



Welcome to Butterflies

Our Baby room at
Woodlands

Welcome

Our baby room practitioners develop some very special traits and master a host of complex skills:

- They are warm and responsive, capable of seeing through a baby's eyes and feeling through the child's emotions.
- They have a constantly deepening understanding of child development.
- They know how to playfully interact on the children's level.
- They ensure that provision stimulates learning and supports emotional well-being.
- They cheerfully care for children's physical needs.
- They reassure you, the parent who may be anxious about entrusting your little one to someone else.

The child is wonderfully prepared for active learning from birth. Children approach the world with all senses open, all motors running – the world is an invitation to experience. Their job is to develop and test all their equipment, make sense of the confusing world of people and things and unseen mysterious forces and relationships, like gravity, number and love. In a child's first two years, neurons are connecting at a more rapid rate than during the rest of life – so impressions at this stage are formative for a baby's entire future. Emotional and physical nourishment, sensory stimulation and sleep are more important in babyhood than at any other time. Absorbing a host of impressions through all the senses is a baby's primary task.

Non-mobile babies

It is important to ensure that the surface babies are playing on is clean and sterile. Therefore, we have a strict 'NO SHOES' policy in the baby room. Parents and staff are asked to remove their shoes or to wear shoe covers to keep the surfaces clean. You may see staff wearing shoes in the room. These are purely for indoor use only.

Cruising

Prior to walking independently, babies 'cruise,' grasping anything in reach for support. As long as they feel secure through their key person's nearness, crawlers and toddlers will pursue adventure. All this large-motor activity builds a vital foundation for intellectual development as well as physical well-being.

Moving

A child who has mastered the ability to walk is on the move! We need to provide equipment for pushing, pulling, rocking and riding. Wheeled toys support babies need for continuous motion and total body involvement and soft play equipment allows babies to safely explore.

Schemas

One-year-olds have an impulse to handle things: to collect, fill, dump, refill, transport, stack and knock down... They enjoy putting small objects into larger ones and poking pegs (or fingers) into holes. They practice every action repeatedly. This is when individual schemas start to emerge.

Early Communication

Children communicate from the beginning. It is awe-inspiring to experience a new-born infant reaching out to connect with other human beings. Initially, communication takes place through eye contact, body

language, crying and facial expression. There is nothing more distressing than young babies' cries or more delightful than their wide-open smiles – both appeal strongly to our own emotions. It is crucial that an infant's outreaching coos and gurgles meet a heartfelt response from parent or key person, because our feedback brings out further 'conversation' from the baby. Even young babies develop social games, beginning with noticing each other and exchanging looks and squeals, followed by deliberate interactions like 'peek-a-boo.' Over time, babbling evolves into words, and gestures become purposeful. Did you know that when your baby sticks out their tongue it is their way of talking to you, so speak back to them giving them good eye contact.

Often older children are expert at communicating with babies, so we welcome them in the baby room to play at times and the children engage with each other when playing in the gardens



Block play

Block play usually begins with one-year-olds enjoying individual blocks – carrying them around, becoming familiar with their size and shape and 'feel', or using them to represent objects (for instance, driving a block 'car' or talking into a block 'phone'). Eventually children start to stack blocks, lay them in rows, or use one block to bridge two others. Even a ten-month old may stack several blocks.

Investigating/messy play

As well as learning through active play, much of under-2s' learning stems from their drive to investigate their surroundings with all their senses. This includes fun with water, sand and other malleable materials.

We support early mark-making and finger painting, which are large-motor and sensory experiences at this age and messy play activities where babies experience different materials through all of their senses. Allergens are checked and recorded for all messy play activities.

Treasure baskets

The treasure basket is a basic resource in any baby room. Inspired years ago by Elinor Goldschmied to nurture curiosity and learning, it offers a richer sensory experience than plastic toys (which always smell, taste and feel like plastic no matter what their shape or colour). The treasure basket is made of strong natural wicker and filled with everyday objects – a dried gourd, rubber tube, shaving brush, sponge, leather glove, nail brush, whisk etc. While the child is engrossed with the treasure basket, our role is to quietly watch, either from nearby or with the baby in our lap. He will make eye contact or exchange smiles if he wants. When bringing a seashell or lemon to his mouth, he perceives its texture, colour, scent and flavour. While shaking a bunch of measuring spoons, he enjoys the sound as well as the sensation in his arm and hand.



