

Shenley Fields Daycare and Nursery School Autumn Term Report 2019



Executive Head Teacher: David Aldworth
Head of School: Louise Shepherd

Shenley Fields Autumn Term Overview

Sunbeams (children aged 3-4)

Curriculum: Article 28: your right to learn and go to school

School Improvement Plan (SIP) targets:

- 90% of children attending Sunbeams to be working at expectation at the end point assessment
- 90% of children eligible for EYPP year old funding to be working at expectation at the end point assessment.
- Children with SEND to make significant progress from baseline to end point assessment on their individual and specific targets.

Priorities from our latest data:

- Children are weakest in maths (although the most rapid progress has been made in maths) and understanding of the world. We will capitalise on the children's interests to plan free flow and group time activities which will further promote skills and learning in both of these areas.

Personal, Social and Emotional Development:

The children have been supported to settle into nursery through transition over the summer term from Raindrops, or with home visits for new children. In the first few weeks the focus was on supporting all children to become familiar with the daily routine and expectations about kind hands and words and helping tidy up. Children were also supported to share resources and take turns. Existing friendship groups continued to grow and new children were supported to join in with other's play. New children were introduced to an understanding of their rights, and children already familiar to the setting were able to support with this through their recall about their rights. **Article 15: your right to meet with friends**

Indoor provision

Studio:

Exploring the wide range of resources and materials in the studio has been of great interest to the children. Over the term they have discovered and practised different ways to manipulate and use these, such as cutting, drawing, painting, sticking, and rolling. Alongside their discoveries, they have been supported to develop their understanding of how to look after, share and tidy up these resources and how to access them independently. This has enabled them to follow and develop their own interests, which has led to deep engagement in longer term projects such as making robots and astronauts, finding their own resources and finding out further information from the internet. They have also experimented with different ways to mark- make using natural resources they have found outdoors such as pine cones and leaves, while studying the changing colours of Autumn. Through this exploration, their vocabulary has been widened in order to discuss and describe the processes they are using and objects they are observing. They have also been encouraged to develop their understanding of mathematical skills, for example predicting how many spoons of water are needed to make the paint thick or runny, or which boxes are the biggest. **Article 17: Your right to have information**

Literacy:

Throughout the environment children have been supported to develop their literacy skills. For example, they have been independently accessing stories and the mark- making resources in the studio. They have been encouraged to draw and mark- make to describe their cooking and in role play they have looked at shop logos and numbers and “written” shopping lists to support their play. In addition, they have enjoyed focused literacy sessions where they have explored a range of stories and used their understanding of structure and recall to retell the story or “write” it and are starting to make up their own stories. They have also developed an interest in using symbols to draw treasure maps and describe journeys.

Role- Play:

Interests in other areas of the environment have been reflected in the role play area, with recent interests in cooking, shopping and discussions about healthy eating. Whilst playing, the children have been supported to negotiate and share the resources and to include others in their play and develop storylines together, as well as expanding their vocabulary. **Article 31: right to play**

Construction:

The children have been finding ways to use the large and small blocks and small world resources to support their own imaginative play. For example, making castles, zoos, and slides. Through this, they have been exploring different mathematical concepts such as size, shape, number

and space. They have started to work together to experiment with larger structures and balance; trying out ideas and predicting what might happen. To support these discussions, they have developed mathematical understanding of and vocabulary associated with size such as “tall”, “taller”, “short” and also prepositional language such as “under” and “on top”.

Cooking:

Whilst exploring a range of cooking techniques through making things such as bread, biscuits and soup the children have also discovered a wide range of ways to manipulate the ingredients, such as cutting, chopping, squashing and grating. This in turn has helped develop their fine motor skills and also widen their vocabulary. This hands on experience has also given them opportunity to develop their understanding of various mathematical concepts such as counting, volume and capacity, as well as to support higher level thinking; predicting what might happen when ingredients are added or heated. We have also discussed foods that are healthy and unhealthy. Children have a good understanding of why it is important to eat healthy food. **Article 24 :the right to healthy food**

Music and Movement:

Turn- taking games have helped the children to share resources and also explore different ways to make sounds with the instruments, as well as to get to know each other. Counting songs have helped them to count backwards and forwards and they enjoyed learning and performing the Christmas songs at the Christmas event. Moving and dancing to music has helped them to develop a sense of beat and rhythm that will support their early reading as well as their listening skills.

