



Out of the Pot!



Summer 2021



Mud carnival in an Early Years setting in Fiji.
What's your reaction - awesome or horrified?!

What have we learned from the pandemic, so far?

It's been a while since our last newsletter. Like everyone else, we have been somewhat preoccupied with global events over the last 12 months. We have referred to our experience as riding the coronacoaster—waiting for the next unexpected big dip. We reflect that it is this constant state of uncertainty, the insecurity of those things that we maybe formerly took for granted, that has resulted in our communal sense of anxiety. I heard of an incident at a play area recently where a 4 year old suddenly aware of another child's presence, turned and ran back to his carer shouting, "I'm not allowed to go near other people." I find this heartbreaking. Fortunately, across Paint Pots, the consistent positive we have witnessed is children's resilience. It is a precious part of their lives that they inhabit a small world of play free from the worries of pandemics, politics and pollution. For us adults, to be invited to engage with children's imaginations, creativity and sense of fun is a wonderful privilege. It reminds us that connection is at the core of our humanity—none of us thrives with social distancing. Perhaps our children are teaching us what really matters?

Early Years Foundation Stage Changes

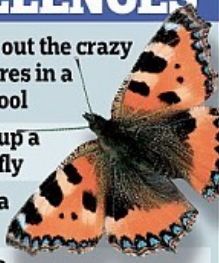
We live in a world filled with acronyms— 3,4, sometimes 5 letter codes that stand for something! I remember many years ago working for a large company that had so many that they published an internal dictionary of theirs. Some of them had more than one meaning! Well, Early Years is no exception and our key acronym is EYFS (Early Years Foundation Stage). This is the document that describes both the care and the educational framework that all Early Years providers must adhere to. It lays out what we must do by law as well as the 7 areas of development that we must ensure all children progress in whilst with us and on, up to the end of their first year in school. These are the headings under which we share our observations of your children with you on Tapestry. From September, we will be using a revised EYFS. Part of the reason for this new version is to ensure teachers spend less time recording what children do and more time being with and supporting them. Rather than ticking off a list of what children can do, we want our teams to use their knowledge of your child to help them progress. We will of course continue to work in partnership with you and value your input. We will celebrate your child's achievements and capture examples of learning but it may be that there will be less Tapestry posts than previously.

Self-Regulation

Self-regulation is the ability to stay calm and to return to a calm state when stressed (feeling anxious, angry, or withdrawn). In order to achieve self-regulation—to be able to calm ourselves, we need to be able to recognise our emotions— what do happy and sad feel like? We also need to learn how to manage these emotions. The immature brain relies on its instinctive parts to react to stresses—perhaps lashing out or crying uncontrollably. Sometimes this can result in a tantrum. This is not bad behaviour. It is evidence of a brain that is not capable of controlling itself yet. Our children need us to co-regulate their emotions. They learn how to control themselves by the way we support them. If we can be their calm, we are helping bring them into a state of calmness and teaching them how to do this for themselves. What does this look like? For some children it is loving touch, cuddles and soothing. Others respond to a soft, soothing tone of voice. As parents, we know our children best and what unconditional love is for them. Research shows that more than anything we can do for our children, helping them to self-regulate underpins the achievement of positive goals in life such as maintaining good relationships, learning and maintaining wellbeing.

CHECKLIST OF OUTDOOR CHALLENGES

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|-------------------------------------|---|---|
| 1 Climb a tree | 20 Make a mud slide | 37 Check out the crazy creatures in a rock pool |
| 2 Roll down a really big hill | 21 Eat blackberries growing in the wild | 38 Bring up a butterfly |
| 3 Camp out in the wild | 22 Take a look inside a tree | 39 Catch a crab |
| 4 Build a den | 23 Visit an island | 40 Go on a nature walk at night |
| 5 Skim a stone | 24 Feel like you're flying in the wind | 41 Plant it, grow it, eat it |
| 6 Run around in the rain | | 42 Go wild swimming |
| 7 Fly a kite | | 43 Go rafting |
| 8 Catch a fish with a net | 25 Make a grass trumpet | 44 Light a fire without matches |
| 9 Eat an apple straight from a tree | 26 Hunt for fossils and bones | 45 Find your way with a map and compass |
| 10 Play conkers | 27 Watch the sun wake up | 46 Try bouldering (a form of rock climbing) |
| 11 Throw some snow | 28 Climb a huge hill | 47 Cook on a campfire |
| 12 Hunt for treasure on the beach | 29 Get behind a waterfall | 48 Try abseiling |
| 13 Make a mud pie | 30 Feed a bird from your hand | 49 Play geocache (A hi-tech form of hide and seek using a GPS receiver to locate hidden treasure) |
| 14 Dam a stream | 31 Hunt for bugs | 50 Canoe down a river |
| 15 Go sledging | 32 Find some frogspawn | |
| 16 Bury someone in the sand | 33 Catch a butterfly in a net | |
| 17 Set up a snail race | 34 Track wild animals | |
| 18 Balance on a fallen tree | 35 Discover what's in a pond | |
| 19 Swing on a rope swing | 36 Call an owl | |



Let's Get Outside!

