



## **Froebel Trust Podcast Transcript : Episode 7 December 2023**

00:00:05:19 - 00:00:30:16

Colin

Hello and welcome to episode seven of the Froebel Trust Podcast. I'm Colin Kelly and in this episode I'm looking at relationships and wellbeing in early education. I'm interested in understanding more about how children's well-being is connected to educator's wellbeing and how might a Froebelian approach help educators manage the challenges of their everyday work with children and families.

00:00:30:18 - 00:00:57:23

Colin

Joining me are my guests, Dr. Peter Elfer honorary research fellow at the University of Roehampton. Peter has recently published his new book for educators called Talking with Feeling in the Early Years. Dr. Jools Page is senior lecturer at the University of Brighton. Jools' research on attachment based relationships between adults and children under three years in early learning settings has brought national and international recognition.

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Colin

We have Dr. Robyn Dolby, a psychologist and researcher based in Australia. Robyn has been working in the field of infant mental health and supporting educators in early years settings for over 40 years. And we'll hear from Holli Williams, a Froebel Trust travelling tutor and head of skills at Linden Tree Nursery Schools, a group of Froebelian nursery schools in South London.

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Colin

Well, Froebel recognised that children thrive when they are emotionally secure and in close relationships with others, educators, families and carers. But at the moment we see so many nursery schools and early years settings struggling to stay open due to lack of funding. Parents and carers finding it hard to afford or even find nursery school places for their children and nursery managers and early years leaders, finding it difficult to recruit and retain enough staff.

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Colin

So with all those pressures that we're now facing, can managers and leaders really afford the time to focus on supporting educators and their relationships with the children in these

settings? Well, let me turn first to Dr. Peter Elfer. Peter, whilst Elinor Goldschmied was the inspiration and architect of the Key Person Approach, I know you have worked closely with Elinor and Dorothy Selleck on its implementation.

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Colin

When we read these surveys about turnover of staff, staff shortages, all the challenges facing the sector, is that concept of a key person maybe a luxury we can't afford?

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Peter

No, I think it's more vital than ever. We absolutely must afford it. And yet there are huge obstacles. And one of the things that was so brilliant about Froebel was he really understood this. We're going back 150 years. He's a historical figure. But his foresight, his understanding was incredible. And he understood in a really sort of deep down way that for every child, every human being, what really matters is to feel known by somebody, understood and responded to.

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Peter

And if you don't have that and we all need it, you don't have anything. It's almost as important for life as food and water to feel attended to. I mean, Froebel had a tragic childhood. His mother died. So I wrote out a quote from him, but he said, 'Soon after my birth, my mother's health began to fail. And after nursing me nine months she died. This loss, a hard blow to me, influenced the whole environment and development of my being.

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Peter

I consider that my mother's death decided more or less the external circumstances of my whole life.' Now that that's an incredible experience for him to write about in his autobiography as an adult. And it's clear that that relationship with his mother was really fundamental to his whole life. Now, I'm not saying when children go to nursery, that because they're leaving their family

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Peter

their family is somehow dying. But for a baby or a very young child, it can feel like that. And then to have the attention of a key person is really enormously important. So to answer your question, you know, can we still afford it? We've got to afford it. We've got to find a way of affording it. It's fundamentally

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Peter

Froebel and it's absolutely core.

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Colin

And Jools, is that something you agree with? Because the sector is going through a lot of changes. It's expanding. People are going for promotion. There's all this upheaval and people wanting to leave. So do you think that can be sustained? Do you think it is important?

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Jools

The more things change, the more they stay the same. And what we have to remember, I think about very young children is that the way that children are has not changed. And I think Peter's touched on this point about what he said regarding Froebel from his very early years. So children don't know about policies and procedures. They don't know about, you know, workforce crisis.

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Jools

They don't know about, you know, what's going on in the adult world. But it's adults that make the decisions for children, and it's children who are on the receiving end of those. And those of us who are advocates for children must speak up for them and be their voice. But we have to do that by listening to their voices rather than running roughshod over them.

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Jools

Now, I'm not suggesting for a minute that anybody is, but actually there is a tendency to get caught up in adult issues and adult policies and lose sight of the child within that. And I think what Peter was able to do is to bring us right back to that core point that actually what children feel and their feelings matter because their emotions belong to them.

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Jools

It's not for us to decide what emotion belongs to somebody else. It's for them to tell us. If we are receptive to that, then we can be much better equipped then to be able to support them.

