



Ghanshyam Nursery School

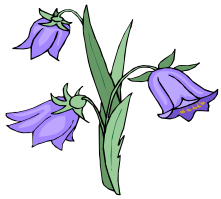
'laying the foundations for life'

We strive to provide the highest quality childcare facilities and personnel for the social, personal, cultural and religious advancement of the child



February 2023 Newsletter

What we will be learning



Bluebell Room

This month we will be learning about Farm animals and settling in new children. We will be doing a variety of activities such as printing, feeding and washing animals. We will be introducing vocabulary and nursery rhymes about farm animals. We will also be welcoming the new children and help them to settle down happily in bluebell room.

Parent Partnership: Provide opportunity to read a book and talk about farm animals.

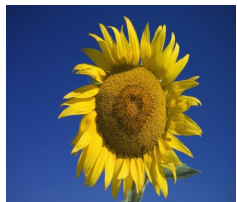


Tulip Room

This month we will be introducing shapes and colours. We will learn about different shapes and colours in the environment.

In addition, we will be painting a variety of objects using different types of colours. Also, children will be walking outside in small group to see the shapes around their environment.

Parent Partnership: To look at different shapes and colours around them and explain the different in between the shapes.



Sunflower Room 1 And 2

We will be learning about our body parts in particular our organs such as heart and lungs, and their functions. We will talk about how we can keep ourselves healthy and fit through healthy eating and being active. We will also practice a good hygiene for every day.

Parent Partnership: Please send with your child a spare tooth brush and a tooth paste in a labelled bag.

More information on oral hygiene is on the next page.

Important dates ...

Lantren Festival 5th Feb

Valentine day ... 14th Feb

Maha Shivratri...18th Feb

Pancake Day / Shrove Tuesday ... 21 Feb .



Staff news

Ushma - Many congratulation on the birth of her baby daughter. Ushma is now on maternity leave.

Hiral - Is back in the nursery and will continue working with her key children.

Inset days 2023

Friday 17th February

Friday 2nd June

Friday 18th August

Wednesday 15th November



Tooth Decay in Early Years

There are 3 key points to prevent tooth decay:

- ☺ Reduce the consumption of foods which have a high sugar content
- ☺ Brush teeth twice a day
- ☺ Take your child to the dentist as soon as the first tooth appears and every 6 months thereafter .

Emergency contacts:

Can I remind all parents to ensure that you are providing the nursery with the correct contact numbers and names for all adults who can pick up your child in an emergency. We are unable to send the children home with anyone that is not authorised.

15/30 hours funding from Harrow

Children of working parents/carers in Harrow may be eligible to receive an additional 15 hours a week or 570 hours per year of free childcare. This means that some families will be able to claim 30 hours per week or 1140 hours of free childcare per year. This is available for each three or four year-old in your family.

Please ensure that when you receive an email from HMRC to reconfirm the eligibility code that you complete the confirmation; failure to do so will result in losing the additional 15 hour entitlement. Children that take more than 10 days holiday during term time will also lose half of the funding.

This funding starts from the term after the child turns 3 years and to receive the funding you will need to fill and sign a declaration form which the nursery manager will give you. To find out whether or not you are eligible for the extended 15 hours and what help you can get, go to the government website link:

Apply for 30 hours free childcare – [GOV.UK](https://www.gov.uk)

Governors message

Congratulation to Mrs. Kiran Manji who has been voted as the new parent governor. Please keep an eye out for the coffee evening date. We will be holding in early March 2023. Welcome to all the new parents. We hope the Blossom app is making the communication a bit better. We will continue exploring and maximise the features available.

The policy of the month is:

Promoting Positive Behaviour Policy

Please see attached policy

Schools

School admissions for September 2023 should have been submitted before 14th January 2023. The website address for admission registration is www.eadmission.org.uk. 17 Apr 2023 receive outcome of application .



Child Absences

If your child is going to be absent for any reason, kindly call the Nursery on [020 8909 9389 option 1](tel:02089099389) before 9.30am so we can plan staffing and activities accordingly. If we are unable to answer your call, please email the nursery at your earliest.

Nursery Contact

Please can all parents ensure they have the nursery mobile number stored in their phone

The number is **07722574698** or **020 8909 9389 option 1**

All emails to the nursery should go to enquiries.gns@sksst.org

Happy Birthday

Dhiyan -4

Isha _4

Tanishi _2

Sonakshi _4

Krish . V _2

Karrisa _3

Aesha _3



Promoting positive behaviour

Ghanshyam Nursery School is committed to safeguarding and promoting the welfare of children as we believe that this is of paramount importance. We expect all staff and volunteers to share this commitment. We uphold the rights of everyone to equality under the law regardless of gender, age, race, belief, ability, disability, sexual orientation or identity.

We believe that our core school motto ('Laying the foundations for life' - We strive to provide the highest quality childcare facilities and personnel for the social, personal, cultural and religious advancement of the child) and British values are not mutually exclusive. We focus on ensuring our work is effective in securing this motto; challenging children, staff and parents/carers who express opinions contrary to the British values with regard to our duty to prevent extremism and radicalisation. Ghanshyam Nursery School has the highest regard for the safety of the children in our care and will carry out its duties to safeguard and promote the welfare of children at all times.

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Procedures

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- ensure all staff complete the Promoting Positive Behaviour programme, on Educare (<http://pre-school.educare.co.uk/Login.aspx>)

Stepped approach

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour;
- We will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.
- Ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern, then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENDCo) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern, then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting, then the SENDCo will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified, then the SENDCo and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENDCo until improvement is noticed.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to give occur and/or is of significant concern, then the behaviour coordinator and SENDCo will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may also be agreed that the Early Help Assessment (EHA) or Early Help process should begin and that specialist help be sought for the child if deemed necessary – this support may address either developmental or welfare needs. (See Supporting Children with SEN policy 9.2) If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2).
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- We use an initial problem solving intervention for all situations in which a child or children are distressed or in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.

- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used, then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind WILL never be used or threatened which could adversely affect a child's well-being.