

Once Upon a Time



DAYCARE

Issue 1

www.onceuponatimedaycare.co.uk

**Ofsted**



Cherise Hatfield
Owner of Once Upon A Time

Welcome to our new nursery magazine, issue 1. This edition is full of what has been going on so far in 2021 within nursery, behind the scenes (the front door) in response to Covid-19. More importantly it allows you get an insight into what you have been unable to see when dropping your little ones off, and all the exciting things they have been up to.

It has been an incredibly uncertain year due to the pandemic, but one thing is for sure. The children that have been attending our nursery have been able to experience so many wonderful activities, build social skills and continue to develop safely. We hope you enjoy!

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— Stay In Touch And Share With Us



Our Story So Far...

Welcome to our first edition of the Once Upon A Time Magazine!

Back in 2018 when our story began, we had just 9 members of staff a brand-new state of the art building with high hopes and goals for the future, 6 of these members remain apart of our Once Upon A Time Family.

3 years later we have over 30 employees, 200 families, another nursery opening and an unexpected pandemic. Completely not what any of us expected, but we are so very proud of what we have achieved in this time.

Since opening in May 2018, we have continuously reflected and developed our practise, staff knowledge to ensure that we are providing the highest quality childcare.

Our reflective pedagogical approach has allowed us to tune into individual children's needs, follow their interest and their voice to build confidence, curiosity and support their learning and development. Reflecting on practise of our staff team, environments and needs for development has generated a well-rounded knowledgeable staff team.

Our aims and developments have previously been communicated by news letters via email. However, due to the current pandemic we feel it would be amazing for you to receive more in-depth information about what is going on beyond that front door and an insight into what our aims are as a nursery and how we are planning on achieving them.

We hope you enjoy.



Meet The Team

Nursery Management



Cherise
Nursery Director



Monet
Reception / Accountant



Beki
Nursery Manager



Megan
Deputy Manager, Deputy
Safeguarding Lead and SEN
Coordinator



Sakara
Front Of House / Head of Social
Media

Outer Space



Sally
Room Leader



Caitlyn
Level 3



Maise
Room Leader



Shay
Level 5



Leigh
Level 3



Asmara
Level 3



Izzy
Apprentice



Paula
Level 3



Lauren D
Level 3



Rebecca
Apprentice

Under The Sea

Jungle



Alicia
Room Leader



Megann
Level 3



Sophie N
Level 3



Georgia
Level 3



Isabel
Apprentice

Little Kingdom



Georgina
Room Leader



Aimee
Level 3



Sophie C
Level 3

Enchanted Forest



Bethany
Room Leader & QTS



Hannah
QTS



Claire
Nursery Chef



Krystle
Lunch Cover (Qualified Nursery
Nurse)



Cherry
Cleaner

Other Team Members

Meet The Team - Dronfield

Our team at Dronfield have already begun to build some wonderful relationships with our new parents and carers.

Here is our team...

Nursery Management



Cherise

Nursery Director



Samijo

Nursery Manager & Designated
Safeguarding Lead



Toni

Deputy Manager, Deputy
Safeguarding Lead and SEN
Coordinator



Monet

Accountant

Staff



Hope

Outer Space Room Leader



Amber

Under The Sea Room Leader



Laura

Little Kingdom Room Leader



Jenny

Nursery Nurse



Alyssa

Apprentice Nursery Nurse

Activity Ideas - Christmas Break

We are sure that there will not be a dull moment throughout the next few weeks with Christmas and all the exciting festivities you have planned, but we just wanted to inspire everyone with a few simple activities and ideas that can be done at home. These are communication and Language based activities...

Birth-1 year – Babies love to explore the world through touch. Allow your little one to feel the different parts of your face and teddy bears with his or her hands. Say the names of the parts of the face as he/she touches them and direct your little ones hands to touch their nose, mouth, ears and more. Guide your babies hands to your face while you speak and make facial expressions so that he/she can get to know how we use our faces to communicate.

2-3 years - Ask your toddler simple questions and encourage him/her to speak in complete sentences. This will give him/her a good idea of how sentence construction works and help him/her construct strong, coherent sentences. Ask your child simple things like, "do you want an orange?" and teach him/her to respond in a full sentence. This practice will act as a strong foundation for the future, as he/she will be able to articulate his thoughts better.

