



# Families' Handbook

Welcome to our Little  
Peanuts community

## Our Mission



**We begin with each child and work alongside families, colleagues and community to support and guide each other in providing a nurturing, safe and loving environment where all children thrive. Everyday offers a new adventure: our children are listened to and supported in their curiosity to explore and learn. Little Peanuts is full of happiness and compassion for the whole community.**

Our nursery provides an intriguing and rewarding early learning environment suitable for the needs of all children. Led by our dedicated and caring staff, we ensure all children develop their creativity, independence and self-confidence ready for their journey beyond Little Peanuts. We recognise that parents and carers are the child's first educator and central in a child's development. Throughout your child's time with us, we will always work closely with you to develop a strong partnership between home and our setting and maintain strong links. We believe that education is a collaborative process and we value each other's knowledge, skills, and values in the education of your child.

At Little Peanuts we have a wholly child centred approach to our provision. Each individual child is placed at the centre of our community and their well-being is paramount. Central to being able to create this is that all staff know all children really well: staff always work closely with families to ensure that their knowledge of the children is informed by their own time with the children within the setting, alongside what happens in the child's wider world. All adults in a child's life are their key supporters and we all work together to help each child to grow in confidence and independence. Children can only have this quality of experience if their emotional well-being is fully attended to and our focus on outdoor learning and our Forest School is a vital element of this. Outdoor play has a wealth of benefits and we ensure that children can choose to play outside for much of every day. In particular, we value our Forest School for the life skills that it can help our children to develop, such as teamwork, problem solving independence and creativity. Our use of the Curiosity Approach further enhances our focus both on nature and on well-being, creating a warm and welcoming environment, full of natural resources which stimulate each child's innate curiosity. Staff use their Curiosity Approach training to create an atmosphere where children become deeply engaged in whatever activity they choose, enabling them to learn through play. Staff are always engaged with the children, on their level, responding to their play and spotting teachable moments in order to support them in making good progress. Little Peanuts children feel at ease in their surroundings, secure in their attachments with the adults in our setting. Their voice is always heard, and they are free to engage their own interests as they play, learn and explore.

# Settling In



Helping a child to get to know both the setting and our staff is a crucial starting point for all the children that we welcome into Little Peanuts. Not only do we want to get to know each child and introduce them to everything that Little Peanuts has to offer, but we also want to learn about what each child likes to do at home, who the important people are in their lives and get to know them too.

To support each child to settle in at Little Peanuts we arrange a series of meetings, both with their parents and then by themselves for increasing periods of time. During this time, your child's key person will get to know both parents and child so that everyone is well prepared for a child's first day at Little Peanuts.

We begin with a settling in meeting where a new child can get to know their key person with their parents by their side. These meetings are held separate to the main nursery rooms, meaning that there is a calm and less overwhelming atmosphere than going straight into a room full of new faces. Once a child is comfortable with their key person, they go for a short visit to their new nursery room while parents can complete the admission paperwork. Following this first visit, parents can decide how they would like settling in visits to progress, depending on how this first visit has gone. Subsequent visits can develop in length from an hour and build up to longer sessions as confidence and familiarity grows.

# Daily Routine



## Arriving at Little Peanuts

When you arrive at Little Peanuts you will usually be greeted by your child's key person. This is the practitioner who has prime responsibility for your child's welfare and development and will know your child the best. However, it is important for us as a community that all practitioners know all the children in their room really well. During a day your child will be cared for by all the dedicated practitioners in their room.

If you have any concerns or questions you may want to speak to your child's key person about it, but any practitioner will be happy to help.

## Equipment

We love to spend lots of time outside at all times of the year so your child will need to have appropriate outdoor clothing with them, be that sun hats (preferably of legionnaires design i.e. with an extended back and side to shield children's neck and ears from the sun) and sun cream or woolly hats. Each child has a peg and a drawer so, if possible, Wellington boots and splash suits can be kept at Little Peanuts. All items need to be clearly named. In the summer months it is also best for children to arrive with sun cream already applied, so there is no delay in getting outside to play. All children will need to bring their own Factor 50 sun cream as well for reapplication during the day.

