



Ladybirds Newsletter
Term 3 Week 1 w/c 7th January 2019

Welcome Back!

Our topic..."Handa's Surprise"

For the next two terms we will be focusing on the story book 'Handa's surprise' the theme will be the Jungle and Jungle animals. Over the next two weeks the children will be helping us transform our role play area into a Jungle hut, our aim will be to use various different resources to make and decorate the hut. For our wall display the children will be creating an African village scene, this week they will be focusing on making the huts and trees.

Topic Books

If your child has any books which will link with our topic, please encourage them to bring them into Pre-school as we can read them at circle time. Also if anyone has any materials which may help us to make our jungle hut, (we have all the cardboard to build it), we would be very grateful. We're hoping to put some netting up inside and maybe some large artificial leaves.

Donations

We are running very low on spare towels to dry our outside equipment, if you have any spare old towels you're happy to donate we would be very grateful. Also if any one has any spare action men clothing, we are really lacking and the no matter how hard the children try the Barbie clothes don't fit them ;-). Many Thanks

Easy Fundraising:

If you have time and shop online please feel free to sign up to our Ladybirds easy fundraising page to help raise money for Ladybirds, simply shop with any of over 3,300 online retailers including Amazon, Argos, John Lewis, and when you make a purchase, the retailer will send us a free donation at no extra cost to you. Just follow our link to sign up and start raising funds for Ladybirds, <http://www.easyfundraising.org.uk/causes/ladybirdssalisbury>

Primary School Places

If your child will be starting Primary School in September 2019, please be aware that the deadline for applications is 15th January 2019. You can apply online at www.wiltshire.gov.uk or if you would prefer a paper application they can also be downloaded from the website www.wiltshire.gov.uk. Alternatively you can ring customer services at Wiltshire Council on 01225 713010.

Wellies

Can all children please have a spare pair of welly boots that we can keep at Pre-school. If you have any problem supplying a pair, then please let us know what size your child is and we can see if we have a pair which they can use. It does get very wet and muddy outside at times, so boots are essential to keep shoes clean and stop the floor from getting too dirty and wet.

Snack Donations

There is a snack donation bowl in our foyer, if you feel that you can donate either some fruit, raisins, breadsticks etc occasionally we will be most grateful.

Wow moments:

On the notice board in the foyer there is a 'WOW' moments section if your child does anything at home no matter how small (as it's normally massive to them ☺) we would love to share their achievements with them in Ladybirds at circle time, please feel free to fill in one of our slips and pop it on the board and we will make sure we share it with them.

Please remember that our door is always open and if you have any issues or concerns, we are always happy to speak with you. Below is our policy of the week, please take 5 minutes to read it, we encourage any feedback you may have. Many Thanks

4.1 The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents,

the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person before the child starts.
- If a home visit is carried out before the child starts, this is done by the manager and the key person.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.

- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Other useful Pre-school Learning Alliance publications

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage (2012) with supporting documentation

This policy was adopted at a meeting of _____ name of setting

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management committee _____

Name of signatory _____

Role of signatory (e.g. chair/owner) _____