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Colin

Holli, I suppose I should ask as well. I mean, these studies and research bits of research come out, do you think it's accurate? I mean, just to quote one, the Early Years Alliance said in the past year, 67% of professionals have suffered from anxiety, 65% report fatigue, 64% feel a loss of motivation. And then the Early Education and Childcare Coalition reported 17% intend to leave in the next 12 months and 40% might leave.

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Colin

When you look around you, is that what people are talking about? 'I'm going to quit.'

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Holli

Yeah, I read that same survey and it is quite daunting. Yes, there is anxiety and depression and fatigue within the sector. People work long hours and they have huge responsibilities. There's a lot of weight placed on them, whether that be through the manager, through policies, through parents, you know, particularly parents who we find year on year become more demanding, particularly, you know, with us, we're a private nursery in southwest London.

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Holli

Parents pay quite considerably to send their children to our nurseries, and they expect a certain level of service. Generally, when we put up prices, it's because of cost of living and making sure that we're paying our staff enough. When staff threaten to leave often it's because of salary. So they're saying, 'Well, I can go over there and I can get five grand more a year' or whatever it is.

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Holli

So what we try and do then is look back at our approach. Bringing it back to the Froebelian principles of, okay, but how are we supporting our team? How are we guiding them? What is it that we're doing to retain staff in a way that's meaningful for them? Because, you know it's all well and good them saying, 'I could go over there and get more money,' but is there work life balance?

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Holli

What is going to be expected of them? Are they going to enjoy what it is they're doing? How can we help them to enjoy the work with us at Linden Tree? Not only through initiatives, but that has to be embedded in what you're doing and that has to come from leaders and managers. So we need to really listen to the team.

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Holli

Often there's a lot of layers that you have to unpick in order to really understand what it is that's going on with your team. And that's tricky for leaders because what I'm seeing with my managers is they're spending so much time putting the children first, really thinking about how are we making this experience the best that we possibly can for our children every single day.

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Holli

And how am I supporting the staff to do that and how am I making sure the setting is running in safe ways? So making sure all the risk assessments are in place, safeguarding procedures, everything is in place that then at the end of the day, they're exhausted. So I'm telling them,, what is it that you need from me?

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Holli

So even if it's just making sure that they've got ten, 15 minutes of my time every week to just debrief on what it is that's been going on so that they feel that they are also heard in this. And like you say, Peter, we need to feel like we belong and that we're being supported because we don't have all the answers.

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Colin

Robyn, we've heard a bit of insight into what it's like on the on the ground, on the on the frontline, the very people having these relationships with the children and what they're going through and what's on their minds. Holli's explained how a good centre with good management that takes that good approach can learn from these experiences and try and provide that supportive environment for the staff.

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Colin

But when staff are going through some of that pressure and anxiety, I'm guessing you're going to tell me that children pick up on that.

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Robyn

Oh, yes, that's exactly the case. Children can feel how you're feeling. And one of the things that we're so interested in is in building connections with children. I think educators think about the connections that they can build in peaceful moments, like when the children are settled and ready for play. But the whole basis of our work is about how to stay close and build connections around painful feelings.

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Robyn

Because if you're too frightened as an adult to connect with a child around a painful feeling, then the child can't connect with you because they can't feel enough of you and they can't feel understood by you. So I would see that as a critical work. And also it's often an area where if you work on it together, we like to work with everyone in a service.

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Robyn

You build strength in each other and, you know, a doubt that you might have that, 'Maybe I'm not as good as Mary is in comforting a child', doesn't matter anymore because you're all looking and working on this together. So we find that working together, building this secure based culture around the idea of making connections around painful moments, the ones that we focus on are at the start of the day when the children are saying goodbye to their mum and dad, and then when the parents leave, the young children still have to work out how they get into peer play.

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Robyn

And that's also a stressful time. So we look at that focus and we often find if we really are with the educators in that part of the day, then the rest of the day goes well and the

children start to use the educators in the way that attachment theory would talk about as a secure base. So they know that they can come back to you if something goes wrong.

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Robyn

And the educators know that that's where my best opportunity is. How do I welcome them back?

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Colin

Holli, I wondered if you could give us a bit of insight. We live in very difficult times. I know people that have stopped watching the news in the evening because it is too much for them. There's a very severe cost of living crisis. We have conflict around the world, conflict in Europe. People say that they're losing faith in governments and other large institutions and a lot of people, when they look ahead, they're not sure what their long term future holds.