It's also a good idea to have a spare change of clothes (or maybe more than one!). Please do not send children in clothes that are difficult to wash, we don't want to stop children having fun and getting involved because of smart clothes.

Younger children who have formula milk will need to come with sufficient clean bottles and formula for each day. We can also store expressed milk in the Baby Room fridge if required.

We work hard to be as environmentally sustainable as possible. For this reason, we have our own supply of washable wipes that we use in each room. We encourage the use of washable nappies, but this is not something that we can practically share around our children.

Therefore, we ask families to supply their own nappies and parents are welcome to choose the best nappy for them and their child; be that disposable or washable.

## **Daily Activities**

Children who book an Early Session will be served breakfast and then teeth cleaning will be done ready to start the day.

Throughout the day we encourage children to choose their own activities from the ones that are created by our practitioners, both indoors and outside. We don't want to interrupt the important business of playing and learning so older children can help themselves to a mid-morning snack and drink when they are ready. There's also water available for children whenever they have worked up a thirst and we make sure children have plenty to drink in warm weather.

We do all stop for lunch as it is an important social occasion, as well as needing to eat. Some practitioners will sit down with the children at the tables, encouraging them to use cutlery and join in with conversation.

After lunch children are free to choose their activities again. Some may be ready for a nap and may take advantage of a lie down on a mattress in our quiet room, or just relax with a story. Others may want to get back to what they were busy with before lunch. Again, we don't want to interrupt children's interests and concentration so mid-afternoon snacks are made available for when appropriate.

Tea time is another chance to stop, sit together and talk about our day. Maybe we will make some plans for the next day. After tea there's a little more time for finishing off what children have wanted to do during the day before we all join in with tidying away what children have chosen to get out to play with.

Children who stay for a Late Session will be offered a further snack and drink.

## **Babies**

For younger children we are keen to follow whatever routines surrounding feeds and nap times they are used to at home. This is something that is carefully discussed with families during the initial settling in meetings and is regularly re-assessed as babies get older.

There is a dedicated sleep room next to our baby room, as well as provision for preparing bottles and baby food.

## **Collection**

When families come to collect their child, they will already have a good idea about what has happened during the course of their child's day. The Family App allows practitioners to share key information about meals, naps or nappy changes in real time, alongside photos of your child's activities. Collection is also a chance for a quick chat with your child's key person. To help us ensure that children have everything ready when it's time to go home, we ask families to log an approximate collection time on the Family app.

## **Our Open Door**

We welcome families at any time and are always happy to arrange a time for a longer conversation if the need arises, be that with your child's key person, room leader or another member of our management team. Putting the kettle on is a popular activity at Little Peanuts! Families are a crucial part of our Little Peanuts community and we want to hear from you, get to know you and discuss how best to meet your needs and the needs of your child. If you would rather get in touch in writing, we have an online contact form, or our Compliments and Complaints forms are available for you in the entrance hall. As well as always being keen to chat, we also seek parents' views when it comes to reviewing our policies or writing new menus.

## **Forest School**

Part of our site is our dedicated Forest School and children will spend part of each week there, returning to nursery for mealtimes.

Our Forest School is a safe environment where we encourage the children to learn by taking risks, making choices, and using their initiative. We believe that by learning in a natural space, our children develop the knowledge and respect to care for the environment and support their own sense of wellbeing. By the very nature of being based outdoors and being a physical activity, Forest School supports our children in a healthy lifestyle. Which is something that we value highly at Little Peanuts.

# The Early Years Foundation Stage



The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

The EYFS promotes teaching and learning to ensure children are well prepared for the next stage in their lives and gives them the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS learning and development requirements comprise of:

- The seven areas of learning and development and the educational programmes.
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
- The assessment requirements (when and how we must assess children's achievements, and when and how we should discuss children's progress with parents and/or carers).

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are called the prime areas and are the areas of development that we focus on with younger children. They are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding The World
- Expressive Arts and Design

## **Characteristics of Effective Learning**

The ways that children engage with other people and the environment around them are summarised as 'characteristics of effective learning', these are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

At Little Peanuts we are keen to focus on your child as a unique individual and we focus on their own characteristics to support them as they develop and learn. Our choice to follow The Curiosity Approach and our on-site Forest School are key tools to support your child in this process.

