

Conference 2020

Full of fun, inspiration and energy, the conference delivered important messages and goals for the next year. Make sure you hear all about it from your Managers and find out more about Jenny Mosley here: <https://www.circle-time.co.uk/our-approach/watch-jenny-on-video-here/>



PULSE

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Edition 3: Winter 2020



Kiddi Caru Day Nurseries - Head Office
Tuscany House, White Hart Lane, Basingstoke, Hampshire RG21 4AF
www.kiddicarur.com



Awe and Wonder of the outdoors!

Story continues inside!


Day Nurseries Group

Awe and Wonder of the outdoors!

Staff at Matford Green began the new year by reigniting their love and passion for the outside environment, role modelling to the children how enriching and exciting the outdoors can be.

The children were really curious and used all their senses to explore the natural environment. The three characteristics of Effective Learning were evident whilst the children created, thought critically, solved problems and developed their own ideas.



▲ Creating playdough bugs based on the insects they spotted in the garden. The children counted how many legs their bug needed then collected sticks to add to their playdough insect.

Staff noticed how the children's self-esteem grows within the natural world. The little ones were excited about what they achieved and wanted to share their experiences with their peers and adults.

There are further plans to develop a forest school area and train staff to deliver forest school sessions later this year.

◀ Using ideas and imagination to make 'soup' and 'hot chocolate'! The children worked out how to transport the water, and shared their equipment.

Reflective practice at Plympton

The Effective Teaching and Learning course had a big impact on the Plympton team's knowledge and understanding; reminding them how children learn and how we actually teach them! They discussed many areas such as:

- The importance of role modelling quality language and providing a consistent positive approach through our literacy programmes - Letters & Sounds, Boogie Mites and Sing & Sign. All fun initiatives that encourage active learning.
- Purposeful play enables children to make sense of the world. Exploring and investigating through a hands-on approach enables the "what, when and how" to occur. It reminded staff to allow TIME for the learning process to happen.
- Considering the child's point of view. Do staff really listen and hear them? The team recognised the challenge in striving for the right balance between child initiated and focused learning.
- Celebrating children's uniqueness. Valuing children's creative impressions and not focussing on the end result to visually please adults.
- Incorporating Cultural Capital every day, contributing to the child's 'piggy bank of life'.
- Using Laevers involvement scale to support observations and evaluations, also remembering that unnecessary adult interruptions and interventions can spoil the flow of play and thinking.

The "3 I's" in practice at Whitwick

Intent

Clare Taylor has thought of ways to expand opportunities for her 2-3 year olds to increase their independence and social skills. After attending the Effective Teaching and Learning course, she realised developing mealtimes would be the ideal way to meet this aim and to incorporate the three characteristics of effective learning into everyday practice and routines.

Implementation

Daily helpers now set out the plates, cups and cutlery. The children wash their own hands and faces before meals, find their placemats and choose where they would like to sit.

Impact

Clare has observed that the children are now more excited about dinnertime, they all show enthusiasm and are motivated to set up and are learning how to help each other.

Children who are usually quieter will use this opportunity to communicate between staff and other children they are setting up with.

This has also helped them to develop their listening and understanding skills as they are able to follow a set of instructions.

