

# Welcome to the Dragonflies

## All you need to know....



### Transition from tots to Toddlers

Babies quickly transform into toddlers and again we ensure that their needs and interests are met during this important stage in their life. Greenview Nursery adopts the Early Years Foundation Stage (EYFS) Framework and this enables us to provide the most flexible and stimulating development programme which ensures that at each stage of their development your child's unique needs are met.

Dragonflies is equipped with toys and apparatus which is age specific to challenge and enhance each child's development. They have access to outdoors from the play room and areas have been created for specific activities for children to make their own choices and develop their own interests. They enjoy out P.E. sessions in a large open space to enable them to have the space to develop physically with jumping, climbing, running and skipping.

Children get used to working in small groups focusing on specific activities. Creative play is encouraged and access to more role play and home corner areas enables them to lose themselves in their own imaginations.



## Our Key Person Approach

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 and the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is 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 the children settle quickly and easily because consideration has been given to the individual needs and circumstances of children. The key person role is set out in the Safeguarding and Welfare requirements of the Early Years Foundation Stage. Every child has a key person. We promote the role of the key person as the child's primary carer in our setting and as a basis for establishing relationships with other staff and children.

We allocate a key person before the child starts, however if during the settling in period, a child settles well with another member of staff then we will adapt to suit the individual needs of the child.

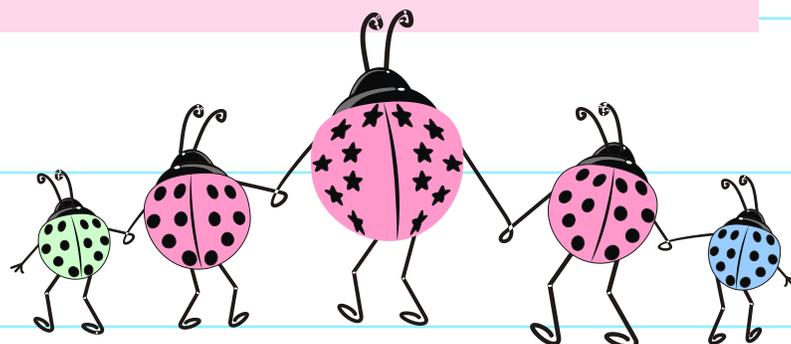
The key person is responsible for the induction of the family and for settling the child into our setting. The key person offers unconditional regard for the child and is non-judgemental. They work with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.

The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child minder, another setting 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 his/her key group, spending time with them each day. A supporting member of the staff team acts as a key person buddy in the absence of a child's key person.

Remember to share milestones with us ask whenever you want to see your child's learning journal



## WE LOVE CUDDLES!

- ◆ Reassurance
- ◆ Support
- ◆ Cuddles
- ◆ Laughing and giggling
- ◆ Sleep time
- ◆ Snack time and bottles
- ◆ Circle Time

So what do we do in dragonflies?

## WE LOVE OUTDOORS!

- ◆ Playing outside
- ◆ Going for walks to the garden
- ◆ Growing herbs and plants
- ◆ Make obstacle courses
- ◆ Listening to sounds
- ◆ Nature Hunts

## LOOK AT OUR ROOM

- ◆ Exploring all the resources
- ◆ Eating our meals together and becoming dinner helpers
- ◆ Becoming independent
- ◆ Creative work on display
- ◆ Our creative work on display
- ◆ Becoming independent
- ◆ Home corner room
- ◆ Feelings area

## LET'S GET MESSY

- ◆ Sand
- ◆ Water
- ◆ Gloop
- ◆ Playdough
- ◆ Painting
- ◆ Baking
- ◆ And much, much more.....

In toddlers, potty /toilet training usually takes place with plenty of advice and support given to you and patience and encouragement is given to your child. Things you will need to bring

- ◆ Nappies, wipes and cream (if needed)
- ◆ A change of clothes including socks
- ◆ A water bottle
- ◆ Wellies and coats for outdoor play





## Meet the owners

We are best friends who met back in 2011 when our own babies were very young. We had a shared vision and that was to provide a childcare provision and service that was over and above the expectations of parents. After 3 years we found the perfect match at Greenview Nursery. Our main focus is to ensure that the children who attend the nursery have the best access to teaching and learning in order for them to make the best possible progress. We are always looking for new ideas and ways to develop so feel free to share these with us!



Katie

Hi I'm Katie,

I own the nursery with Michelle and I work across all of the rooms so I will get to know all of you at some point. I really love playing in the role play areas - you can often find me enjoying a meal in the kitchen or even lying sprawled on the floor in need of a doctor! I enjoy playing hide and seek outside and launching rockets from the climbing frame. I am passionate about children learning through play and building on their interests to accelerate their learning.

