

Aspire Day Nursery Newsletter



July 2021

Manager - Christine Moxon
Deputy Manager - Hayley Hooper

Welcome to the July Newsletter. I hope you find it useful and enjoy reading it.

LANGUAGE OF THE MONTH – Greek

Our policy this month is supporting children with special educational needs. At the end of the newsletter, you will find each rooms activity plan for the month

Graduation

Unfortunately, due to norovirus we had to cancel our staff gathering and the children's graduation on advice from the local health protection team. We are looking to reschedule the graduation for Thursday 15th July, we are looking to do two sessions, one in the morning at 9am and one in the afternoon at 3.30pm. Please can you email me and indicate which one you are able to attend, we still need to restrict number of parents on site.



Covid rapid testing - for nursery families

If you are a family member or in a support bubble for someone with a child at nursery, you are able to receive free rapid covid tests to do at home. We ask everyone that can do these tests, please do, as this is a great for early detection. Please click the link to order or collect yours.

<https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests>

Movers and shakers

This week we say goodbye and good luck to Antzela in Investigators, she is leaving due to moving and the commute is just too much now. We wish her all the best.

We also say farewell to Lauren. Lauren has been with us since we opened and will be going on Maternity leave. We wish Lauren all the best and will share news when baba has come!

Marta unfortunately is unwell at the moment and will be off work for about 2 months, we wish Marta a speedy recovery.

We welcome two new staff, Nimi and Emily to the nursery. Nimi will be joining Pioneers (Olivia) as Jabs will be moving to Inventors room, from the 19th July, and Emily will join Creators room. Holly will be joining the Investigators rooms to replace Antzela from the 19th July.

30-hour funding

If your child is born between **1st April and 31st August 2018** then you can see if you are eligible for the 30 hours funding. To do this please click on the link. <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

If you are eligible, we need this code NOW.

All parents that currently receive this 30-hour funding you need to reconfirm eligibility in the next few weeks in order to receive funding for the April term, please log onto your account to check your reconfirmation date. Failure to do this will result in a loss of funding. If you require further information, please contact us. Please look out for emails from us regarding the funding as we continuously email updates during the term.

Parents using tax free childcare or 30 hour funding please remember to reconfirm your eligibility with HMRC, without doing it approx. 3 monthly you will lose your right to funding and account

Reminders:

Please note we operate a **NO MOBILE PHONE** policy whilst you are onsite. We ask that all parents respect this rule and do not use phones for any reason while onsite. This is in the best interests of your child.

Please can you provide us with labelled sun cream and sunhats ready for when the sun makes an appearance!

Woodland adventures:

It is particularly important that if your child is attending woodland adventures they are appropriately dressed. When entering the woods, they need to have long sleeved top and long trousers on even when the weather gets warmer. This is to protect them from stings, nettles, brambles, ticks and so forth.

We often make mud creatures or sculptures too so even on a dry day your little ones could get wet and mucky so please make sure to bring spare clothes that we can change them in to after.

Please help us to develop this program further by dressing them appropriately.

Reminders

Sickness

If your child has had pain relief medication within 8 hours of nursery it is our policy that they do not come into nursery that day. (COVID SIGNS HAVE A SEPARATE POLICY)

Collecting your child: When collecting your children from nursery please ensure you are here by 6.10pm if you would like to receive a detailed handover, after this time, basic information will be given. Please bear in mind we close at 6.30pm and this is when staff shifts end, they are keen to go home after a long day. If you are going to be late picking up your child, please let us know as soon as possible so that we are aware. If you are late you will be charged the late pickup fee as staff has to stay after their shift. The late fee goes directly to the staff.

Security: If you greet a parent at the door when entering or exiting, please do not let that person in or out, they must use the finger print system. Please ensure you make sure the gate is fully closed behind you.

Allergies: I would like to remind parents that we request children do not enter the nursery eating any outside food. This is due to having children with serious allergies. Please respect that we are doing it for the best interests of the children.

No mobile phones: Please note, we ask that parents do not use mobile phones while onsite.

Fees: Fees are due on the 25th of each month for the following month.

