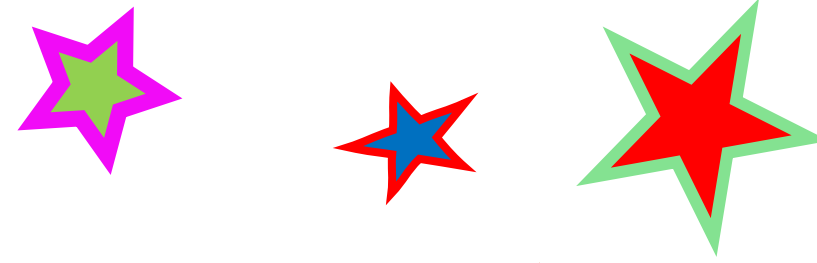




Welcome to
Tiddlywinks

Tiddlywinks ethos

At Tiddlywinks, our aim is to create a compassionate, nurturing and supportive environment for children, providing a place for everyone to thrive and grow with love and support.



A day at Tiddlywinks

8:30 We open our doors and have free play

9:00 Gates are locked and children are ready for their session

9:30 We explain to the children what activities are on offer. The doors are then opened and they have the choice of either indoor or outdoor play (this is all year round)

10.00 We ring the bell and the children are informed the snack bar is open

10.30 Snack bar is closed and children continue free play

11.30 We ring the bell to tell the children it is tidy up time and they will all go inside for a story and songs

12.00 Children go home or stay for lunch

The afternoon routine follows the same pattern as the morning

All children to be collected by 4pm



Tiddlywinks curriculum

- This is a copy of the green room curriculum (3 to 4 year)

Tiddlywinks curriculum Green room

<p>Personal, Social and emotional development</p> <ul style="list-style-type: none"> • To become confident and settled within the setting. • To be aware of their own identity (e.g name)and those around them. • To know which resources and equipment are required to complete a task. • To understand the rules and boundaries of the nursery. • To be aware of our own feelings and those around us. • Be confident with our peers and use our feelings to resolve conflicts fairly • To take turns and accept the needs of others. • Play with one or more other children, extending and offering ideas. 	<p>Communication and language</p> <ul style="list-style-type: none"> • To enjoy listening to books and answer simple questions eg why questions. • Sing a large repertoire of songs • To extend their vocabulary (to include plurals and pronunciation and longer sentences) • To understand and carry out two part instructions. • Use talk to organise themselves and play 'let's go on a bus sit there and be the driver'. • Start a conversation with adults or friends and continue it for many turns. 	<p>Physical development</p> <ul style="list-style-type: none"> • To be able to confidently ride bikes and scooters with spacial awareness. • Catch, throw and kick a ball. • Skip, hop and stand on one leg • Be able to use mark making equipment eg pens, paintbrushes, scissors, glue sticks, • Developing physical skills to task (could be team games, problem solving ect) • To be clean and dry during the day • To be able to wash and dry their hands. • To know the difference between healthy and unhealthy foods. • Understanding the importance of brushing our teeth. • Be independent, getting dressed and undressed . • To be able to use scissors to snip. • Use a pencil with good grip and control.
<p>Expressive Arts and design</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar . • Make imaginative play through using small world equipment and blocks and create their own stories around these. • Explore different materials to express their creative ideas • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • To know their colours and explore colours by mixing them. • Be creative through drawings to include emotions e.g. happiness, sadness etc. • Explore different instruments and listen to the sound they make and how we play them quieter, louder ect • Remember and sing the entire song. •]Create their own songs. 	<p>Understanding the world</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary . • Explore all their senses using a variety of materials and resources (sensory box). • Be able to talk about their family and home life • Show interest in different occupations • Explore how things works eg simple things in their everyday life • Plants seeds and cares for growing plants. • Be aware of all living things and the care and respect that they need. • Be able to talk about the weather and seasons and the changes they see e.g. days longer in the summer. • Continue developing a positive attitude about differences between people HMR, e.g. culture, race and religion. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Literacy</p> <ul style="list-style-type: none"> • Know how to handle a book carefully. • Understand the parts of a book (front, back, pages). • Start to learn phonics. • Count or clap syllables in words. • Engage in extended conversations about stories learning new vocabulary . • Learn to write their name by writing their letters accurately. <p>Mathematics</p> <ul style="list-style-type: none"> • Count to 5 in order leading on to 10 • Show fingers numbers to 5 • Link numerals and amounts. • Compare quantities using language (more, fewer.) • Name and recognise 2D and 3D shapes • Be aware shapes have sides, corners, straight sides, flat and round. • Understand and use positional language. • Make comparisons between objects relating to size, length, weight and capacity.