Heuristic play

Heuristic play too is based on natural curiosity (heuristic means 'to find out'). As babies grow, they move beyond just feeling and pondering things, to wanting to find out what can be done with them! Toddlers have an urge to manipulate objects and use them in combination, so we collect a large supply of tins and lots of natural and found items: fir cones, conkers, jar lids, cardboard tubes, cotton reels, bits of ribbon or chain, etc. Because these materials are free of detail, children's imaginations flourish. A child using a cardboard tube as trumpet, for instance, is demonstrating an active imagination. Einstein said 'Imagination is more important than knowledge'. Not only does imagination add a rich dimension to children's lives, it is also key to understanding the feelings of others. For the heuristic play session, a large floor area is freed for perhaps an hour, and we make heaps of the objects and give several tins to each child. When a toddler makes an interesting discovery (such as noticing the sound produced by treading on lids), she may repeat the action to test the result.

Singing and nursery rhymes

Music is a language the youngest children understand. Staff are always singing and this helps routines like nappy change, as they become an opportunity for quality time with an individual child. Singing engenders a sense of community, so it definitely belongs in our nursery and helps us embed 'letters and sounds phase one' into our planning, the early foundations of listening and understanding.

Developing independence

Babies gain a sense of independence if they can access materials themselves and help pack up, so most boxes or baskets are child-accessible and clearly labelled with simple pictures. Babies drinking beakers are within easy reach and the chairs and cots are low enough that all the babies can sit in themselves.

Unique child

We ensure that activities are carried out in small groups and babies use the large indoor and outdoor space effectively. What this means is that larger groups are moved around the space into smaller groups with adults so that we can give the babies more directed play, such as singing and stories. This also helps when some babies are unsettled.

Meal times are also split into smaller groups so that the adults can provide more focused attention and the experience is about the process, not the end result and is not rushed. We work around children's individual; routines.

Outdoor play

One-year-olds learn so much from the up-and-down of slopes and uneven ground; the sensory experience of puddles, sand, mud, gravel, grass and leaves; the mystery of dropping pebbles into water. Every type of play can happen outside. The back door is open at all times and babies are encouraged to move freely between the room and the covered deck and sensory room. Non-mobile babies are carried outside to continue their learning in the fresh air.

Outings

Every opportunity is made to make links with the community and to go out of the setting. We have a mix of single and double pushchairs so that staff can go on walks around the 39 acres of woodlands that the nursery is nestled in. Often the babies can be found on blankets under the trees, listening and watching the trees in the wind, exploring nature objects or exploring the natural environment.

Sometimes, they venture a little further such as local parks, a visit to the cattle market or to feed the local horses. Each opportunity introduces the babies to new experiences and widens their knowledge. An outing form and risk assessment is completed each time and a member of staff with first aid always accompanies any trip.

Sun policy

The nursery provides factor 30 children's sun cream and this is applied throughout the day as necessary. We ask parents to provide sun hats for added protection and we avoid placing any of the babies in direct sunlight by using shades and having time out of the sun.



Wet play

Babies will still explore the outdoors during the rain and snow and we provide all-in-one suits to keep them dry and warm.

Routines

Activities are organised around your baby's needs; however, we do have a routine in the room that ensures babies personal care is paramount. The first few months of life allows for the greatest amount of learning. Your child will have lots of opportunities to explore resources and activities inside, on the covered deck, garden and sensory room. Activities are planned using the "Early Years Foundation Stage".

Parents hand-overs

Parents will be given a verbal and written (if requested) hand over at the end of each day.

Staff

All of our staff attend courses and in-house training to support them in the implementation of the EYFS and to maintain a high standard of care and continued professional development is important to us.

Key person

Although your child will have a keyperson who tracks their learning and development and ensures their personal care routine is accurate, responding to any changes, all babies are cared equally by all the staff in the room so they do not rely on one individual and there will always be with a familiar face during holidays and shift patterns. Information about the staff in the room can be found outside by the door.

