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## Practitioner Inquiry Project Report

# Leadership opportunities & reflections

### Project title

Having the Freedom to Bake!

### Subtitle (if applicable)

### Your name, role and setting

Rachel Wyllie, CFE Curriculum Manager, Nursery Times, Paisley.

### 1. What are the implications of this research for:

- The team/setting as a whole
- Pedagogy
- Resourcing
- Policy
- The sector / your networks / management beyond your immediate setting.

(Please aim to write between 250 minimum and 500 words maximum, using the box below. Please do not disclose the identity of any individuals in your comments, as this form will be part of your colleague's public record of their project).

Before implementing this project, myself and my colleague began to think what we felt would be most beneficial to the children in our setting. Firstly, we put out a questionnaire to parents to have an overall view of what children in our setting baked at home. Giving that, we got a great response in and it was demonstrated that children did bake at home, however it was pre- packed ingredients, which were measured out accordingly. At nursery, we wanted to involve children in the whole process, sourcing the ingredients, weighing out the ingredients, putting it through to the kitchen for cooking and then finally eating the snack that they had created. Within our setting, we did involve the children in preparing snacks however, we wanted this to be a more of an everyday thing. Within our setting, we have 3 indoor zones and the team as a whole all participated and encouraged the children in sourcing ingredients for preparing snack to reach a final end goal.

Each day the children would prepare something different for snack, such as; bread, scones and banana bread. We chose things to prepare that children could take anywhere in life with them, taking into consideration the cost-of-living crisis, that currently we are experiencing. We took this into consideration as it meant it would be a lot cheaper to batch bake, instead of buying individual packets day- to -day, as it works out a lot cheaper when buying resources, which was a factor we wanted to focus on, developing the children's numeracy skills.

By participating the parents within our project, it gave the practitioners and overview of what children we could make a focus on, so that each of our children were given an equal chance of achieving. Going forward, we plan on participating the children within the wider community. Where our nursery is placed within Paisley, we are quite local to a number of shops. We are eager to allow our children to get out into the community, developing a sense of safety whilst doing so. We are enthusiastic about allowing our children to select their own resources and ingredients, to learn about the money factor behind it all, to develop life long skills, which sets them up for their future ahead of them.

**2. What value do you place on practitioner-research – and what more can be done in your setting/locality to enable it to continue as part of routine practice going forward? (100 word approx.)**

Throughout this research project, there were many values that were achieved such as bonding and creating close relationships with the children, the learning and creativity that was taken place throughout the research project and most of all having fun whilst taking part. That was our main aims and values for the children and staff to all achieve, and given that most of the children did, I think we achieved our project well.

As our project worked so well, we will continue to ensure children within our setting, create and make their own snacks at nursery. Rotating the children to allow an equal chance of learning. After we plan on going out to the wider community to the supermarket to resource our own ingredients, we then hope to make up home – link bags for baking so that the same skills can be continued at home, whilst their time at nursery.

**3. What have you learned as a leader through supporting this research / programme? (100 words approx)**

By taking part within this project, I have learned that children are very enthusiastically hands-on learners who enjoy stirring, kneading, and scooping batter into baking pans. We encouraged them to use their senses — smell spices like cinnamon, touch flour, and even taste an ingredient before it goes into the mixing bowl. I have learned that children have the ability, or attention span to follow a recipe from beginning to end. But by giving them lots of opportunities to add ingredients into the mixing bowl and stir and not to undermine our children and their strengths, we learned that our children were very capable in following a recipe (with adult support) and becoming familiar with ingredients.

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