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Colin

And I'm wondering to what extent maybe the anxiety around all that is making its way into our nurseries and early years settings.

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Holli

So I have been working in nurseries for, I realised the other day, almost 20 years. From starting out doing my Level Three back when I was 16 and the sector has changed exponentially since I started. More stress I think is coming into the nursery and the workplace, unfortunately. And obviously, as you're saying with the political climate, this, you know, peaks at different times.

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Holli

And then we had a pandemic which was hugely impactful for our entire workforce. And we found that during that time, a lot of people re-evaluated their lives, me included. And what is it that we really want out of life and how does our work and what we do day to day impact that? So we've generally had a recruitment crisis that's not new, but COVID definitely exacerbated that.

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Holli

And we had quite a lot of stability for a while. It was very uncertain. A lot of people didn't really know what it was that they were doing. And then they made decisions generally a lot of people to move away from the sector. So we've had a huge fall out of people. And when nurseries were closed as well during COVID, people did other work and realised that there were other ventures that they could go, avenues that they could go to and they decided to do something else.

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Holli

And so, yes, that had impact on us because it has an impact on the consistency of the workforce and the consistency for the children as well. Obviously when you're thinking about that key person approach, it's, you know, exactly as you were saying earlier, Peter - the key person approach is wonderful because it gives practitioners the ability to focus on their core group of children.

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Holli

It gives parents a person, a specific person that they can go to if they've got any concerns. But when that person is off sick because of stress or they decide to leave sometimes without any notice, that has a huge impact on the nursery and on the children. And a lot of that then falls back on the managers. So that consistency of the care then is fractured and that is difficult.

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Colin

One of the things that you said, Peter, was that you consider, I think maybe 'unprofessional' was the word you used. You said 'it's almost unprofessional to leave your troubles at the door'. What did you mean by that?

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Peter

Yeah, I think it's really complicated for educators because they're striving to be professional. And I think for a lot of educators, what it means to be professional is to leave your feelings outside. You know, a good professional doesn't allow their feelings to intrude, but it's a bit different in early education because feelings are absolutely at the heart of what educators are doing, and feelings do need to come in.

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Peter

Despite the rise of AI, there's no way that nurseries could ever be staffed by robots or artificial intelligence. Children need human beings. Holli's been saying that. Robyn's been saying it. Jools has been saying it. But there's a great phrase called 'permitting circumstances'. And politicians sometimes blame parents for not doing a good job with their children. 'It's the parents fault.'

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Peter

But if parents are trying to parent in rotten housing without enough money in a very deprived area with not a decent job, how can they possibly do a decent job of parenting? None of us could do that, and I think it's the same. I think this is what links up the big issues. If you've got a workforce, as Holli's described, that's stressed, that's anxious, that's looking for other work opportunities, they don't have the permitting circumstances to do what we're all saying needs to be done to be able to attend to the children.

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Peter

You can't do that if you're struggling to pay your rent or your mortgage. If you're really worrying about how you're going to manage the fuel bills, how can you have the energy to really be responsive to the children? So I think these issues do tie up, and I think we've got to find a way of not leaving feelings at the front door.

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Peter

That absolutely does not mean taking them out on the children, but it does mean making sure there's a space somewhere where those feelings, both positive ones, but the difficult ones as well, can be thought about. And that's why it must be so important, in Holli's nurseries that Holli's there supporting her managers. They've got somebody that's worrying about them and holding their back whilst they're worrying about the children.

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Colin

And Holli, if we bring you back in, it's only right, I think, to recognise also that in some of these reports that I referenced, one thing that comes up quite often is it's stressful but rewarding. It's a great job. It's a job that people love. It's a job that gives you experiences that you could never get anywhere else.

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Colin

These amazing, wonderful, unique moments must be popping up all over the place. And it sounds as well, Holli, that at your group of nurseries that you do have some of these systems and structures in place to support your staff. So can you tell us maybe a little bit about, since you started doing that, some of the successes that you've seen?

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Holli

So we find when we have consistent management that we tend to retain staff longer, which means obviously then that we can move out of those stages of lots of induction and lots of training of staff and we can move into those next stages of actually embedding what it is that we do. And as I mentioned earlier when we came back, so we were open during the pandemic, but obviously when we opened more widely, we focussed more seriously on wellbeing.