Outdoor Provision

Gardening:

Many of the children that were in Sunbeams last summer were able to use their recall skills and remember the vegetables that had been planted previously and were ready to harvest. Observational skills were honed as children started to recognise different plants, noticing the colour, shape and size and different fruits and vegetables that they were producing. This led to discussions about how they grew, when they were ready to eat, healthy eating, and safety. Once the foods were harvested they were used inside to be explored, tasted and used for the cooking activities. The children then went on to plan what they wanted to grow next . **Article 24: right to healthy food**

Mud Kitchen:

Initially the children used the mud kitchen for cooking role play. This led to an interest in making soups and flavoured teas and through exploration of real ingredients for their role play the children followed their interests further and investigated how colours could be extracted from ingredients using different methods such as squashing squeezing and chopping. They then continued to explore how the addition of colours to ingredients such as water or fruit might change them. Their investigative play was supported by vocabulary development and discussions about the mathematical concepts they were using such as number and volume. **Article 13: right to express thoughts and ideas**

Forest School:

Once the children had learnt how to keep themselves and others safe in the Forest School area, they were able to explore the tools, mud, stones, and large sticks more independently. They were very interested in the worms that they unearthed, which led to use of mathematical discussions about how many and how long they were. This led to an interest in snakes, with conversations about where they live, what they eat and how we can keep them safe. The children were taught various construction techniques with the sticks, including anchor knots, and then were able to use these to work collaboratively to make a “snake house”.

Outdoor Studio:

Many of the children that prefer to be outdoors and have not accessed the indoor studio have visited the outdoor studio regularly. They have enjoyed the independence of creating transient art using natural resources such as stones, leaves, sticks and sand. Through discussion about their creations, they have developed mathematical concepts and vocabulary about size, shape and pattern. Imaginative play ideas have led to larger scale projects such as finding large sticks to protect “dinosaur eggs” (large stones) and creating a safe nest for them, developing processes such as dripping thick cornflour onto them to help them hatch and using clay and other resources to make “protectors”. By developing the vocabulary to describe the processes and materials they are using, the children have been supported to pursue these interests independently and collaboratively.

Role Play, Stories and Movement:

Outdoors children have had opportunity to enjoy stories in a more physical way, listening and interpreting the stories to think about how the characters move, and how and where they travel. This has led to a huge interest in treasure maps, which has encouraged many of the children to rush indoors to grab mark-making resources and draw their own maps. They have then been observed to continue at other points of the day in around different areas of the environment.

Raindrops (2-3 yrs olds)

Curriculum: Article 28: your right to learn and go to school

School Improvement Plan (SIP) targets:

- 90% of children attending Raindrops to be working at expectation at the end point assessment
- 90% of children eligible for 2 year old funding to be working at expectation at the end point assessment.
- Children with SEND to make significant progress from baseline to end point assessment on their individual and specific targets.
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Priorities from our latest data:

- Physical development is the weakest area of learning identified in our baseline data for 2-3 year olds. We will capitalise on children's interests to plan activities and resources that will encourage the development of gross and fine motor skills.

Outdoors:

The children in Raindrops have been exploring different natural resources in the garden. They have been really focused on the colours and smells of the items they have gathered. They have explored how adding warm water to their ingredients increases the scents and has also changed the colour of the water.

The children have explored lemons and limes in the mud kitchen and, after squeezing the juice from them, decided they wanted to add the juice to the warm water to make pretend drinks for everyone. They talked a lot about the smell of the lemons as they added the juice to the water. From this activity, the children wanted to add leaves to the water and they predicted that the leaves would turn the water green. They added the leaves and much excitement ensued as they watched the transformation to the leaves and the water they observed.

