



Lytchett
Matravers
Pre-school

Newsletter January 2020

Children's voice

The children have said that they have liked:

- Charlie—bones
- Paige—play with puzzles
- Amelie— I like to play with baby
- Poppy—play with my friends
- Willow—play dress-up
- Jacob— like going outside in the woods
- Arlo—play with cars
- Trixie— building, Lego. I play with Lego

Welcome back

We hope you all had a lovely Christmas and New Year and would like to welcome you back for the Spring Term. We would also like to welcome our new starters.

School applications

If your child is due to start school in September, the deadline for applying for a place is Wednesday 15th January. If you apply after this date it will be classed as late and even if you are applying for your catchment school, you will not necessarily get a place. If you need any further information, please come and ask in the office.

Dates for your diary

- 7th January: Spring Term starts
- 17th - 21st February: Half Term
- 6th –17th April—Easter holidays
- 20th April—Summer term starts
- Friday 8th May—Changed bank holiday
- 25th –29th May—half term
- 1st June—staff training day
- 20th July staff training day
- 21st July start of Summer holidays

Ofsted framework

Ofsted have recently reviewed their inspection framework. We have been using this document to reflect on our practice and identify areas that we can improve. It recommends that settings should be spending less time on burdensome paperwork and more time teaching and playing with the children.

A practitioner should have on average 1,000 interactions per day with the children. If every time they stop to write it down for each child, this significantly decreases the number of interactions that will occur.

Every child will be focus child once a term (once every half term for under threes). During the focus week, we will upload photos to your child's Tapestry and record their teaching moments in their special books. For the rest of the term we may add photos if they have had a WOW moment or if something significant has happened but we will no longer be adding an observation every week. This allows us to spend more time playing and teaching the children. We would like you to keep sharing photos from home of your children's achievements on Tapestry.

Questionnaire

Thank you to all the parents that took the time to complete the questionnaire we sent out the link for last term. We have now collated the responses and these are attached with this newsletter for your information. As a result of comments from parents we plan to;

- review the activities and the way we set these up. We now intend to rotate resources more regularly and involve the children in making a wish list of things they would like to do at pre-school. This will inform the types of resources we purchase this term. We hope to plan more stay and play opportunities for parents to join us in the setting too, so that we can explain the intent behind the activities we provide and the impact these have on the children's development.
- develop the range of experiences and opportunities we offer the children. We were wondering if there are any parents that would be willing to come in and share their skills, hobbies/talents. In the past we have had parents come in and play musical instruments with the children, run yoga sessions, run exercise sessions, help run our own mini Crufts show, cook with the children, tell family stories amongst other things. If you feel that you have something you would be happy to share with the children, please let a member of the team know:)
- Share more effectively who your child's key person is. We hope that each time your child has a focus week, when we invite you in to share your child's achievements we will be able to make time for you to catch up with their key person too:)

We will be putting suggestion boxes in both foyers and introducing a 2 star and a wish form, for you to continue to share where you think we are doing well and what should be our priorities for improvement.

Wellies

We have had some wellies go missing over the last few weeks . As we have some wellies at pre-school we think it may be easier if we provide children with wellies to wear at pre-school when they go outside.

We will put any unnamed wellies in boxes outside over the next week for you to collect your child's wellies and keep to use at home. Any left at the end of the week we will assume are our spare wellies. If you have any spare that you could donate for us to keep then please hand in to one of the team. Hopefully, this will mean the foyers are a bit clearer too.

Developing independence and self care skills— whilst trying to be more sustainable

We have been reviewing our daily routines and how we support children's independence in carrying out self-care routines such as hand washing and washing faces after lunch/snack. We have also been thinking about developing children's awareness of how to keep their teeth healthy and would like to give them the opportunity to brush their teeth after lunch.

We would therefore like to ask parents if they could provide 2 small flannels and a toothbrush (if they stay for lunch) in a named plastic container (small takeaway size) or a small wash bag that we can keep in their tray. We will wash flannels weekly/as necessary at pre-school. We would like to trial this for this Spring term. We hope that will also help us reduce our waste and carbon footprint too. Please contact us if you have any questions.

Something to think about – school readiness

Research shows that children who are school-ready when entering reception classes are able to benefit most from what schools have to offer, building the foundations which facilitate their lifelong learning.

The Dorset Early Years sector have based their understanding of school readiness on the framework produced by UNICEF, comprising of three pillars; ready schools (including early years providers), ready children and ready families. Together these pillars can maximise each child's ability to benefit from school attendance.

Ready Children arecurious and enthusiastic • developing their attention and listening skills • able to concentrate on an activity of their own choosing • able to manage their own personal care • developing tolerance and respect for others • confident and have a “can do” attitude • developing and using communication skills • resilient and have good emotional well-being • beginning to regulate emotions and behaviour • becoming more independent • beginning to have a sense of number • developing fine and gross motor skills • creative and can solve problems.

Ready Pre-schools and schools ensure that they... • provide a safe, secure and inclusive environment for all children and their families • build strong links with all other providers supporting smooth transitions for all children • embed the principles of the EYFS as the basis for all they do, creating a child-centred approach to supporting each child's learning and development • have high expectations and ambitions for every child • facilitate a continuity of each child's learning and development pathways • are aware of and plan for each child's needs, interests, and unique learning style • provide a high quality, play based learning environment where all children can thrive • initiate strong links with parents including development of open and respectful relationships and encouragement of a two way flow of information • share ideas on how to support children's learning and development with all parents.

Ready Families..... • show an interest in their child's ideas and value their contributions, praising their efforts and celebrating their achievements • give their child a healthy diet and ensure they get the health care they need • provide a stimulating home environment for example by sharing stories, rhymes and songs, providing opportunities to play outdoors, to talk about numbers and to count objects such as buttons on a coat • have established clear and supportive routines for example regular bed-times, a morning routine including a healthy breakfast and plenty of time to walk to school • have fun together, visit familiar and new places and talk together about their experiences • are beginning to develop an open and trusting relationship with their child's new school, taking all opportunities to meet with staff from the school and learn about school life • share information about their unique child with the new teacher • are supporting their child's self-help skills and independence by teaching and encouraging toileting and dressing skills and encouraging them to communicate their needs and feelings to others.

Taken from <https://www.dorsetforyou.gov.uk/media/216350/School-readiness>

Cloakroom etiquette

We will be encouraging the children to gather all their belongings at the end of their session ready to go home. This helps to develop their independence and will benefit them when they go to school.

Saying goodbye

From next week, we will be encouraging the parents of the Hedgehog children to say goodbye at the door, letting them hang up their own bag and coat. This will help them develop their confidence in being more independent for when they start school.