

Aspire Day Nursery Newsletter



April 2021

Manager - Christine Moxon
Deputy Manager - Hayley Hooper

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

LANGUAGE OF THE MONTH – Spanish

Our policy this month is British values and prevent duty

At the end of the newsletter, you will find each rooms activity plan for the month

Staffing:

This month we are sadly saying goodbye to Kayla and Rachel (Pioneers) and Gemma (Imaginers), They have all been with us for 3 years and really have been a great asset to the nursery. They will be missed by us all, but we are excited for all of them to start their new adventures.

I hope you will join us in wishing them the best of luck on their new journeys.

On that note we would like to congratulate Olivia (creators) who has been promoted to room leader of Pioneers.

We would also like to welcome Jabeda who will be joining pioneers and Jayda who will be joining Imaginers. Please join us in welcoming them into their new rooms.

Termly checks:

The staff are currently completing termly checks, you will receive a copy over the next few weeks.

The termly checks are done to give you an overview on how your child is developing. If you have anything you would like to discuss, please speak to your child's key person.

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, insect 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.

Covid rapid testing - for school families

If you are a family member or in a support bubble for someone with a child at primary or secondary school, 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>

30-hour funding

If your child is born between **1st January and 31st March 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

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

9.5 British values and Prevent Duty

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not too directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.

- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty, or freedom for all* (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into School.
- *Mutual respect and tolerance, or treating others as you want to be treated* (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our setting it is not acceptable to:*
 - actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community
 - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"*

We protect children from the risk of radicalisation and is seen as part of the nursery's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We emphasise that the Prevent duty is not intended to stop pupils debating controversial issues.

For early year's childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

Legal framework

Counter-Terrorism and Security Act 2015

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

System of controls

This is the set of actions early years settings must take. They are grouped into prevention and response to any infection.

Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID19) symptoms or who have someone in their household who does or have been advised by NHS test and trace to self-isolate, do not attend settings
- 2) Where recommended, the use of face coverings
- 3) Clean hands thoroughly and more often than usual
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents
- 6) Minimise contact between groups of children where possible
- 7) Where necessary, wear appropriate personal protective equipment (PPE)
- 8) Keep occupied spaces well ventilated

Numbers 1, 3, 4, 5 and 8 must be in place in all settings all the time.

Numbers 2 and 6 must be properly considered, and settings must put in place measures that suit their particular circumstances.

Number 7 applies in all specific circumstances.

Response to any infection

- 9) Engage with the NHS Test and Trace process
- 10) Manage and report to Ofsted and the PHE advice line confirmed cases, of coronavirus (COVID-19) amongst the setting community
- 11) Contain any outbreak by following local health protection team advice

Numbers 9 to 11 must be followed in every case where they are relevant.

Explorers Room (Lauren)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> - Enjoys the sensory experience of making marks in damp sand, paste or paint. - Passes toys from one hand to the other. - Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. - Pulls to standing, holding on to furniture or person for support 	<ul style="list-style-type: none"> - Interacts with others and explores new situations when supported by familiar person. - Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. - Shows a range of emotions such as pleasure, fear and excitement. 	<ul style="list-style-type: none"> - Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). - Uses single words. - Frequently imitates words and sounds. - Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) - Uses pointing with eye gaze to make requests, and to share an interest. 	<p>This month in Explorers we will be learning about The Farm. Through the month we have planned fun activities for the children to recreate a farm like experience such as listening and learning farm animal sounds, mark making our own animals, farm small world, messy play and using animals on rhymes and number games.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> - Handles books and printed material with interest. - exploring a range of books with flaps and textured materials to observe 	<ul style="list-style-type: none"> - Has some understanding that things exist, even when out of sight. - Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. 	<ul style="list-style-type: none"> - Explores and experiments with a range of media through sensory exploration, and using whole body. - Move their whole bodies to sounds they enjoy, such as music or a regular beat. - Imitates and improvises actions they have observed, e.g. clapping or waving. - Begins to move to music, listen to or join in rhymes or songs. - Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> - Closely observes what animals, people and vehicles do. - Watches toy being hidden and tries to find it. - Looks for dropped objects

Discoverers Room (Hana)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Enjoys sensory experience of making marks in damp sand,paste and paint (8-20)</p> <p>Attempts to use a spoon (8-20)</p> <p>Makes connections between movements and marks they make (16-26)</p>	<p>Builds relationships with special people (8-20)</p> <p>Plays alongside others (16-26)</p>	<p>Has a strong exploratory impulse (8-20)</p> <p>Use of single words (8-20)</p> <p>Use of everyday words(16-26)</p>	<p>This month in Discoverers our theme will be transport. We will be lots of different activities around transport, including a car wash, cooking ,arts and crafts for our display boards and going for walks around our local area to see different types of transport we will also be learning the sounds of different transport. Our role play area this month will be a construction site where we will be dressing up as builders and using blocks and different materials to build. We will also be welcoming and settling new children into the room.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Handles books and print with interest (8-20)</p> <p>Interested in books,rhymes and may have a favourite (16-26)</p>	<p>Get to know daily routines (8-20)</p> <p>Attempts to sometimes successfully for shapes in boards and puzzles (16-26)</p>	<p>Explores/ experiments with a range of media through sensory exploration (8-20)</p> <p>Noticed and is interested in making movements that leave marks (16-26)</p>	<p>Knows things are used in different ways (8-20)</p> <p>Explores objects by linking together different approaches (16-26)</p>

