



Maidenhead Nursery School

October 2019 Newsletter

The Children's Learning

It has been a very busy start to the year settling in a large September intake. The children have all now adjusted to Maidenhead Nursery School and we wish to thank you for working in close partnership with us throughout this time. We know that it is a difficult adjustment for parents and carers too. Please do come and chat to us if you have any concerns, worries or questions. Everyone in the nursery is here to help and support in any way we can.



The children have been listening to and joining in with the story Goldilocks and the three bears! The children enjoyed making and trying the porridge just like the bears in the story. We will be listening to and learning many stories about bears this term before we enjoy the performance at Norden Farm in December called The Bear.



You may have heard that we recently found a hedgehog in the nursery garden. The children were fascinated as we carefully placed it in a box with some water and sent it off in the car with Bev to go to the vets. This event has inspired so much learning about hedgehogs, we have learnt some interesting facts, listened to stories and even made our own hedgehogs with dough.



We have also been providing the children with the opportunity to do sensory circuits. The circuits involve actions such as balancing, pushing, hopping, squeezing and other physical activities. The activities are done in order of alerting, organising and then calming. These playful sensory experiences get children's bodies and brains ready to learn.

Ready



The children have all responded exceptionally well to our 3 rules - READY, RESPECTFUL and SAFE. One child picked a book up off the floor and said "You need to be respectful." We know at this point that all the positive reinforcement and explanations are working! Hannah recently did a behaviour monitoring activity during free flow play and reported that the level of engagement

and the behaviour of the children was excellent especially considering that most of them have only been with us a month.

We hope you feel well informed about what the children are focussing their learning on in Nursery from the weekly planning emails that we send out. Please do try out some of the ideas provided to support your child's learning at home and add photos and 'pieces of work' to their learning journeys. We can then celebrate the children's achievements in Nursery.

Respectful



Safe



Please remember ...

- ☺ To name **all** clothing, bags and footwear. This really helps us to return coats, hats etc. to their owners.
- ☺ To make sure that your child has a warm coat, gloves, hat and appropriate footwear etc. as the weather starts to get colder.
- ☺ To bring in spare clothes for your child each day.
- ☺ **To shut all the Nursery gates as you enter or leave.**
- ☺ To come in and help out for a session. Parents are very welcome. There will be a sign up sheet on the door to the first classroom after the half term break.
- ☺ **NO NUTS PRODUCTS IN LUNCH BOXES.**



Encouraging Independence

In Nursery our aim is to enable the children to develop at least age appropriate independence skills. Please support us in this by:

- ☺ Encouraging your child to practise putting on their own coat.
- ☺ Dressing your child in leggings, jogging bottoms etc. that they can easily pull up and down when they go to the toilet. The children find skinny jeans very hard to do independently.
- ☺ Encouraging your child to wipe their own bottom and wash their hands after going to the toilet.
- ☺ Encouraging our child to blow their own nose and dispose of the tissue in a bin.

They maybe reluctant initially and will need talking through these processes but provide step by step instructions, praise all attempts and eventually they will master them!

Important Dates for your Diary

Wednesday 23rd October - Cake and play dough sale to fund raise for Nursery (details to follow via email)

Friday 25th October - Children's last day before half term holiday

Monday 22nd - Friday 1st November - NURSERY CLOSED FOR HALF TERM BREAK

Monday 4th November - INSET DAY - NURSERY CLOSED.

Tuesday 5th November - NURSERY reopens to all children.

5th - 8th November - Activities relating to Halloween, Diwali and Bonfire Night throughout the week

Wednesday 6th November - Photographer here taking individual photos of the children

Monday 11th November - Primary School admissions open see: https://www3.rbwm.gov.uk/info/200115/education_and_learning/791/school_admissions

Friday 15th November - Children in Need. Details to follow

Wednesday 20th November - Zoolab reptile workshop visiting Nursery

Wednesday 27th November - Stay and Play. Details to follow.