2-5 year olds - It's easy to forget the value of simply talking. Try to prioritise conversational opportunities and pick up on ad hoc explorations of concepts, events, words and stories – particularly during unstructured moments in the day. Following up the child's questions and comments often leads to the richest conversations – and it's also useful to ask voluntary helpers to focus on simply chatting with the children.

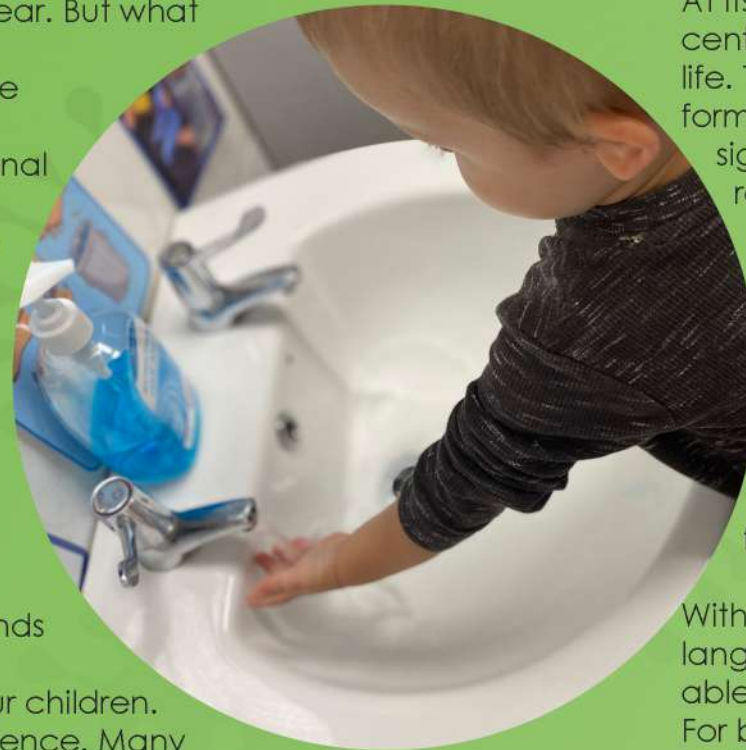


COVID-19

As the pandemic took force back in March 2020 we needed to understand the implications for our children. But, as many of us we were not aware of what the future had to hold for us. Still a year later, another lock down, more rules and guidance to follow to ensure that we remain safe and to help conquer this pandemic. This has resulted in a number of changes for the Early Years sector in how we manage our day-to-day operations of the nursery.

Children's wellbeing

Everyone has felt the stress, anxiety and sadness in the past year. But what was important for us as a nursery was that the children were supported through each change that we have faced. We are sure that you will agree that feeling safe is important for yourselves, our staff team and our children. Children's emotional and mental wellbeing was something we had to seriously consider when working through the pandemic. The concerns of catching the virus, or that a friend or family member will. We have explained that most people who get sick have mild, flu-like symptoms, which they may have had before. We have found it important to explain to the children that were able to discuss the virus that there aren't a lot of cases in children and, if a child does get it, it tends to be very mild. We also found it very important to explain that there are many people out there who are working to protect them (doctors, nurses, teachers, family members). Making the measures that we have put in place fun, such as washing hands more regularly to even "going on a mission to find our family member at the door"! All of which have helped to support our children. For our younger children, this has been a very different experience. Many children that we have had start with us have only ever been at home, with their primary carers and have never left their side. Their whole lives. A whole year of the pandemic and this is all that they have known! This was something we as a management team and also qualified practitioner anticipated. All our staff team are trained in attachment theory, attachment theory is the science of how



babies bond with their caregivers. Of course, attachment theory doesn't dictate how that happens. Babies have been bonding with their primary carers since way before we had a name for it. But attachment theory helps us understand the patterns and influences behind how that bonding process happens, so that we can help children get the healthiest start to life. Attachment theory suggests that children's bonding experiences are the most influential in their first year of life, so we'll focus on that first year in the scope of this article.

At its core, attachment theory says that infants need to form strong bonds with one or two central caregivers, in order to have a solid emotional base that prepares them for the rest of life. This bond is a matter of quality over quantity: The healthiest attachments don't always form with whomever spends the most time with a baby, but who responds best to a baby's signals. In infancy, this means not only being sensitive to babies' needs, but also consistent in responding to those needs.