Children have enjoyed cutting and chopping the apples that have fallen from our apple tree. The apples have been quite hard to cut so the children had to think of ways to make them softer. Practitioners spent time talking with the children about this and they have decided that they could try cooking them. The children said that they wanted to make apple crumble which they did and everyone enjoyed.

The children were very excited and interested to see that water that they left out in the mud kitchen had frozen overnight. This sparked lots of discussion between the children. Some children were predicting what would happen if they left more water out overnight and what had caused the water to turn into ice.

The children have started acting out the story of Goldilocks in the garden. This started with Richard telling the children the story. They have used the den as the three bears house and props from the mud kitchen such as bowls and spoons have been introduced. Richard has used the story to incorporate the UNCRC. The children have been choosing what character they would like to be in the story and are joining in with the repeated refrains.

Indoors:

In the music area, practitioners have introduced new instruments to the children. The children have been learning the names of the instruments and discovering what sounds they can make. The children have liked playing the instruments to accompany some of their favourite songs and rhymes.

“Cosmic Yoga” has been popular with a large group of children. This teaches children a range of yoga positions through familiar stories and also songs.

In the cooking area the children made lots of dough. The practitioner introduced the children to the utensils that they would be using and also talked about the ingredients. This interest moved on to making cheese straws and the children loved sharing these with their friends to eat at family group time. The children have been learning how to use tools safely, counting, measuring, mixing, kneading, pouring and grating.

Our lead practitioners for speech and language have assessed all the children in the Raindrops provision using WELLCOMM. WELLCOMM is a speech and language assessment tool. Our speech and language practitioners have been supporting children one to one and also in small groups. Key people have also been given the speech and language targets to support children at family group times.

The children have loved sharing their favourite books and stories with an adult but have also liked selecting book independently. They have chosen a comfortable place to sit and look at the books. The children have been reflecting and documenting their learning in the floor book. They have used marks to represent the characters in the stories they like and also retold parts of the story that they can remember.

In the studio children have been making their own playdough and can recall what ingredients they need. They have used a variety of resources for mark making. A favourite activity has been painting at the easel. The children have been talking about the colours they are using and are fascinated how the colour changes when they mix them together. Some of the children like the physical aspect of mark making and make large arm movements. This has been supported by lots of different resources in the builders’ tray such as: dried semolina, shaving foam, sand, and hair gel.

Sunshine (3 months – 2 years)

Curriculum: Article 28: your right to learn and go to school

The heuristic play sessions have been popular with a large group of children in the Sunshine provision.

Heuristic play sessions include everyday objects carefully laid out that offer open ended play with no right or wrong way of using them. Heuristic play allows children to explore natural objects in a safe way. The materials we use for our heuristic play sessions are natural and everyday objects. Objects included are curtain rings, feathers, egg cups, mug trees, pebbles, shells, shiny objects, wooden objects and a variety of different size containers.

The resources on the sensory line also provided opportunities for the children to explore different sounds and textures.

In the studio, practitioners provided a variety of resources with different textures and colours for children to explore and use to support their play. The children have had the opportunity to dribble paint as, in a previous activity, they have loved dribbling glue onto large sheets of paper.

The builders tray has been filled with resources such as dried semolina, cous-cous, shaving foam and sand. This has allowed children to enjoy the sensory exploration of resources and also use large arm movements and enjoy the physical aspect of mark making. These opportunities are important as they are key to developing early writing skills.

Practitioners plan daily music and movement sessions. The children have loved singing familiar/traditional nursery rhymes. They have explored the different musical instruments and discovered the sounds that they can make.

Whole Setting Information

All of our provisions are full. We are delighted to have 186 children attending Shenley Fields each week.

