

NOVEMBER 2020 OPENING HOURS: 7.45am to 5.30pm.

## COVID-19 Our System of Controls

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend nursery
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) enhanced cleaning, including cleaning frequently touched surfaces often
- 5) minimise contact between groups where possible

Response to any infection:

- 7) engage with the NHS Track and Trace process
- 8) manage confirmed cases of COVID-19 amongst the setting community
- 9) contain any outbreak by following local health protection team advice



## SAFEGUARDING INFORMATION



**Nerys Evans**  
DSL

**Safeguarding is EVERYONE'S responsibility.**

If you have any concerns regarding the safety or welfare of any child, please contact our Designated Safeguarding Leads, (Nerys or Julie) in confidence.

There is further Safeguarding information on our [website](#) and paper copies are available on request.



**Julie Alsop**  
Deputy DSL

## Your Child's Learning Journey

During the October Half Term, we sent out observations of your child using 'Evidence Me'. Thank you to the parents who have been contributing to their child's learning journey by sending back comments and photos. If you would like to talk to your child's Key Person about any aspects of learning and development, please email the office and we will be happy to arrange a mutually convenient time for a telephone call.

## REMINDER: AUTUMN WEATHER

Please ensure your child brings a warm coat, hat and gloves to nursery as we still use the garden daily in the colder months. Please NAME all belongings. Thank you.

Here we are wrapped up warm on a walk to the woods, and having fun collecting leaves in the garden!



## What are we learning at Blue Bell Woods?

As the weather has been changing, we have been learning about autumn. We explored seasonal vegetables and have been looking after our own pumpkin plants in the garden. The babies have been investigating our autumn sensory tray. This inspired lots of creative and messy artwork!



## Learning in the EYFS:

### Physical Development:

8-20 months: Enjoys the sensory experience of making marks in damp sand, paste or paint.

### Knowledge of the World:

22-36 months: Notices detailed features of objects in their environment.

30-50 months: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Developing an understanding of growth, decay and changes over time.

40-60 months: Looks closely at similarities, differences, patterns and change.

### Expressive Arts and Design:

30-50 months: Explores colour and how colours can be changed. Explores what happens when they mix colours. Beginning to be interested in and describe the texture of things.

40-60 months: Experiments to create different textures.

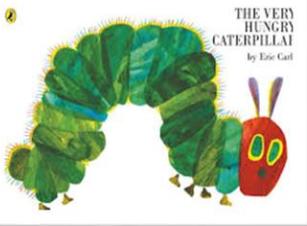


**What are we learning at Blue Bell Woods?**

Sparkly lights, sequins, tinsel, mirrors and shiny objects all led to lots of fun exploring our senses. We were able to switch the twinkling lights on and off, identify the different colours and it took great concentration to transport the tiny sequins from bowl to bowl!



**Characteristics of Learning**  
 Using senses to explore the world around them.  
 Engaging in open-ended activity. Maintaining focus on their activity for a period of time. Showing high levels of energy, fascination.



We enjoyed sharing the book 'The Very Hungry Caterpillar' together. We had fun choosing resources to make our own caterpillar creations!

**Happy Birthday to children celebrating in November!**



Shay (2)



Charlie (3)



**Learning in the EYFS:**

- 0-11 months: Enjoys looking at books and other printed material with familiar people.
- 8-20 months: Handles books and printed material with interest.
- 16-26 months: Interested in books and rhymes and may have favourites
- 22-36 months: Has some favourite stories, rhymes, songs, poems or jingles.
- 30-50 months: Listens to stories with increasing attention and recall.
- 40-60 months: Enjoys an increasing range of books.

**Family Partnership- Supporting Listening and Attention at Home**

Being able to listen is an essential skill to help your child develop their sounds, words and sentences for conversation. There are many ways that you can help your child to develop their listening skills:

**Babies**

- Being physically close, making eye contact, using touch or voice all provide ideal opportunities for early conversations between you and your baby.
- Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes.
- Use a lively voice, with ups and downs to help your baby tune in.
- Sing songs and rhymes during everyday routines.
- Use repeated sounds, and words and phrases so your baby can begin to recognise particular sounds.
- Share favourite stories as your baby settles to sleep, or at other quiet times.
- Create an environment which invites responses from your baby, for example, touching, smiling, smelling, feeling, listening, exploring, describing and sharing.

**Toddlers**

- Encourage your child to explore and copy sounds.
- Talk about the different sounds they hear, such as a tractor's "chug chug" while sharing a book.
- Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books.
- Collect resources that your child can listen to and learn to distinguish between. These may include noises in the street, and games that involve guessing which object makes a particular sound.
- Keep background noise to a minimum, e.g. use music or radio briefly only for particular purposes.
- Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book.

**Pre-School**

- Model being a listener by listening to your child and taking account of what they say in your responses to them.
- If your child finds it difficult to 'listen and do', say their name before giving an instruction or asking a question.
- Share rhymes, books and stories from many cultures, sometimes using languages other than English. Your child will hear a range of languages and recognise the skill needed to speak more than one.
- Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steady...go!'
- Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low.
- Explain why it is important to pay attention when others are speaking.
- Give your child opportunities both to speak and to listen.
- When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "mmmmummy", "shshshshadow", "K-K-K-KKaty".
- Help your child to be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds.
- When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage your child to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...'
- Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.
- You can use sand timers to help extend concentration if your child finds it difficult to focus their attention on a task.



**Concerned about your child's language development?** Please contact Julie, our Time to Talk Champion.