

Welcome to the Pre-School 'Explorers' Room



In preparation for School

A Guide to the Explorers Room

Welcome to the Pre-School 'Explorers' Room. We would like to take this opportunity to tell you all about our room and give you an understanding of what we do as Pre-School practitioners to support your child in their learning and development. Through providing them with many thoughtful activities and experiences over their time with us, we help them become more independent and support them to achieve their best so that they are ready for 'big' school when the time comes.



The ratio of staff to children in Explorers is 1:8.

Explorers Staff



Dee Franklin – Senior Nursery Nurse - Monday & Tuesday - Level 3 Childminding Practice/Play work foundation certificate/Level 3 NVQ Early Years Care and Education



Dee started her career in Childcare as a successful Child-minder for 10 years. She joined Babraham Nursery in 2003 as a Nursery Nurse for 7 years until she was promoted to senior level in Squirrels (now Butterflies) in 2010; she then took over as senior in Pelicans (Also now Butterflies) 18 months later. Dee is now senior of the Pre-School Explorers room, as of March 2017. Dee is also one of our Nursery's Designated Child protection officers, alongside Alison and Eleni.

Eleni Roads – Senior Nursery Nurse and Deputy Manager– Tuesday to Friday – NNEB- Level 3



Eleni joined the Nursery in October 2016 as a full time Senior in the Red Butterflies. Eleni then worked across the Butterflies rooms, leading the join of the two rooms and taking on the role of overseeing the unit as a whole. Eleni then moved to the Explorers room in December 2022. Prior to this, Eleni has worked in various settings throughout the UK and has spent 11 years working in an International School in Cyprus. Eleni is also covering the Deputy Manager role whilst staff are on Maternity leave. Eleni is also one of our Nursery's

Designated Child protection officers, alongside Alison and Dee.

Ceri Smith – Nursery Nurse - Mondays to Wednesdays – Level 3 Diploma in Children and Young People's Workforce – Level 2 and 3 in Play work



Ceri started working at Babraham Nursery in October 2013, but has worked for Babraham Institute for 9 years. Previously she had been a child-minder for 12 years. In 2000 Ceri started working for Linton Out of School Club where she became the manager in 2005. She has 3 grown up children and 4 grandchildren.

Nicola Monro – Part time Nursery Nurse (Mon, Weds, Fri) – Level 3



Nicola has been working at Babraham nursery since September 2015. She joined the team working part time whilst carrying out her degree before taking on a full-time role in the Explorers room. Nicola completed her foundation degree in 2018. Nicola recently returned from Maternity leave after having her first child and has taken on a part time position within the Butterflies room.

Evie Bouttell-Shaw – Nursery Apprentice

Evie started her Level 2 Childcare apprenticeship at Babraham Nursery in June 2024, working within the Butterflies room. Evie will be training alongside working within the room and gaining both practical experience and developing her knowledge and understanding. As Evie progresses through her apprenticeship she will gain experience across the base rooms.



A Guide to the Explorers Room

In the Explorers room we follow a daily routine for activities, snacks, meals and group times, just like the rest of nursery. We have access to our own 'free flow area' which opens as soon as your children arrive. The gardens are also open throughout the day and our children are encouraged to explore these areas in all weathers. When it's time for registration or 'group time' we clap our hands and gather together on the carpet. During registration, we all say our 'Good mornings', we then incorporate some activities to support our understanding of the world, for example; we name the day, date and month and then we look at the weather outside and decide what clothing we will need to wear when we go outside. We then use our developing Maths skills to count how many children are in today and write it down to help with our number recognition. Our group times provide an opportunity for us to support the children's developing listening skills, so we share stories and songs and play circle games too, for example; the 'Bean Game', parachute games and we also take part in 'Cosmic Kids Yoga'.

