

OCTOBER 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
- 6) where necessary, wear appropriate personal protective equipment (PPE)

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**

Designated
Safeguarding
Lead

**Julie Alsop
DSL**

Deputy
Designated
Safeguarding
Lead

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.

You can also contact the Multi-Agency Safeguarding Hub (MASH):

Warwickshire MASH
01926 414144
or
Coventry MASH
024 7678 8555

Safeguarding at Blue Bell Woods Child Absent Without Notification Procedure

As part of that commitment to safeguarding, we have a statutory responsibility to investigate occasions when a child who is expected to attend nursery does not arrive when we have not received a notification of such absence.

Notifying Absence

- We request that you inform us if your child will be absent from nursery (i.e. due to illness or a planned holiday/ day off).
- The preferred method of communicating absence is VIA EMAIL, to avoid a verbal message to a staff member not being passed on, or a telephone message being misinterpreted.

Contact information for Children

Please ensure that we have up to date contact details for parents/carers including:

- personal mobile number and email address
- employment or training contact number and email address if available
- at least one emergency contact number in addition to the above and more contacts if possible.

Please remember to tell us about any changes.

Responding to Concerns

We will attempt to contact parents/carers on the child's first day of absence, and follow our procedures if no contact can be made. The full [Child Absent Without Notification](#) procedure can be viewed on our website.

If no contact has been made on the second day of absence and this is a family we have additional concerns about or the absence is out of the ordinary for this family, we will contact the Police on 101 and ask for a safe and well check to be carried out.

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



What are we learning at Blue Bell Woods?

We have really enjoyed sharing the book 'Stick Man' written by Julia Donaldson together.

We collected twigs and leaves from the garden and made our own interpretations of tree houses and Stick Men!

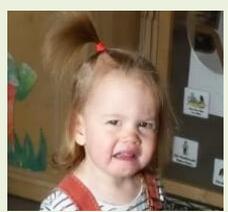


Learning in the EYFS:

- 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.



Carlie (2)



Anya (3)



Harley (3)



Harry (3)



Happy Birthday to children celebrating in October!

Family Partnership- Supporting Speech at Home

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. Here are some tips for promoting speech at home...

**Babies**

- Talk to your baby in your home language.
- Encourage sounds and babbling by copying your baby's sounds in a turn-taking 'conversation'.
- Try to 'tune in' to the different messages your baby is attempting to convey.
- Share the fun of discovery and value your baby's attempts at words, e.g., by picking up a doll in response to "baba".
- When your baby tries to say a word, repeat it back so they can hear the name of the object clearly.

Toddlers

- Build vocabulary by giving choices, e.g. 'apple or satsuma?'
- Model building sentences by repeating what your child says and adding another word, e.g. child says 'car', say 'mummy's car' or 'blue car'.
- Show your child how to pronounce or use words by responding and repeating what they say in the correct way, rather than saying they are wrong.
- Accept and praise words and phrases in your home languages, saying English alternatives and encouraging their use.
- Support your child to use a variety of communication strategies, including signing, where appropriate.

Wait and allow your child time to start the conversation.

- Follow your child's lead to talk about what they are interested in.
- Give your child 'thinking time'. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself.
- Add words to what your child says, e.g. child says 'Brush dolly hair', you say 'Yes, Lucy is brushing dolly's hair.'
- Talk with your child to make links between their body language and words, e.g. "Your face does look cross. Has something upset you?"
- Introduce new words in the context of play and activities.
- Use a lot of statements and fewer questions. When you do ask a question, use an open question with many possible answers.
- Show interest in the words your child use to communicate and describe their experiences.
- Help your child to expand on what they say, introducing and reinforcing the use of more complex sentences.

Pre-School

- Support your child's growing ability to express a wide range of feelings orally, and talk about their own experiences.
- Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?".
- Show your child how to use language for negotiating, by saying "May I...?", "Would it be all right...?", "I think that..." and "Will you...?" in your interactions with them.
- Encourage your child to predict possible endings to stories and events and to experiment with words and sounds, e.g. in nonsense rhymes.
- Encourage your child to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every.
- Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation.
- Value your child's contributions and use them to inform and shape the direction of discussions.



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