



Monkey Puzzle Ware

Weekly Newsletter

Edition: 30

Date: 7 September 2018

Important Dates

Autumn Full Term

Monday, 3 September to
Friday, 21 December
2018

Autumn Half Term Date

Monday, 29 October to
Friday 2 January 2018

Speech and Language Therapist

Wednesday, 12
September 2018

Mystery Reader

Monday-Friday from
11:20-11:30 please speak
to your respective rooms
to book yourselves in.

Dear Parents

We are very pleased to inform that we have retained our 5-star rating for our food and hygiene. A big round of applause to our lovely Mel 😊

We also had yet another MOCKSTED! And we have been rated as good.

Any parent who wishes to read our EEEYP audit (Council inspection), which also equates to a good is more than welcome to fix a time with office and we will be more than happy to share the report.

We are very excited and so looking forward to Ofsted coming and seeing all the work we have done to date 😊

Monkey Puzzle Management Team

PARENT CHALLENGE WINNER FOR August: Jacqui Clark

Weekly Winner

No winners 😞

Dr On Board....

		
Dr Rachakonda Consultant Paediatrician	Dr Gali Dentist	Dr Burugapalli Gynaecologist

Understanding why a child bites is key to beating the problem.

- **Expressing emotion:** Oddly enough, young toddlers can bite as a way of showing love. “Toddlers have really intense feelings but don’t know how to show them,” says Dirk Flower, chartered psychologist. “Biting can be a way of expressing their feelings. Mothers often don’t understand why it’s just them who get bitten.”
- **Experimenting:** Toddlers are learning how their body works – they put things in their mouths, and sometimes nip. It’s impulsive and they don’t mean to hurt. Often, a baby chomps on someone when they’re teething. Sometimes toddlers nip when they’re over-excited.
- **Defending:** Young children learn to bite as a defence, especially if they can’t talk. David was an emotional boy who didn’t learn to speak until after he turned three – and until then would bite other children whenever he grew anxious or felt threatened. Sometimes changes or upsets at home can bring on this type of biting. “These children are trying to establish a safety zone,” explains Mr Flower. “When you bite, your victim moves away – it’s a great defence.”
- **Controlling:** Some children know biting is a way of getting other children – or their parents – to do what they want. They don’t always do this consciously. It may happen when a group of children are jostling to be leader. Sometimes the youngest child in the family bites to gain power.
- **Frustrated or irritated:** Your child wants a toy back. Or they want a biscuit or adult attention, or can’t cope with a situation. They may not understand turn-taking and sharing. Or things may have changed at home or the child feels under stress. Your child doesn’t necessarily mean to cause harm, but just can’t find the words to express <https://www.supernanny.co.uk/Advice/-/Parenting-Skills/-/Discipline-and-Reward/Put-a-stop-to-biting.aspx>

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 Fruit selection <i>Gluten, Dairy</i>	Cereal + Toast Fruit selection <i>Gluten, Dairy</i>	Cereal + Toast Fruit selection <i>Gluten, Dairy</i>	Cereal + Toast Fruit selection <i>Gluten, Dairy</i>	Cereal + Toast Fruit selection <i>Gluten, Dairy</i>
AM Snack	Breadsticks + Dip <i>Gluten, Dairy</i>	Cheese + crackers <i>Gluten, Dairy</i>	Pitta Bread + Hummus <i>Gluten</i>	Cheddar Biscuits <i>Gluten, Dairy</i>	Fruit Loaf + Butter <i>Gluten, Dairy</i>
Lunch	Macaroni cheese + salad Chocolate Krispy Cake <i>Gluten, Dairy</i>	Cottage Pie + Peas Fruit salad <i>Dairy</i>	Steamed cod + vegetable stir fry Apple Cinnamon Sponge <i>Gluten, Dairy</i>	Sweet + Sour Chicken and Rice Yoghurt <i>Gluten, Dairy</i>	Spaghetti + Meatballs Blueberry Muffins <i>Gluten, Dairy</i>
PM Snack	Fruit selection	Fruit selection	Fruit selection	Fruit selection	Fruit selection
Tea	Beans on Wholemeal Toast Yoghurt <i>Gluten, Dairy</i>	Bagels with Cream Cheese Shortbread <i>Gluten, Dairy</i>	Assorted Sandwiches + Salad Yoghurt <i>Gluten, Dairy</i>	Cheese + Ham Wraps Strawberries + Ice Cream <i>Gluten, Dairy</i>	Tuna Parcels + Salad Yoghurt + Berry Compote <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 looking at nature. The children have been exploring the Gruffalo tuff tray and trying to find the different animals amongst the leaves and mud. The children have also been leaf and pine cone printing and planting and watering flowers.



