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Newsletter in your first language

‘The Fridge Page’ from Wyndford Nursery…

February/ March 2020

Welcome to our new style of newsletter which will be distributed on a monthly basis.

You can stick it on the fridge for ease of reference…

**Need to know…**

We are delighted to learn that we have received additional funding to facilitate the weekly drop- off, of food to our new nursery foodbank. Thank you to Louise who has led this project. We anticipate that this will begin to operate with almost immediate effect. We have also introduced the concept of ‘community fridge’ (i.e. shared resources) within the Family Room, alongside our fruit bowl and toast in Welcome Area, to support all of us who are ‘always on the run to do something’. The ‘community fridge’ like the ‘pre- loved clothing’ rail works best if people take what they need, acknowledging that others around them have similar levels of need. Please speak with Mary Pat or Lynda if you can’t find what you are looking for on the pre- loved clothing rail as we have other supplies in storage.

We are looking forward to welcoming back to work educator, Kelsey Campbell, following the birth of her darling little boy, Max. In addition, Kelsey will now be a permanent to Wyndford Nursery.

Please bear with us as we complete the ‘changing rooms’ make over to Louise’s office. We await delivery of furniture at which point ‘normal service will resume!’ You have no idea for how many years we have anticipated this moment of sheer, unapologetic organisation! We all count our lucky stars that Louise found herself to be with us in Wyndford Nursery.

Celebrating Team Wyndford- in the busyness of all of our busyness… I feel it is important to stop for a moment and say a very big thank you to everyone within our extended Wyndford family- just for doing what you do. We feel increasingly understood in our efforts to play our part in what we all want the ‘spirit of Wyndford’ to be and, importantly, we hope that you feel this too. As we know, things that are worth waiting for do not often come along an easy road- but it is good to know that we all travel alongside friends.

Important dates-

* Weeks begin. 17 and 24 Feb- Opportunity for Parent/ Carer conversations with your child’s Key Persons
* Sat 22 Feb, 10am to 12noon- Community Coffee Morning, Wyndford Nursery.
* Tues 25 Feb 6-8pm Play evening for parents/ carers.
* Thurs 27 Feb ,1pm- Residents’ Discussion Forum- Please bring your ‘wicked issues’ forward in relation to the wider community in order for them to be addressed via appropriate channels- if you don’t, nothing will change.
* 19 March Nursery Garden Development Day
* 5 March- World Book Day we are hoping that our nursery families from around the world will support us in sharing stories from their village back home, told to them as children. Please do not spend money buying costumes. It is not our focus and is not required.
* Wed 1 Apr Children’s Easter Picnic and Egg Hunt and Families’ Daffodil Tea
* NB Early warning- Spring holiday dates for our term time children

Nursery closes at 2.30pm on Friday 3 April and opens again on Monday 20 April.

For our 50- week children- the nursery will be closed on Friday 10 April and Monday 13 April.

**In conversation…**

* **Lost property-** we have a wicker basket in the welcome area with a sign on it that says ‘Please take me home…’ We would appreciate it if you would look in it once a week and remove any items which belong to your child. We are left with hundreds of pounds worth of clothing at the end of each term…is nobody missing it?
* **Toys at nursery-** we would strongly request that you actively discourage your child from bringing toys into nursery. We have had a few situations recently where items have been taken out of the child’s pigeon hole above their peg and removed from the building. This is not ok. At times, whilst settling into nursery, children may want to bring a comforter with them as safe connection with home. This is understandable. Beyond this, however, it is not helpful. Our approach to engaging children in meaningful learning is not centred around material resources. We go beyond this in conversation with children as we support each other to ‘think about thinking’. We are learning much from our wonderfully capable little people.
* **Timings of door opening at end of each day-** just a gentle reminder that the door will be opened at 3pm/ 4pm and 5.30pm. We have members of the staff team available to facilitate this. Unless in exceptional circumstances, we would ask you to keep to these timings. Thank you
* **We all recognise that oftentimes, as parents and carers we get frazzled…** just a request that we keep a check on the volume of our voice when entering into the nursery environment. It is not helpful for children or staff when parents/ carers have raised voices in welcome area, or shout into the playroom for children to come to the gate. We would really appreciate it if everyone could be mindful of this moving forward. Similarly, when we hand over your children to you at the end of their nursery time, it is your responsibility to ensure that their behaviours continue to be appropriate within the Welcome Area. The maintenance of a calm environment is necessary for all of our wellbeing and of particular important for many of our children who have additional learning needs. Thank you.
* **Community Coffee Morning-** we are delighted to be joining up with The Wheatley Group on Saturday 22 Feb for our Community Coffee morning. As communicated previously, we have decided to host these once per term (at mid- point) The nursery was fortunate enough to be successful in obtaining funding for African Drumming sessions- the first of which will take place on this day. We would encourage all families including our African Dads who can support our drumming to come along! We also know that we have a number of other Dads who are musical and would ask that you also support us by getting involved. Please speak to Cheryl, Lynda, Lorna. We are keen for this morning to be a celebration of everything that we all bring to each other from around the world, including tradition sweetmeats to enjoy with our tea and coffee. The nursery will of course provide a Scottish slant.

We are hoping to be able to share some of the games that you told us on International Play Day, that you played as children.

