sleep and bedtime routines. According to a survey, 80% of parents expressed their concerns and said that if something was offered at the start of their child's journey to help with preparation and if it was in a school setting to make the transition easier, it would help.

Parents are actively seeking:

safe, stimulating environments

low-cost or free sessions

opportunities for socialisation (for both children and parents)

support with early development milestones.

Audience:

Parents and carers of children aged 0–4

Low-income or single-parent households

Parents seeking early-years support (speech, language, sensory needs)

Childminders

Foster carers

Grandparents providing childcare

Local nurseries and schools looking for partnership opportunities.

There is a shortage of free or low-cost early-years play sessions around the Neath and Port Talbot area.

Parents report limited access to:

sensory play

development-focused activities

parent support groups

inclusive play for children with additional needs.

Indications of demand:

Significant attendance in current toddler plays sessions and groups

Nursery waiting lists

Referrals for speech and language assistance have increased.

Families looking for secure indoor areas because of weather and living expenses

This suggests that there is a significant lacking for a play centre that is structured and development focused.

Identified Gaps

Few free or affordable development-focused sessions

Limited sensory play opportunities

Lack of parent support and education alongside play

No consistent community hub offering:

early-years development

inclusive play

parent wellbeing support

Play hub fills these gaps by combining play, development, and community support.

Development-Focused Play

Activities designed to support:

speech and language

fine and gross motor skills

sensory processing

emotional and social development.

Free Access, removing financial barriers for families.

Suitable for children with:

additional learning needs

sensory needs

developmental delays.

Promotion Channels

Facebook parenting groups (high engagement in Wales)

Local community centres and libraries

Health visitors

Posters in GP surgeries, supermarkets, and leisure centres

Partnerships with nurseries and schools

Financial Feasibility

Community Foundation Wales (1998) Grants Make investments to build stronger communities in collaboration with partners and supporters.

The funds acknowledge the vital role that charities and community organisations play in recognising and addressing the needs of nearby communities.

They have given more than £40 million in grants to charities and grassroots community organisations since 1999 in order to improve communities around Wales.

In order to reach the most vulnerable and contribute to the advancement of equality and opportunity in Welsh communities, they collaborate with kind donors.

In order to start up my business I have looked into grants that will support me, so I have chosen Community Foundation Wales, as they will offer me £2000.

The grant will be for paying developmental equipment. the setting is based in the school with no fee. But will need for staffing and insurances.

General running costs

- Staff wages
- utilities
- Marketing
- Standard business expenses

Toys, books and equipment I have had donated to me through social media funding page.

Development play hub will be free sessions funded by grant.

Month	Income	Expenses	Net Cash Flow	Running Balance
January	£2,000	£700 (equipment + insurance)	+£1,300	£1,300
February	£0	£300	-£300	£1,000
March	£0	£300	-£300	£700
April	£0	£350	-£350	£350
May	£0	£300	-£300	£50
June	£0	£300	-£300	-£250
July	£0	£250	-£250	-£500
August	£0	£200 (reduced sessions)	-£200	-£700
September	£0	£300	-£300	-£1,000
October	£0	£350	-£350	-£1,350
November	£0	£300	-£300	-£1,650
December	£0	£250	-£250	-£1,900

Summary

Total Income: £2,000

Total Expenses: £3,900

End-of-Year Balance: -£1,900

This shows that:

£2,000 covers around 6 months of activity so further grants from community foundation Wales to apply for to continue with supporting and the running of the early years development play hub.

Also looking into the Welsh government funding according to GOV.WALES (2022) grant supports opportunities for community play and early childhood development, parental assistance programs and projects for early intervention.

Early Years Development Play Hub directly supports:

early intervention

child development

reducing inequalities

supporting families

improving community wellbeing

inclusive early-years practice

This makes the project highly fundable under multiple Welsh Government programmes. Such as Childcare and Early Years Capital Programme, this programme funds new or improved early-years facilities across Wales.

According to GOV.WALES (2025) It is a multi-million-pound scheme running from 2025–2028.

Community hub capital awards usually range from £5,000 to £50,000.

(For accessible improvements, equipment, refurbishment, and sensory resources)

the realistic funding expectation is £7,000 – £25,000 per year.

There is a clear, strong, and increasing need for an Early Years Development Play Hub. The combination of

unfulfilled local need

restricted current availability

Priorities for the national early years

huge demand for reasonably priced play

the project fundable, sustainable, and extremely relevant.

Play hub would enhance community wellness, boost child development results, and offer families significant support.

Thank you.

Business Plan Project Guidance

Part A

My name is Claire Monaghan, I support children in developing the calm confidence they need for school.

My approach is rooted in creating a calm, nurturing space where children feel safe to be themselves. I believe that when children feel understood and supported, they're able to explore, learn, and grow with confidence. I aim to meet each child where they are, offering gentle guidance that respects their individuality and honours their pace.



**DROP IN SESSIONS EVERY
MONDAY 9.00-10.30AM**

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Kinderly (2021)



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At the heart of my work is a simple intention to offer children a space where they feel safe, understood, and supported as they grow. Every child deserves to be met with warmth and patience, and I'm committed to creating an environment where they can move forward with confidence. I would be glad to learn more about your child and explore how I can support your family in a way that feels right for you.



JDM Education (2025)

Part B

Early years development play hub provides free, high-quality play and learning opportunities that support the prime areas of early childhood development, communication and language, personal, social and emotional development, and physical development according to Nursery World. (2025) by offering inclusive, development focused sessions for families, it reduces inequality, strengthen parent child relationships, and support early identification of developmental needs. The hub aligns with national early years priorities by improving outcomes for children, supporting families, and building stronger, more connected communities.

