



# Monkey Puzzle Ware

## Weekly Newsletter

Edition: 34

Date: 05 October 2018

### **Important Dates**

#### **Babies Coffee Morning**

Friday, 12 October 2018 –  
10:00 am to 11:00 am

#### **Toddler Coffee Morning**

Friday, 19 October 2018 –  
10:00 am to 11:00 am

#### **Nursery Photo's**

Thursday, 25 October  
2018

#### **Preschool Coffee Morning**

Friday, 26 October 2018 –  
10:00 am to 11:00 am

#### **Halloween Tea Party**

Wednesday, 31 October  
2018  
3:00 pm to 5:00 pm  
Fancy dress

Dear Parents,

As Charli Leonard will soon be leaving us to start her maternity leave we have made the decision to cover her position in house. Claire Waters will take on the role of baby room lead, working alongside Krissy, Mary, Elaine and Ashley. We believe it is in the best interests of the children to have a familiar member of staff working with them.

Stacey Cockman who has now finished her apprenticeship will work alongside Lewis in preschool taking over Claire's children. Heather will remain the room lead of toddlers and preschool overseeing the work of Stacey and Lewis.

If you have any questions or concerns about the new staffing structure, please call or e-mail the office and we can discuss this further.

Thank you for your continued support,  
The Management Team  
Monkey Puzzle Management Team

**PARENT CHALLENGE WINNER FOR September: Jacqui Clark**

Weekly Winner  
Jacqui Clark /

# Dr On Board....

|   |   |   |
|---|---|---|
|  |  |  |
| Dr Rachakonda<br>Consultant Paediatrician   | Dr Gali<br>Dentist  | Dr Burugapalli<br>Gynaecologist   |

## DID YOU KNOW?

Right from birth, babies are ready to listen. From about two months before they are born, babies hear and learn to recognise voices around them. When they are first born, their eyes can focus on the human face at the distance that they are when they are being fed.

Between 0 and three months, babies learn to turn their head to familiar sounds and will smile and gurgle to games such as 'peekaboo' and 'up'. Babies at this age will discover different sounds and may start to enjoy cooing and gurgling. Around six months, babies will watch a speaker very intently and will use different noises of their own to get other people's attention. At this age babies continue to play with sounds (babbling) and the sounds will start to be more similar to those in their home language. Around one year old, babies will start to understand familiar and frequently used words or phrases such as 'bye-bye' and 'all gone'. At this stage, babies may start to use sets of sounds consistently with meaning, so although they may not sound like adult words, these are baby's first words. Between 12 and 18 months old, toddlers will understand more and more words and will be making the changes to the sounds they use, so that they are more recognisable as words. By 18 months, they will be using approximately 20 words. By two years, children will be understanding around 100 words and will be able to make sense of two main parts of simple sentences - for example, 'put the bricks in the box'. Children at this age can use around 50 words individually and may be able to put two or three words together in short sentences. Between the ages of two and three years, language really takes off. By the age of three, children will be able to understand slightly more complex sentence parts like 'in', 'on' or 'under' and might start to be aware of colour and shape labels. Three-year-olds can usually construct sentences of four to six words in length, but don't yet use adult speech sounds. By four years, children will understand and use longer sentences although there is still some way to go before communication at the level of an adult. Speech sounds which may still be tricky at this stage are f, l, y, th, r, s, ch and j.

## NHS IMMUNISATION SCHEDULE FOR UNDER 2's

### 8 weeks

6-in-1 vaccine, given as a single jab containing vaccines to protect against six separate diseases: diphtheria; tetanus; whooping cough (pertussis); polio; Haemophilus influenzae type b, known as Hib, a bacterial infection that can cause severe pneumonia or meningitis in young children; and hepatitis B  
Pneumococcal (PCV) vaccine  
Rotavirus vaccine  
MenB vaccine

### 12 weeks

6-in-1 vaccine, second dose  
Rotavirus vaccine, second dose

### 16 weeks

6-in-1 vaccine, third dose  
Pneumococcal (PCV) vaccine, second dose  
MenB vaccine second dose

