

Welcome to our Toddler Unit



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At Wells House Kindergarten

WELLS HOUSE KINDERGARTEN.

Toddler Unit (approx 15-24 months)

Welcome to the Toddler 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.

Toddler Unit Staff.

Miss Cheryl Anderton NVQ 2&3 is the toddler unit officer.
Miss Gemma Wheeler NVQ 2 is the toddler unit officer
Mrs Kelly newlove is the under two co-ordinator.

Toddler Unit 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 12 children in this room at any one time, with the ratio being 1 staff member to 3 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 unit in the back room. The toddler unit works closely with the baby unit and also the Lower Tweenie unit. This enables the transitions from room to room to be as smoothly as possible.

Equal Opportunities.

As in all rooms the Toddler 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.



Children in the toddler unit can be very inquisitive in their surroundings. They can often lead to minor accidents through climbing, or when in temper biting. All accidents are written up as in every room and parents are informed on the same day. Should any parent have any concern then they must please speak with a staff member or a member of management.

Special Educational Needs:

All activities carried out at Wells House will always be adapted for any child that needs 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 parent's handbooks.

Parents will always be involved if a child needed any additional support and equipment which can be accessed to help with this support.

The Room Layout.

The Toddler unit is split into two rooms. One room is used for messy activities and mealtimes and also floor play activities. The back room of the toddler unit is where sand play and colouring and floor play activities are carried out. 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 sing songs or read stories for a short period of time.

Daily Information.

In this room the children will all follow a similar routine. Each child has its own everyday sheet. On this sheet is information such as how long they have had for a sleep. How many nappy changes are carried out, what the children have had for each meal time, followed by a daily comment about each child has been throughout the day.

The room has a daily diary where staff will write any information that needs to be relayed from parent to staff or from staff to parent. It also has details of any accidents or achievements. Staff are available for parents to talk to about any concerns, with a prior appointment. Management are available at all times to speak with.

Meal times.

Meals are taken in the room of the toddler unit. It is an opportunity for the children to all come together and mix as a whole group.

During meal times the children are encouraged to develop their independent skills. They use a fork and spoon during lunchtime. Drinking cups are used without a lid when a child shows increasing control of a feeder cup. Facecloths are used to clean each child and are laundered by the nursery.

Parents to bring in:

Parents are asked to bring in the following items for their child:

- Nappies
- Wipes
- Spare clothes (to be kept on their peg in a pump bag)
- Any comforters.
- Sunhats
- Slippers
- Suncream

All will be named and kept at nursery. Parents will be informed when each child is getting low on nappies, wipes or suncream.

Sleeps.

All the children in the toddler unit will have access for a 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 low risk.

One of the two rooms closes off to become a sleep room and all equipment can be 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.

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 toddler Unit plan in the same way as the other units. The 6 main areas of learning that staff use as guidelines they are:

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

Using the 6 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 other outcomes 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 and time. Also there are time slots where staff can offer set activities such as playdough, construction play, role-play and jelly play. 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 foundation stage 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.