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Holli

So wellbeing of staff has always kind of been there in the background, but we've really brought it to forefront. And with that we rewrote our policy, we appointed a health and wellbeing coordinator, we had wellbeing officers in each of the settings so that staff know they've got a designated person that they can go to that isn't necessarily their manager because not everybody wants to go and talk to the manager or feel like they can't disrupt the manager because they know the manager is very busy.

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Holli



So there's somebody specifically they can go and talk to and they can say, you know, 'if you've got 5 minutes, I just want to chat about this'. And then we give the the wellbeing officers the tools to be able to point them in the right direction, because obviously these people who they're talking to, they are more of like that professional friend rather than someone who is a psychiatrist or is a professional in mental health. So, we've got external counsellors that we point people to if they really need a professional to talk to. The equity that comes through, knowing that all of the staff are different and they have different needs, but that

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Holli

we are looking at it in that kind of holistic way. And, you know, as you mentioned before, drawing on the approach as well, like we do with our children, we, if you think about freedom with guidance during the day, we need that for our staff as well. We need to give them the freedom, but we also need to give them the guidance and that might even be tools for doing their job effectively.

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Holli

It might be training and whether they feel like they need a little bit more confidence in some area and then you need to have that skilled manager or leader who's able to see that, who's then able to offer that for them. And some of that is listening to them but some of that is it takes time to be able to really know your team as we do with the children.

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Holli

It takes time. And as we are all human beings, things change and feelings change and we have to be receptive to that.

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Peter

I was really, really struck by what you said about staff tend to stay longer when managers stay longer, and I guess managers stay longer because you're there, you know, watching their backs. And when Robyn was talking, Robyn, you spoke so much about practitioners, educators staying with children's feelings. But if you're going to stay with children's feelings, which I absolutely agree with you is at the heart of the work, then you have to stay in the job.

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Peter

And staying in the job is about being looked after by your managers and your managers' managers. But in the end, none of that is going to count if the overall support is not there. It's so interlinked. We just cannot expect educators - and the survey is showing this - to stay in this work if they can get a better job with more regular hours on a supermarket checkout.

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Peter

And that is the experience of a lot of early years educators. They look around and they can see, you know, I love this job, I'm committed to it. But it's just too stressful and I just cannot manage to do it and do it well and do it in the way I want to do it when there are these kind of pressures, it would be best for me to go somewhere else.

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Peter

And that's leading to the turnover that is so problematic for the whole profession. But most of all, it's so problematic for families and children.

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Colin

And just exploring this idea of the relationship a little bit more. Dr. Jools Page - one of the phrases that you used, and I know you've done a lot of work in this idea of 'professional love'. I'm going to give you 15 seconds, and I know there's essays and books about this, maybe documentaries - in 15 seconds for me.... Can you summarize what 'professional love' means?

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Jools

Okay, I'll do my best in 15 seconds. So essentially, it's a developed relationship that happens between the key educator, so the key person in the context that Peter was talking about, the developed relationship between that person and the child, with the permission of the parent over a period of time. That starts off as getting to know one another, but actually over time becomes what I would class as a loving relationship based on an authentic way of getting to know one another.

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Jools

And it is over time that that endurance comes about. And so therefore the child and the adult would form a loving relationship. I'm just going to read this statement because this is really how I feel about it, that it's only when adults who really know, understand and are secure in their reciprocal relationships with the babies and children for whom they're responsible, do so with the rights of the child fully and wholly embedded in their practice and at the centre of every aspect of their work

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Jools

and in collaboration with the parents, that professional love is realized. So really, it is about putting the child at the centre.

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Colin

Peter's nodding in agreement, while, you've been speaking there, Jools, but this idea of the key person and this concept of professional love, I guess the bottom line is it works.

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Peter

Yeah, it it does work. Lots and lots of educators are taught to talk about their very deep, loving feelings for children. They absolutely recognize that this is a different kind of love from the love that a parent feels. It's not stepping on parents' toes. It's not taking away from anything within the family. But there are very deep feelings for children.

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Peter

But these do have to be managed in a professional context. You know, boundaries are important and it's terribly important that educators don't get too close or start focusing in on some children to the detriment of others. The Trust has put a lot of funding into researching a model of practitioners talking together, and we're just finishing a book on that called 'Work Discussion.'

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Peter

It's very literal title, those two words, but it means talking about work, but talking about work in a genuine way, not just all the positive bits, but the more difficult bits as well. I think the Trust needs to be really commended for giving that funding and for being supportive of, not just the idea that relationships deeply matter, but that in order that they matter and are put into practice safely, there needs to be a space where practitioners, educators can talk about their relationships and be accountable for them, but be supported in them. And one way of doing that is through quotes, 'Work Discussion', and there'll be a book about that coming out in the spring.

