Welcome to our Pre-school Room



3-5 years

Meet the Pre-school team



Hello, My name is
Helen
I'm a Level 3 Early Years Educator, I am also the nursery Deputy.
I'm also first aid trained

I work at nursery during the term time.
In the Pre-school room



Hello, My name is
Jasmine
I'm level 3 Early Years Educator.
I'm also first aid trained

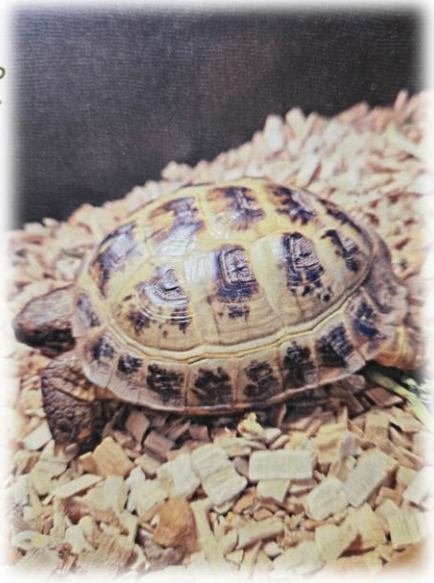
I work all year round.
In the Pre-school room



Hello, my name is
Anna
I'm a level 3 Early Years Educator, I am also the nursery Deputy & the nursery SENCO,
I'm also first aid trained

I work all year round
In the Pre-school room .

Meet George



My name is George, and I am a Horsfield tortoise.
I live at the Academy and like to greet all the children and Parents.



This is me and my mummy Helen I live with Helen at the weekend and during the holidays.



I like to have a bath; this makes me nice and clean and protects my shell

I help the children to begin to understand social skills; Empathy & caring for others that are totally reliant on us for food, Warmth & love. Giving the children invaluable opportunities to practice & model our golden rules; Kind hands.



I like to eat leafy greens, vegetables and some fruits



I love to dress up and explore my surrounding



This is my home at nursery I have a special light that keeps me nice and warm



Story / Circle time



Small world



Malleable materials



Role play



Arts & Craft



Natural world & investigation



Small outdoor area



Calmer Corner

Going to the toilet & washing my hands

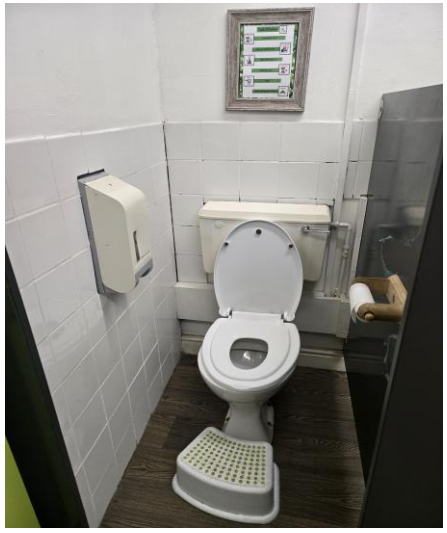


We have our own bathroom just outside of our room. A staff member will come with us to the toilet.
There are 3 cubical we can choose from.



We have two sinks where we can wash our hands, we have the option to dry our hand using paper towels or the hand dryer (but this can be a little noisy)

We have different size toilet seats on the toilet to help all of us as everyone is different.
We have a steps to help us get up onto the toilets if were are not quite big enough.



We have a toilet procedure above each toilet; this shows us what to do when we go to the bathroom.
We also learn how to use the bathroom with my keyworkers at circle time.



Planning our Curriculum

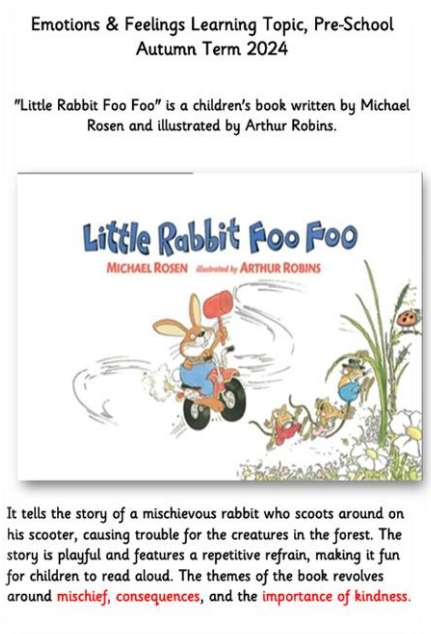


Planning around our Emotions & Feelings using the Little Rabbit Foo Foo Book
It tells the story of a mischievous rabbit who scoots around on his scooter, causing trouble for the creatures in the forest. The story is playful and features a repetitive refrain, making it fun for children to read aloud.