Nursery Opening: The nursery opens at 7:30am, although the staff do come in earlier than this each morning. Please be reminded that the staff are very busy setting up the room, making necessary checks of resources and making sure that everything is ready for the day ahead. Please can you therefore now wait outside the building until 7.30am.

Buggy shed: Could we remind all parents that your buggies need to be folded if they are left in the buggy shed so that there is enough space for everyone's buggies. It also makes moving around in the small shed much easier as well.

Clothing: Please make sure that any belongings you send to nursery are clearly labelled with your child's name as this will help staff to know who it belongs to and will also highlight to other parents who the item belongs to, meaning less items going home with the wrong people.

Policy of the month

9.2 Supporting children with special educational needs

Policy statement

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND¹.
- We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate members of staff to be the Special Educational Needs and disabilities Co-ordinators (SENDCO) and give his/her names to parents. Our SENDCO staff are:
Christine Moxon, Hayley Hooper and Heidi Gissing
- The SENDCO works closely with our manager and other colleagues responsibility for the day-to-day operation of [our/my] Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEN.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the Individual Education Plan system along with Individual Development Maps for planning, (Plan, do and review).
- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
- We, where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

¹ This includes disabled children with special educational needs

- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs and Disabilities Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs and disability provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.

We monitor and review our policy annually

Explorers Room (Michelle)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Physical</p> <ul style="list-style-type: none"> * Takes first few steps independently. 8-20 * Attempts to use spoon, can guide food towards mouth but food may often fall off. 8-20 * Enjoys the sensory experience of making marks in damp sand paste or paint. 8-20 * Holds pen or crayon using a whole hand grasp and makes random marks with different strokes. 8-20 	<p>Personal social and emotional</p> <ul style="list-style-type: none"> * Builds relationships with special people. 8-20 * Enjoys finding own nose eyes or tummy as part of naming game. 8-29 * Growing ability to soothe themselves and may like to use a comfort object. 8-20 	<p>Communication and language</p> <ul style="list-style-type: none"> * Has a strong exploratory impulse 8-20 * Concentrates intently on an object or activity of own choosing for short periods 8-20 * Understanding of single words in context 8-20 * Uses single words 8-20 	<p>This month in Explorers our topic will be “At the seaside”. We will be doing lots of creative activities and uses all our senses, exploring different textures and materials you may find at the seaside like sand, water and shells and stones. We will sharing stories and books related to our topic and listening to sounds that you may hear at the seaside. We will be singing songs and using lots of different instruments to express ourselves and move our bodies to beats and music. We will be looking at animals that live at the seaside like fish, birds and crabs and food that is associated with the seaside. We will explore at seaside role play area and dress up in sunglasses and sun hats and playing with buckets and spades in the sand and water. We will be spending lots of time welcoming our new Explorers to our room and helping them settle in.</p>
<p>Literacy</p>	<p>Mathematics</p>	<p>Expressive arts and design</p>	<p>Understanding the world</p>
<p>Literacy</p> <ul style="list-style-type: none"> * Handles books and printed materials with interest 8-20 	<p>Mathematics</p> <ul style="list-style-type: none"> * Gets to know and enjoy daily routines such as getting up etc 8-20 * Has some understanding that things exist even when out of sight. 8-20 * Develops an awareness of number names through their enjoyment of rhymes and songs that relate to their experience of number 8-20 	<p>Expressive arts and design</p> <ul style="list-style-type: none"> * Move their whole bodies to sounds they enjoy such as music or a regular beat 8-20 * Imitates and improvises actions they have observed eg clapping or waving 8-20 	<p>Understanding the world</p> <ul style="list-style-type: none"> * Closely observes what animals people and vehicles do 8-20 * Becomes absorbed in combining objects eg banging two objects or placing objects into containers 8-20 * Knows things are used in different ways eg a ball for rolling or throwing 8-20