Therefore, the settling in process that we adapted allowed us to help transition not only each child but also the parent/carer into nursery life. It was important for them to feel reassured after the 3 settles, that the child's new key worker knew everything they needed to know about their little one. This was to ensure that their needs were met and help create a new bond and attachment. The conversations on those initial settling in session have been crucial before each child has started. Our Parentzone app and direct numbers to call each bubble have helped to build trust with the staff team. And trust that each child will begin to form attachments to people outside your immediate family.

With babies and toddlers, social distancing is almost impossible. Physical contact is the first language we learn. It's how we show attention and care to young children, before they're able to understand verbal communication.

For babies in particular, physical touch is a matter of wellness. Contact releases hormones that reduce stress and support bonding, and it helps support healthy sleep patterns, digestion and even brain growth in babies.

When we give children a hug or hold hands, we're communicating that they're safe, they're wanted, they're important, and they're worthy of attention. With babies, physical touch is the best way to communicate that.



CHINESE NEW YEAR



In this term we have celebrated many different cultural and diverse events some of which include these include Mother Day, Valentines Day, St Patricks Day, World book day and many more. As a diverse setting we enjoy celebrating all kinds of festivals to help children understand, respect and learn about other cultures, this contributes to promoting British Values as we are being respectful, listening to one and other, learning about other cultures, faiths and beliefs and encouraging a democratic learning environment.

In our baby room this term, have enjoyed exploring one particular cultural festival which was Chinese New Year which marks the first day of the New Year in the Chinese calendar. It is also known as the Spring Festival or the Lunar New Year. Every year is represented by a zodiac animal sign this year is the year of the Ox. The babies enjoyed exploring using their senses this included paint and textures as they looked at the animal the Ox! Using various mark making tools including paint brushes, big and small the babies mixed colour, used different textural materials whilst listening to Chinese instrumental music. But they mainly enjoyed using their fingers and exploring mixing colours, textures and identifying characteristics of the Ox.

Our babies also engaged in exploring Chinese noodles, different sized tubs and bowls and various utensils. The children were able to build social skills as they explored together whilst using their gross and fine motor skills to lift, position and transfer noodles around the activity. Once of the main activities our babies enjoyed was listening and moving to Chinese music using instruments. Singing and music play an important role in our culture along with many others. Music is present in many aspects of our lives: theater, television, movies, worship, holidays, celebrations, and government and military ceremonies. Music can therefor become part of our family cultures—a natural part of our everyday experiences.

From birth, parents instinctively use music to calm and soothe children, to express love and joy, and to engage and interact. Music can really impact child development, improve social skills, and benefit children of all ages so beginning to introduce different cultural music is helping to begin this learning journey.



Under The Sea

Under The Sea – Sensory Exploration

Sensory play is important for all children at many of their developmental stages. Sensory play is any activity that stimulates the sense. Providing opportunities for children to actively use their senses as they explore their world through 'sensory play' is crucial to brain development – it helps to build nerve connections in the brain's pathways. This leads to a child's ability to complete more complex learning tasks and supports cognitive growth, language development, gross motor skills, social interaction and problem solving skills.

Our Under The Sea children have been exploring using all of their senses this term, here are some of the fun activities they have been up to...

Sensory Bottle Making

The children were provided with empty clear bottles and a range of "RED FLAG" items (red flag items are resources that require a small ratio to ensure children are remaining safe and have been risk assessed). In this particular activity, buttons, glitter, water, paint and bouncy balls.

Intent – Children were offered materials to create sensory bottles using items of their choosing, exploring their sense of sight and touch. Offering a number of resources gives them choice and freedom to be unique and independent as they explore. We also created some sensory bottles for the children to see and explore for inspiration. Allowing children to take risks and explore "Red Flag" resources gives children the opportunity to learn how to be safe with them, and in this particular activity how to make them safe.

Implementation – The activity was carried out one to one with an adult, each child that wanted to participate was able to touch, look, feel and combine the resources as they placed them into their bottles. The adult supported this by using language such as "shake, up, down, hard, soft" etc. Once bottles were created and full, the adult would screw on the top and allow the child to explore their creation as they wish.

Impact – Children were able to engage in the process of making the sensory bottle through exploration and experimentation promoting independence and choice. The adult and child were also able to engage in communication and interaction to help to support the child and make links with language. After making the bottles the learning was extended through exploring ways of moving the bottle to create an effect, whether that be a visual change, sound and sometimes a change in colour.



You may notice when your child begins to engage in play that they begin to repeat specific actions, this may be throwing items, transporting items from one area to another it could even be swishing paint around in a circular motion. This is an essential part of their brain development and it is called a Schema!