Well, we have actually experienced a few warmer days recently (not that weather is a barrier to getting outside in our opinion). Coupled with the new freedoms we have to explore our area, here are some suggestions of (free) outdoor activities over the coming months. Why not share your adventures with us on Tapestry? We love a photo or a video—they are a great way for us to start conversations with your children about what they have been doing at home. Often these casual chats spark interests in the group and provide learning about all sorts of things—the natural world, science, history, climate change, ecology, independence building, risk taking and keeping ourselves safe, our families and our culture. We have loved exploring the green areas in our city over lockdown. Why not let us know where your favourite local walks / play areas are?

Thank You

Whether you have recently joined the Paint Pots family or you have been with us for many years, we really appreciate your support, patience and understanding as we continue to navigate the changes that Covid has brought. I suppose one of the key differences is not admitting adults into the building, with your children being received / passed to you, at the door. There are several aspects to this—

Queuing—at peak times, it can take a while to receive and settle each child, particularly if he or she is anxious about separation. We want to make sure that we get this important transition right and that our focus is on you and your child, rather than rushing through the process to get everyone in as quickly as possible. Thank you for being patient and understanding when this means you are sometimes delayed waiting for your turn. It can sometimes mean there is a pressure on our very limited drop-off spaces for vehicles. If you are driving, the nearer to your child's session start time you are able to arrive, the more availability of parking spaces we will be able to maintain.

Communication—messages at start and end of day are now delivered from behind masks, at the door. We recognise the limitations of this. You are always welcome to phone, email, ask for feedback. We will arrange for your child's key person to discuss anything about your child's care and development with you. And of course, Tapestry is a great means of passing information between Paint Pots and home.

Suncream We continue to follow public health Covid guidance regarding the application of suncream, ensuring we are not sharing bottles between children from different families. On sunny days, we need to ensure your child is protected from the sun. Please provide him/her with a hat and suncream for us to apply. For their own safety, we are unable to allow children to go outside without protection. Thank you for your support in this.

Hi Everyone, Katey here. This is my first newsletter as manager at Swaythling. I am delighted to be leading our happy band here now, having been a member of the team for many years. I have taken over from Chelsea who agreed to move to our nursery in Sholing when their manager left the company as she was moving out of the area. We are sad not to see Chelsea every day but pleased that we are still part of the same company, supporting one another.

Our recent new starters include Cheyenne, who is our new apprentice working in Toddlers but also visiting other rooms. Danielle is our new preschool room leader.

Preschool

In preparation for their move onto 'Big School' in the summer, we have been concentrating on Sounds and Letters with our school leavers. We are also helping to prepare them for school by encouraging their independence—making their own decisions, following routines, putting on their own coats, using the toilets independently and of course hand washing! We are sure, that like us, it is difficult for you to think that they will be moving on to school in just a few short months. With the disruptions we have had this year, we are very proud of all of them and we are sure they will be excited about and enjoy the next phase of their education.



We have been doing lots of school prep, for example: writing letters from our names, shape puzzle match, water colour painting and writing trays. Terrie has also been doing lots of exercise classes where we talk about why it is important to be active. As our cook, she also helps us teach and encourage the children in healthy eating habits.

Several of our younger children have recently moved over to Preschool from Toddlers. We are pleased that their transition has been smooth. As they have settled into preschool, we continue to work on the 3 key areas of development—Personal, Social and Emotional development; Language and Communication; and Physical Development. And of course, every

day we are being creative, using our imaginations, counting, measuring, comparing, discovering new things about the world around us, sharing books, playing with our friends and most importantly having fun!



Toddlers

We have been spending lots of time outside in the garden, exploring and discovering the natural world. We have been gathering natural resources, using them for mark making, experiencing different textures and painting them using various colours. We have been shape sorting and drawing and talking about different animals. We have also been getting the older ones ready for the preschool room.



Babies

Did you know that scientists have shown that we are born with rhythm in our fingers and toes? We may not all have the most tuneful of voices but we are all born with a sense of musicality. Our babies love singing, moving, rhythm and rhyme. From the youngest to the oldest, everyone joins in dancing, shaking or banging musical instruments, clapping, making their own sounds or just sitting and moving along to the music.



Children love repetition—every day you will hear us joining together to share familiar songs and nursery rhymes. This is a great fun and effective way for children to learn new words. Ask us for suggestions to carry on at home.

Our babies have also been enjoying lots of different creative activities including water painting—great for building muscle strength, as well as exploring all sorts of objects and materials on our ‘tough spot’ trays.

Some of the Babies have moved down to Toddlers (they grow up so fast!) so we have also been getting them ready for this big change. We are pleased to report the moves have gone brilliantly.

Finally, we have been using all sorts of ‘technology’ learning about cause and effect—what happens when I push this button?

