

FEBRUARY 2021 OPENING HOURS: 7.45am to 5.30pm.



THANK YOU
for wearing a
face covering

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
- 6) where necessary, wear appropriate personal protective equipment (PPE)
- 7) we request that **adults wear face coverings** when dropping off and collecting children

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

SOURCES OF SUPPORT FOR FAMILIES



Nerys Evans
DSL

The COVID-19 lockdown means that we all have reduced interaction with friends and family and we are all spending more time at home. For some people, home is not always a safe place so we would like to remind people that help is available.

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

Anita is our SENDCO and is available for support for children with special educational needs and/or disabilities and their families.

Below are some useful links to support a range of issues from family relationships, safety, finance, through to your health and wellbeing:

[Find out more about Warwickshire services for those suffering domestic abuse.](#)

[Find out more about Warwickshire Local Welfare Scheme](#)

[Find out more about keeping you and your children safe](#)

[Find out more about staying safe from scams](#)

[Find out more about the Child Accident Prevention Trust.](#)

[Find out more about Safe Places.](#)

[Find out more about Primary Mental Health Team Consultations and Parent Information Sessions](#)



Anita Love
SENDCO

Sensory Exploration

We have been using our senses to explore a range of different wet, dry, natural and synthetic resources.



What are we learning?

Communication and language: Children may develop their vocabulary by naming the objects they're selecting, describing the textures, or narrating their actions.

Physical development: Children develop co-ordination and motor skills in handling and moving the objects

Personal, social and emotional development: Children can make their own choices about what objects to play with and are allowed to play and explore without direction or help unless it's requested; self-confidence can be developed because there are no right or wrong ways to play with the objects.

Literacy: Children may use the objects in storytelling; they may recognise common sounds in the names of objects and sort objects on this basis.

Mathematics: Children may use the objects to explore number, size, shape, etc; they may count objects; they may sort objects by shape or arrange them by size; they may make comparisons with lighter/heavier objects or explore floating and sinking.

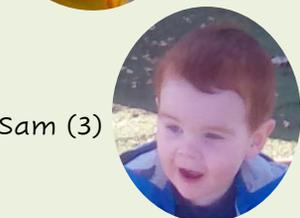
Understanding the world: Children can explore the properties of different objects; they may make observations about natural items, objects that come from living things, etc.

Expressive arts and design: Children develop their creativity while exploring texture; they may explore different colours and surfaces among the objects; they may use the objects in imaginative ways such as in role play or as improvised musical instruments.

Happy Birthday to children celebrating in February...



Áda (2)



Sam (3)

FAMILY PARTNERSHIP

This month we will be using the Evidence Me system to share observations of the teachable moments that your child has experienced at nursery.

Please feel free to contribute to your child's Learning Journey using the Evidence Me Parent Share app or web suite. Guidance on how to do this can be found [here](#).

STAFF NEWS

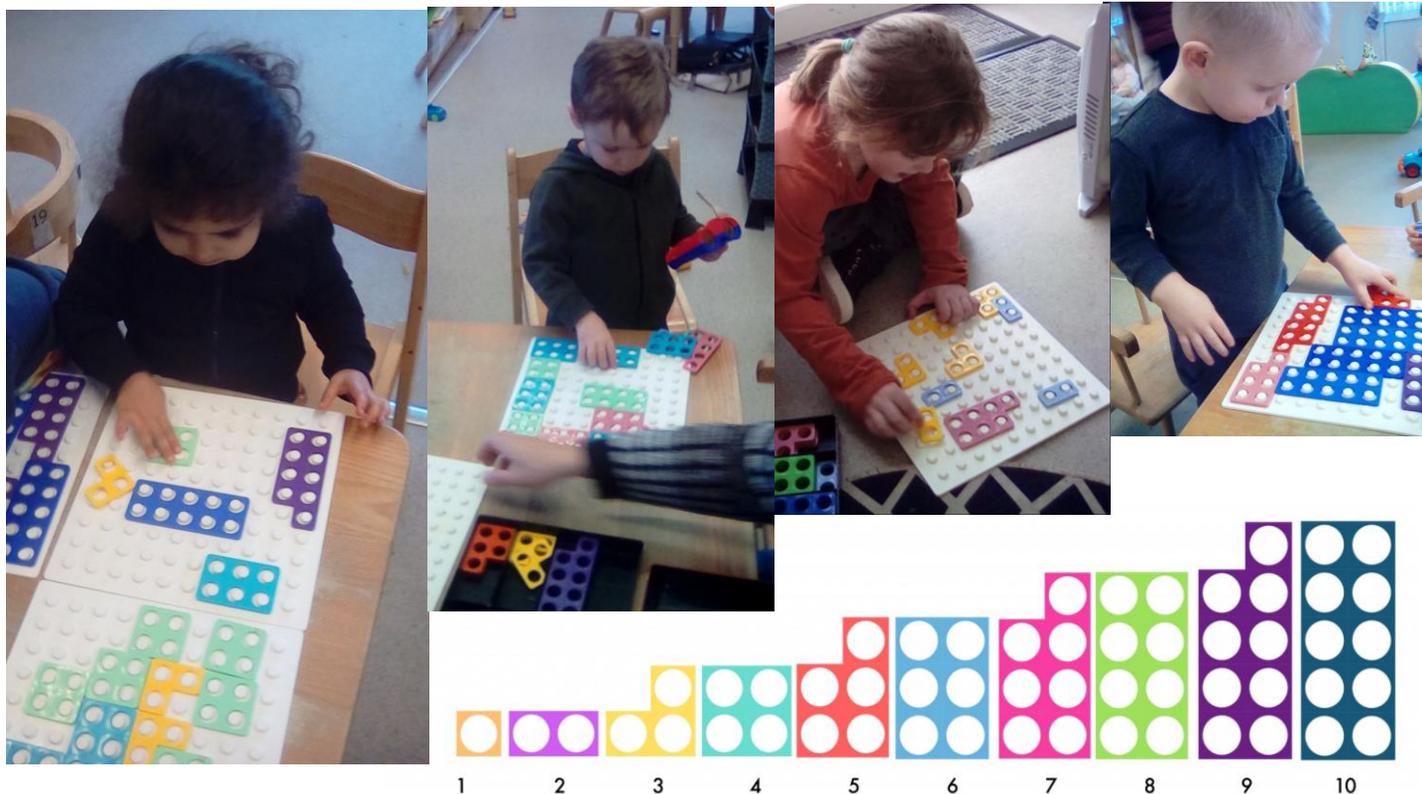
Congratulations to Kayleigh on the birth of a healthy baby boy in January. We cannot wait to meet him!