"A schema is a pattern of repeated actions. Clusters of schemas develop into later concepts" (Athey, 2007)

In our Under The Sea room we recognised a number of children enjoyed covering themselves over with material and climbing into boxes this is an Enveloping Schema. Through this schema, children are showing their interest in ordering and organising things and spaces. They may also be developing their understanding of how things might get in and out of the enclosures. From this observation, we created a Sensory Den. This was provided in numerous ways on different days to support the schema.

The different dens included:

- Cardboard boxes with lights and material
 - Tuff tray, with legs and a black out den over the top with torches and cellophane inside.
 - cardboard tunnel, with different materials hanging to crawl through, holes to look through and textures to crawl on.
- The varied dens provided allowed the children to explore, learn and develop in so many ways!

In The Jungle

We have begun to grow new produce for our allotment!!! We read Supertato by Sue Hendra and the children LOVED the story and it generated lots of enthusiasm and engagement! After creating our own vegetable super heroes, it generated thought on "where do potatoes come from?" Activities such as planting seeds and growing plants are a great way to incorporate all seven areas of learning, whilst helping the children to explore the world around them. We have planted not only vegetable seeds but also flowers and herbs to help children learn about the different parts of a plant and what plants need to grow. We will later transfer the plants to our allotment and continue to care and nurture them. Following the Seed to Plate concept. The seed to plate concept inspires children's knowledge and interest in food. Once the seeds begin to grow the children sow, nurture and study the fruit, vegetables and herbs growing from seed. Though picking and eating strawberries, tomatoes and Carrots straight from the plant usually provides the most delight! Check out our super vegetables and our planting skills...

Little Kingdom

The early years foundation stage (EYFS) refers to construction in many of its 7 areas including physical, mathematics and expressive arts and design. A construction area allows children to play, explore, actively learn, create and critically think all things which are crucial to a child's learning and achieving. Construction is something which is important at all stages of development which is one of the reasons this is one of our most well equipped areas in the sense of resources and space.



Open ended resources allow a wealth of construction to happen with children creating and changing their minds as they add or take away pieces to their masterpieces. With adult guidance but not interference personal, social and emotional development is supported through showing we value their opinions and ideas, by encouraging the sharing of the resources and through praise and the sharing of their achievements. We have an allocated space where children can display and be proud of their construction models or offer the camera on our tablets so the children can take photos of their creations. Children in the early years are often very disheartened when they have spent a whole morning creating an

amazing tower out of construction materials to be made to then tidy it away. This is why we deem it crucial to empower children, build confidence when they are proud of their achievements by keeping a part or the whole thing safe.



"Can I make a dinosaur cave?"
Oscar aged 3 years

From this, a group of children gathered various materials and resources and began to construct. Supported and encouraged by adults, great team work and some fabulous ideas this incredible cave was created....

"I'm a dinosaur Raaaar and I need a cave house!"
Layton aged 3 years

You may think, this was the end. But no, the learning and the ideas continued.



Enchanted Forest

We have been so busy in the brand-new Enchanted Forest classroom. Not only have we been settling into our new environment but this year, WE GO TO SCHOOL!

You may or may not be aware that Literacy is a huge part of our everyday learning in nursery. We have created a literacy-rich environment which provides children with opportunities to explore and use literacy through their daily routines and play. The literacy-rich environment is organised so that spaces and the experiences that take place within them promote children's engagement in literacy experiences. We have environmental print on resources and areas, and have literacy-rich sociodramatic play areas, as well as a reading and writing area.



This term we have engaged in some specific adult led and child-initiated activities, take a look at some of them...

"I'm making a story about animals, herbivores but only the cute ones!" Quinn aged 4 years old
Intent – To support children's inquisitions and to ensure the child's voice is heard. Allow children to grow confidence in vocalising their ideas, offering guidance where needed but allowing the child to lead the learning.

Implementation – Adult asks open ended questions such as "what happens next?", provide various mark making tools, research methods and books to support the learning and development. When mark making, ensuring the correct tools are provided which encourage to develop pincer grip. Phase One phonics could also be incorporated as words are written, listening to the first sounds in words, segmenting and blending where appropriate.

Impact – The child has had the opportunity to have their voice heard, supported and resulting in pride in their achievement. New sounds and letters learnt with potential segmenting and blending. The child was able to use their imagination and extend their learning on the structures of stories. Fine motor skills have developed and also making relationships and building vocabulary through conversation.