### 1 year

Hib/MenC vaccine, given as a single jab containing vaccines against meningitis C (first dose) and Hib (fourth dose)  
Measles, mumps and rubella (MMR) vaccine, given as a single jab  
Pneumococcal (PCV) vaccine, third dose  
MenB vaccine, third dose

### 2 to 8 years (including children in reception class and school years 1 to 4)

#### 3 years and 4 months

Measles, mumps and rubella (MMR) vaccine, second dose  
4-in-1 pre-school booster, given as a single jab containing vaccines against: diphtheria, tetanus, whooping cough (pertussis) and polio

# Mel's Kitchen ...



Hello lovely parents,

I am Mel, and I enjoy making yummy scrumptious meals for your little cherubs... I hope you like my menu for next week, but if you do have some suggestions or recipes you would like to add do let me know 😊

| Week 2    | Monday   | Tuesday  | Wednesday   | Thursday   | Friday  |
|-----------|--|--|---|--|---|
| Breakfast | Cereal + Toast<br>Fruit selection<br><i>Gluten, Dairy</i>                    | Cereal + Toast<br>Fruit selection<br><i>Gluten, Dairy</i>          | Cereal + Toast<br>Fruit selection<br><i>Gluten, Dairy</i>                             | Cereal + Toast<br>Fruit selection<br><i>Gluten, Dairy</i>                  | Cereal + Toast<br>Fruit selection<br><i>Gluten, Dairy</i>                         |
| AM Snack  | Breadsticks + Dip<br><i>Gluten, Dairy</i>                                    | Cheese + crackers<br><i>Gluten, Dairy</i>                          | Pitta Bread + Hummus<br><i>Gluten</i>   | Cheddar Biscuits<br><i>Gluten, Dairy</i>                                   | Fruit Loaf + Butter<br><i>Gluten, Dairy</i>                                       |
| Lunch     | Macaroni cheese + salad<br><br>Chocolate Krispy Cake<br><i>Gluten, Dairy</i> | Cottage Pie + Peas<br><br>Fruit salad<br><i>Dairy</i>              | Steamed cod + vegetable stir fry<br><br>Apple Cinnamon Sponge<br><i>Gluten, Dairy</i> | Sweet + Sour Chicken and Rice<br><br>Yoghurt<br><i>Gluten, Dairy</i>       | Spaghetti + Meatballs<br><br>Blueberry Muffins<br><i>Gluten, Dairy</i>            |
| PM Snack  | Fruit selection  | Fruit selection  | Fruit selection   | Fruit selection  | Fruit selection   |
| Tea       | Beans on Wholemeal Toast<br><br>Yoghurt<br><i>Gluten, Dairy</i>              | Bagels with Cream Cheese<br><br>Shortbread<br><i>Gluten, Dairy</i> | Assorted Sandwiches + Salad<br><br>Yoghurt<br><i>Gluten, Dairy</i>                    | Cheese + Ham Wraps<br><br>Strawberries + Ice Cream<br><i>Gluten, Dairy</i> | Tuna Parcels + Salad<br><br>Yoghurt + Berry Compote<br><i>Gluten, Dairy, Fish</i> |

**NOTE:** Children with special dietary needs are catered completely and all allergens are swapped. Dairy and gluten are swapped for non-dairy and non-gluten alternatives, including fruits such as bananas and strawberries. Room staff and Chef have full allergy list and is shared daily between the room and kitchen

# What's On babies...

## This week...

The babies have been exploring the treasure basket. This included playing and listening to wind charms. Outside the children have been making sand castles using buckets and spades.



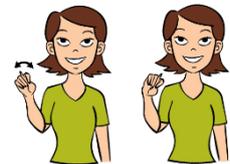
Next week the babies will be exploring different coloured play-dough. The children will be able to explore the play-dough by using different parts of their body as well as using animal cutters. Outside the children will be able to make marks using chalk. As well as this they will get to shake and bang different musical instruments to songs being sung in the room



## Our song of the week will be...

I am the music man

## Our baby sign of the week will be... shake



## Things you can do with me at home...

The baby room team would like to stick picture of the children looking at stories at home with their family in the book corner. They would love it if you could email or print off photos for the team to stick up in the book corner.