Our theme next week will be...

All about me

Next week the babies will be doing all about "me". They will be making pizza faces, looking at family book, making salt dough hands and looking at themselves in mirrors.



Our song of the week will be...

Head, shoulders knees and toes

Our baby sign of the week will be... Me



Things you can do with me at home...

- To see what baby parts, they can find such as fingers and toes

What's On toddlers...

This week...

The toddlers have been doing lots of role play. They have been making dens, exploring glittery water using wooden spoons while singing songs. As well moving in different ways in the garden such as jumping like a frog or stomping like a dinosaur.



Our theme next week will be...

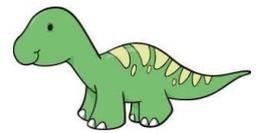
Dinosaurs

Next week the toddlers will be doing dinosaurs. The children will be washing the dinosaurs, making dinosaur footprints in paint and role-playing dinosaurs.



Our song of the week will be...

Dinosaur Dinosaur



Our story of the week will be...

10 Dinosaurs

What's On Preschool...

This week...

The children have looked at magic. They have been making magic potions using water, glitter and our new light table, as well as magic wands, dragon masks and role play witches and wizard's.



Our theme next week will be...

Fossils

Next week the pre school will be looking at fossils. They will be making their own fossils out of salt dough, making rubbings of fossils and going on a fossil hunt.



Our song of the week will be...

Silly Soup

(children request)



Our story of the week will be...

Harry and the bucket full of Dinosaurs

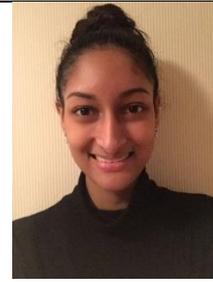
Nursery Team Board...

MANAGEMENT TEAM	
	<p>Swati Naidu Nursery Manager / Director Safeguarding Officer SENCO Data Protection Officer</p>
	<p>Amy Smith Assistant Manager / Baby Room Leader (Temporary) Deputy Safeguarding Officer</p>
	<p>Lucy Eaton Deputy Manager – Early Years First Aid Officer</p>
	<p>Heather Endsor Third In charge / Preschool & Toddler Room Leader Nursery Fire Marshall</p>

Baby Room Staff



Amy Smith
Room Leader (Temporary)



Ashley Rivet-Vitry
Assistant Room Leader (Trainee)



Charlotte Leonard
Room Practitioner



Mary Hardy
Room Practitioner



Kristina D'adamo
Room Practitioner



Elaine Lee
Room Practitioner



Tina Pullen
Lunch Cover

Toddler Room Staff



Heather
Room Leader



Helen Marwick
Assistant Room Leader



Eloise Ambler
Room Practitioner



Matthew Lee
Room Practitioner



Stacey Cockman
Toddler Room Support



James Upton
Toddler / Preschool
Room support



Chloe Cockman
Toddler Room Support



Emma Maslanka
Toddler Room Support



Amanda
Lunch Cover

Preschool Room			
			
Heather Endsor Room Leader	Claire Waters Assistant Room Leader	Lewis Hill Room Practitioner	Marisa Lunch Cover

Nursery Support Staff

			
Stacey Cockman Toddler Room Support	James Upton Toddler / Preschool Room support	Chloe Cockman Toddler Room Support	Emma Maslanka Toddler Room Support

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

<p><u>This Weeks Quiz:</u></p> <p>What is an emergency lockdown procedure?</p> <p>What is a parents role in supporting nursery's lockdown procedure?</p> <p>Why do you think the nursery lockdown plan is not shared with parents?</p> <p>How did this quiz help you?</p>	<p><u>How are parents benefitted from last week's challenge?</u></p> <p><i>This policy has highlighted that as adults, we tend to take change in our stride but as a little person, this can be overwhelming and hard to understand. I will certainly make a concerted effort to explain any change in situation to my daughter to make sure she understands and is comfortable with it and inform the nursery if I need any help with this.</i></p> <p><i>As our child is about to go through a number of transitions over the next month or so with a room move and a new house it is good to know how she will be supported at nursery and additional things that we can do to try and make this as seamless as possible.</i></p>
<p><u>Answers to last week questions:</u></p> <p>1. What are the different types of transitions?</p> <p>Starting nursery, moving nursery rooms, starting school, moving nurseries, family breakdowns, new siblings, moving home, death of a family member or pet, parents working abroad, key person leaving.</p> <p>2. Who are the people who play a key role during transition of children?</p> <p>The nursery and parents play key role.</p>	

Attachment 1

Emergency Lockdown Procedures

On occasions for younger children the “Lockdown procedures” can also be known as ‘sheltering in place’, if this is deemed to be a more appropriate term to use with the children.