Nappies

We provide nappies, baby wipes and a variety of nappy creams for babies. If your baby has shown any signs of being allergic to any product then we recommend that you supply your own preferred products which we will hold at nursery.

Nappies are changed at regular times during the day to prevent soreness or nappy rashes and staff wear an apron and gloves during the change and double bay the nappy to reduce any risk of cross contamination or infection. Nappy changes are recorded for your information. Smaller babies are changed more regularly to reduce the risk of leakage. Staff are observed and monitored completing nappy changes to ensure they are all confident and children are wiped thoroughly.



Dummies

We support parents' wishes regarding dummies but we would always try and restrict them to sleep times.

Dummy use has been associated with a higher risk of symptoms such as vomiting, fever and diarrhoea. This may be due to poor hygiene because using a dummy that isn't sterilized could increase the risk of viral gastroenteritis and other viral illness. We have individual dummy pots that are labelled and dummies are sterilised before being stored to reduce the risk of infection.

The British Dental Health Foundation discourages the long-term use of dummies or thumb sucking as both could result in problems as the teeth grow and develop, particularly when their permanent teeth are coming through.

Using a dummy during waking or playing hours could prevent a baby from babbling, which is an important step in speech development, discouraging them from chatting.

Sleeping

There is a separate sleep room (within the main play room) with small bunk-cots that is quiet, with low lighting. All babies are allocated their own bedding which is kept in their own draw and washed after 5 uses to maintain good standards of hygiene. If necessary bedding can be washed every day as we have laundry facilities on site. All mattresses have waterproof covers to maintain the hygiene and these are wiped regularly.

You will be amazed at how differently your baby will sleep for us. Babies who won't fall asleep for mum or dad without a boob, or those who take 30 minutes of rocking will often be happy to be placed in a cot and be patted to sleep by the staff. For some parents, it's so unbelievably different that they are not convinced until they see it happen for themselves. The chances of the parents replicating this at home are precisely nil. Why? Babies seem to know that they will need to settle in a different way for their caregiver than for their parents. The comforting they get from their parents is 'the ultimate', but they seem willing to sacrifice it a little in the daytime for other carers (until they're back with their parents that is).

I cannot highlight how common this is. Almost all babies will sleep in a different and very unexpected way for us than their parents. We will also likely find our own way to get your baby to sleep, again most likely in a way you'll never be able to replicate. It may take a week or so for the two of them to find their own groove, but they almost certainly will! We always respect parents wishes and this may include being cuddled to sleep or the use of a pushchair. Please speak to the staff in the room and add any details to the 'All about me' sheet.

Smoothing the Transition

It's quite common that parents feel the need to get your baby napping 'out of arms', or settling without a breastfeed in preparation for starting nursery. I don't actually think either of these are necessary (see above for why!). It absolutely won't confuse your baby if you always feed them to sleep, but we lay them in the cot. What we do recommend is to let us know if there are any routines that we can duplicate, such as changing them into a certain sleeping bag, playing music or giving them a teddy or dummy.

All about me

Parents will be asked to complete an initial 'All about me' during one of the settling in sessions. This allows the staff to gain an insight into your routines and the individual needs of your baby. The information is then transferred onto sleep, nappy, sterilising and bottle charts in the rooms so that any staff, including cover staff can effectively follow your preferred routines. As these, please inform staff and they will make changes. Every 6 weeks, prior to the planning meetings we ask for a new form to be completed.

Sleep checks

Sleeping babies are checked every 10 minutes to ensure they are breathing safely and are not too hot/cold. These checks are recorded in the sleep book and a member of staff remains in the main room at all times. We encourage babies to wake when they are ready and not to wake them prematurely. All babies need different amounts of sleep. Likewise, if a baby is falling asleep during a meal, we would lay them down but ensure an additional portion was saved for them till later.

At times babies will fall asleep in our arms or while relaxing in the cosy corner. If possible, we will transfer them to a cot but not at the risk of waking any of them.

sudden infant death syndrome (SIDS) or cot death

It's not known why some babies die suddenly and for no apparent reason from sudden infant death syndrome (SIDS) or cot death.