# What's On toddlers...

## This week...

The Toddlers have been looking at Goldilocks and the three bears. The children have made porridge into different sized bowls and decided which one Mummy bear, Daddy bear and Baby bear were going to have. They also made their own bears using googly eyes and different coloured paint. The children also talked about how sad the bears were when Goldilocks ate their breakfast.



## Our theme next week will be...

The Bear Hunt

Next week the Toddlers will be looking at the bear hunt story. They will get to explore the nature tray which will have mud, leaves and sticks in. As well as this the children will make their own bear ears to help the toddlers to pretend to be bears. The bears will also need a cave to hide in, so the children will get to use the forest school den as a cave and make a den in doors to. All the children will get to take part in acting out the story. Please can we ask that you bring in wellies or shoes you don't mind your child getting dirty.



## Our story of the week will be...

The bear Hunt



## Our song of the week will be...

Teddy bear, teddy bear

## Things to do at home ...

To collect leaves and sticks when out and about that we can use in our tray.

# What's On Preschool...

## This week...

The pre-school have been exploring autumn. They have been exploring autumn spices by talking about what they smell like as well as using them to create art work. The children also looked at leaves and how they have started to change colour, they then used them to create patterned pictures.



## Our theme next week will be...

Autumn

Next week the pre-school will continue to look at autumn as the children have started to show an interest in Hedgehogs. They will make their own hedgehogs using conkers and cocktail sticks. They will also get to make bread rolls that we will turn into a hedgehog too. As well as use paint and conkers to make different patterns



## Our story of the week will be...

The Gruffalo



## Our song of the week will be...

Leaves are falling



## Things to do at home ...

Collect some conkers so the children can make lots of hedgehogs at nursery

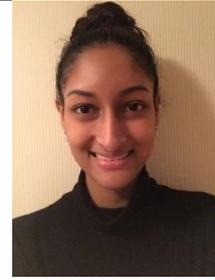
# Nursery Team Board...

| MANAGEMENT TEAM   |  |
|---|--|
|    | <p><b>Swati Naidu</b><br/>Managing Director<br/>Safeguarding Officer<br/>SENCO<br/>Data Protection Officer</p>   |
|    | <p><b>Amy Smith</b><br/>Nursery Manager</p>  |
|   | <p><b>Lucy Eaton</b><br/>Deputy Manager – Early Years<br/>First Aid Officer</p>                                  |
|  | <p><b>Heather Endsor</b><br/>Third In charge / Preschool &amp; Toddler Room Leader<br/>Nursery Fire Marshall</p> |

**Baby Room Staff**



**Claire Waters**  
Room Leader



**Ashley Rivet-Vitry**  
Assistant Room Leader (Trainee)



**Charlotte Leonard**  
Room Practitioner



**Mary Hardy**  
Room Practitioner



**Kristina D'adamo**  
Room Practitioner



**Elaine Lee**  
Room Practitioner



**Amanda Harvey**  
Lunch Cover

**Toddler Room Staff**



**Heather**  
Room Leader



**Helen Markwick**  
Assistant Room Leader



**Eloise Ambler**  
Room Practitioner



**Matthew Lee**  
Room Practitioner



**Tina Pullen**  
Lunch Cover



**Chloe Cockman**  
Toddler Room Support



**Emma Maslanka**  
Toddler Room Support

**Preschool**



**Heather Endsor**  
Room Leader



**Lewis Hill**  
Room Practitioner



**Stacey Cockman**  
Toddler Room Support



**Marisa**  
Lunch Cover

# Nursery Support Staff



Please note sometimes to meet our ratio requirements, you might find that some of our support staff are deployed in rooms other than they are generally been appointed for. This happens under circumstances such as covering sickness or holidays.

