



Monkey Puzzle Ware

Weekly Newsletter

Edition: 33

Date: 28 September 2018

Important Dates

**Curriculum Evening
And EPIC Early Years –
Early Talk**
Thursday, 4 October
2018
6:30 pm start

Dear Parents

On Thursday, 4th October we are hosting 'Early Talk' this seminar is being conducted in liaison with EPIC Early Years Team. This is a great opportunity as you will get some really useful tips and ideas to encourage your little one to develop early talk and speech. Please feel free to come along and bring your friends as well. This is a seminar which we would like to extend to your friends and family as more parents benefit from it the better it is 😊




For further information, please feel free to contact Swati on 07859919519.

Monkey Puzzle Management Team

PARENT CHALLENGE WINNER FOR August: Jacqui Clark



Dr On Board....

		
Dr Rachakonda Consultant Paediatrician	Dr Gali Dentist	Dr Burugapalli Gynaecologist

Early Talk

Did you know one of the most important ways to help children be prepared for school is simply to talk with them frequently? A famous study conducted in 1995 by researchers Hart and Risley, "[The Early Catastrophe](#)," found that at just 3 years of age, children in low-income homes were on average exposed to 30 million fewer words than their peers in higher-socioeconomic groups. Furthermore, there was a tight link established between the number of words a child hears and their literacy development, often referred to as the "word gap." The Hart and Risley study, and others completed since, have established a correlation between poor early literacy skills and lifelong academic challenges, as well as socio-economic disparities.

Simply put, the more words a child hears, the more prepared they are when they enter school. By the third grade, children who hear more words tend to have bigger vocabularies, be stronger readers and perform better on tests.

There is a specific reason why hearing those words before age 3 is so important. Early childhood is a critical time in children's brain development; over 85 percent of our physical brain growth occurs in the first three years of life. The great news is that this important way to support your child's brain development is completely free and can be done at any time and in any place.

<http://blog.ican.org.uk/wp-content/uploads/2013/01/Early-Years-Communication-factbox-Final+kf-113.pdf>

<https://www.essexlocaloffer.org.uk/wp-content/uploads/2015/08/Learning-to-talk-Talking-to-learn.pdf>

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 1	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	Scotch Pancakes <i>Gluten, Dairy</i>	Bread muffins + butter <i>Gluten, Dairy</i>	Cheese straws + salad <i>Gluten, Dairy</i>	Rice cakes + cheese spread <i>Dairy</i>	Vegetable sticks + dip <i>Gluten, Dairy</i>
Lunch	Sausages, New potatoes and beans Yoghurt <i>Gluten, Dairy</i>	Chicken + vegetable curry with rice Gingerbread people <i>Gluten, Dairy</i>	Roast Turkey with roast potatoes, peas and gravy. Fruit Salad <i>Gluten</i>	Tuna Pasta Bake Lemon sponge <i>Gluten, Dairy, Fish</i>	Beef lasagne + salad Yoghurt <i>Gluten, Dairy</i>
PM Snack	Fruit selection	Fruit selection	Fruit selection	Fruit selection	Fruit selection
Tea	Chicken + mayonnaise wraps with salad. Fruit muffins <i>Gluten, Dairy</i>	Scrambled egg on toast Melon fingers + strawberries <i>Gluten, Dairy</i>	Pitta bread with cheese + ham Oat cookies <i>Gluten, Dairy</i>	Sausage rolls + salad Yoghurt <i>Gluten, Dairy</i>	Mixed Sandwiches Banana flapjack <i>Gluten, Dairy</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 staff have been focusing on bonding with the new children that have started with in the room, as well as encouraging the children to bond together to. The staff have been doing small group times and one to one group time where the children have had the chance to look at the old mac Donald story sack. The children have been exploring water play with handled cups to support good control.



This week in the baby room the children will be given the chance to explore the treasure basket. This will include listening and play with wind charms. Outside the children will be making their own sand castles using buckets and spades. The older children will be looking at the feelings happy and sad.



Our song of the week will be...

If your happy and you know it

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



Things you can do with me at home...

- To explore different sounds, this could be tapping a pan with a spoon or shaking a shaker

What's On toddlers...

This week...

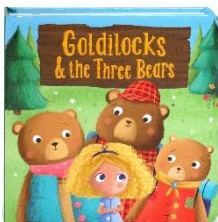
The Toddlers have been looking at the three little pigs. The children have been making their own houses out of brick, hay and sticks and well as acting out the story using puppets. The Forrest school area has also been well used this week and the children have really enjoyed using the den ask the house to hide from the big bad wolf.



Our theme next week will be...

Fairy tales

Next week the Toddlers will be looking at Goldilocks and the three bears. The children will get to make porridge in different sized bowls and will get to match the bears to the porridge. As well as making bear prints with different coloured paints. The children will also look at feeling and how the bears felt when Goldilocks ate their food.



Our story of the week will be...

Goldilocks and the three bears

Our song of the week will be...

Teddy bear, teddy bear

Things to do at home ...

To start to look at big and small objects at home

What's On Preschool ...

This week...