## **Assessment**

Through our use of The Curiosity Approach and 'In The Moment Planning', our skilled practitioners are constantly observing children and spotting ways to follow their interests and provide teachable moments. This is a constantly evolving process, taking place all day every day.

Within this we will celebrate special moments through sharing photographs with families via the Family App. This means that you will be able to see photos of your child during the day.

Alongside this regular online learning journal, we also have a week of focus on an individual child every few weeks. In preparation for this week families will be sent a home sheet for you to capture what your child is interested in and enjoying at home, we also love to see photos from home too (you can share these using the Family App). This is also an opportunity for you to note any questions or concerns that you have regarding your child's development.

During your child's focus week at Little Peanuts, practitioners will record activities, interactions, and teachable moments that they have been involved in with your child. At the end of the week, your child's key person will arrange a meeting with you to discuss these observations, what stage of development your child is at and look at any questions raised on your Home Sheet. This is also a chance to discuss ways that Little Peanuts practitioners and families can work together to support your child's future development. This is the most important part, we want to build a picture of the whole child and all their experiences and environments, not just what we see during their time in nursery. Looking at the whole child, and all the adults in a child's life working together, is the most effective way to support a child as they grow.

It is a statutory requirement that we carry out a Two Year Progress Check on each child. This will be done as part of one of the regular focus weeks and review meetings, some time between a child's second and third birthdays.



# The Curiosity Approach™



## Bringing curiosity, awe and wonder into early childhood.

This is a modern day approach that fits perfectly in current changing technological times. The Curiosity Approach™ brings curiosity, awe and wonder and creates the 'thinkers & doers' of the future. The aim of this approach is to build on children's innate skills that they are born with and let them learn for the love of learning, whilst deepening their thinking, communication and thinking skills.

### Authentic Materials

The learning environment is crucial to supporting children's learning. Instead of using plastic pretend child-sized toys, the Curiosity Approach™ uses the real thing. By giving children real and authentic resources to play with, it opens-up a wealth of opportunities for learning. These resources offer a range of textures to explore and investigate. In comparison, plastic feels the same, smells the same and all looks the same. By providing an eclectic collection of resources, we believe children are given a wider range of experiences, opportunities for critical thinking, exploration and discovery.

### Calm

The Curiosity Approach™ is designed to provide a home-from-home environment, through a calming, tranquil space. Staff training ensures that children are known well and made to feel at ease at nursery, able to choose the place where they would like to play and explore, be that indoors or outside.

We use neutral colours, natural materials and cosy places for our children to sit and look at books or engage in deep learning.

Current thinking is that bright colours, brightly painted walls and rooms covered with displays, laminated sheets and number lines over stimulate children. This can lead to over sensitivity, anxiety, and loss of concentration.

Through setting a calm and welcoming environment where children feel at ease, we enable children's curiosity to grow, leading to excellent learning opportunities to support your child's happiness and well-being.

## **Loose Parts Play**

The Curiosity Approach™ is all about making items accessible that can be used in a multiple of ways with no pre-determined outcome.

Staff are trained to support and encourage children to choose how to use and imagine these items. They can combine them, line them up, join them together and transport them, or put them to work as part of their imaginative role play: developing opportunities for creativity, critical thinking and problem solving.

The use of loose items opens-up a wealth of opportunities to experience a range of textures, size, shape and variable weights. All of these help children to develop mathematical concepts and provide opportunities for conversation and questioning.

Loose parts can be used holistically across the setting so that children can access and select them independently. Loose parts have no fixed outcome which means there is no right or wrong way to play or use them. This approach ensures learning is not prescriptive and not driven by adult determined outcomes.

The Curiosity Approach™ encourages children to take ownership of their play while developing essential skills and building their dexterity and fine motor skills in preparation for later pencil control. The focus is on the process of learning and being actively engaged, instead of creating a set end result.

The use of loose parts play celebrates independence and imagination as part of a child's learning and development. It encourages children to be researchers in their own learning, highly motivated to engage and develop their concentration skills and levels of perseverance. Loose parts ensure children are taught HOW to think, not WHAT to think.

