

Safeguarding Information

We have an open and positive safeguarding culture that puts children's interests first. We provide a safe and secure environment where children can thrive; the safety and well-being of each child is paramount.

Safeguarding is EVERYONE'S Responsibility

Designated Safeguarding Leads (DSLs)

If you have any concerns regarding the safety or welfare of any child, please talk to a **DSL** in confidence.

Click below for
[Safeguarding information.](#)
Our [Policies and Procedures](#)

Online Safety

The breadth of issues within online safety is considerable but can be categorised into four areas of risk: CONTENT, CONTACT, CONDUCT and COMMERCE. Staff are aware of their duty to report any concerns to the DSL.

Click below for tips about keeping your child safe online:



Our Designated Safeguarding Leads (DSLs)



**Taylor-Lee
Sketchley
Lead DSL**



**Rachel
Porter
Deputy DSL**



**Samantha
Monino
Deputy DSL**

Our DSLs receive robust safeguarding training to support staff to carry out their safeguarding duties.

Dates for your diary

Tuesday 1st September 2026- Autumn Term begins

- **Stretch funded sessions** begin on **Tuesday 1st September 2026**.
- **Term-time funded sessions** begin on **Monday 7th September 2026**; you can request extra sessions (charged at our standard rate) during w/b 1st September 2026.

Term dates and closure days can be viewed on our [website](#).

Autumn Term Funding (EEF)

PARENT/GUARDIAN CONSENT AND DECLARATION

At the start of **each new term**, you must give consent for us to claim funding for your child.

You will receive an email asking you to:

- check the information you previously provided on your Parent/ Guardian Declaration Form is correct.
- click the link (in the email) to complete your Autumn funding Parental Declaration Form.

IMPORTANT: 30-hours-funding: Remember to reconfirm your code online every 3 months when you receive a reminder from HMRC, or your funding may stop.

Terms and conditions can be viewed on our website:

[WCC: Funding Terms and Parent/Carer Agreement FOR EARLY YEARS ENTITLEMENT\(S\) 2026- 2027](#)

[Blue Bell Woods: Early Education Funding \(EEF\) Terms and Conditions \(AUTUMN 2026\)](#)



Harper

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



Quinn



Time to Talk! – Communication and Language



'time to talk'[™] is Warwickshire's strategy for supporting the speech, language and communication skills of babies and young children.



Taylor-Lee is our **Time to Talk Champion**.

She has completed comprehensive training enabling her to give advice, support and information to prevent children falling behind in their speech, language and communication skills.

Taylor-Lee is happy to discuss any concerns or queries you have about your child's speech and language development.



'let's talk' Speech and Language advice line

Find practical strategies, tailored advice, and signposting to resources directly from a Speech and Language Therapist.

No question is too small - reach out for support and ideas to help your child's communication thrive.

'Let's Talk': Available every Friday morning, 09:15 -13:00.
Call or text 07789 924245, or email letstalk@swft.nhs.uk



Learning together at home...

It helps to be in tune with your child, responding and simplifying your words to 'match' their level.

Match and Add

Repeat back words or gestures, then 'add' - add a word to what they have said. This shows your child how they can say the same thing in a slightly more complex way.

If they say a single word, match it and add one more word.

If they use three words together, match it and then say it with four words.

If they use a sentence, match it and add on another phrase.

Remember to model back the correct grammar when you match and add.

Our Curriculum: Cultural Capital

The essential knowledge that children need to be educated citizens.

Our curriculum offers new opportunities for curiosity, exploration, and discovery...



Our Educational Programme: Understanding the world

- ◆ Plant seeds and care for growing plants.
- ◆ Understand the key features of the life cycle of a plant.
- ◆ Begin to understand the need to respect and care for the natural environment and all living things.



Some 'wow moments' when we discovered how big our vegetables had grown!

This led to conversations about making healthy food choices.

Our Curriculum: British Values

Democracy
The rule of law
Individual liberty
Mutual respect and tolerance

The Rule of Law

The **rule of law** is about understanding and following the rules that govern us and keep us safe. We support children to help create and uphold the rules of our nursery. We enable children to explore the natural consequences of their actions and help them understand that what they do and say effects others.

GOLDEN RULES

Our GOLDEN RULES are promoted consistently at nursery.



We are
kind in
nursery.



We stay
safe in
nursery.

We are kind in nursery

We teach children the importance of treating others with kindness, care and respect.

We stay safe in nursery

We teach children how to behave in a way that keeps themselves and others safe.

EXPECTATIONS

We support children to follow our behaviour EXPECTATIONS; we encourage children to meet these expectations as they grow and mature, in preparation for school.



Good listening



Good walking



Quiet voices



Kind hands



Good sitting



Good looking

Our Curriculum – Early Literacy

The 'building blocks' of early writing... if the lower levels are missing then the rest of the tower will come crashing down!



I can write simple three letter words independently e.g. cat, mud

I can hear and match a sound to the correct letter

I can hear a word and break it down into individual sound (segment and blend)



I can make marks on paper – vertical, horizontal lines and circles

I can use the muscles in my hand and arm to make small more controlled movements

I can consistently use the same mark to represent something e.g myself, member of the family

I can build an accurate stable tower of 10 2cm blocks

I can thread beads/blocks onto a lace with a stiffened end

I can listen to sounds and repeat them myself

I can understand positional spatial language e.g. top, bottom, across

I can use the muscle in my hand and arm to make big movements

I can effectively grasp objects of varying sizes and develop an effective pincer grip

I can make marks using any part of my body

I can isolate and press firmly with my right and left index finger

I can tolerate different textures (touch and sensitivity)



Our Curriculum – Early Maths

Our education programme offers so many opportunities that support understanding of mathematical concepts...



EYFS- Mathematics

- ◆ Complete inset puzzles.
- ◆ Build with a range of resources.
- ◆ Talk about and explore 2D and 3D shapes
 - ◆ Make comparisons between objects relating to size, length, weight and capacity.



Learning together at home...

Maths is not just about learning to count! You can support early maths skills in even the youngest children through everyday routines and conversation at home...

- ◆ Model spatial words e.g. as your child gets **in** and **out** of bed
- ◆ Talk about patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement.
- ◆ Encourage children to predict what they will see next on a familiar route.
- ◆ Discuss how shapes can be partitioned in everyday contexts, e.g. cutting food in different ways.



Learning together at home

Download the Mobile App



50 Things to Do Before You're Five!

All 50 activities are designed to support your child's development through interactions with you and their environment.

Look through the list of activities and feel free to do them in whatever order you like!

None of the activities are screen-based. It is really important that children's use of screens is minimised in their early years.

50 Things to Do Before You're Five

Making Connections

#11



Children love to connect things using tape, glue, clips or staples, as well as playing with jigsaws, bricks, train tracks and other toys that connect together.

Activities like these support your child's curiosity and problem-solving skills. By playing and exploring, your child will be learning by doing, which will help develop creative thinking and imagination.