Experts do know placing a baby to sleep on their back reduces the risk, and exposing a baby to cigarette smoke or allowing them to overheat increases the risk. SIDS is rare, so don't let worrying about it stop you enjoying your baby's first few months. Follow the advice below to reduce the risks as much as possible.

How to reduce the risk of SIDS

- Staff place your baby on their back to sleep, in a cot in the sleep room which is within the main room.
- We don't let your baby get too hot or cold.
- We keep baby's head uncovered. Their blanket should be tucked in no higher than their shoulders.
- We place your baby in the "feet to foot" position (with their feet at the end of the cot).



Once your baby is old enough to roll over, there's no need to worry if they turn on to their tummy or side while sleeping.



Tummy time

Although infants should sleep on their backs, they also need 'tummy time' on firm surfaces where they work on such actions and eventually develop their own methods of inching forward to reach things that attract them. As babies learn to crawl, they have a drive to actively explore; they will investigate every corner of the room, and the practitioners continually ensure that the environment is safe for these hands-and-knees expeditions.

Bottle feeding

The bottles are cleaned and sterilised by following the below steps (also laminated on the wall for all staff to follow)

1. Staff wash their hands with soap and water and dry using a clean cloth.
2. Wash all feeding and preparation equipment thoroughly in hot soapy water. Use a clean bottle and teat brush to scrub the inside and outside of bottles and teats to make sure that all remaining feed is removed from the hard-to-reach places.
3. Rinse thoroughly in clean water
4. Cleaned feeding and preparation equipment is sterilized using a commercial sterilizer and the bottles left inside until they are needed or transferred to a plastic tub with a lid.



Bottles are prepared following the guide below from the World Health Organisation that applies to early years settings, allowing us to make feeds up in advance.

1. Clean and disinfect a surface on which to prepare the feed.
2. Wash your hands with soap and water, and dry with a clean or disposable cloth.
3. Boil some water. If using an automatic kettle, wait until the kettle switches off.
4. Read the instructions on the formula's packaging to find out how much water and how much powder you need. Adding more or less formula than instructed could make infants ill.
5. Taking care to avoid scalds, pour the correct amount of boiled water (that has been allowed to cool to no less than 70°C) into a cleaned and sterilized feeding bottle. Use a clean, sterile thermometer to check the temperature.
6. Add the exact amount of formula to the water in the bottle.
7. Mix thoroughly by gently shaking or swirling the bottle.
8. Immediately cool by holding the bottle under cold running tap water, or by placing in a container of cold or iced water. So that you do not contaminate the feed, make sure that the level of the cooling water is below the lid of the bottle.
9. Dry the outside of the bottle with a clean or disposable cloth.
10. After preparing the bottle we place the cooled, labelled bottle feeds in the fridge and reduce the amount of times the fridge is opened during the day.
11. The temperature of the refrigerator should be no higher than 5°C, and is monitored daily.
12. Throw away any refrigerated feed that has not been used within 24 hours.
13. Remove a bottle feed from the refrigerator just before it is needed.
14. Re-warm for no more than 15 minutes.

When feeding the babies, the bottle is warmed for no more than 15 minutes

1. Check the temperature of the feed by dripping a little onto the inside of your wrist. It should feel lukewarm, not hot. If it still feels hot, cool some more before feeding.
2. Feed infant.

Throw away any feed that has not been consumed within two hours.

Warning: We NEVER use a microwave oven to re-warm feeds. Microwave ovens heat unevenly, and may cause 'hot spots' that can scald the infant's mouth.

Traceability

It is important to have full traceability of all formula prepared in care settings. This means that prepared formula is labelled with appropriate information such as: formula type, infant's name or ID, preparer's name, date and time of preparation.



Supporting your breast feeding

We are happy for you to join the room during your breaks, if you work locally so that you can breastfeed your baby, otherwise we have a fridge and are happy to store expressed milk

Your milk can be stored in the fridge for up to 5 days at 4oC or lower (usually at the back).

Staff will label and date expressed breast milk before putting it in the fridge.

