

# Aspire Day Nursery Newsletter

Date - May 2017

Manager - Christine Moxon

Deputy Managers - Beth Watson and Hayley Hooper



## May 2017

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

This month's newsletter provides you with information about the new additional 15 hours funding available for 3 and 4 year olds. Please take time to read and also look at the link. There is also information on the link about the new tax free childcare scheme the government is introducing that will eventually be replacing the childcare voucher scheme.

We also have our policy of the month, activities to try at home, room news and tinytalk update, and new forest school sessions we are starting.

In the month of June we will be looking at people in the community and road safety. If you have any links to anyone that could help with this topic we would love to hear from you. We have arranged for the local neighborhood police to come in, and if anyone knows a school crossing patrol officer we would love for them to talk to the children as well.

[LANGUAGE OF THE MONTH – This month we will continue with Russian](#)

### Policy update

This month the policy of the month is children's rights and entitlements.

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

Big congratulations to Sarah who had her baby on Bank holiday Monday. We are looking forward to meeting Charlie!



## Staffing

As I'm sure you are all aware I'm pregnant. I will be going on Maternity leave from the 13<sup>th</sup> July and returning in November. As you can see it will be a short time, therefore in my absence the owner - Zahida Khan (qualified Montessori practitioner) will be coming in to oversee the nursery, and Hayley and Beth will be stepping up and will be overseeing the office and general running. They will be each having a week where they are office based, then room based the following week. We have decided to do it like this as we believe this will bring the least disturbance to the nursery during this time, and will keep it running as you know it. If you have any queries during this time, please direct them to Hayley and Beth firstly.

Next week we sadly say goodbye to Cassie. Cassie has now finished university so is now looking to a different future. Cassie's replacement will be Jade, who most of you know as she is returning from maternity leave.

## Explorers News

Our song of the month is row row row your boat. We are focusing on this and will look at the various animals that are within the song, and listening to and making animal sounds. This introduces language and sounds to the children for language development.

## Discoverers News

In discoverers this month we are looking at transport with the children. The nursery rhyme is wheels on the bus, and we are working on following instructions, such as taking off shoes and coats.

Can any new children to the room please bring in an updated family photo.

## Creators News

This month we are introducing shapes to the children, looking at the shapes in and around the environment. We are focusing on the story 'rumble in the jungle', looking at the different type of animals and wildlife.

## Adventurers News

In adventurers our theme of the month is Handa's surprise, which we are linking to colours and numbers, looking at quantities.

We are also focusing on potty training and introducing the subject, therefore if you could provide lots of changes of clothes if you are happy for your child to take part.

## Inventors News

This month we are looking at the story jack and the beanstalk. From this we are looking into details of

Mathematics – measuring myself

Literacy – prepositions – on, behind, next to, under etc

Role play – Picnic area

Knowledge and understanding – Russian and growing

Personal, social and emotional – Learning various feelings each week

Expressive arts and design – Insects

## Forest school

We are excited to announce a new session we are introducing to the children. From next Monday we are introducing to Creators, Adventurers and Inventors rooms a forest school session.

Forest school is about teaching children about nature and them interacting with the outdoor world. It's about investigation, discovery and exploring how wonderful and versatile nature is. It encourages children's curiosity and stimulates all their senses in a way indoor learning can't do.

The children will be going for 30 minute sessions in groups on a Monday. We ask that children wear wellies on these days, and if raining please provide them with a coat, as they will still attend except in adverse weather conditions. (You might want to make sure there are spare clothes that day!)



## Additional 15 hours funding for 3 and 4 year olds

As im sure many parents are aware, the Department of Education (DfE) has introduced a new scheme to give more hours for 3 and 4 year olds.

The 30 hours childcare is divided into two 15 hour entitlements. The first 15 hours which we currently run, and every 3 and 4 year old are entitled to, and the second **additional 15 hours** are the new entitlement.

Currently every 3 and 4 year old regardless of parental employment are entitled to receive 15 hours of childcare for free, which the government subsidise and as a nursery we claim on your behalf. In order to receive the **additional 15 hours** you will need to meet certain criteria and it is your responsibility of the parent to apply for this in advance of the term and each term thereafter.

We have decided that we will support the new scheme; however we have to run it as a model that best supports the current business and market.

The cost of the free childcare has been worked out nationally by the DfE rather than looking at areas. As im sure you will understand having a business in London is very different to having a business in Middleborough for example. The running costs alone are considerably more. With this all in mind, many nurseries in this area and nationally have decided that they will not take part in the additional 15 hours for 3 and 4 year olds.