Tiddlywinks curriculum

- This is a copy of the red room curriculum (age 2 to 3 years)

Tiddlywinks curriculum Red Room

<p>Personal, Social and emotional development</p> <ul style="list-style-type: none"> • To become confident in transitioning from main carer to key worker • Build a positive relationship with keyworker • To start to be able to engage in positive play with peers • Is able to follow the routine and boundaries of the nursery (turn taking sharing and tidying up equipment used) • Is aware of own emotions and can make steps to regulate them • Is able to explore emotions through play and talk about how they are feeling • Has an awareness of toileting needs and is beginning to show interest in using the toilet/potty 	<p>Communication and language</p> <ul style="list-style-type: none"> • Listens and responds to simple instructions • Can listen to simple stories and understands what is happening with the help of pictures and props • Is developing pronunciation to include L/R/W/Y/F/TH/S/SH/CH/D/Z and J • Is able to place 3-4 words together, then moves on to linking 5 words together, • Starting to use multisyllabic words • Uses the speech sounds P/B/M/W • Start to develop conversation, often jumping from topic to topic • Develop pretend play putting baby to sleep or driving the car to the shops 	<p>Physical development</p> <ul style="list-style-type: none"> • To be able to kick, catch and throw a ball • Can use a variety of resources to help promote the development of fine and gross motor skills (eg building with blocks pour from a jug and climb on climbing equipment) • Is able to use a scooter and ride a tricycle • Shows a desire to be independent eg wiping own nose, washing hands and wanting to help with dressing and undressing. • To start eating independently and learning how to use a knife and fork • Is able to show good control when using one handed tools and equipment eg pens and pencils and start to use scissors • Is showing basics awareness of making healthy choices eg eating healthy food, exercising and brushing teeth
<p>Expressive Arts and design</p> <ul style="list-style-type: none"> • Can move and dance to music • Can explore musical instruments • Enjoys and takes part in action songs • Is developing imagination • Use their imagination to make simple models which express their ideas • Enjoys exploring paint using fingers and other tools 	<p>Understanding the world</p> <ul style="list-style-type: none"> • Shows some awareness of differences and similarities between themselves and others. • Enjoys learning about different celebrations from around the world • Enjoys walks exploring their natural environment • Explores materials with different textures, including natural materials and with different/similar properties 	<p>Literacy</p> <ul style="list-style-type: none"> • Can join in with songs and rhymes,copying sounds, tune and tempo • Enjoys sharing books with an adult and may have a favourite story. • Can sing songs independently • Can asks questions or make comments about books • Can start to give meaning to the marks they are making <p>Mathematics</p> <ul style="list-style-type: none"> • Can take part in finger rhymes with numbers. • Can sort objects into categories (Colours and shapes) • Count in everyday contexts, sometimes skipping numbers. • Can complete an inset puzzle • Is showing an awareness of sizes/weight • Starting to recites numbers 1-5 5-10 • Can correctly count items in order • Is starting to show fingers numbers up to 5(show me 4 fingers)

Tiddlywinks expectations

- We ask all children to come dressed appropriately for a wide range of activities some which will be messy
- Please kindly label all items of clothing, bags, bottles etc
- Please provide spare clothes in case of accidents or getting dirty
- Ensure no money is in your children's pockets as there is a risk to other children choking.
- We encourage the children not to bring toys into nursery however, a comforter is fine
- Can we kindly ask that no pull ups are used but nappies instead. When your child is ready to be toilet trained we are happy for them to go straight into knickers or pants
- Can you please not send your child into nursery eating food or having sweets in their bag as we have children with allergies and also they can be a choking hazard
- Please can we ask that you pick your children up without being on the phone
- If someone else is to collect your child please let us know and ensure the other person knows the password

What to bring to Tiddlywinks

- Bottles, slippers, wellies and puddle suits
- When weather is warm and sunny can you please ensure sun cream is applied before nursery please leave in your child's bag and we will reapply after lunch. Please provide a sun hat.
- We are an all weather nursery so please consider the above requirements when preparing for the day
- Please put two sets of spare clothes in your child's bag.

PLEASE LABEL EVERYTHING OF YOUR CHILDS TO MAKE SURE IT COMES HOME WITH YOU



Tiddlywinks parents participation

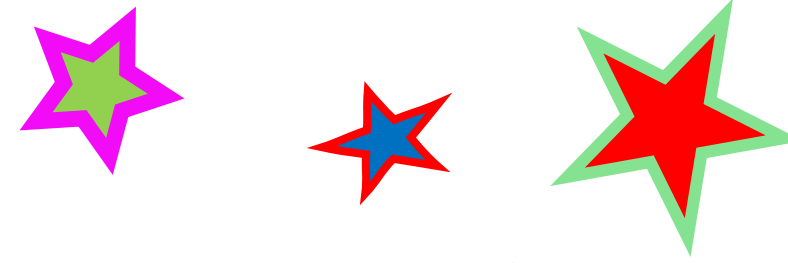
- Things you can do to support your child at home
- Here are a few examples:
- Sharing a family meal to talk about the day
- Give your child responsibilities to share jobs for example polishing
- Threading pasta onto string
- Making play dough together
- Painting with water in the garden
- Sing nursery rhymes and action songs with your children
- Playing simple board games
- Pair socks together for maths
- Pair socks together for maths
- Add numbers to pegs and placing in order
- Looking at house numbers when walking
- Counting cars when walking and for example how many red cars can you see
- Going on a bug hunt
- Plant seeds
- Talk about the weather
- Dance to your favourite music
- Make a shaker with rice and a bottle
- Reading to your child every day

