



# Newsletter



January 2022

**Welcome back to our returning children and a big hello to our new families starting this term. Wishing you a happy new year. Apologies that we have reverted back to some of our stricter health and safety measures, however this will be kept under review and as always, we appreciate your support in keeping our community safe.**

## Teaching and Learning

Part of our focus this term will be to settle new children in that they feel happy, secure and confident in their new environment. We will also be looking at extending the returning children in their learning. We will consider areas that encourage children's curiosity and desire to know 'how the world works' as well as following children's own particular interests. Teachers plan daily and weekly to provide a varied programme of challenging activities to develop all areas of learning. Planning for all classes is updated on the noticeboards outside each classroom and also outside Reception. This information is also updated weekly on website at [www.hirstwoodnscc.co.uk](http://www.hirstwoodnscc.co.uk) (log in top right-hand corner) but is available at

[https://www.hirstwoodnscc.co.uk/website/weekly\\_nursery\\_plan\\_for\\_parents/255843](https://www.hirstwoodnscc.co.uk/website/weekly_nursery_plan_for_parents/255843). In the interim as we are restricting access to the building, a copy of the weekly planning and the rhyme of the week will be sent home with your child. Copies of the weekly lunch menus are displayed in each of the classroom windows for you to review. We will explain to you what we are doing and how this supports your child's learning feel free to ask members of staff about how the experiences and activities on offer support children's growing independence and develop particular skills such as speaking and listening, cooperative play and building and maintaining relationships - send a message via EYLog or email to [office@hirstwoodnscc.co.uk](mailto:office@hirstwoodnscc.co.uk).

We aim to work in genuine partnership so we are keen to hear your concerns, comments and compliments. We also plan 'adult focused' activities for small groups and individuals to support particular learning outcomes which provides a focus for both adult planned activities and for enhancements and provocation to our continuous provision.



Thank you for the very generous Christmas gifts that we received. You were also very charitable in helping us raise a brilliant £21.15 on the Christmas jumper day.

### Children's learning and development

The Statutory framework for the early years foundation stage; Setting the standards for learning, development and care for children from birth to five (EYFS, 2021) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept happy and safe. The key aspects include quality and consistency, a secure foundation, partnership working and equality of opportunity.

The EYFS begins from birth and continues through to the end of the Reception year at Primary School. There are seven areas of learning and development - three prime areas and four specific

#### Prime

- communication and language
- physical development
- personal, social and emotional development

#### Specific

- literacy
- mathematics
- understanding the world, and
- expressive arts and design

Our aim is to empower children by providing an environment that encourages thinking and offers opportunities to explore a range of experiences and ideas. Learning is often a social experience where children learn from each other, learn how to be with each other and learn new skills and ideas. Each child's individual needs are identified by observing them in their play and using this as the basis for our planning. We hope that children develop an awareness of the learning process and have a positive approach to learning new things by being self-motivated, confident and independent. We encourage children's curiosity by enhancing our provision with a range of materials and experiences to provoke investigation and exploration. This will include visits to places of interest outside the nursery and inviting in a variety of different visitors to the nursery (health & safety permitting).

These experiences help children to make links with what they know, see patterns in their understanding and make sense of the world.

Week commencing **24<sup>th</sup> January** is our 'history week'. We will be investigating the heritage of Saltaire, looking at how children have changed since they were babies and also planting a tree for every child to provide history for the next generation.

Week commencing **8<sup>th</sup> February** is online safety awareness week. We have organised a virtual workshop for parents with the NSPCC, one at 10.00am and one at 7pm. Please email [office@hirstwoodnsc.co.uk](mailto:office@hirstwoodnsc.co.uk) to book your place. The NSPCC's 'Keeping children safe online' webinar will teach you how to help children to explore their favourite apps, games and sites safely. Our workshop will:

- help you understand how children experience the online world
- show you resources and tools that could help keep them safe
- empower you to help them navigate their online world as they start to use technology independently

There are four overarching themes for our work with children:

- **a unique child:** every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- **positive relationships:** children learn to be strong and independent through positive relationships
- **enabling environments:** children learn and develop well in enabling environments, where their experiences relate to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **learning and development:** children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Warm clothing – inside and outside please as the temperature inside classrooms is variable (particularly as the guidance remains for rooms to be well ventilated, therefore the windows are open) and does require warm clothing, layers are best. Gloves and hats for outdoors are essential and we find that the old fashioned 'gloves on elastic' are best!

### Learning Outside

The outside learning environment is as important as the indoor provision and we aim to be outside in all types of weather to develop physical skills and intellectual development. The wide range of activities offered outside supports children's learning in all areas of the curriculum. Nature-based education connects awareness of self, family, community, and the natural world through the development of personal and social responsibility.

The outdoor nursery uses nature-based education as a foundation for all learning in early childhood. Art, literacy, science, early math, and personal, social-emotional learning are taught through real-world interactions using an inquiry-based learning model in a natural setting. Our indoor and outdoor spaces serve as blank canvases, enabling teachers to create and recreate the physical space to meet each child's needs. These changes offer new and unique challenges that allow children to grow across all domains through interaction with others and the world around them. Each day consists of varied learning opportunities through both structured and unstructured play, sensory play, gross and fine motor development, dramatic play, exploratory learning, literacy, early maths, and art in all of its forms. The mud kitchen is an exciting place for children to explore but it does mean that some clothes get a little messy – please appreciate the importance of this type of exploratory play and do not put children in their best clothes for school as we cannot guarantee that they come home dressed as cleanly as when they came.