The themes of the book revolves around mischief, consequences, and the importance of kindness. We know this book well & would like to take you & your children on a deep dive of multi-sensory learning, which we will link to the "Early Years Foundation Stage (EYFS)" in several meaningful ways.


Emotions & Feelings Learning Topic, Pre-School
Autumn Term 2024

"Little Rabbit Foo Foo" is a children's book written by Michael Rosen and illustrated by Arthur Robins.

It tells the story of a mischievous rabbit who scoots around on his scooter, causing trouble for the creatures in the forest. The story is playful and features a repetitive refrain, making it fun for children to read aloud. The themes of the book revolves around mischief, consequences, and the importance of kindness.

Here are some insights into the emotional context and learning opportunities that can arise from the story:

Helping hands...happy hearts...healthy minds













Positive instructions help me to build resilience & lets me know what is expected of me!









Language & Communication small group sessions



Chatting with children

This beautifully illustrated pack is the third in the Early Talkers series, encouraging communication development

Chatting with Children cards encourage talking through interaction and play making it fun for all involved. The cards are aimed at children between 3 and 5 years old.

Early Talk Boost Programme

Early Talk Boost is a targeted programme aimed at 3–4-year-old children who need help with talking and understanding words. Most importantly, the program helps to boost their language skills to narrow the gap between them and their peers.



The programme aims to accelerate children's progress in language and communication by an average of 5 months after 9 weeks.

Chatter boxes

A chatterbox is a box containing surprise items. They are put together to encourage children to talk and therefore develop their speech, language and communication skills.

The box is designed to be introduced by an adult in small communication groups and is first opened together with the element of surprise. The contents can start off quite simple then built up over a series of sessions to increase vocabulary. Repetition is important for children to continue to make connections in their language.