Parent Consultations:

We held parent consultation meetings for every family in October. These were well attended and parental feedback was wholly positive:

“They really enjoy coming to nursery and have formed friendships and close bonds with the other children and staff. They enjoy lots of the activities that they do throughout the day there. They also enjoy having lunch too”

“He is very content in Raindrops and talks about people and sings the songs he learns”

“She has settled well in a short amount of time. I’m really happy with everything. She has a really good bond with her teacher and really likes her”

“He has settled into nursery really well and always talks about his day and his friends and what he’s done throughout the day that he’s been in Forest School”

Article 29: you have the right to be the best that you can be

Health for Life:

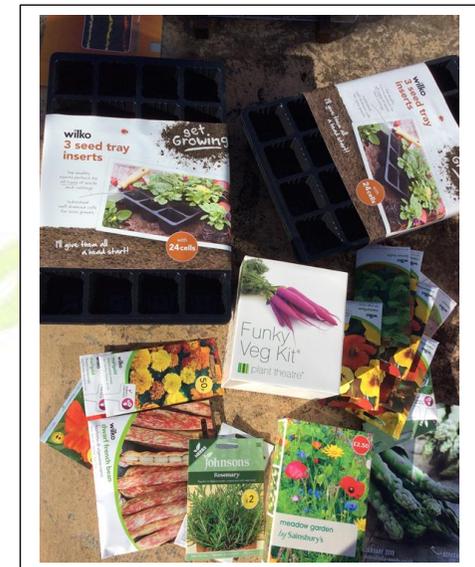
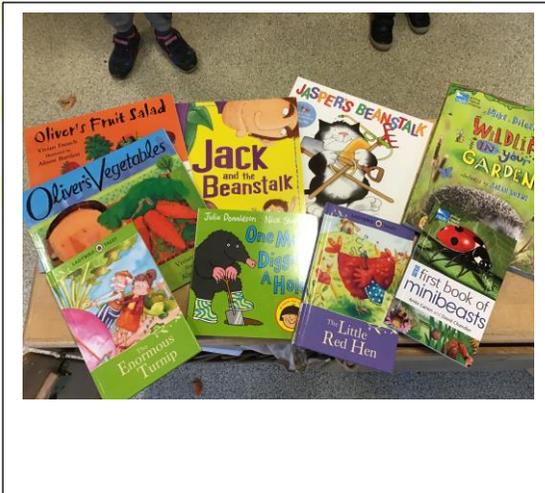
School Improvement Plan (SIP) Target:

- Complete the Health for Life award which is intended to make “a sustained, demonstrable improvement in healthy lifestyles across Birmingham”

We are nearing the end of this project now which has been hugely successful. This is how we have achieved it:

- We have created areas for planting flowers and vegetables.
- Children came up with some wonderful ideas and documented their learning.
- The children and practitioners had lots of discussions about what they wanted to grow in our garden. The children wanted a mixture of flowers and vegetables.
- Some of the funding we received was used to develop the gardening space. New planters helped define the gardening areas and children decided what they would like to grow in them.
- The children learnt how to care for the plants and their favourite activity was watering them.
- Children observed the plants in the garden every day. With lots of love and care the flowers and vegetables started to grow.
- We purchased some books and stories that had growing and gardening themes. We shared these with children during our gardening sessions.

- Parents and children joined us for weekly Sow and Grow sessions. The practitioners at Shenley Fields also held a gardening workshop for children and their families.
- Towards the end of the summer term the children started to harvest some of the vegetables that they had grown.
- At the end of term the children held a plant sale. They sold a selection of the plants and produce that they had grown.





We have shared our ideas and our Health for Life journey with other settings. We will be given our final award on Wednesday 29th January at Birmingham Council House. We are going to continue this work with the children as a key element of our continuous provision and we have some great ideas how to develop this further.

Feedback from the family gardening workshop:

“We really enjoyed planting seeds, repotting and watering. She loves the garden and it is lovely to see how much work the children and staff have put into it”

“Great workshop. She really enjoyed it. Loved seeing her in the garden setting and seeing how she enjoyed planting seeds”

“We’ve really enjoyed the sessions. Its been really nice to spend some time doing things with him at nursery; seeing what he gets up to, what interests him and continuing to grow things at home. It gives you confidence to try growing different things. We’ve now got lots of herbs growing in our kitchen and some different veg outside”

Article 24: your right to good food and water

RRSA:

School Improvement Plan (SIP) Target:

- Working towards the Gold RRSA

We have successfully recruited both a child and adult steering group who are deciding which charitable events we support and are ensuring that as a school community, the implementation of a rights-based approach are explicit in everything we do. Our final assessment for our Gold award is on June 9th 2020.