Wednesday 27th November - Last day to bring in items for our Bags2School collection (email details later)

Friday 6th December - Nursery trip to Norden Farm theatre (3 - 4 year old children only). **Nursery is closed all day today.** Theatre trip is in the morning.

Wednesday 11th December - Singing around the Christmas tree. Details to follow - save the date

Thursday 19th December - Nursery is closed this morning. Afternoon party for those children that attend nursery in the afternoon 12 noon to 2.30pm. Santa Claus is expected!

Friday 20th December - Morning party for those children that attend nursery in the morning. 9.15 am to 11.45 am. Santa Claus is expected! **There is no lunch club or afternoon session today. Nursery closes at 11.45am for the Christmas holidays. Children who attend for 2.5 days & 30 hours will be allocated a party.**



Parent Progress Chats

Just a reminder about our changes to assessment and parents meetings:

On Friday each week we will select 'focus children' for the following week. Each child will be a focus child once a term. When it is your child's turn you will be given a parent consultation sheet to take home. This sheet will help us have a deeper understanding of your child and will give you the opportunity to ask us something about their progress and development. We will also ask you to take some photos of your child out of school and the activities they enjoy with family and friends.

Throughout the week where your child is one of the focus children the adults at nursery will write notes and add photos to create a unique record of your child's learning and development. In the week following their focus week, you will be invited to come into the nursery to meet with your child's key person to discuss everything we have learnt about your child. Together we can agree on possible areas to focus on in the future and think about how we will support your child with these.

We have had very positive feedback from parents so far however please remember you do not have to wait to talk about your child's progress if you have any worries or concerns. Key people are available to speak to you about your child's progress at the start or end of their non-contact time (please book with them in advance):

Dragonfly group - Tuesday afternoon or Thursday morning; Ladybird group - Tuesday morning or end of Thursday afternoon; Bumble bee group - Tuesday afternoon or Wednesday morning; Caterpillar group end of Monday afternoon or Wednesday morning.

School Money

If any parents are being asked for a username to log in to the School Money site - you don't need one - please just click on the tab at the top of the School Money Parent login and it should take you to a page asking for your mobile number, email address, password and child's first name.

Please make sure that you pay all invoices promptly as it saves us so much time and we really don't like chasing parents for money!

All parents will be given an envelope for a parent donation however this is voluntary. Donations are really appreciated as it helps us pay for pet food, gifts for the children at Christmas and extras such as the Zoolab visit. With reducing budgets and increasing costs every little helps us out. Thank you in advance of your support.

Speech Technique of the Month

Be face to face

Whenever you are talking to your child try to get face to face, e.g. having a conversation, zipping up a coat, giving instructions.

Be at the same level as your child, e.g. when reading a story, speaking to them.

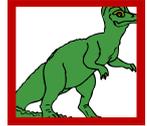
Remember: If you're not face to face with your child they may not be able to take on board everything you are saying!



How to Support Your Child's Learning at Home

We are often asked by parents for advice on how to support their child's learning at home. Some more ways in which learning can be supported on an on-going basis include:

- Sharing stories and books at any opportunity.
- Encouraging your child to make up stories using their small world play figures or by telling stories together. Write the stories down for your child and read them back to them. You could try taking photographs of the small world play to illustrate the story.
- Look out for shapes in the environment. Encourage your child to make models using junk boxes and masking tape. Talk about how many corners, sides, faces and edges the shapes have. Begin to introduce your child to the names of 2D and 3D shapes.
- Continue to develop your child's interest in writing by encouraging them to mark make with different writing equipment. Try using unusual materials on a tray such as value shaving foam, a corn flour and water mixture with a little food colouring in, lentils, rice, in fact anything that they can leave a mark in.
- Model counting at every opportunity e.g. number of toys, stairs, pieces of fruit etc. Extend to calculating — and one more makes ...