The nursery always is legally required to be in ratio and we would prefer staff known to children covering the ratio, rather than having to always depend on external agencies. Our support staff and our lunch covers play a vital role in achieving this degree of continuity of care for our children.

Room Ratio's:

Under 2's – For every 3 babies, there is one member of staff team (1:3)

2's to Under 3's – For every 4 toddlers, there is one member of staff team (1:4)

Over 3's – For every 8 Pre-schoolers, there is one member of staff team (1:8)

If ever you have any doubt or any aspect relating to our staffing matters, please feel free to contact Swati on 07859919519.

# Parents Challenge....

We will be challenging our parents each week and there will be a 'winner', 'first runner up' and 'second runner up'. The winner will then qualify for our end of the month lucky dip and whoever gets picked in the lucky dip will get 10% off on their next invoice 😊

Please note for the challenge to be complete you MUST answer all questions and in case of a tie, the last question will be deciding factor. Best answer will also be published in next week's bulletin 😊

You can reply back to these questions by emailing to [harsha@monkeypuzzleware.co.uk](mailto:harsha@monkeypuzzleware.co.uk)

|   |  |
|---|--|
| <p><b><u>This Weeks Quiz:</u></b></p> <p>Can you list 5 ways in which you can improve your child's communication and language skills?</p> <p>How did this quiz help you?</p>  | <p><u>How are parents benefitted from last week's challenge?</u></p> <p><i>It is helpful to have the communication stages broken down and described, to help support us at home in helping our daughter as her language and communication develops.</i></p> <p><i>This quiz has made me realise that my daughter communicates in so many different ways and that it is really important to use as many words and ways of communicating with her at this early stage so that she has the best foundation for life.</i></p> <p><i>The quiz has helped remind me of how babies and toddlers communicate with us and how to try and help them develop their language skills. That even them doing basic marks on a piece of paper is their way of communicating with them, and to encourage more mark making play.</i></p> |
| <p><u>Answers to last week questions:</u></p> <ol style="list-style-type: none"><li>1. In the Early Years Foundation Stage, communication and language is broken down into<ol style="list-style-type: none"><li>a. Listening and attention</li><li>b. Understanding</li><li>c. Speaking</li></ol></li><li>2. Other ways that children communicate are - Smiles, gestures , turning when they speak, reaching out, making noises and facial expressions, imitation of others</li></ol> |  |

# How to Support Your Child's Communication Skills

This resource provides strategies to help parents and caregivers support the development of communications skills in young children.



The capacity to communicate is the ability and desire to connect with others by exchanging ideas and feelings, both verbally and non-verbally. Most children learn to communicate to get a need met or to establish and maintain interaction with a loved adult.

Babies communicate from birth, through sounds (crying, cooing, squealing), facial expressions (eye contact, smiling, grimacing) and gestures/body movements (moving legs in excitement or distress, and later, gestures like pointing.) Babies continue to develop communication skills when adults respond to their efforts to "tell" others about what they need or want.

Children's communication skills grow by leaps and bounds across the first few years of life:



A newborn nuzzles at her mother's breast. Her mother says, "Oh, you must be hungry. Here you go." This baby is learning that her loved ones will respond to her signals and communications.

A 9-month-old starts messing with the food on his high chair, as if wiping it clean with his hands. His father notices, saying: "Hey buddy, looks like you're telling me you are all done. How about I take you out of there and we can head to the park." This baby is learning that he is an effective communicator.

A 28-month-old is at the park. She is pointing urgently at something and saying to her grandfather, "Der! Der! Der!" He says, "I'm sorry, sweetie, I don't understand. Could you say it again?" She continues to point, and repeats herself a number of times. Finally, her grandfather says, "Oh, the squirrel. Yes, I see him up there in the tree!" This toddler is learning that her loved ones will "hang in there" and work hard to understand her attempts to communicate.