We are currently collecting old shoes for the Clarks Shoe Share appeal. We take all of the shoes that have been collected to Clarks who then donate money (per ton of shoes) to UNICEF to help children around the world to go to school. The shoes are then donated worldwide to children who do not have shoes.

The children are giving much thought to the traffic that uses the slip road to their nursery. They are considering the implications in terms of road safety and the resulting pollution from the cars. We will share their thoughts about these issues with you in the form of a banner on our slip road fencing.

A couple of their thoughts so far are:

“We would be knocked over because the cars would be so fast”

“We would get squashed”

Article 1: everyone under 18 has these rights

Article 2: All children have rights no matter what

Article 3: Everyone who works with children should always do what is best for each child



We took part in the Unicef World Children's Day where the world went blue to support children's rights. We had lots of blue themed activities planned for the day and a big focus on talking to children about their rights.

Plastic Free School:

School Improvement Plan (SIP) Target:

To embark on the journey to become a plastic free school

This academic year we are beginning our journey to become a plastic free school.

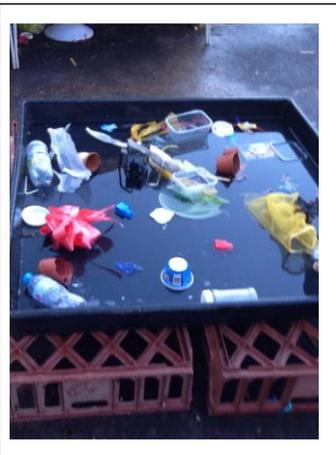
This is a very topical subject. David Attenborough's Blue Planet 2 exposed the shocking truth about plastic pollution. Plastic waste can be found in our countryside, waterways and oceans and causes suffering to marine and other wildlife.

We have begun to discuss the impact of plastic on our nursery environment and on wildlife with the children and many of them are already very knowledgeable. We have looked to see how much plastic we have at nursery and have begun to consider good and bad plastic.

We will link this campaign to our RRSA work. UNICEF has introduced 17 goals to support the ambition of a better world by 2030 in terms of sustainability of natural resources. We will focus on goal 12 which is "to ensure responsible consumption and production, we all have to take action"

We need to achieve a series of objectives to be granted plastic free school status and we will need the involvement of our whole school community.

Below are some photos of the children exploring plastic and considering the consequences to wildlife:



Governing Board:

As one of the 12 schools in the Birmingham Federation of Maintained Nursery Schools, we have an Executive Governing Board and a Local Governing Board. David Aldworth sits on both of these and Louise Shepherd has been an invited visitor to the Local Board meetings.

Supervisions:

All staff have had a supervision session this term which has also included an observation of practice. All of the observations were at least good and many were outstanding. During these discussions, staff were asked a safeguarding and health and safety question to ascertain existing knowledge and to help identify any training needs.

My Appraisal:

We have reviewed all of last academic years targets and staff know the outcome of their 2018-2019 My appraisal (performance management). New targets have been set for everyone which link directly to our School Improvement Plan and also to the skills and talents of individuals.

Photographs:

All of the children had the opportunity to have their photograph taken in November. The majority of families gave consent for their child's photo to be taken. Parents were all delighted with the photos when they came back and most placed orders.

Christmas Music Workshops: Article 14: your right to follow your religion

We ran 4 Christmas music workshops for children to attend with their parents. These workshops were intended as an opportunity for children to help teach their parents the Christmas songs they have been learning, using musical instruments to accompany their singing. Booklets had been produced with the words to the songs in to support parents to join in. Parent feedback was positive:



“We had the best time at the Christmas music workshop. Enjoyed every moment, even the exercise”

“Lovely to spend the morning learning the songs from nursery. My child comes back and sings them so lovely now to be able to join in”

“We really enjoyed today and so did the children. He had a lot of fun. Great to see lots of instruments for children and parents to get involved”

“Lovely, cosy Christmas workshop. Engaging with nice short Christmas songs”

Christmas Family Event: Article 14: your right to follow your religion

Our family event was held on 20th December. All families were invited to come and join in with their children making decorations, singing Christmas songs, enjoying party food and seeing Father Christmas. Thank you so much to everyone who came and joined in the fun with us.