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Colin

Well, thanks, Peter. We'll look out for that book when it's published. Let me bring Holli in here. Holli, sometimes we hear about these almost sort of sanitised relationships where, you know, something as innocent as a cuddle is under scrutiny or maybe even banned. What's it like in your nurseries? Are cuddles allowed?

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Holli

We don't ban hugs and I don't know whether that might be a schooling thing. In the nursery environment, there is that basis of care and that love, you know that professional love. We have babies from six months old sometimes you have to hold a baby, you have to hug them....

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Holli

That helps them to feel secure and feel safe and to build those relationships. You know, Froebel did a lot of work on mother songs or family songs as we would we would call them now. And that lullaby is that first stage. When you're having that face to face time with those very, very young children, that is you building those relationships. Your facial expressions, the language that you use, the tone that you use with those young babies is all forming the basis of that relationship.

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Holli

And you have to have that closeness in order to build those relationships. And that continues as the children move through the nursery. Some of the children come to us at six months old and they stay all the way through until they leave for school. So, no, we don't ban hugs. Hugs are very important. But as they get older, we ask them, 'would you like a hug?' so that we're bringing in that consensual part of it as well.

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Holli

Because then, you know, as they start to develop their own sense of self and their own personal space, they might not want hugs anymore. And that's absolutely fine. But they need to know that if they needed a hug, it was there for them.

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Colin

Thanks, Holli. And Dr. Peter Elfer, I'm wondering, in your professional opinion... Here we are. We seem to be at this critical juncture. Some people think things could get worse. There's always the hope things might be better. We have these guiding principles of Froebel that seem to help. As you look ahead, what's your best hope for the next maybe 5 to 10 years in terms of how the early years sector can improve?

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Colin

Give me a vision.

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Peter

I think the first thing I'd want to say is that I think it's great that we've got such an alertness to safeguarding. I want that to stay. There's nothing worse for a child, nothing more destructive than to be abused in some way. And it's great that we've got that. I think the second thing to say is it would be a complete tragedy if that squeezed out the kind of relational holding, loving care that Jools and Robyn and Holli has just talked about.

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Peter

You know, we've got to hold on to that. We've got to nurture it and improve it and strengthen it. And I think the third thing to say is I would never criticise an educator for leaving the profession because the work is just too demanding and they're not paid enough or supported enough or recognised enough. So I desperately hope that that will improve.

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Peter

It's got to improve. Educators cannot provide the kind of attention that children need if they're not thought about and feel looked after and attended to. Nobody can do the job. Nobody can do any job if they're not paid properly or they're not supported properly or they don't have the equipment to do the job. And educators need that as much as any other profession.

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Peter

If they're going to do the kind of work that we're talking about with other people's children.

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Colin

And that caring and nurturing and that relationship, is that really core to the Froebel approach?

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Peter

Yes.

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Colin

That's something he would be fighting to continue to do.

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Peter

Tina Bruce talked about this in the annual lecture that we've just had, the Froebel annual lecture, how relationships are absolutely at the heart, of Froebelian practice. Froebel understood that 150 years ago, researchers, eminent researchers, have shown it to be true. But his understanding was way in advance of what we know from contemporary research. Relationships are absolutely the heart.

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Peter

And it's not just relationships between the educators and the children, but it's relationships with the educators themselves. And that's what I think was so special about what Holli was saying that she did with her managers, looking after them, watching their backs so they can do that for the children.

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Colin

I'm just wondering maybe if we could just say a little more about what staff ought to do if they need help and support. I know that when we were preparing this, there was this notion of supervision, which I think social workers get. It's a kind of a formal thing that they can do. They can have you know, Holli's talked about what seems to me like an example of best practice in her place, but of course, that won't be available to everyone.

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Colin

Robyn, do you think there's a role for some sort of statutory support for staff?

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Robyn

Oh, absolutely. Because, you know, as a psychologist I have to have supervision. That's part of my responsibility because I'm working in the field of relationships and educators should

have exactly the same. They need a space where they can speak to feelings, where every feeling is okay. When we ask educators about feelings, we always say that in the work we do with you we will be asking you how you feel.