Imaginers Room (Alannah)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> •beginning to balance blocks to build a small tower •shows a desire to help with dressing and undressing and hygiene routines 	<ul style="list-style-type: none"> •plays alongside others •explores new toys and environments but checks in regularly with a familiar adult •begins to learn that some things are theirs, some are shared and some belong to others 	<ul style="list-style-type: none"> •enjoys rhymes and demonstrates this by listening and trying to join in with actions and vocals •understands simple sentences •uses different types of everyday words 	<p>This month we are focusing on number and number songs, we will be doing this through lots of activities, such as countering though building, object sorting, singing, reading and arts and crafts. We have made an interactive display board full of familiar objects to see how many of each we can find. We also will be doing lots of crafts and activities around Easter. We will be doing an egg hunt, making play dough eggs and bunnies, going on a bunny hunt and more.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> •interested in books and rhymes and may have favourites 	<ul style="list-style-type: none"> •enjoys filling and emptying containers •says some counting words randomly •knows things exist when out of sight •beginning to organise and categorise objects 	<ul style="list-style-type: none"> •explores and experiments with a range of media through sensory exploration •imitates and improvised actions they have observed 	<ul style="list-style-type: none"> •explores objects by linking together different approaches •remembers where objects belong •matches parts of objects that fit together

Pioneers Room (Kayla)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> * Trying to climb confidently * Trying to run safely on my whole foot. 	<ul style="list-style-type: none"> *Seeking out others to share experiences *Trying to share and take turns doing different activities *Trying to respond to the feelings and wishes of my friends 	<ul style="list-style-type: none"> *trying to Recognise and respond to different sounds I hear during the day * Trying to ask simple questions like "where are we going" 	<p>Pioneers will be exploring "Outdoor Play" as our theme of the month. We are going to focus on natural play, textures and experiences- at forest school and at nursery we will be making a variety of exciting art to put on our display boards. We will also be engaging in lots of different messy play activities with soil, sand, wood chips and clay. Alongside this we will be reading some new books as well.</p> <p>A few reminders : if your child attends nursery on a Wednesday please may we ask that you bring some wellies, waterproof trousers (or just some spare trousers are good too) and appropriate coats or jackets . We may get extra muddy so if you have an older coat that can get grubby that would be great! Please may we also ask if you have any recent family photos we would love to add them to our board.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> *Trying to make different marks and shapes in sand * Exploring new books 	<ul style="list-style-type: none"> *Trying to understand basic concepts like big/small *Trying to use number names in sequence 	<ul style="list-style-type: none"> * I will be exploring a variety of different media as well as colours, blocks and shapes by making things like flowers, bugs, sensory bottles , forest frames and twig wands 	<ul style="list-style-type: none"> * I will be playing with a variety of small world resources *Trying to use some mechanical toys *Trying to notice some detailed features of my environment

Creators Room (Heidi)

Physical	Personal, social, and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> - I will be practicing and showing control in holding jugs to pour. - I will be learning how to take myself to the toilet and start communicating my toilet needs. - I will begin to seek support from significant adults when I recognise dangers. 	<ul style="list-style-type: none"> - I will become more confident in expressing my own preferences and interest. - I will be learning how to inhibit my own actions (eg stop myself from doing something I shouldn't). - I will be able to show understanding and cooperate with some boundaries and routines. 	<ul style="list-style-type: none"> - I will be learning and using new scientific words. - I will be showing an interest in play with sounds and talking about the sounds I hear during experiments. - I will develop a stronger understanding of simple concepts (big/small). 	<p>This month in creators our theme is science experiments. The children will be participating in and learning about lots of different experiments. They will be using a range of different items and ingredients throughout the month and learning about them whilst getting very messy. We will also be celebrating Easter and the season of spring. The children will be making many themed crafts over the month.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> - I will be talking about my favourite stories, rhymes and songs. - I will be exploring and looking at science themed books. - I will be distinguishing between the different marks I make. - I will be repeating phrases and words from familiar stories. 	<ul style="list-style-type: none"> - I will be selecting a small number of objects from a group when asked. - I will begin to make comparisons between quantities. - I will be using some language of size and quantity. - I will be able to notice simple shapes and patterns in pictures. 	<ul style="list-style-type: none"> - I will be learning and singing new songs around the theme of science. - I will be creating sounds during experiments by banging, shaking, tapping and blowing. - I will be experimenting with colours, blocks and marks. - I will be beginning to use representation to communicate (drawing a line and saying "that's me"). 	<ul style="list-style-type: none"> - I will be talking about the features and objects I notice in the environment. - I will be learning that there are similarities and differences that distinguish myself from others. - I will be playing with small world models such as a farm, garage or train track.

