

Welcome to Toddlers

Play is a child's work

A guide to The Toddler Room



On behalf of all the staff in Toddlers can I officially welcome you and your child to the toddler room. Your child has now reached the age of two and is increasingly becoming more independent, trying out new activities and learning new skills. They are as curious as ever about the world around them and absorb information like a sponge. We in toddlers aim to nurture your child and teach **them more through our ethos of Play is a child's work.**

Our play sessions follow on from that in the young toddlers but we offer different activities more frequently. So for example while in young toddlers they introduce play dough, we in toddlers have it out every week. We also provide children with rolling pins and shape cutters to enable their fine manipulative and imaginative skills to advance.

All activities offered in toddlers are designed to develop your child's social, physical, intellectual, creative and emotional requirements. Much research has shown that a child learns and develops best through playing.

'Through play , in a secure environment , with effective adult support, children can:

Explore, develop and represent learning experiences that help them to make sense of the world

Practise and build up ideas, concepts and skills

Learn how to control impulses and understand the need for rules

Be alone, be alongside others or co-operate as they talk or rehearse their feelings

Take risks and make mistakes

Communicate with others as they investigate or solve problems

Express fears or relive anxious experiences in controlled and safe situations"

Early Years Foundation Stage consultation document 2006

So even when you see your child free playing he/she has already made a decision on their own to go and play at that table, has used their fine motor skills and is gaining muscle control while using the equipment, they have used their imagination, has used recall and recognition techniques, has actively interacted with their peers and formed bonds with children and staff alike. All this just by playing with a farm set!!

Activities which are offered in toddlers include baking, sand and water play, gloop (which is a mixture of corn flour and water), play dough, painting with stampers, brushes, hands and feet, climbing frames, musical instruments, and parachute play. This coincides with free play and structured small group and large group play times, quiet time and free play. Circle time is now part of the daily routine and children get the opportunity to participate in singing, flashcards and listening to stories.

You will notice a few differences in the toddler room the first being the staff ratio. This has now increased to 1 adult to every 4 children. This is **to enable your child's independence and self**-esteem to grow, their language skills to develop and their social awareness towards others to mature.

One significant change is in the morning. Whereas before when you were leaving your child into nursery you would have left them in the young toddler room, in toddlers after 8.15am each morning toddlers and pre-school join together in the pre-school room to allow for more children coming in. (If you leave your child in between 7.45am to 8.15am you will still leave them in young toddlers.)

Sleeping and your toddler will also change considerably during the next year. As toddlers get older they need less and less sleep, so one power nap usually is suffice. Toddlers have the opportunity to sleep in the young toddler sleep room or sleep on a mattress in the toddler play room after lunch. Sleeping patterns can be discussed with any toddler member of staff to find out the best method for your child.

By the time your child reaches toddlers, break times and lunch times are set at a table. Children are provided with forks, knives and cups without lids to encourage independence and prepare them for pre-school and ultimately school life.

Whilst in toddlers your child will hit the major milestone of toilet training. Toilet training can be challenging and we have compiled a leaflet indicating some techniques for making the transition into pants easier. When the time is right discuss with a staff member how best to proceed for your child.

If you would like to discuss any of the information you have read here further please do not hesitate to talk to any member of staff

Claire and team

Examples of what children gain through different types of play

Physical Play

Climbing Frames, outdoor play, balls, tricycles, sit on cars

Communication—Talking and Listening

Social- Small group interaction. Feelings and emotions, self esteem building

Motor Skills- Hand/eye co-ordination, movement, gain muscle control, gain control over movement

Imaginative skills- being on a tractor, racing motor bikes, climbing hills and mountains

circle time

Singing, flashcards, stories,

Intellectual—Talking and listening, retaining information, decision making, following instructions,

Social—large group time, Taking turns, being aware of needs of others

Emotional— being part of a group, feel secure, bonding with career, change mood and energy levels, increase confidence

Imaginative and knowledge of world— exploring environment, understanding differences in cultures, promotes imagination

Physical— develops eye/ hand co-ordination, increases movement in different ways, strengthen muscles

Waterplay

Communication—Talking and listening

Mathematical—Volume, size and capacity

Scientific- sinking and floating, temperatures, smells, colours, gravity

Social—small group interaction, Feelings and emotions, sharing, confidence building

Sensory—different textures of cups, wet or dry, water on skin, bubbles

Motor Skills— hand/eye co-ordination, movement through water, gain control over movement, fine motor when using water toys

Imaginative Skills and knowledge of environment— use of animals, shells, boats, decision making

Farm Set

Communication—Talking and listening

Mathematical—counting, sorting, height, width, shape and size, time

Scientific- colours, shapes

Social—small group interaction, feelings and emotions, sharing, confidence building

Sensory—different sizes, textures

Motor Skills— hand/eye co-ordination, movement through toys, gain control over movement, fine manipulative skills

Imaginative Skills and knowledge of environment— use of animals, transport, decision making