

WE WOULD LIKE TO WELCOME ALL NEW AND CURRENT PARENTS

Staff news:

Thank you for all your support during our new rebrand. We are so excited to be part of Solihull School.

We hope all of our new families are settling and adapting to Nursery Life.

We have had some amazing staff additions to our ever growing team. Into Tigers room we have; Olivia and Sati, they are both enthusiastic practitioners enjoying implementing learning alongside the Tiger staff. Sati was our Level 3 EYE student last year, so we are so happy to welcome her as a qualified staff member.

We have also had Elly our previous SENCo return after working in the SEN sector. Elly will be supporting Sophie and Jess in their SEN roles to help adapt our curriculum for our children that need some extra support.

Gina, Elle and Kelsey are all due back over the next few months off maternity. We cannot wait to welcome them back along with their babies.

Our staff team is thriving, Rosie has just started her Level 3 apprenticeship in partner with Solihull College and Abbie is near completion of hers. We are always so proud of our staff that are extending their learning, enjoying Early Years and gaining qualifications alongside working full time.

We will attach pictures of our new staff members to a message on the EYLog soon



What are we learning?

Over the Autumn term learning across the nursery will be focused on developing the children across the three prime areas of learning, Personal social emotional development, Communication and Language and Physical development. These areas are vital to underpin the foundations for all learning babies and young children will progress through.

We feel privileged to be a part of your child's development and learning journey and are focused on ensuring that we provide your child with high quality learning that challenges the children and provides them with enriching environments and enables them to become confident, independent learners.

We want to ensure our children are developed holistically, becoming kind, caring individuals who are independent in their own thoughts, well-being, and happiness.

Each room provides children with the skills preparing them with the foundations needed to move on to the next stage in their learning.



The prime areas of learning are vital for all babies and young children because they underpin all later learning. The statutory framework for the EYFS says they are 'particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving'. The long-term benefits come from the knowledge and behaviours that children acquire at this early age." (Best start in life part 2: the 3 prime areas of learning, 2023)

Core books

Core books are an important part of early years as they support children to widen their vocabulary and develop a love to listen to stories. They prepare their early reading skills, and enhances children's comprehension and thinking as they listen carefully and answer questions about the story they are listening to. Core books are essentially books that we will read again and again with the children to get to know them really well so children become increasingly familiar with them and can confidently practice the words and join in with familiar parts of the story.



Core books this term for the Cubs room:

- o Ten Little Fingers and Ten Little Toes by Mem Fox and Helen Oxenbury
- o Peekaboo Baby by Camilla Reid
- o That's not my Hedgehog! By Fiona Watt

Core books this term for the Bears room:

- o I got the rhythm by Connie Schofield-Morrison
- o The leaf Thief by Alice Hemming and Nicola Slater
- o The Gingerbread Man by Alan MacDonal
- o Walking through the Jungle by Julie Lacome



Core books this term for the Tigers room:

- o Walking through the Jungle by Julie Lacome
- o The Leaf Thief by Alice Hemming and Nicola Slater
- o The Gingerbread man by Alan MacDonal

Core books this term for the Lions room:

- o Incredible You by Rhys Brisenden
- o Colour Monster by Anna Llenas
- o The Leaf Thief by Alice Hemming and Nicola Slater
- o Kind by Alice Green and Axel Scheffler



Cubs

Personal Social Emotional Development:

As we settle in a new cohort of children to the Cubs room, the team will focus on establishing their sense of self and develop safe and secure relationships with their key person. Building secure bonds with your child is a foundation for all their learning and we will develop this through getting to know their routine and will focus on developing their confidence and sense of self through playful exploration. Babies will be offered open-ended resources like large smooth shells, blocks and lengths of different fabric and materials for babies to play freely with, both outdoors and inside exploring objects around them both natural and non-natural in treasure baskets using loose parts from both indoors and outdoors.

The team will expertly establish babies' sense of self through exploring their bodies using mirror play, singing songs such as "head, shoulders, knees and toes".

Babies will be encouraged to explore a wide range of activities to develop their preferences in activities such as food tasting and free play.



Communication and language:

A great way to develop listening and attention skills is singing nursery rhymes, as babies become more familiar with the rhymes the repetitive rhyming will help your baby learn to listen. We will also provide children with a range of instruments, noisy toys, different resources to make sounds and explore and play games of peek a boo and explore 'touch and feel' books and lift up flap books to develop their attention skills. Cubs team will expertly label objects as babies show interest in them encouraging connections between words and their meanings.



Physical development:

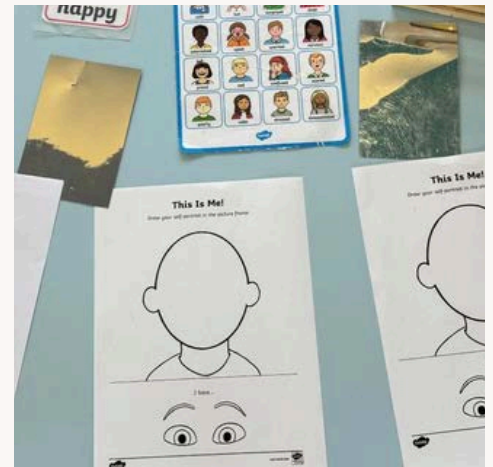
To support babies to develop their core strength coordination and large motor skills the Cubs team will support our youngest babies through tummy time, scarf play and will challenge the children to reach and stretch for toys. For children who are new walkers they will be challenged with activities to make them confident walkers for example practicing their walking on our different surfaces and walking up and down hills in the garden. The children will also be encouraged to develop their large muscles through music and movement and catching bubbles in bubble play!

