



Help your child to learn at home.

Personal, Social and Emotional Development

Settling Into Nursery

Children cannot learn until they feel safe and happy in a setting. At Hirst Wood Nursery School your child will have a personalised settling-in plan which will gradually increase the time they spend at Nursery until they know the staff and feel settled in the learning environment. We work with parents to ensure that children can grow in confidence during their first few weeks and enjoy the new experiences on offer.

Ways to help settle your child include:

- sharing information about your child at the 'Getting to Know You' session
- providing a family photograph to display in the classroom
- starting with short visits so that your child knows that you are going to return and to enable them to experience success
- being positive about their new experiences and talking about the things they enjoy at nursery
- making goodbyes short and sweet – prolonging the transition often makes children more anxious
- not worrying – if your child doesn't settle we will contact you and adapt the settling-in plan
- communicating any concerns so that we can provide appropriate support

At Nursery we will find out about your child's interests and use them to create positive experiences. This may include spending time using favourite toys or sharing familiar stories. We also have soft toys and class puppets to help your child to settle.

Your child will have a Key Person who will support your child to form positive relationships. However, the whole team work together to help your child to develop a feeling of security and belonging.

Making Relationships

When your child comes to nursery they will already have formed relationships with special people at home.

At nursery there will be new adults and children to form relationships with. Play will be the main way in which new connections are formed.



At first, most children choose toys that interest them and play alongside other children. At this stage friends are often momentary playmates who are conveniently nearby.

Next children start to seek out others who have the same interests then join together to play games. At this stage children still have a very limited ability to see other perspectives and can become upset when a playmate has a different opinion. However, some children will begin to form attachments to 'special friends'.

After that, children identify friends who meet their wants and needs. These early friendships help children to explore how relationships work by testing boundaries through play. At this stage of development, children are just beginning to be able to see things from another's perspective, making their friendships more secure and long lasting.

You can help at home by:

- playing with your child so that they have positive experiences of how to interact with others
- arranging to see other children so that your child has opportunities to form relationships e.g. meet another family at the park, go for a walk in the woods with cousins or invite a friend for tea
- reading and discussing stories about friends e.g. Pip and Posy stories by Axel Scheffler
- talking about feelings and how to solve problems

'Has __ made some friends yet?' is one of the most commonly asked questions at parent consultations and understandably a common concern. At Hirst Wood Nursery School we support children to develop relationships through play and positive interactions but it is a journey not necessarily a destination. From playing alongside to having a special friend takes time but learning about friendship happens every time they interact with other person.

Self Confidence and Self Awareness

Self confidence develops as children experience success, overcome problems and make choices.

You can help at home by:

- offering two choices e.g. "Would you like an apple or a banana?"
- celebrating your child's small successes e.g. putting on their own coat
- allowing time for your child to solve their own problems
- helping your child learn from mistakes e.g. "What could you do next time to...?"
- being encouraging – "You can do it!"

Self awareness is when children understand their own wants, needs and opinions. At nursery we encourage children to talk about their interests and recognise their own achievements.

You can help at home by:

- talking about how situations make them feel (both positive and negative emotions)
- looking at facial expressions in magazines or a mirror and discussing the related emotions
- encouraging your child to talk about their interests and achievements

Managing Feelings and Behaviour

We all have needs. When our needs are not met we experience negative emotions. For young children this presents a number of challenges due to their communication skills, lack of experience and limited awareness of the needs of others. At nursery we work with the children to name emotions and overcome problems so that they feel safe, secure and respected.

At Hirst Wood Nursery School we provide support according to the child's needs and understanding. Creating a calm, positive and supportive atmosphere raises self-esteem and helps children to develop self-discipline. Some boundaries are also necessary to enable children to be safe and happy. To find out more you can read the Behaviour Policy on the school's website. If you have any concerns about behaviour please speak to a member of staff. We are keen to help.

You can help at home by:

- thinking about what 'needs' have led your child to exhibit behaviours
- naming emotions to help your child to communicate their needs
- acknowledging your child's feelings e.g. "Your face looks sad. Leaving the park makes me feel sad too but I am looking forward to eating tea when we get home."
- providing warnings when there is going to be a change of activity and letting your child know what is happening next
- using distraction to avoid conflict – you can't make your child eat their peas so instead try "I wonder how many peas you can fit on your fork?"
- being clear and consistent – try not to give in to your child's demands
- having realistic expectations – how many shops can you visit before your child's patience runs out?
- **praising the positives even the small things** e.g. "Thank you for putting the train track in the box that's made me feel happy."

The Early Years Curriculum

Not all children develop at the same rate but by the end of nursery most children will...

Making Relationships – 30-50 months:

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Initiates play, offering cues to peers to join them.

Keeps play going by responding to what others are saying or doing.

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Making Relationships – 40-60 months:

Initiates conversations, attends to and takes account of what others say.

Explains own knowledge and understanding, and asks appropriate questions of others.

Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Self Confidence and Self Awareness - 30-50 months:

Can select and use activities and resources with help.

Welcomes and values praise for what they have done.

Enjoys responsibility of carrying out small tasks.

Is more outgoing towards unfamiliar people and more confident in new social situations.

Confident to talk to other children when playing, and will communicate freely about own home and community.

Shows confidence in asking adults for help.

Self Confidence and Self Awareness - 40-60 months:

Confident to speak to others about own needs, wants, interests and opinions.

Can describe self in positive terms and talk about abilities.

Managing Feelings and Behaviour - 30-50 months:

Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.

Can usually adapt behaviour to different events, social situations and changes in routine.

Managing Feelings and Behaviour - 40-60 months:

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Aware of the boundaries set, and of behavioural expectations in the setting.

Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.