Focused group time

This was great fun, not only did we get to creating a hungry robot. But we also got to feed him! A small group of children sat with an adult and as the adult read a flash card (this included an image of something along with the written word), a child would feed it to the robot, for example "Cat" the adult would then ask "what rhymes with cat?" the flash cards would be laid out on the floor and the group of children would look at each image and say the word for example "jug, chair, HAT!!" When the rhyming word was found another child would feed it to the robot.



Spring/Summer Menu

Pre-Covid we would normally invite families to come in and try some of our wonderful freshly cooked dishes from our new menu, give tips and tricks from our nursery chef Claire along with recipe ideas for you to try at home. However, as we are unable to do this we will be posting more on our Instagram and facebook page along with ideas and recipes in our termly magazine.

Healthy eating is not just about what we put on the plate. It is about educating the children and giving them the knowledge and independence to make healthy choices that will leave them in good stead for the future.



| Menu | Breakfast | Lunch | Vegetarian option | Tea | Vegetarian option | |
|-----------|--|--|---|--|---|------------------------------|
| Monday | Breakfast is served from 7:00am-9:00am. It consists of a selection of cereal and toasted items (e.g. toast, crumpet, muffin, teacake). | Mixed bean and lentil chilli served with jacket potato | Lentil and broccoli pasta bake with spring vegetables | Fish goujon sandwich served with crudities and homemade tomato sauce | Vegetable finger sandwich served with crudities and homemade tomato sauce | |
| Tuesday | | Fruit cocktail | | Mousse | | |
| | | Salmon and broccoli pasta bake with spring vegetables | | Build your own Chicken and pepper fajitas | | Courgette and pepper fajitas |
| Wednesday | | Peach melba squares | | Fruit smoothies | | |
| | | Chinese chicken and vegetable curry served with rice | Chinese Quorn and vegetable curry served with rice | Sweet potato and spinach bake | Sweet potato and spinach bake | |
| Thursday | Summer rhubarb crumble and custard | | Fruit salad | | | |
| | Lasagne served with crunchy slaw | Vegetable Lasagne served with crunchy slaw | Baked cauliflower pizzaola served with crusty bread | | | |
| Friday | Natural yoghurt and fruit compot | | Frozen mango yoghurt bark | | | |
| | Vegetable Singapore noodles with kale | | Crustless cheese, ham and broccoli quiche served with beans | Crustless cheese and broccoli quiche served with beans | | |
| | Eaton mess | | Rice pudding | | | |
| | Milk/water | Water | | Milk/water | | |

| Menu | Breakfast | Lunch | Vegetarian option | Tea | Vegetarian option | |
|-----------|--|---|---|--|--------------------|--|
| Monday | Breakfast is served from 7:00am-9:00am. It consists of a selection of cereal and toasted items (e.g. toast, crumpet, muffin, teacake). | Pastitsio served with garlic bread | Vegetarian Pastitsio served with garlic bread | Jacket potato with various fillings | | |
| Tuesday | | Fruit salad | | Greek yoghurt and peach puree | | |
| | | Chicken and mushroom pasta bake served with petits pois | Quorn and mushroom pasta bake served with petits pois | Sweetcorn and broccoli calzones served with cucumber fingers | | |
| Wednesday | | Mousse | | Fruit jelly | | |
| | | Spring vegetable and lentil casserole with new potatoes | | Fish and vegetable risotto | Mixed bean risotto | |
| Thursday | Rice Pudding and bananas | | Natural yoghurt and berry compot | | | |
| | Fish, potato and spinach korma served with rice | Potato and spinach korma served with rice | Macaroni cheese with leek and broccoli | | | |
| Friday | Rhubarb and ginger slice | | Fruit smoothies | | | |
| | Roasted vegetables in a Cajun sauce served with rice. | | Chicken and spring vegetable chow mein | Spring vegetable chow mein | | |
| | Eves pudding | | Summer fruit salad | | | |
| | Milk/water | Water | | Milk/water | | |