Placing an emphasis on free flow play, which includes engaging each child in their own individualised play and learning, whilst also incorporating structured group activities into the routine, provides balance to a child's experiences. The support of a knowledgeable adult further expands upon this learning. We believe that this balanced approach develops the child's ability to freely explore and empowers them to direct their play and learning. Furthermore, promoting a child's confidence at expressing themselves as part of a group enables children to further grow, and this together is a great introduction to the structure of school.

In the morning...

When your child arrives we will welcome them, they will say their goodbyes before heading into the room to sign in on the interactive screen. They can then put their belongings on their peg or in their 'pouch'; this is their space and staff very much encourage children to independently use it. Occasionally children will struggle to say 'goodbye' and there are lots of things that we can do to try and make this easier – if you are worried that your child is anxious, please speak to your key person or any member of the team. Registration time is at 9.30am and as this is a really beneficial time for your child, we encourage you to arrive in good time before this, especially after the Christmas period, in order for them to participate.



Our activities...

Throughout the year we explore child-initiated topics to investigate and discover. Alongside this we continue to support each individual's learning through their Blossom learning journey. Key people work closely with their key children to follow any interests they are showing and plan 'next steps' for their learning based on these interests and their individual learning needs. We

provide the children with adult led activities alongside thoughtful independent activities around the room to provide them with the opportunity to practice skills and learn new things. We provide a variety of activities each day in all areas, indoors and in the garden. We observe and assess their learning by sharing in children's play to support and challenge their learning further, taking observations and notes of their thoughts and ideas and compiling their learning journey throughout the year.

We truly value the importance of allowing children to learn through their play. This enables children to take charge of their own learning by experimenting with familiar activities which are relevant to them as individuals. This empowers them to be motivated learners – a skill which sets them up to be ready for school and lifelong learning.

'Play is the highest form of research,'

Albert Einstein

We know from research that children learn through 'actively doing' things that capture their interest. Children's brains develop rapidly and are already 'pruning' connections that they do not need or use.



Music and Movement...

Physical movement is driven by the brain's need to create sensation, so we encourage our Explorers to move freely and connect with each other through lots of different ways. Wiggly bodies mean wiggly brains. It means children's brains are active and curious, looking for more stimulation, new ideas and greater challenges. We further support and channel their energy throughout our weekly 'Music and Movement' sessions where children are supported to develop their physical skills and abilities at the same time as having lots of fun alongside their peers. These sessions familiarise the children with changes to routine and develop their exploring and listening skills while in an open space, like they will during their P.E. lessons at school. We often ask children to remove shoes inside for some of these sessions and support their ability to put on their own shoes and socks. Teachers that we have liaised with all seem to share the same challenge when they start with their new Reception class; that the children struggle to dress and undress themselves, and/or be able to change their shoes independently, thus taking up most of their allotted P.E. slots supporting them to do so.

Is my child ready for school?

When it comes to the transition to school, many parents feel that their child has to be able to write their name, recognise numbers 1-20, say the alphabet in sequence and recognise letters. However, this will all come. All children develop at different rates and in different ways and it is our job as experienced early year's practitioners to build on the child's skills to enable them to do this when they are ready. An example of how we support a child's mark making, or writing as it is better known, is by planning and offering sessions of 'funky fingers' throughout the day. This is when we provide activities that work the children's shoulders, elbows and wrist pivots which enables them to strengthen their muscles and movements, and finger co-ordination; this, in turn, will lead to the promotion of their fine motor movements which will overall lead to supporting their early writing skills.