Discoverers Room (Hana)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Physical:</p> <ul style="list-style-type: none"> - Enjoys sensory experience of making marks in damp sand, paste and paint. -Attempts to use spoon. -Willing to get new foods, textures and tastes. -Builds relationships with special people. 	<p>PSED:</p> <ul style="list-style-type: none"> -Responds to a few appropriate boundaries with encouragement and support. -Gradually able to engage in pretend play. -Growing ability to self soothe, may need a comforter. 	<p>C&L:</p> <ul style="list-style-type: none"> -Frequently imitates words and sounds. -Understanding simple sentences. -Used single words. 	<p>This month in discoverers we will be looking at Summertime and on the beach. We will be doing lots of different activities around summer and going to the beach, we will building sandcastles with buckets, spades and sand as well as making playing with water. Also during the month, we will be making our own fruit salads and fruit kebabs, messy play with shaving foam, paint and glitter to make our own ice cream. We will be getting creative and doing arts and crafts for our display boards as well as looking at books and stories to do with our topic and singing songs. We will be also welcoming new children to Discoverers and will be helping them settle into the room.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Literacy:</p> <ul style="list-style-type: none"> -Handles books and printed material with interest. -Interested in books and rhymes and may have a favourite. 	<p>Maths:</p> <ul style="list-style-type: none"> -Has some understanding that some things exist when out of sight. -Gets to know daily routines. -Attempts to sometimes successfully fit puzzles onto a puzzle board or jigsaw. 	<p>EAD:</p> <ul style="list-style-type: none"> -Explores and experiments with a range of media through sensory exploration using whole body. -Notices and interested in movements which leave marks. 	<p>UTW:</p> <ul style="list-style-type: none"> -Shows interest in toys with buttons, flaps and easy mechanisms and begins to learn to operate them. -Knows things are used in different ways. -Becomes absorbed in combining objects, emptying and filling containers.

Imaginners Room (Alannah)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Physical:</p> <ul style="list-style-type: none"> •beginning to build blocks to build a small tower (bus) •makes connections between movements and marks they make •shows a desire to help dressing and undressing and hygiene not routines 	<p>Personal, social and emotional:</p> <ul style="list-style-type: none"> •plays alongside others •gradually able to engage in pretend play •begins to learn that something's are theirs, some are shared and some belong to others 	<p>Communication and language:</p> <ul style="list-style-type: none"> •enjoys rhymes and demonstrates this by trying to join in with actions and vocals •understands simple sentences •uses different types of everyday words •beginning to talk about people and things that aren't present 	<p>This month our theme will be transport, we will be going out to watch the trains as well as spotting other vehicles such as: busses, trucks, cars and bikes. We will be looking at what vehicles go on land, sea and sky and also learning the sounds these vehicles may make. We will be exploring different sensory activities, looking at the different tracks they make and making lots of crafts for our display boards.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Literacy:</p> <ul style="list-style-type: none"> •interested in books and rhymes and may have favourites 	<p>Mathematics:</p> <ul style="list-style-type: none"> •attempts, sometimes successful, is able to fit shapes into spaces on inset boards •uses blocks to create simple structures and arrangements •knows things exist when out of sight 	<p>Expressive arts and design:</p> <ul style="list-style-type: none"> •explore and experiments with a range of media through sensory exploration •imitates and improvises actions they have observed •pretend one thing represents another when they have characteristics in common 	<p>Understanding the world:</p> <ul style="list-style-type: none"> •remembers where objects belong •explores objects by linking together different approaches •shows interest in toys with buttons, flaps and simple mechanisms

Pioneers Room (Olivia)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Physical -</p> <ul style="list-style-type: none"> - I will be practicing holding my pen with a tripod grip - I will be learning to tell my teachers when I have a wet or soiled nappy - I will be helping to put my own shoes and coat on 	<p>Psed -</p> <ul style="list-style-type: none"> - I will be beginning to seek out others to share experiences - I will be learning to take turns with others - I will be settling into my new room and building bonds with new staff and children around me 	<p>Communication and language</p> <ul style="list-style-type: none"> - I will be learning new words rapidly to use within communication - I will be beginning to ask simple questions - I will be listening with interest to the noises adults make when reading stories 	<p>This month in pioneers our theme will be on the farm, the children will be learning about which animals live on the farm and what we might find on the farm such as tractors and farmers! We will be doing lots of messy play with paint and different materials as well as having a go at making our own animals out of clay.</p> <p>Special events -</p> <ul style="list-style-type: none"> - Independence Day - 4th July
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Literacy -</p> <ul style="list-style-type: none"> - I will be learning and singing new songs about the farm - I will be beginning to fill in missing words and phrases from familiar stories 	<p>Mathematics -</p> <ul style="list-style-type: none"> - I will be counting the different animals on the farm - I will be categorising animals and other objects into the correct piles depending on shape and size - I will be learning to recite some number names in sequence 	<p>Expressive arts and design -</p> <ul style="list-style-type: none"> - I will be experimenting with blocks colours and marks - I will be beginning to Make Believe by pretending - I will be beginning to join in with my favourite songs 	<p>Understanding the world -</p> <ul style="list-style-type: none"> - I will be beginning to learn to imitate everyday actions within my play - I will be beginning to notice detailed features of my environment - I will be learning basic skills on how to operate some ICT equipment e.g. iPad or remote control cars