Weaning

We are advised that babies start weaning when they are around six months old. It's a really important step in their development, and it can be great fun to explore new flavours and textures together. We have a weaning sheet that can be used to share information about new foods they have tried and how they got on with them.

Whether your baby has breast milk or infant formula, waiting until they are ready for food will save a lot of time, too. They'll quickly be able to feed themselves and with less mess, as they will be able to swallow properly.

Three signs your baby is ready for their first food

1. They can stay in a sitting position and hold their head steady.
2. They can co-ordinate their eyes, hands and mouth so they can look at the food, pick it up and put it in their mouth, all by themselves.
3. They can swallow food. Babies who are not ready will push their food back out with their tongue, so they get more round their face than they do in their mouths.

Some signs that can be mistaken for a baby being ready for solid foods:

1. chewing fists
2. waking in the night when they have previously slept through
3. wanting extra milk feeds

Getting started with solid foods

- We always stay with your baby when they are eating in case they start to choke.
- We let your baby enjoy touching and holding the food.
- We allow your baby to feed themselves, using their fingers, as soon as they show an interest.

No member of staff will ever force your baby to eat, instead we will wait until the next time if they're not interested this time and let you know. When using a spoon, we wait for your baby to open their mouth before offering the food and start by offering just a few pieces or teaspoons of food, once a day.

Babies and food allergies

While variety in your baby's diet is really important, there is a chance they may be allergic to certain foods. That's why it's important to introduce cows' milk, eggs, wheat, gluten, nuts, peanuts, peanut products, seeds, fish and shellfish one at a time and not before six months.

There is no evidence that waiting until your child is older will prevent them developing a food allergy. Once your baby is ready for solids, we suggest you give them these foods in very small amounts and watch carefully for any symptoms of an allergic reaction.

If your baby already has a known allergy, such as a diagnosed food allergy or eczema, or you have a family history of food allergies, eczema, asthma or hay fever, you may need to be particularly careful when introducing peanuts and peanut products.

Staff record any information about allergies to be displayed on the wall by the food prep area and children with allergies have a red coloured placemat and a red coloured daily diary to remove the risk of human error when serving out the food. Those with food preferences such as vegetarian have a green place mat and green daily diary.

Baby food from 6 months

Your baby's first foods can include mashed or soft cooked fruit and vegetables like parsnip, potato, yam, sweet potato, carrot, apple or pear, all cooled before eating. Soft fruits like peach or melon, or baby rice or baby cereal mixed with your baby's usual milk, are good as well.

Keep feeding your baby breast milk or infant formula, too, but don't give them whole cows' milk as a drink until they are one year old.

Finger food is food that is cut up into pieces big enough for your baby to hold in their fist with a bit sticking out. Pieces about the size of your own finger work well. Your baby learns to chew this way. We offer the babies a good variety of foods and keep you informed.



Next foods

Once your baby is used to the foods above, they can have soft cooked meat such as chicken, mashed fish (check very carefully for any bones), pasta, noodles, toast, pieces of chapatti, lentils, rice and mashed hard-boiled eggs. They can also have full-fat dairy products such as yoghurt, fromage frais or custard. Choose products with no added sugar or less sugar. Whole cows' milk can be used in cooking or mixed with food from six months.

Baby-Led weaning

Baby-led weaning is a way of introducing solid foods that allows babies to feed themselves - there's no spoon feeding and no purées. The baby sits with the other children at mealtimes and joins in when they are ready, feeding themselves first with her fingers and later with cutlery.

Baby-led weaning:

- * allows babies to explore taste, texture, colour and smell
- * encourages independence and confidence
- * helps to develop their hand-eye coordination and chewing skills
- * makes picky eating and mealtime battles less likely

All healthy babies can begin to feed themselves from about six months. They just need to be given the opportunity. If you would like us to support you with bay-led weaning please speak to your key-person.

Health and safety during meals

Staff sit with babies while they are eating and babies are encouraged to hold their own spoons while also being fed, but this can get messy. Therefore, we provide bibs and use warm flannels to wipe hands and faces when the meals are finished.

Cups

We like to introduce a cup from around six months and offer sips of water with meals. Using a free-flow cup without a valve will help your baby learn to sip and is better for their teeth.