| Menu | Breakfast | Lunch | Vegetarian option | Tea | Vegetarian option | |
|-----------|--|---|---|--|--|--|
| Monday | Breakfast is served from 7:00am-9:00am. It consists of a selection of cereal and toasted items (e.g. toast, crumpet, muffin, teacake). | Mediterranean vegetable, bean and potato bake served with sweetcorn | | Lemon chicken served with cous cous and a mint yogurt dip | Lemon Quorn served with cous cous and a mint yogurt dip | |
| Tuesday | | Peach fool | | Fruit salad | | |
| | | Fish in a creamy leek sauce served with mash potato and peas | | Vegetable cakes served with crudities | | |
| Wednesday | | Apples and pears | | Orange short bread | | |
| | | Broccoli and mushroom stroganoff served with rice | | Meatballs, vegetables and pasta served in a tomato sauce | Meatballs, vegetables and pasta served in a tomato sauce | |
| Thursday | Natural yoghurt and mango compot | | Fruit flapjack | | | |
| | Shredded Barbeque chicken, new potato and vegetables | Barbeque Quorn, new potato and vegetables | Salmon frittata served with cucumber and tomato crudities | Vegetable frittata served with cucumber and tomato crudities | | |
| Friday | Upside down pineapple cake | | Mousse | | | |
| | Lamb ragu and spaghetti | Quorn ragu and spaghetti | Muffin pizza's served with crudities | | | |
| | Banana slices | | Rice pudding | | | |
| | Milk/water | Water | | Milk/water | | |

Autumn/Winter Menu

Autumn/Winter Menu 2021-2022




Week 1

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|--|
| Breakfast <small>This is an additional option to cereal, toast, or fruit</small> | Banana porridge | Crumpets and cheese fingers | Boiled eggs with toast | Dried fruit and oat breakfast bars | Cream cheese bagels |
| Morning snack | Fresh Fruit Fingers | | | | |
| Lunch | Tuscan Bolognese served with spaghetti | Vegetable Gumbo served with basmati rice | Fish pie served with green beans | Chicken and sweet potato pasta served with salad | Chickpea and butternut squash coconut curry served with quinoa |
| Dessert | Fresh fruit and natural yogurt | Lemon upside down cheesecake | Pear oatcakes | Apple and berry crumble served with custard | Oat and gingerbread slice |
| Afternoon Snack | Vegetable Crudities/Homemade bread | | | | |
| Dinner | Ham, spring onion and cheese potato skins served with spiced mixed beans | Paprika roast chicken, potatoes bravas and sweetcorn | Slow cooked sausage and winter veg casserole | Tortilla wrap platter served with crudities | Chicken ramen soup |
| Dessert | Banana Mousse | Natural yogurt with fruit compote | Bananas and custard | Tropical fruit fingers | Apple and cinnamon cupcake |

All meals are adapted to meet individual dietary requirements and resemble the menu above.

Autumn/Winter Menu 2021-2022



Week 2

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|-------------------------------------|--|---|--|---|
| Breakfast <small>This is an additional option to cereal, toast, or fruit</small> | Homemade fruit loaf | Porridge fingers | Fruit smoothy | Overnight oats | Breakfast energy bites |
| Morning snack | Fresh Fruit Fingers | | | | |
| Lunch | Vegetable and chickpea biryani | Beef Goulash served with roasted root vegetables | Mexican bean chilli with hidden veg served with toasted pitta | Fishcakes served with creamy chive mash and petit pois | Chicken, pea and mushroom carbonara |
| Dessert | Mango and peach fool | Autumn oat crumble and custard | Banana and coconut loaf | Tropical fruit salad | Berry oatcakes |
| Afternoon Snack | Vegetable Crudities/Homemade bread | | | | |
| Dinner | Salmon and broccoli macaroni cheese | Cheesy vegetables cakes served with baked beans | Chorizo and mozzarella gnocchi bake with hidden vegetables | Thai tofu green curry with steamed rice | Muffin pizzas served with pepper sticks |
| Dessert | Tropical fruit salad | Rice pudding with apricot puree | Fruit smoothy | Strawberry Mousse | Fresh fruit and vanilla yogurt |

All meals are adapted to meet individual dietary requirements and resemble the menu above.

Autumn/Winter Menu 2021-2022



Week 3

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|--|--|---|
| Breakfast <small>This is an additional option to cereal, toast, or fruit</small> | Breakfast protein bites | Overnight oats | Cream cheese bagels | Porridge with fruit compote | Beans on toast |
| Morning snack | Fresh Fruit Fingers | | | | |
| Lunch | Cottage pie served with a vegetable medley | Coconut fish and broccoli curry tray cake | Lancashire hot pot served with seasonal vegetables | Pak choi and baby corn Thai red curry served with brown rice | Squash risotto |
| Dessert | Fruit Mousse | Orange and plum slice | Jelly and fruit | Spiced berry and apple bites | Apricot rice puddings |
| Afternoon Snack | Vegetable Crudities/Homemade bread | | | | |
| Dinner | Chicken goujons served with homemade BBQ beans | Ratatouille pasta and meatballs | Jambalaya | Tuna and sweetcorn pasta bake | Fish and sweet potato wedges with minted mushy peas |
| Dessert | Fruit Smoothy | Fruit with vanilla yogurt | Raisin and oat slice | Tropical fruit salad | Blackberry and apple slice |

All meals are adapted to meet individual dietary requirements and resemble the menu above.