00:30:47:02 - 00:31:25:14

Robyn

And all of them say that it's so difficult to answer that question, and that's because they don't have the opportunity to be able to have a space where they can talk, as you say, Peter, talk with feelings and about their own feelings, the reflections of the feelings they have about the children and also their feelings about the relationships that they have with the children. I'm only used to doing it in a group context, and I find that that's very nurturing because the educators discover that I'm having the same feeling as you're having toward that child.

00:31:25:20 - 00:31:39:09

Robyn

And so a lot of shared experience can take place. So I think to have a space where you can talk with feeling about your own feelings and the children, it's absolutely necessary.

00:31:39:11 - 00:31:49:23

Colin

Jools Is that something that you'd like to see more of as well? The idea of 'we've got each other's back and we'll we will talk about what's going on'. And ultimately, I guess the whole team makes progress together.

00:31:50:00 - 00:32:12:21

Jools

You know, it's about what's right for children. So if we have an adult sort of picking up a child for their own gratification because they just think that child looks really lovely and, you know, they've got a lovely cheery face and it's lovely. They might not be doing anything wrong, but actually to be able to talk about whether that's right for the child or whether that practitioner could have waited for the child to signal that they were ready for that cuddle.

00:32:12:21 - 00:32:39:07

Jools

It could be very, very subtle. But actually having a context where you can have those discussions would take a very, very long time to build. And I'm sure Holli would say that in her own setting, you know, those things don't happen overnight. So it happens over a long period of time, but that's when you get a really good group of staff together and you have a wonderful team that are able to talk about those things that are difficult as well as celebrate the joyfulness and the flourishing of the children.

00:32:39:09 - 00:32:58:19

Colin

And Holli, as you look ahead and we mentioned, you know, this kind of pivotal moment that the profession is at just now, what's your hope looking ahead over the next 5 to 10 years? I

guess you are spreading your work as a Froebel Travelling Tutor. You're taking that best practice from your corner of South London, sending that around the country.

00:32:58:24 - 00:33:02:16

Colin

What's your hope when you look to the future?

00:33:02:18 - 00:33:03:21

Holli

My hope

00:33:03:21 - 00:33:05:14

Holli

is

00:33:05:16 - 00:33:34:24

Holli

that we have practitioners who are able to really articulate their practice around not only their feelings but also about excellence of early childhood. So I think picking up on what everyone's been saying is that element of trust, trusting your staff, trusting your manager, trusting that what you then say to your manager something is going to change because there's nothing worse than bringing something up and then nothing happening and you feeling really disheartened about it.

00:33:35:01 - 00:33:57:04

Holli

I really hope that there's more of an emphasis on the relationships with young children because that's what quells young children's anxiety. That's what supports them to go on to school and the rest of our lives. And it's not just about school readiness. We're supporting these children for the rest of their lives, giving them the tools to be able to deal with conflict, to make positive relationships.

00:33:57:06 - 00:34:13:23

Colin

And Peter, I try not to talk too much about politics in this podcast, but in the UK we are expecting a general election next year at some point in 2024. Is there something you'd be looking for from the politicians that they could do to help the sector?

00:34:14:00 - 00:34:45:00

Peter

The political group that gets in need to get back to treating staff, workers, in whatever sector but obviously for all our discussion in the early years sector, as people, as individuals and not just numbers in a ratio. And they need to get back to treating children as people now, not as future workers. And I think if we get a political system and a political party that is committed to that

00:34:45:02 - 00:35:11:17

Peter

then the rest will follow. But like I was saying earlier about permitting circumstances, if you don't have that, then however good your educators are, however good the managers and leaders are, they can't magic up good practice out of nothing. And so many settings are running almost on thin air. Resources are absolutely cut to the bone and it's just not right.

00:35:11:19 - 00:35:19:21

Peter

It's kind of institutionally abusive. It's just not right. And the people that are going to suffer most are, of course, the children.

00:35:19:23 - 00:35:42:06

Colin

Well, that's Dr. Peter Elfer, honorary research fellow at the University of Roehampton, bringing to a close another episode of the Froebel Trust podcast. Now, if you are an early years practitioner and you feel you would like more support in your work, we'd encourage you to speak with your line manager in the first instance. But there are some Froebel Trust resources which may also be helpful and you can access them via the Froebel Trust website.

00:35:42:12 - 00:35:59:07

Colin

That's [froebel.org.uk](http://froebel.org.uk). Well, thanks to all my guests. You can find out more about them and the work they're involved in by reading the podcast description. And thanks very much to you for listening. Remember to subscribe and follow the Froebel Trust podcast and you'll receive new episodes as soon as they're released.

(ENDS)