Tiddlywinks Illness

- If your child has one of the recognisable illnesses such as chicken pox you must follow the guidance from the NHS for the time of isolation to stop the spread of the illness, If unsure speak to a member of staff who will be able to advise you
- If your child has had sickness or diarrhoea they must be kept away from nursery for 48 hours after the last bout
- If you feel your child needs **Calpol** before coming to nursery we feel they are not well enough to be in nursery. It is also stated that it could be masking something else.
- If your child has a prescribed medicine which needs to be given at nursery it needs their full name on the prescription sticker, This would be signed into our medical records and the medicine stored appropriately
- If your child has never been to nursery before they may pick up illness or colds as their immune system has not been exposed. (this is very normal)
- Please can you remember by sending your child in whilst ill this could spread among the children and staff.

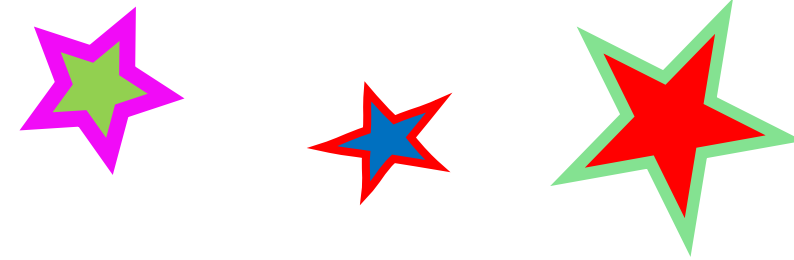
Tiddlywinks Tapestry

- Tapestry is an app where you will be able to see some of the wonderful things your children have been doing.
- We do not do individual observations on here as we like to allow as much time as possible for staff to spend with the children.
- We create scrap books for each child to keep as a keepsake when they leave the nursery.
- We do use tapestry to put notes on (such as holiday dates and reminders) and if the nursery had to suddenly close due to severe weather.



Tiddlywinks Safeguarding

- At tiddlywinks we take Safeguarding very seriously
- If you would like to see our policies please ask a member of staff.
- If your child arrives at nursery with any mark on their face or body please inform us.
- Please inform us of any changes to family circumstances.
- Please do not feel offended if we ask questions about your child it is our job to protect your children.

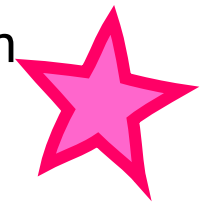
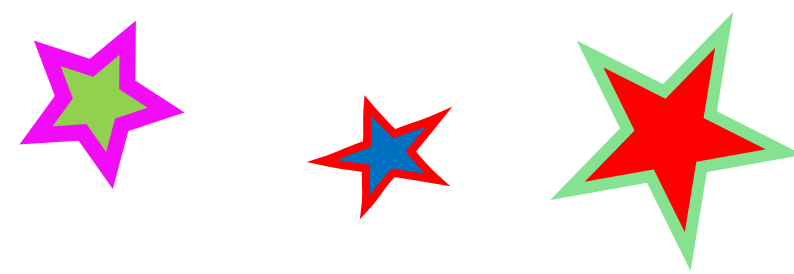


Tiddlywinks Funding

- If you are receiving any funding please complete a form giving us the code and NI number. Please email this to us.
- tiddlywinks123@btinternet.com
- If you are a working parent please go to www.gov.uk>free childcare
- If you claim certain benefits you may be able to claim childcare for 2 year olds under a separate scheme. Please visit website www.gov.uk>free childcare
- All 3 year olds are entitled to nursery funding which will be sorted out by ourselves

Tiddlywinks key worker system

- Every child is allocated a key worker who will work closely with your child supporting them emotionally.
- The key worker will support your child's learning in a fun and exciting way through play. Your child's interest will be at the heart of their learning
- Every term you will be given a next step form to show what we are working on with your child and how you can support them at home.
- You will have an opportunity in February/March to come into nursery for a parents evening to discuss your child's progress.



How we settle children at Tiddlywinks

- We will invite you and your child in for half an hour settling session. This gives us an opportunity to go through your child's likes and dislikes and for you to play with your child within the nursery for them to get used to the surroundings and for you to meet your child's key worker. It also gives you the opportunity to ask any questions.
- We would then invite your child into the nursery for half an hour on their own. This gives us an opportunity for us to assess how best to support your child in settling into nursery.
- Some children may then come to nursery happy and some may need a tailored made settling in plan which we would discuss at the time.