A 3-year-old chats with his mother on the way home from preschool. He tells her he liked the songs and snack, but didn't like how the sand felt on his hands. His mother listens, and asks him questions. This toddler is learning that what he has to say is important to the people who love him, and that he is a good communicator. Here are some ideas to help your baby or toddler develop communications skills:



*Respond to your baby's gestures, looks and sounds.*

When he puts his arms out to you, pick him up, kiss him and use simple words. "You want up." When he coos, coo back. When he gazes at you, make eye contact and talk with him. These immediate and attuned responses tell your baby that his communications are important and effective. This will encourage him to continue to develop these skills.

*Talk with and listen to your child.*

When you talk with her, give her time to respond. Make eye contact on her level. This will communicate your desire to hear what she has to say. Ask open-ended questions: "What do you think about today's rainy weather?" "Where do you think the rain goes?" "How do you think the rain helps flowers grow?" "Why is the sky so gray?" Talking with your child helps her see herself as a good communicator and motivate her to keep developing these skills.

*Help children build on their language skills.*

"So you are pretending to be a hungry caterpillar who wants to eat some food? What kind of food? Let's name all the things you want to eat."

*Teach your child about non-verbal communication.*

"Luis, do you see how Andi is holding her hands up to cover her face? She doesn't like it when you throw the ball so hard. I know you can throw it softer so she will want to keep playing catch with you."

*Respect and recognize your child's feelings.*

Children are far more likely to share their ideas and feelings if they know they won't be judged, teased, or criticized. You can empathize with a child's experience, yet disagree with his behavior. For example, "I know you're scared to sleep alone, but you need to stay in bed. Would you like some quiet music on?" Or, "I know you're angry but you can't throw the blocks. Here's a pillow you can punch instead."

*Help your child develop a "feelings" vocabulary.*

Provide the words for her experience. "You're sad because Daddy left for his trip." Keep in mind that feelings are not good or bad, they just are. Sometimes parents are afraid that talking about an intense feeling will escalate it; but many times the opposite happens: When children feel that their feelings and experiences are respected, they are often able to move on more easily.



### *Read together.*

Cuddle together for quiet times with a book. Encourage your older baby to turn the pages and to point to what he sees. Ask your older toddler how the characters might be feeling and wonder together what will happen next. Let your child choose the books. The more interest he has in the book, the more attentive and enjoyable your time together will be. And reading with your child teaches more than literacy and language skills. He is learning that you value his interests and choices, and that you love him and enjoy being close to him. Studies show that lifelong readers are those who, as children, simply found reading a pleasurable experience (what was read didn't seem to matter as much as how children felt about the activity).

### *Narrate what you do as you go through your daily routines.*

This helps your child connect words with objects and actions. "I'm washing the dishes. I'm squeezing the yellow dish soap into the warm water." Talk about what you're doing as you care for your child. "Here we go into the bathtub. You're arms, legs, and tummy are getting all wet. Rubber Ducky is having a bath too." Talk as you play together: "You're brushing your dolly's hair. She has long hair. Are there any tangles?" With verbal toddlers, you can create a tradition where each family member shares something about his day. Ask your child questions about her day. Once she can speak, encourage her to ask you things too.

### *Encourage pretend play.*

Children often express themselves more freely when they're pretending. It may feel safer to talk about how Teddy Bear is afraid of the dark, than how the child is. Pretend play is also a chance to take on different roles and to act out what different people might say, think or do. This develops language as well as social skills like empathy.

### *Make your requests clear, simple, and appropriate for your child's age and ability.*

For a 1-year-old, you can give one step directions like, "Go get the ball." For an 18-month-old, you can give two-step commands like, "Please go to your room and get your shoes." Be sure you have your child's attention first, by calling his name or gently touching him and looking directly at him at his eye level. You can ask an

older child to repeat the request to make sure he heard and understood the communication.

*Be a good role model.*

Your child is watching you very carefully. If you talk to others with kindness and respect, she will likely follow your lead and take on your manner and tone as she becomes more verbal. And, when you expect this kind of respectful communication from others, you are modeling how she should expect to be treated by others as well.