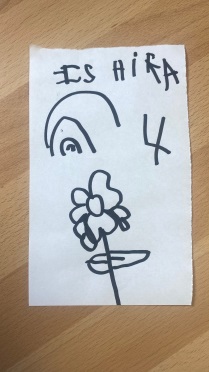
We understand that over the next while, The Wheatley Group will be focusing a significant project on the Wyndford estate. **This will benefit all of us- so please help us to help each other by popping in for a coffee on Saturday 22 Feb 10-12 noon.**

* **We are working hard to create a small network of key thinkers** in order to nurture the ‘future Wyndford’ community. We have asked two families who have been in long term conversation with the nursery staff team to join in this. This piece of work will run alongside the planned, project by The Wheatley Group and will, I suppose, serve as the longer- term sustainability plan. Our first meeting will take place on Fri 13 March, Maryhill Burgh Hall where we will undertake a visual modelling exercise. We will keep you included as the conversation evolves…
* **A wee rest…**just a reminder to the families of our 50- week children, to liaise with Ashleigh at your earliest convenience to clarify the dates of your proposed two- week rest period for your child. This is in the best interests of the children and ensures that they are not clocking up more hours than an educator! Thank you
* We are very keen **to engage a group of parents/ carers/ wider family members who can support us to develop our environment for learning outdoors**. Cheryl is the strategic lead for Nature Nursery and is working in partnership with Lorna to develop our base camp outdoors. Please have a think about how you can help us- perhaps- You are green fingered? Handy with a hammer? Would like to get involved with our allotment? Have a creative streak and can see possibilities for upcycling?
* **Playful challenge**s- thank you to our families who have got involved in the playful learning challenges that we have engaged to provoke you. It is so important to us to communicate to our children that the adults around them understand well how they learn best- by playing! Everyone of us would probably recognise that we do not have enough time to play…but when we steal a moment to…everyone one of us would probably recognise that we feel the better for it! Our ‘Museum of Possibilities’ within the Welcome Area is a really special place where we can celebrate learners of all ages alongside each other. **We would remind you to ensure that your child shows respect for this and looks with their eyes and not with their hands- just as they would be expected to if visiting Kelvingrove Art Galleries…**
* **Helping you to understand us…** as a staff team we have come to recognise that across a day/ week/ month/ term ‘stuff’ will present itself which may, on the surface, suggest that it is something that we should take our attention to. However, on closer inspection, we recognise to be what we have come to refer to as ‘white noise’. The more skilled we become as a team of educators in pushing away white noise, the more effective we will be in affecting progression in children’s learning.

**Learning through play…**

* **Learning continuities…** we are interested in how our inter- actions as educators support children’s learning continuities- taking our own and children’s attention to what has gone before and building on this meaningfully; strengthening the children’s capacity to see connections and continuously improve their efforts… We are taking a closer look at children’s involvement and engagement- in short, their capacity to be autonomous learners- leading their own learning, We would ask you to support us in this within home/ community environments. As adults we can all appreciate that children will rise to the expectations made of them. Oftentimes, it is a child’s natural disposition to be flighty in their attention to things, before moving on to the next thing… As adults, we recognise that they require us to model a framework for them which encourages them to slow their pace in order to give better attention to things and ultimately, to make connections in their learning. Part of our role as the adults around them is to ensure that we have understood well what interests children in the first place, positioned ourselves alongside them as curious learners and to help each other to ask the right questions in order to unlock children’s creativity. As adults, we need to meet our children’s complexities with an equivalent level of knowledge of how young children learn and skill in extending their thinking. Not an easy task…and something that perhaps we are ‘better together’ at achieving, for children?
* **The ‘story of the nursery day…’** for your child, looks like this-

**0800- Opportunity for breakfast with friends on arrival**

 **Doing time- inside and out incl. focused invitations (Three Read Approach; ‘Going out to learn’; Digital**

**Learning; Learning for Sustainability; Numeracy and Mathematics; PAThS)**

**1025-1045 Focused group time with Key Group**

**1130- 1430- Lunch time/ Learning Interest Groups (Currently ‘Vehicles’ and ‘Superheroes’) / Time Outdoors**

**1245- AM Children go home**

**1300- PM Children arrive**

**1430-1600 Doing time- inside and out incl. Focused invitations**

**1525-1545 Focused group time with Key Group**

**1600-1745 Doing time- inside and out incl. Yoga/ Lickety Spit/ Baking opportunities**

* **Our approach to ‘Stay and Play’** (parents/ carers coming to nursery for short periods of time to engage in play with your child) is determined is by the needs of the group of children in the nursery at anyone time. Clearly, it is not helpful to introduce this whilst some children are still settling, as having anther child’s parent/ carer in the playroom can often be enough to upset them, causing them to look for their own parent/ carer…

In order to maximise the benefit of this time for both parent / carer and child, educators will invite you to come and play with your child within a particular area of their interest, as individual children are ready for this. For example, it might be that educators in Zone 1 might invite you in to follow the sequence to bake a scone with your child; in Zone 2, to use real life, natural materials as focus of your interpretation using clay, paint, transient art materials; in Zone 3, to help them to engage in a challenge task at Block Play, or research an area of interest on the internet; at Nature Nursery, to identify which tree family particular leaves belong to, or to research which creatures live within particular holes found in the woods.

We hope that this sounds like a reasonable way forward for everyone. Let us know if you can think of other possibilities.

**‘Going out to learn’…** It is really important to us to give children meaningful opportunities to learn within their own local community. Over the next while, the children will have opportunities within their local community to explore Sciences, Technologies and Social Studies, and, extending to the wider community, to visit the Science Centre. In addition to this, each term we will take a closer look at a feature within local community- Botanic Gardens; Maryhill Canal; Kelvindale Railway, Halfpenny Bridge.