We work very closely with all of the local schools to ensure a smooth and happy transition for your child to 'school'. At Early Years cluster meetings, we talk with Reception teachers to share practice and find out their main priorities for children's school readiness. Teachers tell us that providing children with a language rich environment supports children in the skill of listening, which is the foundation of early reading and writing. In the Explorers room, we follow the 'Letters and Sounds' phase 1 framework which promotes lots of rhythm and rhyme activities and listening games, as well as exploring sounds through instruments and body



percussion. We provide lots of opportunities for the children to experience regular, planned activities to teach them to tune in their 'listening ears' and to talk extensively about what they hear, see and experience; which all, in turn, supports their developing phonetic skills and vocabulary development. These are the early foundations we support them with here that they will develop their skills with further at school, in order to learn to 'decode' and 'encode', or read and write as you will more likely know it. If a child is showing a natural ability and desire to stretch themselves further, we will of course provide them with opportunities to do so. After Christmas, we introduce our 'Sound of the week' - this is where we have a weekly focus of a particular sound and we encourage the children to find the most obscure and interesting objects that incorporate that sound at home and ask that they bring them in to put on our interactive display table for that week. You will receive a copy of the list of dates and sounds nearer the time, so that you and your child are fully prepared for this.

Local teachers are also very keen for us to continue to focus on the personal, social and emotional aspects of the children's development. This ensures happy and confident children are able to leave us ready to start their new adventures at school and be able to confidently interact and communicate with their new environment, adults and peers and enjoy a successful school experience.

Our interests board demonstrates what the children have been doing, what they're interested in and how we have enhanced their play for learning. We show this through observations, photos and captions we overhear or are told throughout their play, or alongside their artwork and creations.

Our room expectations...

We want you and your child to be happy. We give all children a safe, caring and stimulating environment where friendship groups are formed, feelings and emotions are recognised, explored and supported, and lifelong skills are gained.

We have some Golden Rules in the Explorers and they are:

- To be happy and have fun!
- To share and to care, for each other and our toys
 - We use our listening ears
 - We keep the classroom tidy
 - We use kind hands and kind words
 - We use our walking feet inside
- We have tidy legs and listen quietly when we sit on the carpet



We would be very grateful if you could reinforce these at home and use the key phrases in your own behaviour management. This will support the children in becoming familiar with and learning our boundaries, so that we can best ensure the Explorers Room is a fun and safe place for everyone. We practice sustained shared thinking with the children which supports their ability to independently problem solve and work with us to manage unwanted behaviour within the room. We take every opportunity to support the development of their vocabulary and understanding and to take their creativity to the next level, by encouraging the children to think for themselves; as this is an invaluable life skill for them to develop. We do this through using open questioning and encouraging them to think about things in a different way and from others' perspectives.

Outside and Mess...

We get very messy at nursery! Children are encouraged to play outside whatever the weather and they experience high levels of learning, engagement and wellbeing whilst in the woods and playing in the mud kitchen. Please provide your child with a change of clothes and footwear every day and a coat/splash suit/hat/wellington boots/sun cream as needed for the weather. Nursery sun cream is provided at a small cost; however, you are welcome to provide your own. We do advise for your child not to wear any items of clothing that are precious as, as we said; messy play is encouraged in the Explorers room.

To help keep track of your child's clothes, shoes and belongings, please make sure that everything is clearly named. Nametags and labels are cheap and easy to order online but permanent marker on the labels already in clothes works just as well.

So much goes on in the Explorers room – please get involved and try to read all of our notices. If you would like more information or have any questions, please do not hesitate to speak to a member of the Explorers team.

Top Tips for learning at home;

- ✓ Sing and tell nursery rhymes
- ✓ Talk about the numbers, colours, shapes, words and letters you see when you are out and about
- ✓ Use open questions and statements when you communicate, for example; 'Wow! I really love what you have made, can you tell me about it?'
- ✓ Allow your child to cut and stick and use clean recycling 'rubbish' for junk modelling
 - ✓ Cook/bake/eat together
- ✓ Play and be active together –being active is good for making brain connections
- ✓ Use the weather- shadows, rain, puddles, snow, wind, mist and sun to extend vocabulary
 - ✓ Share a book
- ✓ Talk to your child and listen to them when they talk to you
- ✓ Encourage your child to carry out activities independently, for example, support them to put on their own shoes/coat and wipe their own bottom when they go to the toilet

The opportunities for learning are endless.