## **What Items Are Included?**

The Curiosity Approach™ gives children the opportunity to access authentic resources, loose parts, and recycled materials. This could include cardboard tubes, ribbon, pebbles, acorns and conkers, corks and shells, fir cones, feathers, pegs, logs, metal washers, seed pods, sunflower heads, buttons, photo frames, costume jewellery, wooden curtain rings and wooden crates to just name a few.

## **The Benefits of Authentic Resources**

### **Aesthetic Qualities**

Encourages and stimulates key questions such as What does it look like? Feel like? Smell like? Do these materials have a unique quality of their own?

### **Unique And Unusual**

Uses resources that are unusual or unique. Making items accessible that are eclectic and offer visual beauty and stimulus. Engaging a child's natural curiosity.

## **Trust**

With guidance and support it allows children to work with "real" breakable objects.

## **Holistic Approach**

A holistic approach to child development, mind, body, heart and soul.

## **Encourage Exploration**

Using authentic resources will encourage exploration for the child, taking thinking to a higher level.

## **Nature Collections**

Many resources will be collected from nature. Seashells, leaves, cones, pods, feathers and stones.

## **Imagination**

The approach means materials provided require the child to use their imagination or their experiences, let it come to life in a way they want, not what they're told.

## **In Summary**

The Curiosity Approach is a wonderful way to learn, delivering and encouraging:

- Curiosity, Awe & Wonder - providing wondrous opportunities for learning & development.
- Passionate motivated staff, who are curious adults too. Dedicated to inspiring our incredible little learners.
- Beautiful play spaces, which offer endless opportunities for learning and development.
- The introduction of authentic materials, and loose parts, which teach children HOW to think and not WHAT to think.
- Calm, tranquil environment allowing children time and space to learn and supporting all round wellbeing.
- Creating the thinkers and doers of the future.

**The Curiosity Approach™ gives children the wings to fly**

## Mealtimes and Nutrition



At Little Peanuts we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times. We are committed to offering children healthy, nutritious, and balanced meals and snacks which meet individual needs and requirements.

We will ensure that:

- A balanced and healthy breakfast, midday meal, tea and two daily snacks are provided for children attending the nursery.
- Menus are planned in advance, rotated regularly and reflect cultural diversity and variation, and make use of seasonal produce. These are displayed for children and parents to view.
- Menus follow the 'Voluntary Food and Drink Guidelines for Early Years Settings', ensuring a healthy, balanced and nutritious diet and avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings.
- Families and children are consulted in menu planning, following consultation we now have one meat-free day a week.
- Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated.
- Individual dietary requirements are respected. Before a child joins the nursery, we gather information from families regarding their children's dietary needs, including any special dietary requirements, preferences, and food allergies that a child has and any special health requirements. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside families to put into place an individual dietary plan for their child.
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged.
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves.
- Staff support children to make healthy choices and understand the need for healthy eating.
- We provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones. Cultural differences in eating habits are respected.

## Further sources of information

NHS Healthier Families - This used to be known as Change 4 Life and has a huge variety of information, advice and recipes, as well as the NHS food scanner app.

<https://www.nhs.uk/healthier-families/>

When you're thinking about weaning your baby from milk onto solid food –















































<https://www.nhs.uk/start4life/weaning/>

Choking is something we are constantly vigilant to at Little Peanuts, there are many foods that are more of a risk for young children - <https://foundationyears.org.uk/2021/09/food-safety-advice-on-choking-hazards-in-settings/>

If you're worried about fussy eaters: <https://www.nhs.uk/conditions/baby/weaning-and-feeding/fussy-eaters/> or [https://www.bbc.co.uk/tiny-happy-people/fussy-eating/zgd9g7h?fbclid=IwAR00QW0Usp\\_0Qis67q5ntPOpwyYVesF5kDjU4E4k4e1VPsZ0Fq7LWakluU](https://www.bbc.co.uk/tiny-happy-people/fussy-eating/zgd9g7h?fbclid=IwAR00QW0Usp_0Qis67q5ntPOpwyYVesF5kDjU4E4k4e1VPsZ0Fq7LWakluU)