These suggested activities would fit in well with the things we are doing in nursery:

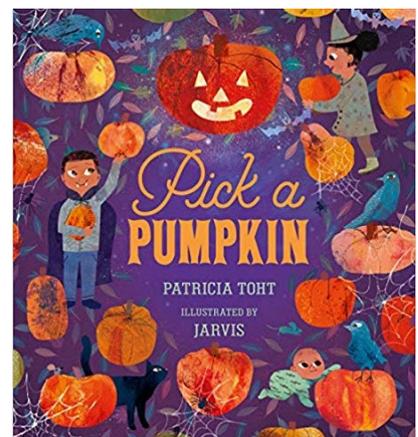
☺ Encourage your child to attempt to put on their coat independently, wash their hands after visiting the toilet and pour their own drink from a covered jug. This will help them to develop their self help skills at nursery.



☺ Go to the library or borrow a book from nursery to share at home. Point out the title of the book to your child, the name of the author and illustrator and look carefully at the pictures. Encourage your child to tell you the story from the pictures. Talk about the character's feelings and what might happen next before you turn each page.

☺ Remember to look at the weekly planning that provides other ideas for supporting your child's learning at home.

Our book recommendation of the month is *Pick a Pumpkin* by Patricia Toht. It is a wonderfully illustrated book full of rhyming words. It tells the story of a family going to the pumpkin patch to choose a pumpkin, taking it home to carve and then displaying it for Halloween. The book is full of interesting vocabulary such as, "Vivid orange, ghostly white or speckled green might be just right."



Technology - Keeping Safe



It's never too early to start taking action to keep your child safe online.

As soon as your child starts talking about or exploring the online world, you should start conversations with them about their online activity and put support in place.

There are many benefits of children engaging with technology from an early age. The internet provides children with opportunities to learn, connect with family, develop creativity, as well as have fun. Apps, games and websites designed for under 5s help children to improve their literacy and numeracy skills, and supports them to develop their fine-motor skills (such as their ability to move fingers independently by pointing and pushing buttons, and improving hand-eye coordination).

A number of families use video chat and messaging services as a way to connect with family and friends, which allows young children to maintain relationships with relatives.

There are lots of things you can do to support your under 5. This is not a complete list, but a range of strategies you can use to improve your child's online experience:

- 1. Explore together:** Explore your child's favourite apps and websites with them. This can be a fantastic way to find out what your child enjoys doing online, as well as having fun and learning together.
- 2. Talk to your child about their online experiences:** Start and continue regular conversations with your under 5 about what they enjoy doing online, introducing online safety messages. These conversations can be a great way to reinforce the message that if your child sees anything online which makes them feel worried, they can tell you or another adult they trust.
- 3. Supervise your under 5 while they're online:** Keep the devices your child uses in communal areas of the house such as in the living room or kitchen where an adult can supervise. Children under 5 **should not** access the internet unsupervised in private spaces, such as alone in their bedroom or bathroom.
- 4. Parental controls:** Make use of the parental controls available on your home broadband and any internet enabled device in your home. You can find out more about how to use parental controls by visiting your broadband provider's website, or by viewing advice/step-by-step guides available on the [internet matters site](#). If you need any help setting up parental controls, you can also call up the NSPCC/O2 Helpline or visit an O2 store.
- 5. SafeSearch:** The use of 'SafeSearch' is recommended for use with young children. Most web search engines will have a 'SafeSearch' function, which allows you to limit the material your child can see when they're online. Look out for the 'Settings' button on your web browser homepage, which is often shaped like a small cog. It is important to understand that no 'SafeSearch' function is 100% effective, and this cannot be used alone to protect your child from being exposed to age inappropriate material.
- 6. Set boundaries:** As a family you can agree a set of rules, such as locations in the house where devices can be used, times of day your child can use devices, or which age appropriate apps or websites they can access. On devices you do not wish your under 5 to access, use passwords and keep these out of reach of your child.
- 7. Lead by example:** Modelling the digital habits you expect from your child (**for example, no tablets during meal-times, no screen time for at least an hour before bedtime**) can be an effective way of supporting young children to develop their own positive digital behaviours from an early age.