We are also developing some 'Home Learning' bags so that we can begin lending you resources to explore together at home.

Things your child will need while they are in the Explorers room

- Spare clothes and underwear (in case of toileting accidents or an over-indulgence in messy play!)
- A Splash suit and other appropriate outdoor clothing, including wellington boots that can be left at Nursery
- A sun/winter hat and gloves (weather/season dependent)

Eating

Nursery provides your child with food and drink for the day. All food is prepared and cooked on the premises by our cooks; Clare and Faye, on a job share of Monday-Wednesday lunchtime and then Wednesday lunchtime-Friday, Assisted by Vik all week.



We operate a 'rolling snack' where children are able to independently access their snack during the morning and afternoon free play sessions. This comprises of a healthy snack such as fruit, vegetable sticks or bread sticks and a cup of milk or water.

At mealtimes the children are encouraged serve up the meal themselves at the table, from a dish at the centre. Each child is encouraged to take at least a small portion of each aspect of their meal. There is often enough left for 'seconds' for healthier appetites! Fruit is offered as an alternative to dessert.

Good hygiene practices are encouraged before each mealtime when children wash their hands in the bathroom and at the end of each meal the children each have a disposable wipe (provided by nursery) to clean their hands and faces with.

Menus are displayed on the notice board in the hall nearest the cloakroom and copies are available from the office. If your child has any vegetarian, medical or cultural dietary needs please inform the nursery in writing (an accompanying doctor's letter is needed for allergies and medical needs) and our cook will be pleased to prepare a suitable alternative meal. The whole nursery follows the 'Eat Better Start Better' guidelines, from The Children's Food Trust to encourage our healthy eating ethos.

Children have access to water each meal time and have access to fresh water throughout the day. Explorers provide a water bottle for each child to enable independent access to water throughout the day.

Illness

If your child is unwell and is unable to cope with the normal nursery day then please keep him/her at home. If your child has an infectious disease then it is very important that you inform the nursery and that the child is excluded from attending according to Nursery Policy (we follow guidance from the Health Protection Agency). Children will only be re-admitted to the Nursery after an illness at the discretion of the Nursery Manager. If your child is not well enough to cope with a 'routine day' then you must refrain from sending them to Nursery. *If your child becomes unwell during the day, one of the Parents/Carers will be contacted to arrange collection of the child as soon as possible.*

Medication

The Nursery is willing to administer prescribed and non-prescription medicine when necessary and with prior consent. We follow the government guidelines on medicines which are suitable for children under 5 years old and will only administer medicines which are included in those guidelines. Over the counter medication must include the instructions for administration, be age appropriate and where there is a need. Prescribed medication must be in the original packaging and clearly display your child's name, the required dosage and full instructions for administration. If a prescribed medicine does not have this it cannot be administered by nursery staff. You will also be required to fill in a medicine authorisation form, for each day your baby needs to be given medicine. These are available from the Explorers Room.

Parents/carers must hand the medicine directly to a staff member so that they can store it safely & securely either in the medicine cabinet or the fridge.

Nursery Calpol is provided in the event of an emergency. If your child responds better to Ibuprofen, please provide a named alternative. Children cannot be accepted into nursery if Calpol or Ibuprofen have been administered and the child is still within their effective period. In cases of particularly high temperatures, we will first seek to obtain email permission from yourselves in order to administer medication. If we cannot contact you and written permission



cannot be obtained, we will alternatively refer to the permission given when registering your child. Please note your child must have been at nursery for longer than 4 hours and this would be classed as an emergency dose. Children's own Ibuprofen will only be administered with written permission due to the dosage guidelines.

If your child develops a temperature over the nursery day you will be contacted by a member of the nurse team and required to collect your child within a reasonable timeframe.

Suncream

During the summer, we spend as much time out in the sunshine as we can. We feel it is extremely important to protect their skin from the sun so we ask you to provide us with a sunhat and a clearly named bottle of suitable sun block unless you would like your child to use the nursery sun cream, in which case a fee is required.