Monkey Puzzle Day Nurseries Ltd acknowledge the work of Surrey County Council and Central Bedfordshire Council in the production of this document.

All our nurseries should consider the need for robust and regularly tested lockdown procedures. Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and children in our care. Procedures should aim to minimise disruption whilst ensuring the safety of all personnel. Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident/civil disturbance in the local community (with the potential to pose a risk to staff and children).
- An intruder on the nursery premises site (with the potential to pose a risk to staff and children).
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc) or chemical, biological or radiological contaminants.
- A major fire in the vicinity of the nursery.
- The close proximity of a dangerous dog roaming loose.

Lockdown Arrangements

Lockdown arrangements should be determined on an individual basis, as they will be dependent to a large extent on local circumstances such as premises design and layout of the environment and resources available, etc.

There are two types of lockdown; ‘partial’ and ‘full’.

Partial Lockdown	
Alert to staff: ‘Partial lockdown’	Immediate action
In a partial lockdown staff and children should remain in the building and all doors leading outside should be locked. No one should be allowed to enter or leave the building; however, teaching and work can continue as usual. This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to staff and children in the nursery. It may also be as a result of a warning being received regarding the risk of air pollution, etc.	<ul style="list-style-type: none">• All outside activity to cease immediately, staff and children to return to building. (There needs to be a means of communicating the alert to duty staff at break times – nursery uses a code word which is not disclosable).• All staff and children to remain in building and external doors and windows locked.• Free movement may be permitted within the building dependent upon circumstances.• In the event of an air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off.

	<ul style="list-style-type: none"> • Use anything to hand to seal up all the cracks around doors and any vents into the room – you aim to minimise possible ingress of pollutants. • Staff should await further instructions.
<p>All situations are different. Once all staff and children are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services.</p> <p>A ‘partial lockdown’ may also be a precautionary measure, but puts the nursery in a state of readiness (whilst retaining a degree of normality) should the situation escalate. Emergency Services will advise as to the best course of action in respect of the prevailing threat.</p>	

Full Lockdown	
Alert to staff: ‘Full lockdown’	Immediate action
<p>This signifies an immediate threat to the nursery and may be an escalation of a partial lockdown.</p> <p>The aim of a full lockdown is for the nursery and its rooms to appear empty.</p>	<ul style="list-style-type: none"> • All /staff stay in their base rooms or move to the nearest base room. • Office staff should remain in their office. • External doors locked. Doors locked (where a member of staff with key is present). • Windows locked, blinds drawn, internal door windows covered (so an intruder cannot see in). • Pupils/staff sit quietly out of sight and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal. Consider locations behind substantial brickwork or heavy reinforced walls). • Lights, smartboards and computer monitors turned off. • Ensure the nursery mobile phone is turned off (or at the least turned onto silent so they cannot give away your position). • A register to be taken of all pupils/staff in each base room/office. • Communicate headcount to office. • Staff should await further instructions. <p>Staff and children remain in lock down until it has been lifted by a senior member of staff/emergency services. At any point during the lockdown, the fire alarm may sound which is a cue to evacuate the building.</p> <p>During the lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to the office as this could delay more important communication.</p> <p>Examples of discreet communication channels might be:</p>

	<ul style="list-style-type: none"> • Where staff have access to an internal e-mail system, they could access their account and await further instruction. In practical terms, staff would need to be familiar with accessing their account through a variety of means e.g. laptop, or tablet.
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Nursery Lockdown Plan -

It is not possible to prescribe a generic nursery lockdown plan as there are a number of variables that will dictate exactly how an individual nursery responds to those situations identified, for example:

- Access to the fire alarm system controls to raise an alarm in an emergency.
- Other means of internal communications - messenger, two-way radios, mobile phone, use of tablets etc.
- Nursery site plan e.g. the layout of buildings and size.
- Age of children in various base rooms.
- Geographical location – urban/rural, presence of secure perimeter fence.