## Sample Menu

Children with allergies or intolerances are provided a tailored version of the regular menu to suit their individual needs

MEAL	MON	TUE	WED	THU	FRI
<b>BREAKFAST</b>	Choice of cereal  	Choice of cereal  	Choice of cereal  	Choice of cereal  	Choice of cereal  
<b>MID-MORNING SNACK</b>	Rice cakes & cream cheese. Fresh fruit 	Breakfast muffin Fresh Fruit  	Oatcakes and hummus Fresh Fruit   	Cheese scones and tomatoes  	Toasted crumpet Fresh fruit  
<b>LUNCH</b>	Spaghetti Bolognese   Poached pears and Greek Yoghurt 	Pork Stroganoff with boiled rice   Apple crumble and custard  	Fish pie with broccoli   Sweet potato brownies   	BBQ chicken, new potatoes and vegetables  Rice pudding and peach puree 	Butternut squash and chickpea tagine with veg cous cous   Blueberry sponge cake   
<b>AFTERNOON SNACK</b>	Choice of fresh fruits and vegetable sticks	Choice of fresh fruits and vegetable sticks	Choice of fresh fruits and vegetable sticks	Choice of fresh fruits and vegetable sticks	Choice of fresh fruits and vegetable sticks
<b>TEA</b>	Tomato soup and crusty bread    Pineapple upside down cake   	Homemade Pizza   Melon Medley	Pea and bacon frittata  Yoghurt and dried fruit 	Macaroni cheese   Tea loaf   	Sweet chilli chicken wrap   Strawberry frozen yoghurt 

Fresh water is served at mealtimes and is available throughout the day

Milk is provided with breakfast and mid-morning /afternoon snack



# Taking Care of Our Children



Little Peanuts is a community and we take care to look after the well-being of children, families, and staff.

Please refer to the relevant policies if you would like more information on any of the below.

## **Illness and medication**

At Little Peanuts we promote the good health of all children attending. To help keep children healthy and minimise infection, we do not expect children to attend nursery if they are unwell. Whilst we appreciate the dilemma for working parents when children are ill, we will ask to keep a child at home until they are recovered so that the child can be cared for on a one to one basis, which is not practical in a nursery environment. If a child is sufficiently unwell to need a dose of pain relief (such as Calpol) it is best for them to stay at home.

If a child becomes ill, we will contact parents and ask for them to be collected. We follow guidance from Public Health England regarding how long a child must stay at home with different illnesses in order to guard against the spread of infections.

If a child requires medication, we will obtain information about the child's needs for this and will ensure this information is kept up to date. We follow strict guidelines when dealing with medication of any kind in the nursery to ensure that it is properly administered; so please speak to us if your child needs either regular medication (such as for asthma) or is taking a course of prescribed medication. A supply of fever relief (e.g. Calpol) and antihistamines (e.g. Piriton) will be available at Little Peanuts, but this will only be used in an emergency and only with parental consent.

If a child needs medication for a regular condition, such as an inhaler or an EpiPen, we will not allow them to come to Little Peanuts without it. It may be most practical to arrange for a dose to be permanently stored in Little Peanuts.

## **Safeguarding**

Keeping our children safe is at the forefront of all that we do. We take care to ensure that children are safe at Little Peanuts and are alert to problems that children may face outside their time with us.

Only adults who have been registered with us by parents will be allowed to collect children from Little Peanuts.

Should anyone, staff or family members, ever have any concerns about any child our Designated Safeguarding Leads are always happy to discuss them and all issues will be carefully followed up.

#### **Our Designated Safeguarding Leads:**

**Sarah Hardwell**

**Samantha Green**

Local Authority contact details – Multi-Agency Safeguarding Hub (MASH) 01904 551900  
NSPCC - 0808 800 5000  
Ofsted – 0300 123 1231

#### **Special Educational Needs and Disabilities**

At Little Peanuts we are committed to the inclusion of all children. All children have the right to be cared for and educated to develop to their full potential alongside their peers through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

Our practitioners use their careful observations and assessments during the time spent with children to identify if ever a child shows signs of a problem emerging. Any concerns will be discussed with the child's family and together a plan will be made how best to support that child's individual needs. Children requiring additional support will be assisted by our SENDCo (Special Educational Needs and Disabilities Co-ordinator) and we may refer a child for additional help from an outside agency, such as a Speech and Language Therapist.