DATES FOR YOUR DIARY

- Half Term: w/b 15th February 2021 – no funded sessions
 - Friday 2nd April 2021 - Good Friday (Nursery closed)
- Warwickshire term can be viewed on our [website](#).

What are we learning at Blue Bell Woods...

Numicon is an activity that supports the development of early maths skills. It allows children to use a visual and multi-sensory approach to learning mathematical concepts. Through the activities and mathematical language of Numicon, children start to develop the understanding and skills that underpin their later understanding of numbers.



Here are some ways you can support your child's understanding of numbers:

- Sing number rhymes as you dress or change your baby, e.g. 'One, Two, Buckle My Shoe'.
- Use number words in meaningful contexts, e.g. 'Here is your other mitten. Now we have two'.
- Talk about the maths in everyday situations, e.g. doing up a coat, one hole for each button.
- Play games which relate to number order, addition and subtraction, such as hopscotch and skittles and target games.
- Use number language, e.g. 'one', 'two', 'three', 'lots', 'fewer', 'hundreds', 'how many?' and 'count' in a variety of situations.



- Model and encourage use of mathematical language e.g. asking questions such as 'How many saucepans will fit on the shelf?'
- As you read number stories or rhymes, ask e.g. 'When one more frog jumps in, how many will there be in the pool altogether?'
- Talk with your child about the strategies they are using, e.g. to work out a solution to a simple problem by using fingers or counting aloud.
- Encourage estimation, e.g. estimate how many sandwiches to make for the picnic.
- Talk about the methods children use to answer a problem they have posed, e.g. 'Get one more, and then we will both have two.'

Have fun with numbers!

Top Talking Tips...

The Communication Trust, who's aim is to support all children and young people to communicate to the best of their ability, have shared some top talking tips for parents:

Think about your non-verbal communication – your facial expressions, body language and tone of voice are great ways of showing your child that you're interested in what they say as well as helping them to keep their interest.

Demonstrate rather than correct. If your child says something incorrectly, repeat what they've said, but in the correct way and try to keep it in the conversation. You can do this with individual words, e.g. if they say "tat" you can repeat "ah, you saw a ...cat", or sentences e.g. if they say "dog runned" you can say, "yes, the dog ran, didn't it."

Encourage turn taking during games, you can make it clear what you're doing by explaining "my turn now" and telling your child when they've done well at waiting for their turn.

Think out loud– talk to your child about what you're doing and when you're doing it, that way they will begin to match what they hear to the object or the action that you're talking about.

Allow your child to take the lead when you play together – this will keep them motivated and they'll develop crucial thinking and language skills through their play.

Younger children might find it difficult to tell you about their day at school. To support them, try giving choices like "did you paint a picture or play on the swings?" or ask "tell me one good thing that happened today". You could say one good thing about your day too, just to get the conversation going.

Give your child time – they might need more time than you think to answer questions or follow instructions, so give them an extra few seconds to do this.

Share books together – interactive books with flaps or different textures are really great.

Think about matching the language you use to the language level of your child – try not to use vocabulary or sentence structures that are far more complex than the ones that they are using.

Silence is ok! If you allow your child some space and time, you might be surprised with what they say.

Repeat and expand on what your child says – e.g. if your child says "mummy car" you could say "mummy's driving the car" – this helps children learn how to put words together to make sentences they can understand and then use them.

Use rhymes and singing – sing your child's favourite nursery rhyme with them. Try to sing it slowly to help your child listen to the words of the rhyme. If you can use actions too, this will help your child to understand the words better.

Use repetition; children need to hear words several times in different situations before they can understand and then use them.