Creators Room (Heidi)

Physical	Mathematics	Communication and language	Overview and special events
<ul style="list-style-type: none"> - I will be learning to hold my pen using the tripod grip whilst decorating my pants. -I will be learning how to pour confidently using jugs and cups. - I will be working on feeding ourselves without help from a teacher. - I will be beginning to learn what a toilet is used for (the children in nappies) and possibly start toilet train 	<ul style="list-style-type: none"> - I will be learning to express my preferences and interest, deciding what pants we like. - I will be beginning to learn that some things need to be shared. - I will be seeking out other children to share experiences - i will be taking part in group painting my activities decorating our pants 	<ul style="list-style-type: none"> - I will be able to listen with interest to the noises adults make when reading. - I will be learning about prepositions such as 'under' 'on top' 'behind'. - I will be learning new words to describe textures from the pants book. - I will be using simple questions. - we will be talking about pants and why we wear them and not nappies. 	<p>Special events: Tanabata (the star festival) in Japan - 7th July 2021</p>
Literacy	Personal, social, & emotional	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> - I will be learning new words from our favourite book at the moment - pants! - I will be filling in missing words from the pants book. - I will be distinguishing between marks I make when drawing 	<ul style="list-style-type: none"> - I will be learning to count using pants counting cards - I will be making comparisons between quantities - I will be learning new mathematical words such as 'long' and 'short'. - I will be learning to categorise objects according to their properties. 	<ul style="list-style-type: none"> - I will be exploring how colours are mixed. - I will be using representation to communicate - I will be learning to make believe by pretending 	<ul style="list-style-type: none"> - I will be learning that objects have similarities and differences that connect them to, and distinguish them from others. - I will be looking at detailed features un my environment - I will be learning to operate mechanical toys

Adventurers Room (Zoe)

Physical	Personal, social, and emotional	Communication and language	Overview & special events
<p>We will be practising more self-care and caring for the environment and the insects that live in it. We will be making our very own bug house to help the bugs live somewhere nice and dry. We will be learning how to keep ourselves clean and how to keep the bugs safe and clean in their bug house. We will be practising how to dress ourselves in woodland adventures clothing (waterproofs) independently.</p>	<p>This month we are going to become friends with the bugs and insects we find and discover throughout the month. We will be sharing resources like bug houses and insect food with the bugs. We are going to invite friends to help us discover more bugs altogether and with adult support share resources between us and take turns. Teachers will set up an insect and forest role play for children to initiate games with each other and encourage each other to investigate and discover more about the insects they observe together.</p>	<p>This month we will be learning vocabulary about insects and their wildlife environment, we will be expanding our vocabulary and learning names of insects we have not seen before. We will be using props and prepare a scavenger hunt; we will practise using our prepositions and our listening skills to find different insects around us and at woodland adventures.</p>	<p>This month of July we will be learning and discovering new insects that live in our environment and in other environments around us. We will be learning how to care for them and ourselves. We will use different natural and recycled resources to help build a bug's house and a bugs town.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>SUPER WORM is our book of the month! We will be rhyming and recognising rhythm in spoken words and we will be learning the super worm chant that is in the book. Every day we will read the book once or twice a day to help everyone learn the song and learn different insect names. We will speak about the different characters in the story and their role in the story. We will also be picking an insect of our preference and making it into a super hero of our choice.</p>	<p>For our insect themed month, we will be practising recognising numbers written on paper or different resources. We will be writing the numbers between 1-10 and the children will try and recognise the number written down and then try and count that number with our fingers. We will be separating the insects into their species and counting how many insects are in each species group. We will compare number groups and tell our teachers which group is bigger, and which is smaller.</p>	<p>We will be learning a new insect song from the book super worm and learning how to describe the different textures of various insects we find along our scavenger hunt. We will be learning how to care for insects and help make a bug's house for the insects to live inside, we will be using different natural and recycled resources to help make our bugs house.</p>	<p>This month we will be focusing on the world and our environment and environments in other countries. We will learn about different insects and speak about the insects we have observed ourselves when we go out. We will learn the type of weather certain insects need to survive and what they need to eat and drink. We will explore at fishponds and scavenger for different insects.</p>