Any child who has an Education and Health Care Plan will be supported to ensure that they receive the support they need to gain the best outcomes.

#### **Well-being**

At Little Peanuts we place the child at the centre of our practice and recognise each child's connections within family, communities, cultures and the natural world. We always focus on the need to consider the whole child: physical, social and emotional well-being, health, and learning.

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person and we consider all aspects in our daily life at Little Peanuts, for everyone in our Little Peanuts community.

# Environmental Sustainability



At Little Peanuts we consider the environmental impact of all our actions and ensure that we are an eco-sustainable and socially responsible setting. Children are supported to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adults role model sustainable practices. We are always respectful of the environment, and it is central to our culture to reduce, reuse and recycle our resources. It is essential that children grow up aware of the natural world around them and how to support the environment that they live in. We recognise the importance of educating the children of today to influence the way future generations live and helps children understand the interdependence between people and the environment.

## Energy and Water

Our gas and electricity come from suppliers who use renewable energy. We also incorporate water-wise strategies such as ensuring taps are turned off and leaks fixed. Our garden is watered using harvested rainwater, we are very fond of our water butts!

## Switch It Off Policy

We have a simple yet effective policy for saving energy where we can. Our team are encouraged to;

- Ensure all lights are switched off when not in a room.
- Ensure all equipment is either off or in sleep mode if not in use during the day, including monitors, printers, copiers, computers.
- Ensure all non-essential equipment is switched off in evenings and at night.

We also ask that anyone dropping off children at Little Peanuts turn off their engines. Not only do we want to avoid unnecessary carbon emissions, we are also to avoid engines running near our nursery's open windows.

## LED Lightbulbs

Where possible, we use LED light bulbs instead of incandescent lighting as its proven to last longer and uses less energy.

## Food and Drink

We use British seasonal produce in planning our meals, as well as ensure that what we do buy comes in a little packaging as possible. We only buy fish from sustainable stocks and our eggs are always free range. We also have one meat free day a week planned into our menus. As most tea bags contain propylene, we only buy teabags proven to be made plastic free. In our kitchen you won't find any clingfilm, only re-useable wraps and containers to store our food. We also make sure that we put as much kitchen waste as we can into the composters for our garden. You'll never find any plastic straws or disposable cups in our setting either.

## Baby wipes and keeping children clean

We use washable baby wipes throughout our setting. Not only is this kinder to children's skin, it's also creating a lot less landfill. For happy faces full of dinner, we have a very large stack of washable



facecloths too. Everything is carefully washed on site using environmentally friendly detergent sheets or soap nuts.

### **Resources**

In setting up our nursery we placed the concepts of reduce, reuse and recycle at the heart of everything from the very start. We wanted to create rooms that felt like home so we looked for second-hand furniture that we could give a fresh start. Where possible, we have used jumble sales and charity shops for our equipment (sometimes, they are just better!) and I'm sure you'll agree it gives our nursery a beautiful and enticing quality. The toys and resources we use are of the highest quality, but this does not mean bright plastic toys with flashing lights that use lots of disposable batteries. We use as much of nature as we can, both inside and out, helping children to explore nature through play. Instead of a plastic mountain of toys, we've found that it's much more fun building your own adventure playground using logs, pipes, tyres and whatever else we have found to repurpose.

We avoid using paper copies when it's not necessary so most of what we send to you is online, although we are happy to print if you need it. We also don't print out colouring sheets for the children, we would much rather they had their own ideas and created something that is their own individual style. You'll find plenty of things for them to indulge their creativity with; be that painting, junk modelling or whatever else takes their fancy. But you won't find any plastic glitter, goggly eyes or sticky tape.

### **Outside**

We are so lucky to have such a wonderful outside space and we really treasure it. Our Forest Schools area is designed as a haven for wildlife; full of native plants and everything that we can find to support the local wildlife. We love our fruit trees, not just for what we can eat, but also the food and homes that they provide for insects. It's not just children that we care for at Little Peanuts, we also welcome creatures of a feathery, crawly, slimy or furry nature, plus whatever else chooses to make our site their home.