Hi I'm Michelle,

Designated Safeguarding Lead Person

As joint owner with Katie, we work as a team to ensure that parents, staff and most importantly children are happy. I am always looking for new ways to help challenge the children and will often come back from visiting other settings to share ideas. Katie works her magic creative wand and often these will be put in place. I take the lead role in safeguarding the children, so please ask if you have any questions. You will often find me in the construction area building different structures with the children, building math's into play.



Michelle



Kirsty

## Meet our Dragonflies team.....

Hi, I'm Kirsty

Deputy Manager and SENCO

I take an active role in working alongside all children to help them make good progress across all areas of development. I work closely with both families and external agencies should anyone need any extra support. I love to take part in children's imaginative play and can often be found with a rollers in my hair and tutus round my waist.

Hi I'm Rachel,

I have worked at Greenview Nursery for 10 years. I love all things creative and enjoy getting arty and messy with the children. I love watching the children grow and develop into little characters.



Rachel



Jay Jay

Hi I'm Jay Jay,

I have been part of the Greenview team for 3 years. I love all things outdoors and will often have the children suited and booted in their waterproofs to go on a bear hunt, digging for worms or building dens. I always look for ways to support children to learn through active play.



## Our daily routine

8am—9.15am—Welcome children/Register

9.15am—10am—Free Play

10am—10.45am—Focus Activity Time &  
Snack

10.45am—11.30am— Outdoor Play/ Phonic  
&Story /Nappy &Toilet Time

11.30am—12.30am—Lunch

1pm—2.30pm—Collection and sleep time

1.30pm-1.45pm—Welcome new children &  
Register

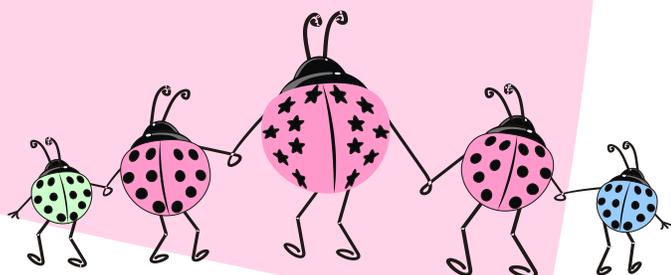
1.45pm-3pm—Activity Time/Hall time/ ICT

3pm-3.30pm—Snack Time

3.30pm- 3.45pm— Outdoor Play

4pm-4.20pm—Story Time/Free Play

4.20pm—5.30pm—Continuous Provision &  
Feedback to parents



We aim to give children a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Children enjoy carpet times and visual aids to stimulate talk and build on vocabulary.

### Communication and Language

We encourage children through whiteboard applications and activities to link sounds and letters and begin to read and write. An environment rich in print helps build on this from an early age.

### Literacy

We build mathematics into all our interactions and activities to help children become familiar with the value of numbers and shapes in everyday life. We measure in the mud kitchen, count at register time and talk about the different

### Mathematics



## The Early Years Foundation Stage

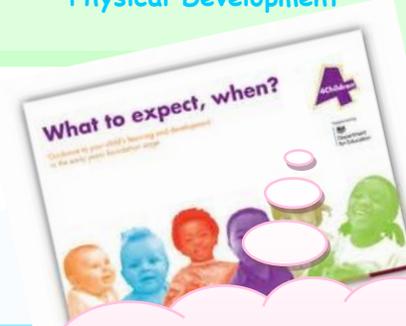
More than play!

We aim to provide opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. We hold P.E. sessions and support children to have an

### Physical Development

We strive to help children to build a positive sense of themselves, and others; to form positive relationships and develop respect for others. We want them to manage their feelings and help to have confidence in their own abilities. We use feeling boxes and games to help promote this learning.

### Personal, Social and Emotional Development



Some bedtime reading...let us know if you want a copy.

We want children to make sense of the world they are living in and the community around them. We value opportunities to explore, observe and ask questions about people, places, technology and the environment.

### Understanding of the World

## Observation and Assessment

**Baseline Meeting** - When your child starts with us at Nursery, their key person will start observing what they can do. This allows them to form a "starting point" also known as a baseline to ensure that they can make progress from that point onwards. We will invite you in after 6 weeks to check that that you are happy with their settling in period and progress.

**Progress Check between the age of 2 & 3** -More information about this report on page 8.

**Continuous Tracking** - We continue to monitor your child's progress throughout the term to ensure that they meeting their milestones. If your child needs extra support or encouragement we provide more opportunities for them to take part in certain activities to build on these skills.

