



Finch Nest Preschool

WELCOME TO OUR CHICK NEST
(12 - 30 MONTH OLDS)



NURTURING YOUNG HEARTS THROUGH CURIOSITY AND
EXPLORATION



Finch Nest Preschool, Park Farm Stables, Brasted, TN16 1LL



info@finchnestpreschool.co.uk



07470 396176 and 01959 439372

Contents

Page 2 - Welcome

Page 3 - Daily Life (Including Naps)

Page 4 - Observations and Assessment (End
of Room summary)

Page 6 - Transition to Preschool Room
(Charms Nest)

Page 7 - Reporting Absences and Changes

Page 8 - Resources to Support Home
Learning

Page 9 - Fundraising



Welcome to the Chick Nest

Welcome to our baby room, where children are nurtured through a loving and caring environment. We look forward to getting to know your child and watching them flourish and develop.

The adults working in this room are Vivien, Sharon, Nicola K and Helen.



Daily Life

A day in the Chick's Nest is planned to ensure your child has multiple opportunities to develop and learn. Our staff talk to the children throughout the day to develop language and listening skills.

The children have chairs and trays to sit at for their meals and snack times, which gives them the opportunity to feed themselves independently.



Time	Activity
7:30am - 9:00am	Breakfast Club
9:00am - 9:45am	Welcome children, Welcome/Hello song, Activities Adult planned activity for children to complete
9:45am - 10:00am	Circle Time includes- Music and Singing / Story time / Instruments / Sensory Play / Scarf Dancing / Nursery Rhymes / Math Songs / Music and Movement
10:00am - 10:20am	Snack Time and Tidy Up
10:20pm - 12:00pm	Activities- Indoors and Outdoors (Continue adult planned activity for children to complete)
12:00pm - 12:30pm	Lunch Time
12:30pm - 1:00pm	Activities Home time for some children 1:00pm
1:00pm - 1:45pm	Activities- Indoors and Outdoors/Circle Time
1:45pm - 2:30pm	Quiet Relaxing Time: Low Lights/Stories/Calming Music Time/Baby Yoga
2:30pm - 2:45pm	Biscuit and Milk
2:45pm - 3:00pm	Tidy Up Time
3:00pm	Home Time (late collection option until 4pm)
3:00pm - 6:00pm	After School Club
4.15pm	Dinner
6pm	Home Time

Children can nap in our sleep room when they wish to.

Naps

As we have a sleep room, we aim to keep to your child's sleep routine as much as possible. Please be aware that snack time is 10:15am and lunch time is 12:00pm. If your child is still asleep at this time, we will save the snack or meal for them. Please keep us updated with his/her timings for naps, milk, comforters etc...



Observations and Assessment

Your child will receive daily observations and photos so you can see what they are enjoying at preschool. These will be sent to you via Tapestry and an example is below. You can also add to the photos and observations on Tapestry yourself. You may want to let us know about a milestone your child has achieved or an activity, day out or holiday they have been on.



gingerbread man and so we decided to make our own gingerbread men. we measured everything out carefully and took turns to mix the ingredients. we then cut out our own gingerbread man.

Finch Nest Preschool 3-4

Understanding the World

- ✓ Talk about the differences between materials and changes they notice.

Comments

Add a comment

At the end of every term you will be given your child's assessment sheet. These have the Early Years Objectives on which your child should be working towards. Highlighted objectives are what we have seen your child has achieved. The objectives which are not highlighted are the areas which we haven't seen them do at preschool and they are working on or towards. After you have received your child's assessment sheet you will have a chance to speak with us, should you wish to, about the progress your child is making. Please let us know if you would like a chat.

EYFS Development Matters Birth to Three - Prime Areas		
Communication and Language	Physical Development	Personal, Social and Emotional Development
• Turn towards familiar sounds. They are also started by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. • Cope at times, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and to movements. • Enjoy singing, music and songs that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or angry, making grunting sounds, laughing, cooing or babbling). • Babbles using sounds like 'ba', 'ma', 'mama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and sounds. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Understand single words in context - 'big', 'milk', 'bottle'. • Understand frequently used instructions like 'give to me' or 'stop'. • Understand simple instructions like 'give to me' or 'stop'. • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play (putting the baby to sleep or 'driving the car to the shop'). • Use the speech sounds 'a', 'm', 'w'. • Pronounce 'mama' and 'dada'. • Understand words such as 'barnard' and 'computer'. • Listen to simple stories and understand what is happening, with the help of the pictures.	• Identify familiar objects and gestures for practitioners when they are described. For example, 'Katie's coat', 'blue car', 'very quiet'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'what', 'where' and 'when' (but generally not 'why'). • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of negotiating transitions, for example from their parent to their key person. • There as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence and feel calm and safe with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Give up independently, expecting help 'The day it's' Sometimes this leads to feelings of frustration and tantrums. • Begin to show 'offensive control' for example, waiting for a turn and refusing the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and drama. • Are talking about their feelings in more elaborated ways 'I'm sad because... 'or 'I love it when...' • Learn to use the toilet with help, and then independently.	• Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • First steps to calm themselves, through being calmed and comforted by their key person. • Place things from one hand to the other. Let go of things and hands them to another person, or drops them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, doors and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate props to support a trip. • Walk, run, jump and climb - and start to use the stairs independently. • Sign, sit and independently use ropes and swings (for example, free swings). • Sit on a push-along wheeled toy, use a scooter or ride a bicycle. • Use large and small muscles able to do things independently, for example manage buttons and zips, and pour drinks. • Start eating independently, and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools.