Greek Pastitsio

Here is one of the delicious dishes you will see on our menu and how to make it at home:

Base Ingredients

- 400g/ 14oz. bucatini pasta, penne or ziti
- 110g/ 4oz. feta cheese
- 2 egg whites

For the meat sauce

(double up on the vegetables or add red lentils for vegetarian option)

- 900g/ 30oz. lean ground beef
- 2 medium sized red onions (finely chopped)
- 2 cloves of garlic (chopped)
- 400g/ 14oz. canned chopped tomatoes
- 1 tbsp tomato puree
- 1 tsp sugar
- 1 diced courgette
- 1 diced aubergine
- 1 bay leaf
- 1 cinnamon stick
- 1 whole clove
- 1/4 of a cup olive oil

For the bechamel

- 110g/ 4oz. plain flour
- 110g/ 4oz. butter
- 900ml/ 30 fl.oz. milk
- 2 egg yolks
- 100g/ 3.5oz. Cheese
- a pinch of nutmeg



Instructions

1. To prepare this traditional pastitsio recipe (pastichio), start with the meat sauce. Place a large pan over medium-high heat and add the olive oil, the chopped onions and sauté for 2-3 minutes. Add the garlic, tomato puree, diced vegetables and the beef. Break up the meat with a wooden spoon and brown for 4-5 minutes. Add the canned tomatoes, the sugar, cinnamon, clove and the bay leaf. Bring to the boil, turn the heat down and simmer with the lid on for about 30 minutes, until most of the juices have evaporated. (After the meat is cooked, discard the bay leaf, the clove and the cinnamon)

2. Prepare the bechamel sauce for the pastitsio. Melt the butter in a large pan over low-medium heat. Add the flour whisking continuously to make a paste. Add warmed milk in small batches, whisking continuously in order to prevent your sauce from getting lumpy. If the sauce still needs to thicken, boil over low heat whilst continuing to stir. Remove the pan from the stove and add the egg yolks and a pinch of nutmeg and the grated cheese. Whisk quickly, in order to prevent the eggs from turning an omelette!

3. Cook the pasta for the pastitsio 2-3 minutes less than the package instructions, so that they don't get mushy after turning out of the oven later. Drain the pasta and stir in the egg whites and the feta cheese (smashed with a fork) and mix gently with a spatula.

4. For this family sized pastitsio recipe you will need a large baking dish, approx. 20*30 cm. Butter the bottom and sides of a pan and assemble the pastitsio. Layer the pasta, top with the meat sauce and even out. Top the pastitsio with the bechamel sauce and smooth out with a spatula.

5. Sprinkle the pastichio with grated cheese and bake in preheated oven at 180* C (350* F) Fan for about 40 minutes, until crust turns a light golden brown. Let the pastitsio cool down for a while before serving.



Staff Development

We are constantly striving to improve our staff team's knowledge, confidence and build on the strengths we already have. Here is just some of the additional training some of our staff team are undergoing this year...

Megan Batty
SENCO and
Room Leader
Speak Up For Sheffield
course



Maisie Shutt
Room Leader
Baby Room Leader
Course and Language
and Literacy Training



Alicia Clarke
Room Leader
Baby Room Leader
Course



Shay Thach
Nursery Nurse
Supporting 0-2 years olds
in the EYFS

Asmara Ghaleb
Nursery Nurse
Speech and language
training



Megann Watts
Nursery Nurse
Tuning into 2 year olds
EYFS



Hannah Milnes
Qualified Teacher Status
Schemas training and
Language and Literacy
training. Is currently beginning
her Forest School Journey and
is completing her Level 1.



Aimee Craven
Language and Literacy
Training



Georgina Lowrey
Language and Literacy
Training

All staff have completed the Introduction to Adverse Childhood Experiences Early Trauma Online Learning in response to the pandemic, along with an Attachment Theory course to help staff to help children and their families settle into nursery along with tuning into attachment and looking at it in more detail.