Therefore our model that we will be running will be similar to how we run the existing 15 hours funding. If you attend 3 days or more and you meet the requirements for the extra 15 hours you will receive 30 hours of supplemented funding (15 of which you will have to apply for). 2 days a week will be 20 hours. This will be made up of 15 hours funding that all 3 and 4 year olds receive and 5 hours of additional funding that you will have to apply for. 1 day a week will be 10 hours of funding which is the original funding, therefore you will not need to claim for additional, unless you choose to use this funding at a different provider.

I am just making you aware of this information at this time. To be entitled to the additional 15 hours you must meet the eligibility rules for the additional 15 hours free childcare, these are:

- Your child will be aged 3 or 4 when the scheme starts in your area
- Both parents must be working - or the sole parent is working in a lone parent family
- Each parent earns, on average, a weekly minimum equivalent to 16 hours at National Minimum Wage or National Living Wage
- Each parent must have an annual income of less than £100,000
- You live in England

Please be aware both 15 hours entitlements are only for 38 weeks of the year. At our nursery we spread the funding over the 51 weeks a year that we are open. Therefore if receiving the full 30 hours, you will in fact receive approx. 22 hours a week.

If you would like to see if you are eligible, you can use the following link

<https://www.childcarechoices.gov.uk/> and this also provides more information. ***The link also tells you about the tax free childcare scheme that is rolling out, which will eventually replace the childcare voucher scheme many parents use.***

If you are eligible for the additional 15 hours funding you will receive a code. Please do not send me this information as of yet, as the local authority are not ready for this yet, and I would rather wait until we have all procedures in place.

## Fun in the garden

At the weekend I took my little girl to a forest school session. It was a great morning and she loved one activity in particular. Making a mud cake for the fairies and elves tea party! It can be messy, but simple to set up! All you need is some compost, a little water in a jug, then anything you find in your garden, stones, leaves, daisies, twigs etc. a pot for mixing a spoon. The children mix together and if you have cake cases or a tin they can transfer. This is a great exercise for incorporating hand and eye coordination, shapes, gross motor skills, talking about the environment and what's around us, you can introduce quantities and counting, it's an endless fun activity.



As the weather is warming up, please can you bring in sunhats and sun cream for your child. We will not reuse last years due to shelf life.

Over the last couple of weeks in our tinytalk sessions the younger children have they have been learning these signs. Ask the practitioners in the room if you want to know any actions.



### TinyTalk Top Teaching Tips Getting Started- The Essentials



because babies have so much to say

#### TinyTalk Core Signs

(use all of them regularly but spend a lot of time, *teaching*, just a few)

**milk drink food / eat more all gone what?**

#### Extra Signs Used Today

see rabbit sleep ill brother sister mummy daddy grandma  
granddad nanny sat cold spider scared where spoon biscuit  
frog cat cow moon fun numbers dog fantastic well done

#### TinyTalk Top Tips

Start with only a handful of signs. Always remember to say the word as you make the sign!

#### This week why not try a language development activity .....signing your daily routine?

Let your baby know what you're going to do (such as get their milk) before you do it and see them respond with delight.



**food / eat**



## TinyTalk Top Teaching Tips My Family- Inside My Home



because babies have so much to say

### TinyTalk Core Signs

(use all of them regularly but spend a lot of time, *teaching*, just a few)

**mummy daddy baby who? house / home hug phone**

### Extra Signs Used Today

**numbers monkey horse stop pig eat I love you kiss  
duck hello window door fantastic well done brother sister  
grandma granddad nanny bus**

### TinyTalk Top Tips

Keep your signs relevant to your home situation.  
Get everyone involved in signing with your baby.

### This week why not try a language development activity

#### .....creating a signing photo gallery?

Take digital photos of your baby's favourite people, animals and objects and make a great display or book to use for signing games.



**phone**

## 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.

### 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.

### No mobile phones

Please note we ask that parents do not use mobile phones while onsite.

# Policy of the month

## 1.1 Children's rights and entitlements

### Policy statement

- We promote children's right to be strong, resilient and listened to by:
  - Creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
  - Encouraging children to develop a sense of autonomy and independence.
  - Enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

### **What it means to promote children's rights and entitlements to be '*strong, resilient and listened to*'.**

To be strong means to be:

- secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- safe and valued as individuals in their families and in relationships beyond the family, such as day care or school;
- self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- included equally and belong in our setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affects them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;

- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards themselves and others;
- develop a sense of responsibility towards themselves and others; and
- be able to represent themselves and others in key decision making processes.

To be listened to means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.