We also had a magical trip to Dudley Zoo just before Christmas. The children were very excited to talk about the animals they had seen and of course their visit to see father Christmas.

Speech and Language:

We continue to be supported each week by Vicky who is a speech and language therapist she works closely with the children and also provides training and support for staff to ensure that we are maximising all opportunities to develop children's speech, language and communication skills. Our signs of the week that we are using with the children are promoted weekly as Makaton Monday on our Facebook page.

SEND coffee mornings:

These are run every month by our SENDCo Maria Mackey. We were very fortunate at our last meeting, to be joined by a parent representing MENCAP. All parents and carers are welcome to attend.

ICT workshops:

We offered a series of ICT workshops for parents to participate in with their children. The intention was to demonstrate the breadth of our ICT curriculum but also to deliver a session on e-safety to parents. E-safety leaflets were given to all parents who attended the workshops and copies of the leaflet are available to all parents and visitors in our reception. These sessions were well attended and parent feedback was positive.

“A lovely ICT workshop discovering all the interactive and remote control toys at nursery”

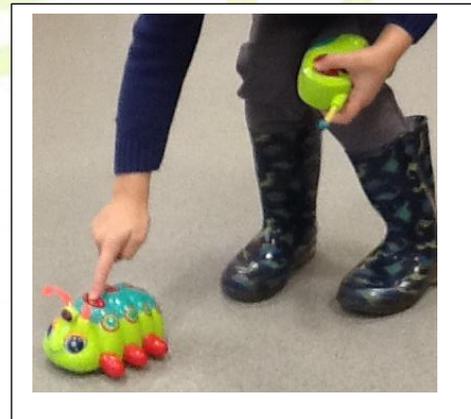
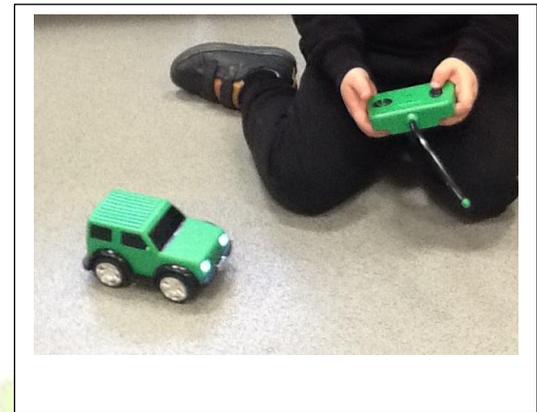
“Good to see different technology used with the children. Nice to see her playing and developing”

“We both enjoyed the workshop. He enjoyed exploring all the equipment and it was lovely to see the range of equipment available to him. He loved the light blocks and walkie talkies”

“It was fantastic to see the ICT equipment used at nursery”



“Very informative and didn’t realise so many items covered ICT”



Training:

Member of Staff	Training Attended
Whole staff team	Safeguarding which has covered: County Lines Child Sexual Exploitation and trafficking Adverse Childhood Experiences (ACE's) Forced marriage and honour based violence Domestic violence. FGM
Sharon Williams (BSS)	IOSH training
Louise Shepherd (Head of School)	First Aid at Work refresher
Sallyanne Bromley (Senior Nursery Manager)	First Aid at Work refresher Domestic violence and the impact on the child Catheter training
Sara Greene (Teaching Assistant)	Sounds of Play music project (target on SIP)
Shonagh Lanigan (Nursery Officer)	Sound of Play music project (target on SIP)
David Aldworth (Executive Head Teacher)	Asbestos Management training The Changing Face of the Far Right safeguarding training
Louise Donovan (Teaching Assistant)	Catheter training
Kate Bowler (Unqualified Teacher)	Picture Exchange Communication System (PECS)

Article 3: Everyone who works with children should always do what is best for each child

