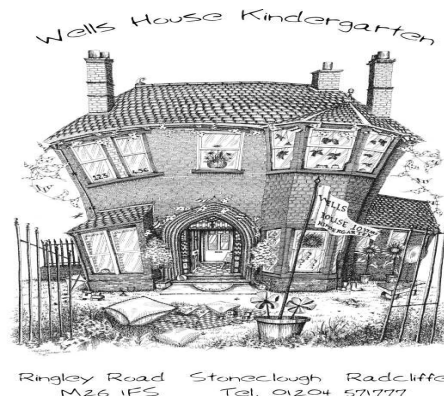


Welcome to our Lower Tweenie Unit



At Wells House Kindergarten

WELLS HOUSE KINDERGARTEN.

Lower Tweenie Unit (approx 2-2 ½ years)

Welcome to the Lower Tweenie unit. This booklet has been designed to help parents develop a greater understanding of the routine and activities that occur within this room. It is intended to give parents more information before each child moves onto the next stage of development within Wells House. It enables parents to be more comfortable and knowledgeable about their child's daily activities.

Lower Tweenie Staff

Mrs Kelly Newlove NVQ3 is the Lower Tweenie Officer,
Miss Cara Smith NVQ 2 is the Lower Tweenie officer
Mrs Karen Kelly NVQ 2 & 3 is the Lower Tweenie
co-ordinator.

Lower Tweenie Routine.

Each child will have opportunities to have settling in periods in the room before making the permanent step of moving up. The settling in periods can involve one or two children settling in at one time. This enables staff to carry out initial assessments and enable a one to one ratio. The children will be slowly introduced to staff, peers and the different routine in the room. We are limited to 10 children in this room at any one time, with the ratio being 1 staff member to 4 children. Slippers are continued to be worn in this room to maintain a homely atmosphere. Sun hats, sun creams, Wellington boots, hats and scarfs are also needed. Spare clothes are needed and can be kept on the child's peg inside the room.

The Lower Tweenie routine is very flexible in a way that activities are still followed through the play plan but can be flexible to the needs of the room.

Personal Hygiene.

Within the Lower Tweenie unit, children are encouraged to toilet and wash their hands before each meal time, they then wash their faces and hands after mealtimes with a clean facecloth. After lunch time the children are encouraged to brush their teeth and parents are asked to bring in a toothbrush and toothpaste. Staff will inform parents when a new toothbrush is needed.

Equal Opportunities.

As in all rooms the Lower Tweenie Unit works under the equal opportunities. We encourage all children to participate in all areas of play. No child will be excluded from an activity because it is deemed "not right". We believe it is the child's own right to decide what they wish to play with.

Sleeps.

Nearly all the children in the Lower Tweenie unit will have access to sleep. This usually occurs after lunchtime. Individual beds are made up for each child with their own, sheet, head slip and blanket. This ensures cross infection is kept to a minimum. Comforters are welcomed for the child to use during sleep periods and all dummies are kept in individual pots again to keep cross infection to a minimum. The room itself closes off to become a sleep room and all equipment is rearranged to make adequate space for the children. The children are checked at regular intervals whilst sleeping and a risk assessment is carried out daily. Once a child wakes they are given water and cuddles until they are ready to play.

Toilet Training.

Toilet training is usually carried out within this room. Staff are trained in how to encourage a child during toilet training. Our toilets are small in height so are easily accessible for children, however many children may still prefer a potty. In cases like this we will ask parents to provide a potty that a child is familiar with. Toilet training is carried out only when a child is showing an interest, no child will be forced in any way. We work with parents in ensuring that everybody is ready for this big stage of development, firstly children are encouraged at each toilet time to sit on the toilet/potty. Once a child has an understanding of this we will then introduce pull-ups. This is to ensure that any little accidents are kept to a minimum. When a child does have an accident we have to segregate the area where it is soiled until the area is cleaned and has been sanitized.

Once a child is happy and confident with toileting we will then use knickers/underpants. This will depend on each child, they all develop at different rates. Staff will keep you informed at every stage of your child's potty training stages.

Please remember that plenty of spare clothes will be needed during this stage, this may include, spare slippers or shoes. Should parents have any concerns regarding toilet training then please speak with a member of staff immediately.

Planning.

Staff follow guidelines set by the DFEe, which follows The Early Years Foundation Stage, Every Child Matters. Staff have access to various information on levels of activities, stages of development and progression. Staff in the Lower Tweenie Unit plan in the same way as the other units. The main areas of learning used as guidelines are:

- Personal, Social & Emotional Development
- Communication, Language & Literacy
- Problem solving, Reasoning & Numeracy
- Knowledge & Understanding of the world
- Physical Development
- Creative Development

Using the 4 areas of learning the staff complete planning following the three set stages of planning:

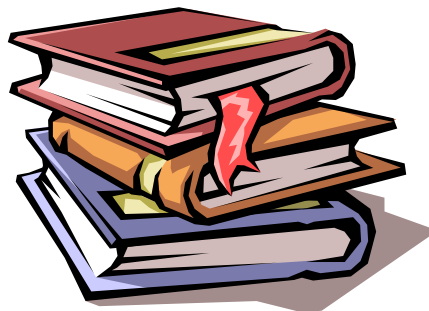
Long Term: Is the yearly themes with a breakdown of the many areas that can be covered during this theme. These are changed every year to ensure a variety of experiences and opportunities are offered to children.

Medium Term: Activity sheets are completed every month showing all the different activities each child will have the opportunity to experience. It shows a main aim of the activity and also what area of learning the children can achieve from the activity. These are displayed in the hallway on the parents planning board. They are evaluated after every activity with levels of assessments and future notes for other activities.

Short Term: Weekly play plans are completed by staff showing which of the medium term planning is carried out and on which day. Along with the area of learning it covers. The weekly plans are displayed in the room for all parents to access at any time.

Development files.

Staff have development files for each child. This enables staff to assess the level of each child. It records under the 6 main areas of learning what they have achieved and what they are working towards. It enables staff to set activities at a level that is appropriate to each individual child. It shows stages of drawing, number, shape and colour recognition. Parents are able to view their own child's file at any time.



Special Educational Needs:

All activities carried out in Wells House will always be adapted for any child that needs extra help or support. We have a special educational needs policy, which we follow; this is displayed on the parent's notice board and is in parents handbooks. Parents will always be involved if any child needs any additional support and special equipment can be accessed to help with this support.

Mealtimes

Mealtimes are carried out in their own rooms with tablecloths, and place mats for each child. Children are encouraged to use a fork & knife and have access to their own water bottles which are named.

The Room Layout.

The Lower Tweenie unit is split into three areas. One for messy play and mealtimes, one for floor play, quiet time and circle time and a separate area for toileting & a cloak room.. The children will carry out activities that are planned each day such as cornflour play, sticking, painting and colouring. These are linked to the monthly theme. The equipment in the room can be moved to enable a larger space for more physical activities. The table area can be used for assessments and for tabletop activities, or for activities such as water and sand play. Circle time is carried out just before each mealtime. This enables the children a calming down period before sitting for meals. During this time staff encourage basic shape recognition, numbers and colours.

Daily Information.

In this room the children will follow a similar routine so we no longer use every daybooks. The room has a daily diary where staff write the daily information such as what & how much each child has eaten for each meal. How many nappy changes each child may have had, sleep times any accidents or achievements. Reports are sent out each month with information about next month's theme. It informs you of the activities that will be available along with your child's next targets. There is also a part for parental involvement and any involvement is always welcomed.