Accidents

Unfortunately, occasional accidents do happen and these are recorded on an accident form. If your child is hurt or injured in any way during the day an entry will be made on an accident report form and you will be asked to sign this as parent/carer (you will also be issued with a copy of the accident report) a signature is required to acknowledge that you have been told about the accident. We may also contact you if we are concerned or consider it necessary to.

If your child has an accident at home, we ask that you let the staff in the room know. They will ask you to complete a Home Accident/Injury form.

All Staff in the Explorers Room hold certificates in Paediatric First Aid.

Blossom

At Babraham Nursery we use Blossom Educational, which is a software platform that has been created specifically for use within the childcare sector. This enables us to create a digital record of your child's development and daily activities during their time at nursery. Parents have access to the Blossom app, where we share our weekly observations of your child's progress and a daily diary of their activities.

Observations are completed every week using the 'Early Years Foundation Stage Development Matters' framework. This enables us to monitor and keep a record of your child's individual progress and development, it can also help us to identify and areas of development where your child may need some additional support. Your child's key person is responsible for completing their weekly observations and once they have been completed they will be available for you to view on the Blossom app.

General information

Throughout the year, the nursery and Parent Sub Committee organises many functions and events for all the children and their families to attend and enjoy. You will be kept informed of any forthcoming events in the monthly nursery newsletter. If you are interested in joining this committee please speak to the Manager; Alison or one of the Deputies, Philippa or Claire.

We encourage sharing information about your child with other settings if they attend one. This would include 4 monthly reports, safe guarding forms, transition to school forms and any other relevant information. Please fill in the permission form below and return to the room as soon as possible.

Group and Individual photographs are taken each year. Although you are under no obligation to do so, parents may order a set (or sets!) of photographs.

I/ We do/ do not give permission to share information with other settings

Child's Name:

Signed: Date:.....

Our Daily Routine



A guide to the Explores room routine is as follows:-

- 8.45 am** Nursery opens.
- 8.45-9.30** Children arrive and are settled into the free play session and are encouraged to use the self-registration board, children can also use the small outdoor free flow space.
- 9.30am** Registration time – children gather on the carpet and we all say ‘Good morning’. We discuss the day/date and month and then describe the weather. We count how many children there are before going for snack or to an activity.
- 9.40-11.00** Rolling snack is available while the children continue to explore the environment and activities
- 10.00 am** Free flow play, children have the opportunity to investigate the garden area or visit other rooms independently.
- 11.15 am** Tidy up time followed by Group time all together on the carpet
- 11.45 am** Bathroom time and hand washing for lunch.
- 12.00pm** Lunch time.
- 12.45pm** Quiet time and free play around the Explorers environment –this is also the time we use to explore our garden, have our music and movement sessions and small group times on different days throughout the week
- 2.15pm** Children have free access to the rolling snack.
- 3.00pm** Garden time
- 3.45pm** Garden time finishes
- 3.50pm** Bathroom and hand washing
- 4.00pm** Tea time.
- 4.45pm** Free play/Free flow session.
- 5.30pm-5.45pm** Tidy up and Story time.

5.45pm Nursery closes (**5.15pm on a Friday**)

For the daily exchange of information it is encouraged the parents/carers please arrive **BEFORE CLOSING TIME** if they want to hear about their child's day. As you can appreciate, it is a long day for the Nursery Staff and they like to leave promptly.

Nursery closes at 5.45 p.m. Monday to Thursday and 5.15 p.m. on Fridays. A fine will be levied if you collect your child after these times - it will be £5 up to the first 10 minutes late and then £10 for every period of up to 5 minutes thereafter (as by the Nursery radio controlled clock)

When you enter the Explorers Room...

You are a Scientist

You are **Important**

You are an Explorer

You are *Loved*

You are Respected

You are a **Friend**

You are the Reason

We are HERE