**Transition**- When your child becomes ready a key worker will visit the next room with your child to ensure that they become familiar with their new key person and ready for the next move. The key person will hand over and discuss your child's progress with the new staff and a child "buddy" in that room to help them settle.

## All you need to know about the Progress Check between the age of 2 and 3

The progress check at age two is intended to give parents a clear picture of their child's developmental progress between their second birthday and before their third. It shows a parent where their child is progressing well and also where progress may be less than expected, enabling us to identify learning priorities specific to each individual child. For our two year olds at Greenview Nursery, this report focuses predominantly on the three 'prime' areas of the curriculum. These are:

- ◆ Personal, Social and Emotional Development
- ◆ Communication and Language
- ◆ Physical Development

### Why do we get a progress report?

This report is produced to share children's progress in relation to national developmental norms at a specific point in time whilst attending Greenview Nursery. The assessments in a child's progress report, along with their identified 'next steps' are based on what the child demonstrates at Nursery both consistently and independently, although we do take into consideration contributions from home. For all children, we identify three targets which form their 'next steps' in learning. These are very individual to your child and of course we encourage you to help us to work on these targets.

### What do the development stages actually mean?

In the Early Years Foundation Stage Curriculum there are national educational developmental milestones which we use as a guide. We recognise that children do not develop at exactly the same rate and in the vast majority of cases, where a child is working at a lower than expected level; there is no cause for concern. Nevertheless by using these guidelines we are able to prioritise certain areas for development, based on the individual child's needs.

#### Key terms:

**Emerging** - Your child is secure in the previous level and has just started to work within the particular level. Or your child may have a target remaining in the previous level, but is more characteristically working at the new level.

**Developing** - Your child is working well within that level.

**Secure** - Your child has achieved all milestones at that level and may have started to work towards the milestones in the next level.

We encourage parents to inform us when they have their 'Age Two Health Check' with the Health Visitor. At times Health Professionals request a child's report from Nursery. We ask parents consent on a slip to allow us to share this information on request.



## All you need to know about toilet Training

### Knowing when the time is right

You may have a hunch that your child is getting ready to cast nappies aside and start potty training, but if you're not certain, check the list below to check the signs.

#### 8 signs of readiness

- ◆ Your child stays dry for two hours or more at any time, or is dry after a daytime nap.
- ◆ Your child tells you in words or by behaviour that wearing a wet nappy is uncomfortable and needs changing.
- ◆ Your child asks to use the potty or toilet
- ◆ You usually know when your child is likely to need the toilet.
- ◆ Your child asks to wear knickers or underpants.
- ◆ Your child can understand and follow simple instructions such as 'bring me the potty please'
- ◆ Your child can show in behaviour or use words to let you know they need the toilet.
- ◆ Your child can put on some of their clothes on their own.

Trust your own instincts about whether your child is ready to potty/toilet train or not. Each child develops bladder/bowel control at different speeds—don't compare him/her with other children of the same age.

Further toilet training support is available in our "all you need to know about bags". Please ask a member of staff for more information.

### Sharing news

We want you to be as involved as possible in your child's learning and development. Please share any milestones, stories or interests with us as we will use this to plan activities and start conversations.

How can you as a parent or carer get involved?

### Learning Journals

Please ask to see your child's learning journal whenever you want. If you want this to be sent to you half termly or termly then just let us know and we can add you onto the list.

### Newsletter

Sign up for our newsletter which is sent via email every month.

### Parent Forum

Every term we hold a parent forum which is an opportunity for us to hold workshops on how to support your child's learning at home, share ideas and discuss our development plans with you as parents. Please come and join us. We value your feedback to help us improve and deliver a service you want.

### Homework Boxes

If your child attends term time only, we endeavour to help support them throughout the holidays. We ask that you bring an old shoe box in which we will fill with different challenges and activities specific to your child's target. This will help them to continue to make progress throughout the time spent at home.

### All you need to know bags?

If you need any advice on child development or routines then just ask a member of staff. We have a range of "All you need to know bags" which range from toilet training to teething and sleeping. If we don't have one specific to your needs then we will put one together for you.

Greenview Nursery  
Greenfield Community Centre  
Green Lane  
Blackburn  
BB2 4SR

You can call us on...

01254 201 027

If you have any questions, please do not hesitate to contact us

Via email

[thepoppinsfamily@gmail.com](mailto:thepoppinsfamily@gmail.com)

### Complaints information

We strive to meet all our families individual needs and we want you to come and talk to us about any concerns you may have. Appropriate and prompt action is taken on any concerns raised and a record of all complaints is maintained. If you do wish to take further action, OFSTED can be contacted

Email; [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Telephone; 0300 123 1231—general number

Write; Piccadilly Gate, Store Street, Manchester, M1 2W