Bears

Personal Social Emotional Development:

Bears staff will expertly settle in the toddlers and establish bonds with their new key groups in small group activities. They will ensure children are provided with encouragement to try new things and become increasingly independent as they chose where to play and how to explore activities on offer to them. The Bears team will also provide opportunities for children to develop new friendships, play alongside others and take part in pretend play.

The Bears team will also begin to label children's feelings starting with "happy" "sad" and build upon this, they will model these feelings for the children in play and during story times.



Communication and Language:

Bears staff will support toddlers in their communication and language by creating enriching learning environments that support language development, children will be engaged in meaningful interactions that support their level of development for example – providing a running commentary for our new talkers, scaffolding and building two to three word and short sentences to challenge children and expose them to new vocabulary.

During turn taking games or carpet time activities practitioners will develop conversational skills with children encouraging them to take turns to talk and to listen, they will model this behaviour by giving short pauses after speaking allowing the children to respond.



Physical Development

Developing children's physical skills is vital so they are able to move and explore the environment around them effectively. Bears staff will use our safe spaces outdoors to encourage children to move in different ways, challenging them to explore their gross motor ability and to hone what they already can do. Children will be encouraged to mix potions in the mud kitchen, empty and fill containers in the sand pit and water play and balance and take risks on obstacle courses and climbing areas around the nursery.

Tigers

Personal Social Emotional Development:

Tigers staff will work on encouraging independence and self-confidence through offering children's choices in enriching learning environments and allowing children to select activities based on their preference. At snack time this can be continued as children will be able to choose what piece of fruit they would like to eat. Children may also vote for what story books they would like to listen to during group story time. Our staff will support children in using their critical thinking to problem solve and find solutions in their play and exploration. Staff members will begin to encourage sharing, turn taking to develop strong friendships within small groups.



Communication and language:

Staff will continue to expand children's vocabulary and listening skills through expert use of descriptive language when interacting in play and during story times. Staff will read story books aloud and choose age-appropriate stories with colourful illustrations to engage children in discussions about 'what they can see' and 'what they think the story is about'. This will expand the children's vocabulary and understanding of concepts and encourage interactions by asking questions linked to the story and the pictures within them. Staff will also play listening games to continue to develop children's listening and attention skills.



Physical development:

Children in Tigers will be encouraged to hone the physical skills they have, they will do this through running on the grass, up and down the hills, climb on the climbing frame, balance and explore the wider environment and natural elements through the sand and water. Children will continue to be offered ways in which they can develop their strength and coordination through using the push bikes, rolling the tyres and throwing and catching the balls. When children show readiness, Tigers will begin to support toilet training.

Older and younger Lions

Personal Social Emotional Development:

Lions children will help to set their own 'preschool promises'. Establishing clear expectations will support children to understand boundaries and self-regulate effectively. We will also introduce coping strategies to support children to manage their frustrations and anxiety and explore other feelings in more depth asking questions such as 'I wonder how' characters are feeling in story books and modelling feelings in dedicated circle times. This will support children as they share how they are feeling and why they are feeling this way. Staff will support children to establish their growing friendships and support children in friendship forming as they facilitate play both indoors and outdoors. Children will also look at their families and continue to develop their sense of self.



Communication and language:

Lions staff will create a language rich environment which is essential to enhance communication skills. Children will have access to a wide variety of fiction and non-fiction story books that will extend their vocabulary, and they will be engaged in interactive story times across their day. During story time staff will ask children questions, prompt discussion and explore what might happen in the story with the children. Lions staff will expertly model rich vocabulary and extend children's vocabulary through investigation, story time and modelling and introducing synonyms to children for words they already use.



Physical development:

Children will be encouraged to continue developing their independence in hygiene routines, feeding themselves competently with a fork and knife and being able to dress and put their coat and shoes on. Lions will continue to develop toilet training and independence in self care. Children will be offered a diverse range of materials to develop their gross motor skills, they will explore and manipulate in activities such as blocks, climbing frame, obstacle courses, sensory play and music and movement. Children will be encouraged to use their small motor skills ready for writing and self-care staff will do this by providing children with activities such as: threading, clay modelling, building, small world play, using a range of mark making tools to strengthen dexterity.





Extra curricular classes;

Cubs:

Jo Jingles & Rhythm Time

Bears:

Mini Athletics & Drama Tots

Tigers:

Bilingual sing & Wild Fox Yoga

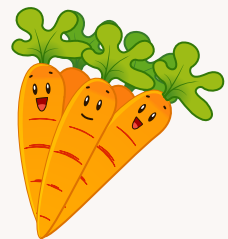
Younger & Older Lions:

Rugby Tots, Pudding & Pie cooking class and Kids Lingo Spanish class.

Harvesting

As the season changes children will observe the changes in the environment through taking trips to the park and creating collections of natural loose parts they can explore at nursery.

The children will also help Derek to harvest our fruits and vegetables that they have been caring for over spring and summer, embedding their understanding of the life cycle of plants. Children will be able to then taste and use the vegetables and fruits they have cared for and explore them further through printing activities which will support children's broader experiences in learning about nutrition and healthy eating habits.



DATES FOR YOUR DIARY

Monday 28th October - Friday 1st November Half Term

Saturday 9th November - 9-12noon Open Morning

Thursday 31st October - Halloween Fun Day

Tuesday 19th and Wednesday 20th November -

Nursery Photos with a Christmas theme (All children)



Stay in contact!

You are always welcome to pop in for a chat, but we know how busy you are!

Alternatively, you can message on EYlog, call us on 0121 711 2557

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