

Aspire Day Nursery Newsletter

Date - March 2017

Manager - Christine Moxon

Deputy Managers - Beth Watson and Hayley Hooper



March 2017

Welcome to our March newsletter. I hope you find it useful and enjoy reading it.

World Book day and Comic Relief

IMPORTANT DATE

World book day

This month we are planning on taking part in two special days.

On Thursday 2nd March we will be celebrating World Book day. We invite the children to come dressed up as a character from their favourite book. We will be having lots of storytelling on Thursday, so if you also have their favourite story at home why not bring it in for us to read.

Comic relief

We are celebrating red nose day with funky hair day and PJ day on Friday 24th March. We are asking that parents give a £1 donation towards the charity. If your child is not attending on Friday, they are more than welcome to take part in Funky hair day and PJ day any day from Monday 20th to Friday 24th March.

We will also be having a cake sale from 4.30pm on Thursday 23rd March to raise money. If you are able to make cakes, please can you let us know. Any help would be gratefully appreciated.

LANGUAGE OF THE MONTH - repeated

Our language of the month this month will be Spanish again, we have decided to continue it, as the first few weeks we did not get to do as much as we would like, as we were concentrating on the art gallery.



Policy update

This month we have been updating policies. Each month I will be sending a new policy out with the newsletter. This month the policy is Prevent and British values.

This policy can be found at the end of the newsletter.



Sainsbury's

Active Kids 2017

Eat well • Move well • Live well

Sainsbury's active kid's vouchers

Don't forget we are collecting!

Staffing

I recently sent an email with an update on staffing. Please refer to that for details.

This month we welcome Ania and Marta to Inventors and Laverne will be starting as room leader in Creators on the 20th March. Hana from Inventors is going to be the room leader for Discoverers, whilst Beth will be moving to Explorers. We welcome you all to the nursery and congratulate Hana on her new role. Sarah in creators will be going on Maternity this month and her last day is Wednesday 15th March.

Explorers News

In explorers this month we will be building new relationships with Beth. We will be focusing on exploring board books and stories for world book day and creating special cards for our lovely mummy's.

Discoverers News

In March we will be focusing on Spring. We will be looking at new life and animals related to spring.

We will use this to make animal sounds and explore new words.

We will be getting art and crafty in preparation for mother's day.

Creators News

This month in creators we are starting our Elmer story board to help the children identify colours and emotions. We will be carrying out activities such as colour hunts and emotion games. We will also look at similarities and differences, such as eye, skin and hair colour.

Adventurers News

In adventurers our main topic this month is construction. We will be learning how to use scissors and will be making surprises for mother's day.

We will be going on walks around the area to look at construction and see what modes of transport we can find that relate to this.

The story we are focusing on is a book called 'tip tip, dig dig'.

Inventors News

This month the themes in the room will be around mums and those closest to us, as we celebrate mother's day. Please can you provide us with a photo of mum and child, this can be emailed or brought in.

Themes

Story corner – Monkey puzzle

Roleplay – hospital

Communication – discussing feelings – love for those close to us

Personal, social and emotional – caring for each other

Physical development – fine motor skills – transferring, pouring, linking to doctors, digging and planting

Literacy – descriptive words and linking writing skills to mum

Mathematics – comparative language of shapes

Understanding the world – spring, new life

Expressive arts and design – mother's day song and daffodils.

On a rainy day, why not create a treat for the family, or better still practice those cake making skills for the cake sale on Thursday 23rd March ☺

Carrot cake cookies - can make nut free as well

Ingredients

140g cream cheese
140g icing sugar, plus 3 tbsp
½ tsp vanilla extract
350g plain flour, plus extra for dusting your hands
½ tsp baking powder
1 tsp ground cinnamon
1 tsp mixed spice
140g butter, softened
140g soft light brown sugar
1 egg beaten
200g carrot, finely grated
zest and juice 1 orange
3 tbsp finely chopped walnuts

Method

1. Mix together the cream cheese, 3 tbsp icing sugar and the vanilla extract in a bowl, then put in the freezer to firm up for 30 mins.
2. Meanwhile, combine the flour, baking powder and spices in a bowl. In a larger bowl, beat the butter and sugar together until creamy. Beat in the egg, followed by the carrot. Tip in the dry ingredients and mix to form a dough.
3. Line a baking sheet with baking parchment. Dust your hands with a little flour, then divide the dough into 14 balls and place on the sheet. Use the palm of your hand to flatten each one to a thin circle. Add 1 tsp of the cream cheese mixture to the centre of each one, then carefully wrap the dough up and around the filling to seal it in, pinching the top and rolling back into a rough ball to stop any of the filling leaking out.