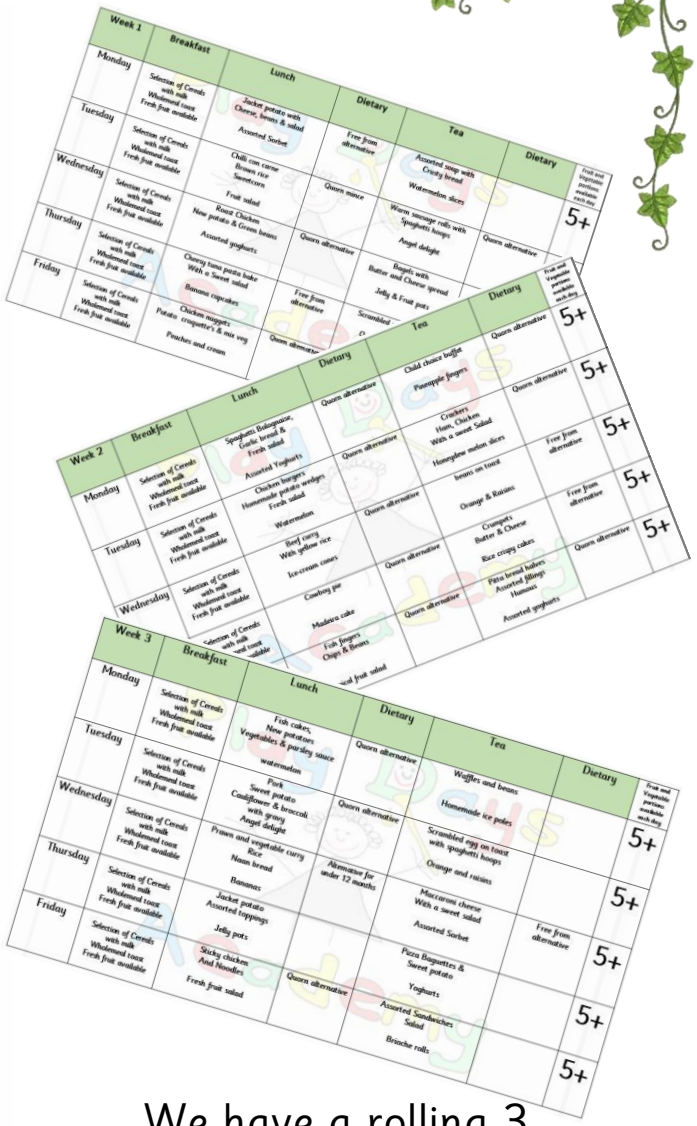
Oral Health Leicestershire



We have our own water bottles that we keep at our drink station, we can access our water throughout the day, to help keep us hydrated.



We can also help to keep our teeth healthy and strong by brushing our teeth once a day at nursery just before dinner.



We have a rolling 3 weekly menu these are amended termly Our chef makes sure that we meet all of the 5 main nutrition groups

Risk Rangers and Danger Detective Badges

A Hazard is something a child does not see.

A Risk is a challenge a child can see and chooses whether to undertake or not. Eliminating risk leads to a child's inability to assess danger.



Children and young people themselves recognise that **'you can't make everything safe'** and that a balance is needed between risks and fun. Children recognise that knowing about risks and how to manage them is an essential part of growing up... Through play, children are able to learn about risks and use their own initiative. If children and young people are not allowed to explore and learn through playing and taking part in positive activities, they will not learn how to judge risks and manage them for themselves. These skills learnt through play and other activities can act as a powerful form of prevention in other situations where children and young people are at risk.' (Play England, 2007)






Gentle hands taking care of little friends
My dummy stayed in my pot
Kind hands, happy pets
Taking care of our room
Helping others
Kind words feel happy
Good talking
Working things out & sharing!
Comforting others
tidying our toys away
Good looking
Good sitting
"Brilliant buddies" –motivation badges to reinforce the "golden rules" & nurture "self-esteem"
Brilliant buddies
Team work, taking turns
Gentle hands taking care of little friends
Brilliant buddies
Kind hands help others
Taking care of our pets
Learning to share & take turns
Good listening
Letting others talk & waiting for my turn
I'm a good friend
Good eating today!

NURSERY IN A BOX
Just Add Kids!



Our Parent App is designed to keep you informed, engaged, and involved every step of the way, ensuring your child receives the best start possible.

At Nursery In a Box, we understand how important it is for parents to stay connected with their child's early learning journey. Learning Journeys Stay informed about your child's development by viewing their learning journey. Track progress with the early years curriculum and celebrate every milestone. Assessments Observations Share magic moments with your nursery to help them build on your child's learning journey.
Keep your learning journey once your child leaves nursery as a keep-sake in one PDF download.

All About Me Help the early years practitioners know your child better. Include likes, dislikes, favourite toys, sleep and feed routines, and more

My key person uses "online learning journal" to keep you informed of what I am learning at nursery so we can extend or build upon my learning at both nursery & home.

You can see each observation, make comments & show my friends at nursery what we've been doing at home. My journey is fully secure and only password holders can access the features

For me to learn & develop it's important that my key person gets to know as much about me as they can;
my likes, dislikes, interest, changes in routine or home life.

INDIVIDUAL PROGRESS TRACKER

NAME:	Personal, Social and Emotional Development			Communication and Language			Physical Development		Literacy		Mathematics	Understanding the World			Expressive Arts and Design	
DATE OF BIRTH:	Making Relationships	Sence of Self	Understanding Feelings	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and self-care	Reading	Writing	Mathematics	People and Communities	The world	Technology	Creating with Materials	Being imaginative and Expressive
Range 1																
Entering																
Developing																
Secure																
Range 2																
Entering																
Developing																
Secure																
Range 3																
Entering																
Developing																
Secure																
Range 4																
Entering																
Developing																
Secure																
Range 5																
Entering																
Developing																
Secure																
Range 6																
Entering																
Developing																
Secure																

My Key worker will track my development regularly; this will help to plan for my development.