EYFS Development Matters Birth to Three - Specific Areas		
Literacy	Mathematics	Expressive Arts and Design
• Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and lyrics. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Make comments and shares their own ideas. • Devoting play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example, 'This says mummy'. • Make marks on their picture to stand for their name.	• Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'less'. • Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers '1-2-3-5'. • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete simple puzzles. • Compare sizes, weights etc., using gesture and language 'bigger', 'little', 'smaller', 'high', 'low', 'tall', 'heavy'. • Notice patterns with strong contrasts and are attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Explore clay and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	• Show awareness to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peep!'. Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmic and repetitive sounds. • Explore a range of sound makers and instruments and play them in different ways. • Notice patterns with strong contrasts and are attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Explore clay and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a stick holds a wooden block to 'her ear' and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.

Observations and Assessment

We will keep you updated about we are focusing on in the preschool and what your child is learning about through our monthly newsletter.

Every day your child attends preschool you will also receive a Care Diary telling you what they have eaten, when they have slept, how many times they have been to the toilet and any other information we feel is important for you to know. An example of our care diary is below for you to see.

Meal 

Time	07:30 AM
Meal name	Breakfast
Food	All of honey on toast All of honey loops
Drink	Milk Or Water/Juice From Their Own Bottle
Created by	A 

Toileting 

Time	10:02 AM
Toilet	Wee
Created by	A 

At the end of your child's time in the baby room you will receive a copy of their assessment sheets and a summary via Tapestry of their time in the baby room. The assessment sheets will show how your child has progressed in each area of learning and the summary will discuss areas they enjoy, their interests, how they learn best and areas for development.



Transition to Preschool Room (Charms Nest)

Nearer to the time your child will be joining our Preschool Room, they will be taken upstairs to play with the preschool children and get to know their new environment and teachers. Some children may already be familiar if they attend before or after school club. We will also hand over their assessment sheets to the preschool teachers who will carry these on and continue to share these with you.



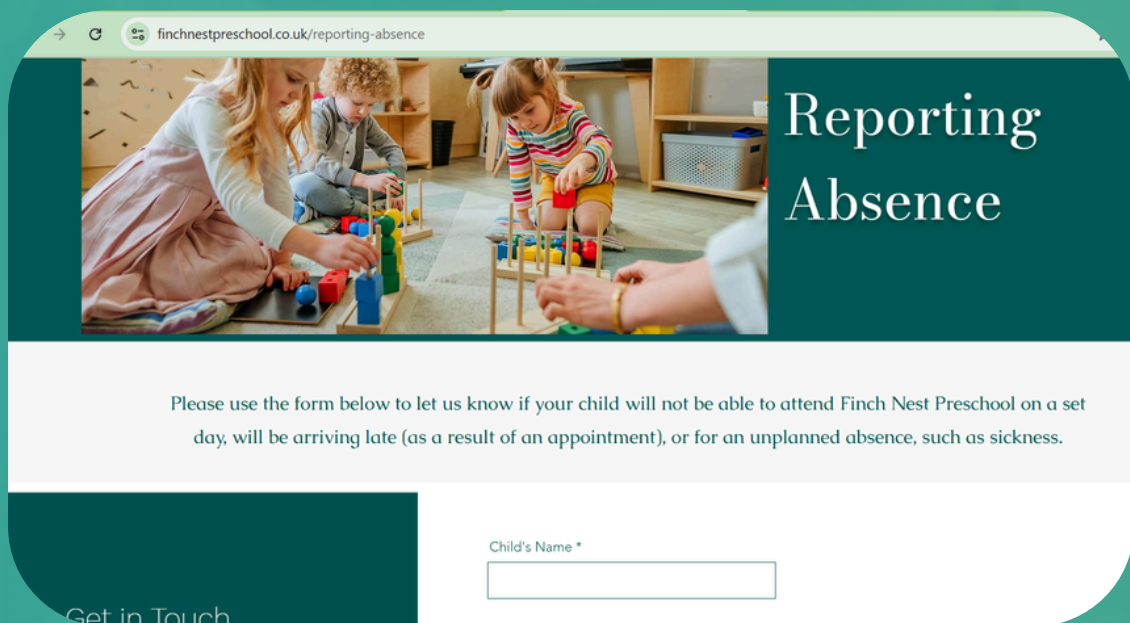
**Did You
Know?**

The collective noun of finches is 'a charm of finches.' This is the inspiration for the name of our upstairs room (nest).