4. When all the balls are shaped, use your palm to flatten them slightly, then put in the fridge to chill for 30 mins. Heat oven to 200C/180C fan/gas 6.
5. Bake the cookies for 20 mins until golden and crisp. Remove from the oven, let them firm up on the tray for 10-15 mins, then transfer to wire racks to cool completely.
6. Mix the icing sugar with the orange juice to a drizzling consistency. Drizzle all over the cookies, sprinkle with the walnuts and orange zest, then allow to set. Best eaten on the day they are made, but will keep in the fridge in an airtight container for up to 2 days.

30 Hours funding

All 3 and 4 year olds will be entitled to an extra 15 hours of funding if they meet the eligibility set by the government. The 15 hours are on top of the 15 hours they are already entitled to (every 3 and 4 year old is entitled to 15 hours regardless of work status).

As a nursery we are looking to provide these additional 15 hours, as we believe it is in best interest of our families. However this being said we do have to wait for the government to have set in place the final plans for this in order for us to make a final informed decision. We do expect that by May/June, and hopefully early that we will be able to give firm answers on how we will be running the scheme. I am sorry I am not able to give much more information than this; we are making sure we have all the information to hand first.

FYI - There are many practices that have decided to opt out of the additional 15 hours. If you are looking at moving to nursery school in September, I know many are looking at ways to provide the extra care. Each setting will look at what works best for them, and how sustainable it is. If you are at a provider or a provider in the future is not going to be doing the additional 15 hours, you are able to use a maximum of 2 settings to spread the funding across. I write this to enable you all to be able to make informed decisions over the next few months.

I have attached a few leaflet and information from the Royal borough of Kingston about the new scheme.

As a nursery we need to have a picture of which parents are eligible for the scheme and who will still be here in September, so we can start working on this behind the scenes! With the newsletter email we have asked a couple of questions, please can you answer them and send back. The information is for our use only.

Parking spaces

Please can everyone respect parking availability outside the nursery. By the office building there are two parking spaces, but we often find that one car has parked in the middle. This makes it extremely difficult for other parents. Please can you ensure you keep to one side.

Tapestry

What is tapestry and how you can get involved

Tapestry is our online learning journey for our children. Many parents are actively involved and look at the observations, but did you know you can also upload your own photos from home of what your child enjoys doing, recent holidays, special days. We are then able to use these moments to involve the children in different conversations, they are able to show friends their holidays. We can also see the interests of the child at home and use this information to inform our individual planning for your child.

We ask parents to take part in our observations, by uploading a photo and sentence of your child's interests and experiences with you.

The observations we make on the child you can also use them as ideas for activities you can do at home and repeat with your child. This will then help to build on their development.

What are next steps?

Next steps are targets we are aiming to help the children reach as part of their development. We use next steps to plan activities and in turn use our observation we have made from the activities to plan our next steps.

In each room we display the children's next steps on the wall for parents and practitioner to see. Next steps are frequently updated, and we ask that parents also give feedback on what achievements their children are making at home, so we can link the two.

During transitions the next steps are passed onto the new key person and will remain the same or similar to help the children transition. The new key person and the old key person work in partnership to build on next steps for the children. Please feel free to look at the next steps and also say if there is anything at home you are working on, and we can see how we can support this at nursery.

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 to 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)

(name of provider)

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| This policy was adopted by | Aspire Day Nursery | |
| On | February 2016 | <i>(date)</i> |
| Date last reviewed | February 2017 | <i>(date)</i> |
| Signed on behalf of the provider | C Moxon | |
| Name of signatory | Christine Moxon | |
| Role of signatory (e.g. chair, director or owner) | Manager | |

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.

Collecting you 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.

Books

If you have any unwanted story books at home we are more than happy to take them off your hands, we seem to get through books quickly, plus we love a new story. Unwanted items - if you have any unwanted items at home, such as things with buttons, flashing lights, keys to be honest anything you think is random, let us know, we might be able to take it off your hands, just ask us before you throw it away, that includes small world, toys and resources to. Thank you.

Security

If you greet a parent at the door when entering or exiting, instead of closing the door you ask 'what's the password?' the answer will be the last three digits in the gate code. Please do not let anyone in that you do not know

2 Year old progress check

If your child is turning two, make sure you contact us about the 2 year old progress check.

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.