### **Key workers**

Children thrive from a base of loving and secure relationships, formed initially by family relationships but continued at School. A key person is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. The role is an important one and it involves the key person in responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers. Whilst the class teacher has overall responsibility for the teaching, learning and development of all children in the class, the Keyworker responsibilities are split between the members of staff in each room.

### **Enrichment & enhancement**

We are proud to offer additional opportunities for children to acquire new knowledge and skills. These are enjoyed by groups of children over the course of a half term, and each child will receive a handout for you to be able to support their learning at home. These are described in more detail below:

### **All Aboard**

This small group work focusses on increasing children's speaking, listening and attention skills. It promotes confidence in asking and answering questions, taking turns and talking for different purposes. Kath and Sarah run the group.

## Forest School



Forest School is facilitated on a Wednesday by Ruth. Forest School gives your child an opportunity to enjoy the great outdoors and to take part in exciting and challenging activities like bug-hunting, building shelters and enjoying a hot chocolate around the camp-fire. Forest School is one of the ways that we help children to grow in confidence. All sessions are rigorously risk assessed, plus an increased adult to child ratio. We are very lucky to have both the Wilderness Garden and the fire and tools area.

## Yoga

Sally supports the Yoga sessions on Wednesday afternoon. This is linked to a particular book and the moves follow the pattern of the story. Yoga helps children manage their anxiety, improves children's emotional regulation, boosts children's self-esteem, increases children's body awareness and mindfulness, enhances concentration and memory ... develops children's strength and flexibility.



## Dough Disco



Laiba runs the Dough Disco sessions on a Monday morning. Dough Disco involves moulding playdough in time to music and performing different actions such as rolling, squashing and flattening. This is exercise for the fingers to improve fine motor control and gross motor skills. Children and adults need to have strong muscles in their hands to enable them to write effectively.

## Attendance

Your child's attendance is really important to their academic attainment, social skills and overall wellbeing.

We will

- phone you each day your child is absent to get an update.
- help by referring to Health Visitor, Children's Centre, housing advice, benefits sign posting if you need additional support
- if you regularly don't attend on a particular session, can we change your session so you can access easier?
- if needed we offer childcare from 7.45am to 5.45pm
- track attendance on a weekly basis – this is supportive to see if there is anything that we can do to help.
- We open the gates every day at 8.55am, enabling you to drop off at nursery first and then drop siblings at their primary School.
- If your child is regularly late they are missing key learning opportunities crucial to their progress – please be on time. Children can become upset or anxious if they regularly arrive later than other children.
- Please let us know if your child has an appointment so we can ensure that we order a lunchtime meal for them. Similarly, if you need to collect early for any reason, please arrange this in advance by calling the office on 01274 584368 as a member of staff will have to bring your child out to you. Thank you for your cooperation.

## Parent / Carer consultations

We are offering virtual parent/carers telephone consultations on the Wednesday 9<sup>th</sup> or Tuesday 15<sup>th</sup> March with Sally or Ruth from 3.30 to 6.00pm. We will issue you with a 10-minute appointment but please let us know if this is not convenient for you and we will try to rearrange. This is a valuable opportunity to discuss your child's progress and learn more about how they spend their time at school. Please feel free to ask any questions.

## Looking after our mental health & well-being

There has been lots of new research about how the pandemic has impacted on everyone's health and well-being, children included. We have updated the website with some useful links to support mental health for both adults and children. We pride ourselves on positive parental partnership so if you feel that you would value a confidential chat with a member of staff, please ask to do so - we can always find the time and safe space to accommodate this.



## Lending Library

"Children are made  
readers on the  
laps of their  
parents."  
Emilie Buchwald

Research shows how important sharing a book with children is so please use our lending library on a regular basis. There is no need to record the book – choose a book - take it home - share and enjoy it – bring it back - change it – repeat. We will revert back to having a stock of books in each classroom so if you could bring your child's book bag on their first day of attendance, we will manage this internally and send them home with a new reading book of their choice. Thank you.

### Remember, remember

Snack charges are £7.00 per child per half term for 2.5 days or £14.00 per half term for those children attending 30 hours.

Lunch is £1.75 per day (a 5p per day increase from January 2022) and cheques to be payable to City of Bradford Metropolitan District Council –

It is worth checking to see if you qualify for Free School Meals

[www.bradford.gov.uk/bmdc/advice\\_benefits\\_and.../  
free\\_school\\_meals](http://www.bradford.gov.uk/bmdc/advice_benefits_and.../free_school_meals)

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Please could we ask for all new starters to bring a copy of their birth certificate to Reception to be photocopied for our records? Thank you.

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### PRIMARY SCHOOL APPLICATIONS FOR SEPTEMBER 2021

**MUST** be submitted by 15<sup>th</sup> January 2022 at the latest. We recommend that you take the opportunity to make use of all 5 choices for Primary Schools. If you need any support or have any questions, you can email [Primaryadmissions@bradford.gov.uk](mailto:Primaryadmissions@bradford.gov.uk) or see the website for information

<https://www.bradford.gov.uk/education-and-skills/school-admissions/apply-for-a-place-at-one-of-bradford-districts-schools/>

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School **closes** on Friday 18th February for half term

Holiday and we **re-open** on Monday 28<sup>th</sup> February