Feeding your baby from 8-9 months

Your baby will gradually move towards eating three meals a day. It will be a mixture of soft finger foods, and mashed or chopped foods.

Your baby's diet should consist of a variety of the following: fruit and vegetables; bread, rice, pasta, potatoes and other starchy foods; meat, fish, eggs, beans and other non-dairy sources of protein; and milk and dairy products.

Your baby's food from 12 months

Your baby will now be eating three meals a day, chopped if necessary, plus breast milk or whole cows' milk and healthier snacks like fruit, vegetable sticks, toast and rice cakes.

They can now drink whole cows' milk. Choose full-fat dairy products as children under two need the extra fat and vitamins found in them.

What milk, when?

Cows' milk can be mixed with food from six months and whole cows' milk can be given as a drink from one year. Goats' and sheep's milk are not suitable as a drink for babies under one year.

Water at child's height with a photo label

If your baby is only breastfed, they don't need any water until they've started eating solid foods.

Formula-fed babies may need some extra water in between their usual formula feeds in hot weather. If your baby is under six months old and you're giving them water as a drink, remember to boil fresh tap water and allow it to cool before you give it to your baby. Water for babies over six months doesn't need to be boiled.

Moving to a cup or beaker

If you're bottle feeding, it's a good idea to introduce a cup with a lid instead of a bottle from about six months old. By the time your baby's 12 months old, they should have stopped using bottles with teats or they may find it hard to break the habit of sucking on a bottle for comfort.

Drinks flow very slowly through a teat which means that children spend a lot of time with the teat in their mouth. Comfort sucking on sweetened drinks is the biggest cause of tooth decay in young children. When using a bottle or trainer cup, only give your child breast milk, first infant formula or water. A beaker with a free-flow lid (without a non-spill valve) is better than a bottle or beaker with a teat. Using an open cup or a free-flow cup without a valve will help your baby learn to sip their drink rather than suck, and that's better for their teeth. We use tommy-tippi cups.

Tackling Teething Troubles

Most babies get their first tooth at around 6 months, but your child's chompers may appear as early as 3 months or as late as 14. Some have symptoms – such as excessive drooling and crankiness – weeks before a tooth actually emerges, while others show no signs at all.

Baby-tooth timeline

Typically, babies get their teeth in pairs. First come the middle two on the bottom. A month or so later, the two above those arrive. Still, it's not uncommon to see a baby with four bottom and no upper teeth, or the reverse.

A general timeline:

months: lower central incisors
months: upper central incisors
months: lower and upper lateral incisors
months: first molars
months: canines
months: second molars



Ways to soothe the pain

Teething pain is like headache pain – it causes chronic, low-grade discomfort. We can often soothe your child simply by getting her mind off the pain. Give her more one-on-one time or offer her a new toy. A little extra cuddling on the sofa may be all that's needed to take a child's mind off her mouth. However, if that doesn't work we are happy to try any of the below, please let us know what works for your child.

- A wet, frozen washcloth (leave one end dry so she can get a good grip). The thick fabric feels good, and the icy cold numbs sore gums.
- A teething toy that's been chilled in the refrigerator also works, but frozen toys may be too harsh on an infant's sensitive gums.
- Try rubbing the area with your clean finger (bare or wrapped in a flannel).
- Teething gels are good bets for temporary pain relief, as they are topical oral anaesthetics.
- There are also alternative/homeopathic topical options such as powders or granules.

We try to avoid sending a baby home when they are teething so are happy to keep teething gel in the room and call you if we feel this is necessary to administer, with your prior consent. You will be informed at the end of the day of any dosage given and the times. We have lots of teething rings that are kept in the freezer and sterilised after each use.