As a fundamental element of early childhood education programs, play based learning is emphasised in the UNICEF (2018) study. It supports sustainable development goal 4, which is to guarantee that every child has access to high quality pre-primary education and early childhood development to prepare them for primary school and lifelong learning. Cognitive development according to Ko, C. (2026) children learn things in a relevant and grounded way through play, which promotes experimentation, exploration, and problem solving. Children learn not only facts but also the logic behind them through discovery-based activities, which improves memory retention and critical thinking. Imaginative play and structured games also foster strategic thinking, planning, and decision-making abilities.

Pretend play, storytelling, and playful interactions improve communication, language understanding, and vocabulary according to National Literacy Trust (2024) in social situations, children watch, imitate, and practise language, which promotes the development of literacy and the capacity for clear idea expression.

Children develop their social skills and emotional control through play as they share resources, establish norms, and resolve problems according to Ko, C. (2026) along with gaining resilience and self-expression confidence, they also learn empathy, teamwork, and taking turns. Play offers a secure setting for practicing emotion regulation and experimenting with social roles.

Coordination, fine and gross motor abilities, and general physical health are all enhanced by active play as suggested by Ko, C. (2026) running, climbing, and object manipulation are examples of activities that enhance balance, build muscle, and promote healthy growth.

Better developmental results a child's development can be considerably improved by early intervention according to NSPCC (2023) improved learning and educational opportunities early help frequently results in improved educational experiences for children. Enhanced self-sufficiency and independence early intervention aids in the development of independence-promoting skills in children. Decreased demand for special education services early intervention can reduce the chance that special education will be needed in the future. Savings for families and society by averting more serious problems, early intervention can result in long-term savings.

Financial barriers challenges according to Care Learning. (2024) limited funding to cover insurance, equipment, and staffing. Reliance on grants, which are competitive and time-limited. No income from families (because sessions are free). Rising costs (materials, utilities, insurance). Interpretation needs sustainable, multi-source funding. Government funding, community grants, long-term partnerships with local authorities.

Staffing and volunteer capacity challenges according to Owston et al (2024) recruiting reliable volunteers and ensuring volunteers understand early-years development. Managing DBS checks, safeguarding training, and ratios. Risk of burnout in small volunteer teams. Interpretation strong safeguarding practices and clear volunteer roles, and ongoing training, a plan for sustainability.

Strengths supports core early-years development Dave, A. (2024) suggests that directly promotes the prime areas of development, communication and language, physical development, and personal, social and emotional development. And early identification of developmental needs Early Intervention Foundation (2021) claims regular attendance allows early spotting of speech, sensory, or social delays.

Weaknesses reliance on external funding Feldman (2016) suggests with free sessions and no fundraising income, sustainability depends on grants and government support. Nhs.wales (2018) claims volunteer-led models can struggle with consistency, training, and safeguarding requirements.

Opportunities government early-years priorities align with national goals www.gov.wales (2023) claims reducing inequalities, improving early development, and supporting families. Growing demand for early-years support UNICEF (2018)

suggests rising speech and language delays and increased parental isolation create strong community need.

Threats safeguarding risks Terry (2011) claims any safeguarding incident could damage trust and reputation. Low engagement due to social or cultural barriers Nhs.wales (2018) claims families may feel anxious, lack confidence, or face language/transport barriers.

A high-level perspective on how children grow and learn Department for Education (2023) suggests it can assist you in creating an early childhood curriculum that meets the requirements of the children you work with and builds on their strengths. It serves as a reference but does not take the place of expert judgment. Everything you want children to experience, learn, and be able to do is included in the curriculum. It must adhere to the early years foundation stage (EYFS) regulatory framework's educational program criteria. For convenience, these are incorporated into development matters.

However, Department for Education (2023) claims without having to keep track of several future steps, you can use your expertise to assist children in making development. Before looking at a child's "age band," you can use the guidelines to make sure they are comfortable with all the previous learning steps. Learning depth is far more important than switching bands or attempting to cover everything. For instance, it's important to provide a child with numerous chances to expand their knowledge of numbers up to five. Hurrying to 10 has no purpose. Children who may have difficulties in their early education are not considered "low ability." What potential they may have is unknown to us. Every child can advance if they receive the proper assistance.

According to Welsh Government (2021) to support children and young people with additional learning needs, schools, local authorities, and other service providers must adhere to a set of explicit and legally binding guidelines provided by the Welsh government's early years policy additional learning needs (ALN) code. To allow learners and their parents/caregivers to fully engage in decision-making processes and could contest choices regarding ALN, the code seeks to guarantee that their opinions, desires, and feelings are important to the planning and providing of

assistance. To stop ALN from developing or getting worse, it also highlights the significance of early detection, intervention, and efficient transition planning.

One important piece of UK legislation that establishes the foundation for children's welfare and protection is the Children Act 2004 according to GOV.UK (2004) it lays forth the responsibilities of local government, educational institutions, and other organizations to protect and advance the welfare of children and creates the foundation for local safeguarding measures. The every child matters framework, which highlights the significance of children's rights, opinions, and interests in all choices impacting them, is also introduced by the Act.

The Social Services and Well-being (Wales) Act 2014 (referred to as "the Act") combines the responsibilities of local authorities with regard to enhancing the well-being of individuals in need of care and assistance as well as caregivers in need of assistance according to Welsh Government (2024) in order to support individuals of all ages as members of their families and communities, the act establishes a statutory framework for the provision of social care in Wales, along with regulations and codes of practice enacted under it. Well-being helping individuals attain their own well-being and assessing how well care and support are working.

According to GOV.WALES (2025) there is a clear, strong, and increasing need for an early years development play hub that would enhance community wellness, boost child development results, and offer families significant support.

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