Nonetheless, there are some useful basic principles that we incorporate in our plans:

- A member of staff is nominated as lockdown manager (plus deputies in their absence) to initiate, manage and conclude the lockdown. They will also communicate with emergency services. Their roles and responsibilities are fully documented.
- Staff are alerted to the activation of the plan by a recognised signal, audible throughout the nursery.
- The use of the fire alarm is only used if there are no other means of communicating an emergency response to an incident.
- Those using the outdoor learning environment should be brought inside as quickly as possible.
- Those inside the nursery should remain in their base rooms or proceed directly to the nearest base room.
- All external doors and, as necessary, windows are locked (depending on the circumstances, internal doors may also need to be locked where ever possible).
- Blinds/curtains drawn and windows on internal doors covered (if possible).
- Once in lockdown mode, staff notify the office immediately of any children not accounted for via the agreed communication channel.
- Staff should to keep calm and engage with the children using age appropriate silent activities i.e. silence games/sleep bunnies/books etc.
- As appropriate, the nursery establishes communication with the Emergency Services as soon as possible.
- Monkey Puzzle Head Office will be notified.
- If necessary, parents will be notified as soon as it is practicable to do so via the nursery's established communications system.
- Children must not be released to parents during a lockdown.
- If it is necessary to evacuate the building, the fire alarm should sound.
- Procedures are in place for members of staff who do not have a regular base room.
- Visitors/volunteers/peripatetic staff are included in nursery lockdown plan.
- There is an official lockdown termination announcement so that all staff know that it is authentic

- Areas in the nursery that cannot be effectively locked down have been identified and the lockdown procedures instructions on removing staff and pupils from these areas to a place of safety (i.e. toilets/outbuildings).
- There is a established agreed methods of communication from staff to the lockdown manager should a dangerous intruder be located on the nursery premises.
- An overview sheet outlining the nursery's procedures is on display in the staffroom.

In the event that the nursery is in lockdown and the fire alarm sounds, the nursery should contact the emergency services as in a normal fire alarm activation. A nominated member of staff who has a means of remote communication (e.g. go to the fire alarm panel to establish what zone has been activated. Once the zone has been identified, the alarm should be silenced and another person sent to the area to investigate. They will need to approach with caution as there may be a fire or an intruder may have activated the alarm. If a fire is discovered this information should be communicated back to the person at the fire alarm panel, who should resound the alarm, update the emergency services and evacuate the nursery.

Due to the fast-moving nature of incidents that require lockdown it is important that all staff can act quickly and effectively. Staff should have clear roles and responsibilities and it is of vital importance that the nursery's lockdown procedures are familiar to members of the senior management team and nursery staff. Depending on their age, children are made aware of the plan. Nursery has regular practices in place.

Staff's understanding is regularly checked with regular training refreshers. A lockdown drill is undertaken at least once a month and thoroughly debriefed to monitor the effectiveness of arrangements. Parents too should know that the nursery has a lockdown plan and that it will be regularly tested. However, nursery will not share the full lockdown plan to parents.

It would also be good practice to:

1. Conduct a number of table top exercises with the senior leadership team to test the procedures against various scenarios.
2. Rehearse lockdown arrangements with all staff and where possible the children.

In the event of an actual lockdown, it is strongly advised that any incident or development is communicated to parents as soon as is practicable. It is obvious that parents will be concerned but regular communication of accurate information will help to alleviate undue anxiety.

Parents should be given enough information about what will happen so that they:

- Are reassured that the nursery understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety.
- Do not need to contact the nursery. Calling the nursery could tie up telephone lines that are required for contacting emergency support providers.
- Do not come to the nursery. They could interfere with emergency support provider's access to the nursery and may even put themselves and others in danger.
- Wait for the nursery to contact them about when it is safe to collect their child, and where this will be from.
- Are aware of what will happen if the lockdown continues beyond school hours.

The 'communication with parents' section of the nursery lockdown plan needs to reassure parents that the nursery understands their concern for their children's welfare and that everything that can possibly be done to ensure children's safety will be done. However, it may also be prudent to reinforce the message that 'the nursery is in a full lockdown situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody is allowed in or out...'

Should parents present at the nursery during a lockdown under no circumstances should members of staff leave the building to communicate directly with them.

Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The nursery site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the lockdown.

Emergency Services will support the decision of the Directors with regarding the timing of communication to parents.

In the event of a prolonged lockdown or more severe scenario, emergency services, local authorities and voluntary sector organisations will work together to co-ordinate practical and emotional support to those affected by any emergency, also referred to as humanitarian assistance.

A reception centre for friends and family could be set-up outside of the cordoned area.

Useful contact numbers:

Swati Naidu – 07859919519

Harsha Gopisetty - 07837007228

Specify how staff will be informed if it is a partial or full lockdown and how further information will be shared.

Internal phones may also be used for communication.

If you are with the children it is important to:

- **remain calm**
- **reassure them**
- **remind them to follow your instructions**