

# Welcome Back Pack

[#wevemissedyou](#)

# the children's house

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[www.thechildrenshouse.org.uk](http://www.thechildrenshouse.org.uk)

Dear Parents/carers,

## **Welcome Back pack**

Thanks for your patience and support in recent weeks whilst we have worked hard to prepare the children's house for reopening on 1 July 2020.

We are looking forward to welcoming children and families back to nursery. There is a wealth of information on our website at [www.thechildrenshouse.org.uk/parents/reopening](http://www.thechildrenshouse.org.uk/parents/reopening)

This welcome pack has been put together to help support children's transitions back to nursery. It includes information on:

- Seven Steps to Safety
- Arrivals and Departures
- Small Groups
- Transition Guidance
- Wash your Hands song
- More about Me form

If you have any questions, we would be grateful if you could call us on 01472 886000. (We now have two phone lines)

Thanks again for your support, #wevemissedyou

Kind Regards,

The children's house team

# 7 STEPS TO SAFETY AT THE CHILDREN'S HOUSE

## Making safety a priority



### 1 HANDWASHING

We will ensure good hand hygiene. The staff team will wash their hands regularly and supervise children to do so after outside breaks, before meals and snack times, after using the toilet, after each activity, when they arrive at nursery, and before they go home.



### 2 CLEANING

We have developed enhanced and frequent cleaning routines of premises, furniture and resources focussing on regularly touched surfaces and objects.



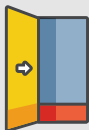
### 3 SMALL GROUPS

We have grouped children and team members in small groups in accordance with guidance. This seeks to minimise contact and social distancing.



### 4 RISK ASSESSMENT

We have undertaken comprehensive risk assessments of the premises and our daily practices. These will be kept under review and are available on request.



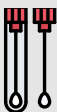
### 5 ARRIVALS & DEPARTURES

We have reviewed arrival and departure practices to minimise contact and maintain social distancing, whilst ensuring a safe and sensitive transition for children.



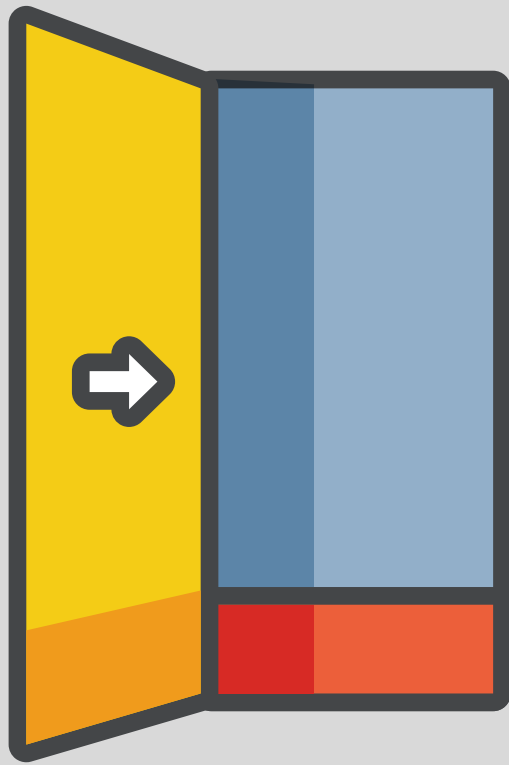
### 6 PROMPT ACTION

We have developed processes (in line with guidance) so that if there is a suspected case we can respond promptly and safely. We have appropriate personal protective equipment to hand.



### 7 TESTING

We have developed processes and produced information for families and staff team members regarding testing for any suspected cases.