The pre-school children have been looking a pizza. The children have made their own pizza puzzle. By cutting out decorated circles, then cutting it into triangles and then trying to put it back together again. The children have also got to make a pizza from scratch and then use different vegetables to make a pizza that looks like them. When making the pizza faces the children have been talking about what features might be different from each other such as eye colour or hair colour

Our theme next week will be...

Autumn

Next week the pre-school will be looking at autumn. They will be taking a trip to the river to collect leaves as well as leave jumping too. The children will also be painting with leaves and talk about why the leaves change as well as exploring autumn spices.



Our story of the week will be...

Pumpkin soup



Our song of the week will be...





Leaves are falling



Things to do at home ...

Go on an autumn walk and bring into nursery things you have found such as leaves and conkers

Nursery Team Board...

MANAGEMENT TEAM	
	<p>Swati Naidu Managing Director Safeguarding Officer SENCO Data Protection Officer</p>
	<p>Amy Smith Nursery Manager</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



Claire Waters
Room Leader



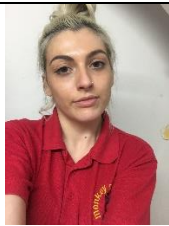
Ashley Rivet-Vitry
Assistant Room Leader (Trainee)



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 Marwick
Assistant Room Leader



Eloise Ambler
Room Practitioner



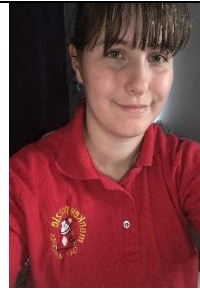
Matthew Lee
Room Practitioner



Stacey Cockman
Toddler Room Support



Tina Pullen
Lunch Cover



Chloe Cockman
Toddler Room Support



Emma Maslanka
Toddler Room Support

Preschool



Heather Endors
Room Leader



Lewis Hill
Room Practitioner



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

<p><u>This Weeks Quiz:</u></p> <p>What are the 3 stages into which communication and language are broken down in early years?</p> <p>What are the other ways that children communicate in?</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 reassuring that key members of staff are trained and monitoring safeguarding the children to promote their safety and supporting the staff. It is also comforting that all staff undergo the DBS process before being left with any child and are encouraged to 'whistle blow' if they have any concerns.</i></p>
<p><u>Answers to last week questions:</u></p> <p>Who is the nursery DSP? Swati Naidu</p> <p>In case the DSP is not around who is the next member of staff that can be contacted? Rest of the management team – Amy Smith / Lucy Eaton / Heather Endsor</p> <p>Can you name the policy that help staff raise concerns? Whistleblowing policy</p>	

Communication and Language

All of us are social beings and are ready for communicating right from birth. From the first moments after birth babies prefer their mother's voice above all others. Mothers and babies quickly become 'tuned in' to one another – the baby looks intently at the mother's face and she looks at the baby and communication has begun – through smiles, talking and gestures. Babies love to hear the voices of familiar people such as dad or a sister and communicate with them through turning when they speak, reaching out, cooing, and through facial expressions such as smiles. Communicating seems to be an in-built drive – and the ways we communicate rely as much on non-verbal means as on spoken communication.

In the Early Years Foundation Stage, Communication and Language is broken down into three aspects:

- Listening and attention
- Understanding
- Speaking

Listening and Attention

Through positive relationships children respond to eye contact, verbal and non-verbal interaction; they anticipate and initiate communication with others, learning to respond in many ways. Children do this through listening to others, watching and imitating them and through joining in with rhymes, stories and games using sounds and words. In this way they learn to attend to important features of communication and to respond, eventually being able to divide their attention between what is being said and what they are doing.

Understanding

Understanding what has been said to them, saying things to others, being treated as a communicator and sharing in talk with others is all part of the communication process. In this aspect of communication and language children will show understanding in many ways including by responding appropriately to what somebody has said, following instructions and responding to and asking questions to check out meaning. Their understanding of what is being said to them far outweighs what they can say. Every experience a child has will extend their understanding if adults are there sharing the experience and helping them.

Speaking

As babies move through their first attempts at communication amazing things happen – they begin to say words and can communicate meaning even though they may not have words for all the things they want to tell us about. The store of words that children build up will help them to be effective and skilful communicators and, with help, and through hearing correct language use toddlers and young children will internalise the rules of grammar – sometimes trying out combinations of words to make short phrases and sentences – like 'me do that!' or 'my going to the park'. In this process they develop ways to express themselves based on their own ideas and experiences.

As well as communicating through words and gestures children begin to communicate their ideas by making marks (and many other activities), sometimes on the settee or the

wall, but usually on paper – at the beginning these marks are simply physical explorations of what the child can do and what the paint, felt tip or pencil will do, but eventually children begin to give some meaning to the marks they make and this can lead into many types of communication including drawing, writing and creating pictures or models. Additionally children communicate through the creative and expressive arts and through the ways they express their unique personalities. They also realise that as well as human beings communicating with them books, iphones and TVs have something to communicate too! So toddlers choose favourite story books to look at and flick through photos on mum's phone saying 'that's me' or maintain interest for a while in very short TV programmes.