Reporting Absence and Changes

If your child is not going to be attending the preschool due to illness, holiday, planned appointments or other circumstances, please do let us know as soon as possible by completing our 'Reporting Absence Form' on our website. Clicking the image below will take you to the page you need.



Please keep us updated with any changes to your child's routine so that we are able to cater for all their needs. for example:

- The number of naps your child has;
- Number of milk feeds;
- Potty-training;
- Medical conditions;
- Personal/Household information that is relevant to preschool;
- Dietary requirements.



Supporting at Home

We have attached the learning objectives that your child should be aiming for between certain ages so you are aware of what they are working on and where they should be. We also focus on these objectives at preschool. Please see our Parent Booklet on our website for more information and links to help you with learning ideas for home. If you have any questions please do not hesitate to ask us.

EYFS Development Matters Birth to Three - Prime Areas		
Communication and Language • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, talking 'turn' in conversations through babbling and activities. Try to copy adult speech and to movements. • Enjoy singing, music and toys that make sounds. • Recognise and be calmed by a familiar and friendly voice. • Listen and respond to simple instructions. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, crying or babbling). • Babble, using sounds like 'ba', 'ma', 'mama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Genuinely babble and use single words during play. • Use intonation, pitch and changing volume when talking. • Understand single words in context: 'hot', 'cold', 'tasty'. • Understand frequently used words such as 'all gone', 'hot' and 'tasty'. • Understand simple instructions like 'give to mummy' or 'stop'. • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversations, often jumping from topic to topic. • Develop pretend play (putting the baby to sleep) or 'showing the car to the shop'. • Use the speech sounds b, p, m, w. • Pronounce 'mama' and 'dada'. • Use words such as 'mama' and 'dada'. • Listen to simple stories and understand what is happening with the help of the pictures.	Communication and Language • Identify familiar objects and properties for gestures when they are described. For example, 'Mama's coat', 'blue car', 'longy apple'. • Understand and act in longer sentences like 'Mama's baby jump' or 'Mama's coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Personal, Social and Emotional Development • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • First steps of managing transitions, for example from their parent to their key person. • Thirst as they develop self assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something new. • Play with increasing confidence in their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, ignoring help 'I can do it'. Sometimes this leads to feelings of frustration and tantrums. • Begin to show effortful control. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways. 'Tim said he's sad', 'I'm 'Tina' when...' • Learn to use the toilet with help, then independently.	Physical Development • Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as co-ordination develops. • Place things from one hand to the other. Let go of things and hands them to another person, or drops them. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Gradually gain control of their whole body through continuous practice of large movements, such as waving, kicking, rolling, crawling and running. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently - choosing appropriate steps to support at first. • Walk, run, jump and climb - and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, 'see-saw'). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and drink or eat alone. • Start eating independently and learning how to use a knife and fork. • Develop manipulative and control. • Explore different materials and tools.

EYFS Development Matters Birth to Three - Specific Areas		
Literacy • Enjoy songs and rhymes, listening in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tones and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing about clapping. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and ask them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some signs, such as the first letter of their name, a bus or door number, or a familiar sign. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example, 'That says mummy'. • Make marks on their picture to stand for their name.	Mathematics • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • Respond to changes of amount in a group of up to three items. • Compare amounts, using 'bigger', 'smaller' or 'same'. • Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers '1-2-3-4'. • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete neat puzzles. • Compare sizes, weights etc, using gestures and language: 'bigger', 'smaller', 'lighter', 'heavier', 'softer', 'harder'. • Notice patterns and arrange things in patterns. Understanding the World • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people.	Expressive Arts and Design • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'They're!'. Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmic and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a DVD holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.



Welcome to Finch Nest Preschool





Nurturing young hearts through curiosity and exploration

Finch Nest Preschool, Park Farm Stables, Brasted, TN16 1LL

info@finchnestpreschool.co.uk

07470 396176 and 01959 439372

We have also produced a Parents' Handbook, containing all the information you would require whilst your child is attending Finch Nest Preschool. Our handbook can be found on our website on our 'Parents Page' or by clicking the image to the left.



Fundraising

You can help our preschool, free of charge, by supporting us on easyfundraising.

We have signed up to easyfundraising.org.uk as a way of using regular shopping to create donations towards our preschool. This will be a valuable contribution to purchasing new resources that the children can use to learn, develop and be kept safe. What makes this even more appealing is that the contributions are completely free to you! Amazon, eBay, John Lewis, M&S, JustEat, Trainline, ASOS, Tesco and up to 8,000 other retailers are all signed up to support so if you shop here, you can be helping us further! If you are willing to help in this way, please click [here](#) and sign up. Thank you so much!



easyfundraising