Soothing a baby

All babies cry, and some cry a lot. Crying is your baby's way of telling you they need comfort and care. Sometimes it's easy to work out what they want, and sometimes it isn't. The most common reasons for crying are:

- hunger
- a dirty or wet nappy
- tiredness
- wanting a cuddle
- wind
- being too hot or too cold
- boredom
- overstimulation

How we can help to calm a crying baby

- We can give your baby a dummy if you inform us. We sterilise dummies as we would bottles and when not being used they are kept in sealed tubs that are labelled.
- Some older babies like to use a bit of cloth or a blanket as a comforter.
- We can hold your baby so they're close to us and move about gently, sway and dance, talk to them and sing.
- Rock your baby backwards and forwards in the pram, or go out for a walk.
- Find something for them to listen to or look at. This could be music on the radio, a CD, a rattle, or a mobile above the cot.
- Try stroking your baby's back firmly and rhythmically, holding them against you or lying face downwards on your lap.

Crying and illness

If your baby is crying constantly and we can't console or distract them, or the cry doesn't sound like their normal cry, it can be a sign they are ill.

We would get medical attention as soon as we can if your baby:

- has much drier nappies than usual
- has a high temperature, but their hands and feet feel cold
- has a fit (seizure or convulsion)
- has blue, mottled, ashen (grey) or very pale skin
- breathes rapidly or makes a throaty noise while breathing, or seems to be working hard to breathe, perhaps sucking in their stomach under their ribcage
- has a spotty purple-red rash anywhere on the body – this could be a sign of meningitis
- See more signs of serious illness.

Parent's information

White board

There is a white board just outside the door to the room. This is updated daily with information about activities, learning opportunities, staff in and any additional information about forthcoming events. There is also a copy of the menu and leaflets that may be of use or interest to you.

Dropping Off

When dropping off, please find your babies photo label from the door and select a coat pegs by placing the label above the chosen peg. Bags are placed on the white shelves and staff will have a photo label on an elastic band which helps to easily identify your babies' bag. Any clothing for the weather should be placed in the tub by the door, just inside the room, along with any items from home. Any personal property found during the day that is not labelled will be kept safe in the lost property box.

Room scrap book

Hanging outside the room is a scrap book that shows evidence of the group activities, visitors, trips and exciting things the whole room have enjoyed doing together during the year. This can be found on top of the unit just inside the room

Open days

During the year there will be the opportunity to join your little ones to celebrate Mother's Day, Father's Day or Grandparent's Day and to join in with Easter and Christmas celebrations.

Newsletters

Staff meet every 6 weeks as a team and review the planning for your babies. The planning is then sent out on a newsletter for your information, every half term.

Parent's evenings

Twice a year the staff will invite you into the room, without any children so that you have the opportunity to see activities set up, learn about the teaching and learning that takes place and to share information about your baby. Your babies key person will share your babies progress in a more formal way than the daily hand overs and support you in continuing with the learning at home. We do operate an open door policy and encourage parents to talk to the staff at any time. If you require a longer chat, then please book this and the office will make sure we free up the staff to talk to you.

Reports

At the end of your baby's time in Butterflies you will be given a formal report that helps with the transition into fox cubs.

Sharing book

There are a couple of puppet books that get taken home each week. We hope you will enjoy spending the time with your baby reading and playing with the book together. It is great to reflect on this enjoyable time together and to make some comments in the notebook that comes with it.

What do you need to bring each day?

We ask parents to bring

- A bag, clearly labelled with a change of clothes. We provide a laminated photo card on an elastic band to be attached to the bag.
- Bottle's suitable for bottle feeding (if necessary)

It is important to share information daily of any changes to baby's routine so that we can be sure to maintain the consistency.

Personal care routines

You will be asked to complete an 'All About Me' for your baby when you start and then every 6 weeks, so we can ensure that our routines match your expectations and the babies developing needs. If your care routines change during the 6 weeks, please speak to staff in the room. Staff meet every 6 weeks for a staff meeting and planning meeting and will share this information to plan ahead and reflecting on current routines and requirements.

Visitors

At times, there will be visits in the room. This may either be parents looking around, assessors supporting the apprentices or external professionals who are supporting children's learning and development. As an organisation, we also support students on work experience and placements during their studies. None of these individuals will be left unsupervised with your baby but if you have any worries please speak to a member of staff.