# ARRIVALS AND DEPARTURES

**0-2 year children will present to reception and enter the nursery garden via the wooden gate to the left of reception. Entry to the baby room will be via the baby room garden, where a member of staff will meet and greet and a handover will take place between parent/carer and Keyworker. Keyworker and child will wash hands in the changing area of the baby room.**

**2-3 year children and parents will ring the intercom and be met at the front reception door by a member of staff from the 2-3 year base room, who will then take the child/children up to the base room. Upon arriving in the base room, Keyworker and child will wash hands in the base room sink.**

**3-4 year children that attend the classroom upstairs will also be met at the front door by a member of the team and the child/children will be accompanied up to the base room by the staff member, where they will be able to wash hands.**

**Prep Class children can enter the building via the back garden, via the gate to the left of reception. Room staff will meet and greet by the Hall doors, under the overhang. Upon entering the building, children will be able to wash hands in the Disabled toilet sink.**



## **SMALL GROUPS**

**Providers are expected to ensure that there are no more than 16 children in a group in early years settings.**

**Initially, we are looking to limit group sizes to no more than 16 and often fewer. We will keep this under review as the situation and guidance evolves. We will continue to meet at least the minimum staffing ratios of**

**0-2 years old 1 adult: 3 children**

**2-3 years old 1 adult: 4 children**

**3-5 years old 1 adult: 8 children**

# 8 ways parents and carers can help children manage the transition back to nursery



**A list of top tips that Early Years workers can share with parents and carers**



**Anna Freud**  
National Centre for  
Children and Families

As we move closer to babies and young children returning to nursery, it's important for parents and carers to start planning how they can help make the process as stress free for children as possible.

### How have children been affected by the crisis, and how will this affect their return to nursery?

During the crisis, many babies and young children will have been through significant changes and challenges, including the unplanned and abrupt closure of their nurseries or childcare settings. The experience of stopping nursery, and no longer seeing their keyworker is likely to be experienced as a loss.

A number of children will also have been exposed to further distress and anxiety during the pandemic period, if their homelives have been touched by illness or other emotional, psychological or financial strains.

All children - including babies and toddlers - will have registered and reacted to these changes in some way. To add to this, a young child does not yet have a fully developed 'sense of time' - so for them, a break of a few weeks or months can feel like a significant period of separation.

While some children may be eager to return to their old routine, others may well need a bit of help to adjust. It's important for parents and carers to start thinking now about ways in which they might be able to

help this process run smoothly.

Below we've listed some of the measures parents/carers can take to support children with the transition.

### 1. Start talking to the child about both their nursery and their key worker

Once a date for re-opening has been confirmed, start talking to babies and children about their nursery, whilst regularly using the keyworker's name. This will help reintroduce the idea of nursery, and remind them of this special person.

### 2. Create a 'count down to nursery' calendar for their child

Toddlers and pre schoolers can benefit from counting down the days by using a visual timetable or calendar. This preparation provides sense of predictability and security, and this will counteract the feelings of uncertainty and disruption they may have experienced as a result of the crisis.

### 3. Acknowledge your child's feelings about returning

Your child might feel sad, worried or cross about the sudden break from nursery, or about going back. They might talk or play about these feelings, or they might show them to you through tantrums or other changes in behaviour. You can help by staying calm, and trying to name these feelings out loud. This shows that you understand and will help your child to cope with their big feelings.

### 4. Prepare your child for the new social distancing measures being introduced at the nursery and the changes to the nursery routine. Keep talking about them after the return has begun.

If there are to be changes to the nursery routine or staffing as a result of social distancing or government guidelines, find out what these will be. You might find it useful to then talk to your children about these and explain the new changes.

Acknowledge that certain changes might feel strange and different, and take some time to get used to.

If the child's key worker is expected to change, this should be explained to the child in an age appropriate way before they come back to nursery.

Although younger babies will not be able to tell you directly about their experience of changes, even the youngest children register differences to their environment.

Having an awareness of this is important, for it will help you stay attuned to the baby's communications, after they return to nursery.

### 5. It might be possible for your child to have some contact with their key worker before the nursery opens - if the nursery is able to facilitate this

Before they reopen, your nursery might agree to your child's key worker connecting with your child in some way. It could be by a phone call, email, letter, online meeting, or recorded video messages. For instance, for babies and younger toddlers, the contact via digital platforms could involve waving 'hello', and singing a nursery rhyme.

Maybe you could send pictures of activities or drawings to keyworkers, to help them stay in touch with the child's experiences. This contact reassures the child that their keyworker is thinking about them, that they have not 'disappeared', and that they are hoping to see them again soon.