Adventurers Room (Zoe)

Physical	Personal, social, and emotional	Communication and language	Overview and special events
<p>We are going to use different tools and equipment to make and decorate gingerbread men, we are also going to practice self-serving food at lunch and teatime. We are also going to learn how to move like a gingerbread man by taking part in dancing and yoga activities,</p>	<p>We will take on a role as the gingerbread baker and decorate our gingerbread men with our own preferences and likes. We will learn how to take turns and share the equipment; we also will develop a better understanding about our emotions.</p>	<p>We will be guessing which farm animals live on the farm with the gingerbread man by listening to the sounds they make and we are going to have fun searching for the runaway gingerbread man by listening to instructions from the teachers.</p>	<p>Gingerbread man This month our theme is about the gingerbread man. We will be exploring sizes and shapes of different gingerbread and decorating them into different styles.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>This month the children are going to help us teachers to tell the gingerbread man story, they will use books and props to help tell the story and we will practice making marks and writing the letter G for gingerbread.</p>	<p>We are going to learn how to match the gingerbread numbers with their correct groups and we are going to use different shapes to make our very own walking gingerbread man.</p>	<p>We will be practicing capturing experiences by using different media to help us. We are going to use our imagination to make up our very own gingerbread man story and learn different ways the characters from the gingerbread man book move.</p>	<p>We will be learning and researching about the different characters in the gingerbread story and their roles. We also are going to learn how fast the gingerbread can run by using the electric toy cars to help him run away.</p>

Inventors Room (Cheyenne)

Physical	Personal, social, and emotional	Communication & language	Overview and special events
<p>~I will be able to copy some letters</p> <p>~I will understand that equipment and tools have to be used safely</p> <p>~ I will be able to mount stairs or steps or climbing equipment using alternate feet.</p>	<p>~I will be able to play in a group, extending and elaborating others ideas and play</p> <p>~I will be aware of my own feelings and know that some actions and words can hurt others.</p> <p>~I will begin to accept the needs of others and can take turns and share resources.</p> <p>~I will keep play going by responding to what others are saying or doing</p>	<p>~I will be able to listen to others when conversation interests me in small groups</p> <p>~I will question why things happen and give explanations.</p> <p>~I will be able to follow instructions</p>	<p>This month in Inventors room our theme is SPACE 🌍🚀👨🔬! The children are all very excited for this topic and cant wait to make plants and explore the galaxy. Some things we will be doing this month are:</p> <ul style="list-style-type: none"> ~ Learning words related to space ~ Creating space artwork ~ Rocket and space role play ~ Learning the different planets ~ Read space related stories
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>~I will sometimes give meanings to marks as I paint or draw</p> <p>~I will show interest in illustrations and print in books and print in the environment</p> <p>~I will handle books carefully</p> <p>~I will ascribe meanings to marks that I see in different places</p>	<p>~I will sometimes match numeral and quantity correctly</p> <p>~I will know that numbers identify how many objects are in a set</p> <p>~I will show awareness of similarities of shapes in the environment</p> <p>~I will show interest in shapes in the environment</p>	<p>~I will explore colours and colours can be changed</p> <p>- I will show i can join construction pieces together to build and balance</p>	<p>~I will talk about things i have observed such as plants, animals and natural and found objects.</p> <p>~I will know that information can be retrieved from computers</p> <p>~I will comment and ask questions about the world around me</p>

Investigators Room (Anju)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> * Cosmic Yoga - crawl like a caterpillar. * Eating a healthy range of foodstuff and understanding the need for variety in food. 	<ul style="list-style-type: none"> * Explaining own knowledge and understanding of life cycles, and ask appropriate questions of others. * Describing self in positive terms and talk about abilities. * Beginning to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<ul style="list-style-type: none"> * Focusing attention - still listen or do, but can shift own attention. * Showing understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct pictures. * Using talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 	<p>This month Investigators are learning about Life Cycles. The three main life cycles we are focusing on are that of the plant, the butterfly and the toad. We are also looking at three new letters for Phonics, the letters o, c and k. We are then going to make 3-letter words using all the letters we have learnt so far (a, m, s, t, d, i, n, p, g, o, c and k). This includes giving the children the opportunity of creating their very own words, may it be a real word (e.g. mat) or a silly word (e.g. gpo).</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> * Using vocabulary and forms of speech that are increasing influenced by their experiences of books. * Drawing/Colouring in our very own "The Very Hungry Caterpillar". 	<ul style="list-style-type: none"> * Separating a group of 3 or 4 fruits for the very hungry caterpillar in different ways, beginning to recognise that the total is still the same. * Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. 	<ul style="list-style-type: none"> * Selecting tools and techniques needed to shape, assemble and join materials they are using. * Using available resources to create props to support role play. 	<ul style="list-style-type: none"> * Showing interest in different ways of life. * Commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world. * Showing skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.