We aim to make our Forest Schools area as wild as possible, encouraging wildflowers to grow amongst our trees – there's no such thing as weeds here! In our garden we always help children to appreciate where the food on their plate comes from, our children can have a go at growing as much as we can in upcycled tyre planters. Naturally, any compost that we don't make ourselves is always peat free.

### **Recycling**

In addition to being scrupulous in our curb side recycling we also offer additional recycling. Although our first option is to avoid unnecessary packaging in the first place, we recycle pens, toothbrushes, toothpaste tubes, foil, soft plastics, textiles and crisp packets. We are always on the lookout for what else we can recycle but often one person's rubbish is another person's space rocket so anything that is safe to reuse gets lovingly recrafted by our Little Peanuts engineers.

We also have a community library and a swap shop for any unwanted items to find a new home, as well as a collection point for The Hygiene Bank for any unwanted, unopened products.

# Oral Health



Oral health is vital for everyone, but especially for young children, to support them develop good habits for life and protect their young teeth. At Little Peanuts we supervise children in teeth cleaning after breakfast, as well as speaking to all children about the importance of keeping our teeth healthy. We also plan menus that are low in free sugars (sugars that are added to foods, not naturally occurring).

## The importance of oral health






Findings from Public Health England’s 2015 national dental epidemiology survey of 5 year old children showed that in 2015 in England, a quarter of 5 year olds had experienced tooth decay, having on average 3 or 4 teeth affected.

Poor dental health impacts not just on the individual’s health but also their well-being and that of their family. Children who have toothache or who need treatment may have pain, infections and difficulties with eating, sleeping and socialising.

Children who have high levels of disease in primary teeth have an increased risk of disease in their permanent teeth. If treated, these teeth will require long term maintenance throughout life.

Public Health England Healthmatters Preventing tooth decay

### Top 3 interventions for preventing tooth decay

<b>1</b>  <b>Reduce the consumption of foods and drinks that contain sugars</b>	<b>2</b>  <b>Brush teeth twice daily with fluoride toothpaste (1350-1500ppm), last thing at night and at least on one other occasion. After brushing, spit don't rinse</b>	<b>3</b>  <b>Take your child to the dentist when the first tooth erupts, at about 6 months and then on a regular basis</b>
<b>Under 3s</b> should use a smear of toothpaste 	<b>3 to 6 year olds</b> should use a pea sized amount 	Parents/carers should brush or supervise tooth brushing until their child is at least 7 

Public Health England recommends that for all children:

- reduce the quantity and frequency of foods and drinks that contain sugar, only give sweet foods and dried fruit at mealtimes
- squashes sweetened with sugar, fizzy drinks, soft drinks and juice drinks have no place in a child's daily diet
- limit the amount of fruit juice and smoothies your child drinks to a maximum of 150 ml (1 portion) in total per day and drink it with meals to reduce the risk of tooth decay
- always ask for sugar-free medicines

The main message is to reduce the amount of foods and drinks that contain 'free' sugars – a definition set by the Scientific Advisory Committee on Nutrition (SACN).

SACN's definition of 'free' sugars includes all sugars added to foods and drinks by the manufacturer, cook or consumer, as well as sugars naturally present in honey, all kinds of syrups and unsweetened fruit juices. It does not include sugars naturally present in milk and milk products and sugars contained within the cellular structure of foods (particularly fruit and vegetables).

SACN recommends that the average intake of 'free' sugars for all age groups from 2 years upwards should not exceed 5% of total dietary energy intake. This is something we adhere to very carefully at Little Peanuts.

# Parking



There is an area set aside for parents to park in opposite Little Peanuts, outside Altrad. There are occasional delivery lorries on the industrial estate so this area has been set aside so that children are not near any of these large vehicles or goods entrances when they are getting in and out of cars.

We also have families who walk to nursery, so it is important that footpaths are not obstructed by parked cars. We ask that all visitors avoid parking in the paved areas outside nursery or on the footpath for this reason.