Inventors Room (Cheyenne)

Physical	Personal, social, and emotional	Communication & language	Overview and special events
<ul style="list-style-type: none"> * I will be able to copy some recognisable letters. * I will be able to stand momentarily on one foot when shown. * I will be able to use one handed tools and equipment. * I will be able to hold a pencil near the point between my first two fingers and thumb. 	<ul style="list-style-type: none"> * I will be able to tolerate delay when my needs are not immediately met and understand my wishes may not always be met. * I will be able to play in a group, extending and elaborating play ideas. * I will be confident to speak to others about my own needs, wants and interests. 	<ul style="list-style-type: none"> * I will begin to use more complex sentences to link thoughts. * I will maintain attention, concentrate and sit quietly during activities. * I will be able to listen to stories with increasing attention and recall. 	<p>This month in Inventors room our topic of the month is- All Around the World. We will be looking at different cultures around the world, like the foods eaten, the traditional clothing and games they play. We will also be exploring our own cultures and backgrounds and our likes and interests.</p> <p>Some activities we will be doing will be:</p> <ul style="list-style-type: none"> * Tasting snacks from around the world * Artwork around the world * Dressing up and looking at traditional clothes from different cultures * Looking at what makes us different and also our similarities
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> * I will show interest in illustrations and print in books and the environment. * I will know that information can be relayed in the form of print. * I will be able to show interest in illustrations and print in books and in the environment. * I will show interest in rhyme and rhyming activities. 	<ul style="list-style-type: none"> * I will use familiar objects and common shapes to re-create and create patterns and build models. * I will begin to represent numbers using finger, marks on paper or pictures. * I will be able to show interest in representing numbers. 	<ul style="list-style-type: none"> * I will understand that different media can be combined to create new effects. * I will develop my preferences for forms of expressions. * I will explore and learn how sounds can be changed. * I will be able to manipulate materials to achieve a planned effect. 	<ul style="list-style-type: none"> * I will know some of the things that make me unique and i can talk about some similarities and differences. * I will be able to talk about some of the things i have observed such as plants, animals and natural and found objects. * I will Show interest in different occupations and ways of life.

Investigators Room (Anju)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>* I will use a pencil and hold it effectively to form recognisable letters, most of which will be correctly formed.</p> <p>* I will practice some appropriate safety measures without direct supervision.</p>	<p>* I will take steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>* I will be confident to speak to others about my needs, wants, interests and opinions.</p> <p>* I will understand that my own actions can affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>* I will maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>* I will respond to instructions involving a two-part sequence. I will understand humour, e.g., nonsense rhymes, jokes.</p> <p>* I will extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>This month Investigators will be learning about big school. They will be asked about their feelings towards their new school and support/reassurance will be provided to better understand this big yet exciting change. The children will enjoy a range of books related to school. They will also be encouraged to use their imagination for their very own nursery project that they can work on throughout the month. This could be constructing a robot or dream catcher or weaving a rainbow fish. I cannot wait to see where their imagination will take them, or the grin filled with pride when they will be taking their very own craft/model home at the end of the month! Feel free to encourage them to talk about ideas at home with siblings or yourselves.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>* I will segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>* I will write my own name and other things such as labels, captions.</p>	<p>* In practical activities and discussion, I will begin to use the vocabulary involved in adding and subtracting.</p> <p>* I will use familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>* I will select appropriate resources and adapt my work where necessary.</p> <p>* I will initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>* I will know some of the things that makes me unique, and will talk about some of the similarities and differences in relation to</p>