If the child is getting a new key worker, they could also perhaps connect with them in some of the above ways before the return.

### 6. Arrange to have a catch up phone call with your child's key worker about the child's experiences during lockdown

This might be useful, in order to review any issues that may have arisen during the break from the nursery. As well as getting a general sense of how the baby, toddler or young child is doing, it is helpful for keyworkers to be informed of any particularly difficult experiences the child may have had, including whether they or their parent(s) or carer(s) have lost anybody close to them. Having a sense of the baby's





or child's experiences during the break will help keyworkers when trying to understand children's needs and communications after they return.

## 7. Find out if your nursery is re-introducing a second 'settling in process' for the children

Some babies, toddlers or children may need another settling in period. If you feel it would help, talk to your nursery about the possibility of reintroducing a second 'settling in process' for your child. Whilst some parents/carers, and certain children, may be keen to get back to their old routine, many will benefit from being given the opportunity to settle back in gently, and at their own pace. This will foster their sense of security in the nursery setting, and enable them to re establish their connection to their keyworker. As parents/carers, you may feel as though you are 'starting again' with the process of settling their child. But this is normal and expectable.

## 8. Ask if children are permitted to bring in objects from home

A familiar toy, object or blanket from home can be a 'bridge' which helps the child cope more easily with the separation from their home environment, and their parents/carers. If permitted, it will also help with the transition to being back in the care of their keyworker, and foster their sense of security when away from home.

**For more advice and guidance for parents and carers, please visit:**

[www.annafreud.org/coronavirussupport](http://www.annafreud.org/coronavirussupport)



## About the Anna Freud National Centre for Children and Families:

**The Anna Freud National Centre for Children and Families** has developed and delivered pioneering mental health care for over 60 years.

**Our aim is to transform current mental health provision in the UK** by improving the quality, accessibility and effectiveness of treatment.

**We believe** that every child and their family should be at the heart of the care they receive, working in partnership with professionals.

Our Patron: **Her Royal Highness The Duchess of Cambridge**

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# **Wash your hands song**

to the tune of 'Row your boat'

**Wash, wash  
Wash your hands,  
Make them nice and clean,  
On the top  
and on the bottom,  
Fingers in-between**



If this is sung twice, slowly, it should give children time to clean their hands thoroughly.

**the children's house May 2020**

## More about me

### Note to parents and carers

As we look forward to welcoming your child/ren back to our setting, it would be helpful to know what you have been doing at home during lockdown. The information that you share with us will help us to re-settle your child and make sure that we can meet their needs.

If your child is due to start school this year, we will also share this form with their school.

### Please complete the following giving as much information as you feel able to share:

What has your daily routine been like and what outdoor activities have you been doing?
Have you made use of any on-line resources with your child during lock-down? If so, which did you find particularly useful?
Has your child mastered a new skill since we last saw them, or have they ?
Has your child had the opportunity to socialise with family and friends i.e. by telephone, social media?
Has your child discovered a new favourite book or toy?
Has your child had any specific questions or concerns about coronavirus? How have you responded?
Has your child talked about missing nursery/pre-school/childminder/teacher/staff (delete as appropriate)
What has your child particularly enjoyed doing at home with you?
Does your child have a new sibling or a new family pet?
Have you talked to your child about coming back to nursery/pre-school/childminder? (delete as appropriate)

Have you and your family discovered a new hobby that you intend to continue after lock-down?

What was your child's response to being told they will be coming back to us?

Do you have any concerns about how your child will settle back in with us?

Is there anything you would like us to do to help settle your child back in?

Have you found anything particularly challenging during the lock-down ?

Is there any other information you feel we should know i.e. have you suffered a loss or bereavement due to coronavirus?

What impact do you think lock-down has had on your child? (positive and/or negative)

If your child normally receives support from another service i.e. speech and language, portage or other, have you had contact with them during lock-down

Is there anything at all you would like to discuss further with me/your child's key person/ the manager (delete as appropriate) before your child returns?