Maintaining high standards of health and safety

- All of the play surfaces and toys are cleaned and sterilised on a regular basis, as this reduces the risk of infection
- Staff regularly wash their hands through the day, particularly after changing nappy or blowing a child's nose. Green paper towels are used for drying hands, as this too reduces the risk of infection and cross contamination
- Aprons are used for food prep and nappy changing so that when your baby has a cuddle it is against clean clothing.
- The nursery has a clear policy of 48hr of absence after the last bout of vomiting and diarrhoea
- Any staff that smoke are required to change their uniform and wash their hands freshen their breath when returning to the room.

EYLog – Planning and observations

You will be given a copy of the relevant ages and stages of the EYFS when your baby starts, and we ask that you highlight what your baby can already do. This starts off our partnership in your babies learning and means we have an accurate starting point of what they can already do, making planning more effective.

Observations are recorded on tablet devices. The nursery day is carefully planned to give a balance of adult-led and child-led activities. We try to adapt the planned activities to individual children in order to reflect their particular skills, interests and development needs. This means that the staff constantly need to notice what each child is doing, to record this and to think about what it means and what the next steps should be. The staff record their “observations” in what is known as a “learning journey” which is a collection of different documents prepared by the staff to provide a picture of a child’s development under various areas of learning such as Physical Development, Communication & Language, etc.

Sometimes you will receive a photo and a message without any linking to their development, we have found a lot of parents like to receive these during their working day as reassurance that their baby is doing well.

We are using a system called eyLog (for early years) which allows staff to capture a photo, a video clip or a voice recording as well as written notes using a tablet computer and to assign this to one or more children. These observations from staff members are then uploaded to a secure web based learning journey to which you as a parent would also have access to! Welcome to the world of online learning journeys!

The eyLog website (<https://eylog.co.uk>) has more information as well as a list of FAQs. Please have a look to find out more about this exciting development.

EYLog App for mobile devices



There is an EyLog app? If you upload the app to your smartphone, you can view the observations for your child in an easy to read way. You will also have the option to add your own comments to the observations I’ve made. Not only that, but you can even add your own!

The Early Years Foundation Stage states that a key worker must:

“Help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.”

The more you send us on EyLog, the better I the key person gets to know you and your child. We would love to see all the pictures you post to Facebook telling your friends and family what a great day your child had and what they’ve done. Just send them through on the app so they form part of your child’s learning journey.

The more we can see what your baby enjoys doing at home, the more we can tailor activities to their interests in Butterflies.

Prompts for staff to maintain high standards regularly checked by the management

- We promote the outdoors, so the door is ALWAYS open and we provide all weather clothing to explore outside at different times of the year.
- Smaller babies need more regular nappy changes, most likely every 2 hours
- Seniors and management to regularly check that ALL staff are cleaning bottoms properly and using the correct nappies.
- Dummies are stored in individual dummy pots that are labelled and dipped in sterilising fluid prior to going in the tubs.
- Encourage dummies just to sleep times.
- Work with parents wishes about where and how babies are put to sleep.
- 'All about me' completed in the room with parents the first time and then sent home every 6 weeks in good time for the planning meeting
- Encourage daily 'tummy time'
- Bottles are sterilised using the microwave and transferred to a plastic tub with a lid until ready to be used to maintain the sterilisation
- Feeding equipment such as spoons, and bowls are kept in the cold water sterilising fluid until used
- We stop sterilising after 12 months unless parents request we still do it
- When prepping bottles, ALWAYS use a sterilised probe to check the water is above 70 degrees
- Bottles cooled down under the cold tap or in a bowl of cold water before being stored or fed to the babies.
- Bottles can be batch-stored in the fridge with a completed bottle prep label
- Fridge must be 5 degrees or below
- Prepared feeds thrown after 24 hours of being stored
- Bottles re-warmed for a maximum of 15 minutes
- All part drank bottles thrown within 2 hours of being prepared or re-warmed from the fridge
- Breast milk can be stored in the fridge for up to 5 days, clearly labelled
- Coloured food mats used for ALL babies at all food times
- Allergies checked for messy play
- Cows milk can be mixed with other foods from 6 months and drank from 12 months
- All changes to routines handwritten with the date on master sheets on the wall and message in the communication book
- A spontaneous photo and message sent every day
- At least one observation a week linked to the EYFS



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