All apprentices that begin their journey with us complete an Introduction to the Early Years Foundation Stage course as part of their induction along with paediatric first aid training and also safeguarding e-learning modules.

Ecclesall 2021

Well, what an amazing year we have had so far at Once Upon A Time Daycare, Sheffield. Even though given the circumstances, we cannot thank you enough for a wonderful year.

In 2018, Once Upon A Time Daycare began with an idea, a vision and it was then the story began. Fast forward to December 2021, we now have 177 children on the register These 177 children make up our five wonderful rooms. Space, Under The Sea, Jungle, Little Kingdom and Enchanted Forest.

Following on from the pandemic, Covid-19 has challenge each and every single one of us, but we have risen to the top and kept going through the hard and tough times.

On behalf of Once Upon A Time Daycare, we would like to take the opportunity to say thank you to each and every single one of you for supporting and respecting the measures that we have had to take to keep our children, staff and families safe.

The children have benefited incredibly, building relationships, independence and developing in all areas.

It has been a wonderful time to watch them grow.

Our learning development is focused on children's interests and tuning into this. We do this by communicating with the parents as well as the children. For example, if the children went to a pumpkin patch one day outside of Nursery, we would then incorporate this into our classrooms and enhance their learning development. We work very in the moment, and we love it.

Since October 2021, here at our Ecclesall Road setting, we have celebrated everything that we possibly could have! National Apple Day, Diwali, Halloween, Hannukah, Children In Need, World Kindness Day, Remembrance Day and last but not least,

Christmas 2021

And finally, with it being Christmas, we would love to share with you our final pictures of the year and what it is exactly that we have been getting up to for the festive season.

Our little ones have been busy exploring getting into the Christmas spirit by creating a whole range of things.

Our Space room made Gingerbread man for the Christmas recipe of the week.

Not only is this fun, but it is also incredibly important for early areas of development as well as exploring;

- Gross motor skills
- Textured play
- Sensory play

We have made Christmas baubles, Dear Santa letters, Christmas calendars, Christmas stockings, Snowflakes, and anything else you can think of!

Not only is this an incredible time of year for all things magic, but it helps with creativity and imagination that follows with it.

Some of our older children have been cutting and pasting things that they would love for Christmas. This wonderful activity develops children's confidence, gives them a choices, develops hand eye coordination and develops communication. This is because the children are discussing what they would like, as well as cutting and sticking using scissors.

We would also like to say thank you to everyone who has ordered a Christmas photo! They turned out amazing!



Dronfield 2021

What a fantastic year we have had, given the circumstances.

After finally receiving our registration at the end of September, we were able to open our doors to all of our wonderful families. Since then we have hit the ground running building our amazing staff team and welcoming over 50 families.

Take a look at all of the exciting things we have been getting up to....

We have celebrated everything we could possibly celebrate this year, and my goodness have we enjoyed it! From National Apply day, to Diwali, Halloween, Hannukah, Children in Need the list goes on. Here are just some of the exciting things we have been getting up to whilst learning about other cultures, religions and festivals....

We provide children with multiple opportunities to explore sources of cultural diversity. We support equality from the day our children arrive with us. We work to create a positive learning environment. Play materials, books and other resources are offered in a constructive way by reflecting on how young children learn about culture and cultural identity.

Shared culture is communicated through the events of daily life, such as food, ways of dress and familiar music or art forms.

A sense of personal identity through culture is supported by shared language and ways of communicating and sometimes through a shared faith or religious backdrop to daily life.

Young children of every cultural or ethnic background need to develop a secure and positive sense of their own identity. Children's family life will be the most significant source of that identity. We do our very best to reinforce it.

On a firm basis of 'my own culture', children are then able to make sense and learn about information highlighting less familiar cultures. Experiences outside the family, including within nursery, can be a significant source of this broader base of understanding.

So our aim is to offer experiences in a thoughtful and well-informed way, which allows children to learn respect for ways of life with which they are less acquainted.

All of our learning and development is focused on children's interests, teaching and learning based on individual children's ability and ways of which we can extend that learning whilst



tuning into their unique needs and stages of development. We value the knowledge you have being the primary carers and sharing their experiences and interest and working in partnership with us also contributes greatly to what we provide to help stimulate and develop the learning in nursery.

Covid-19 has been with us for a while now and although it has been tough, we would like to take this opportunity to thank all of our wonderful families for supporting and respecting the measures we have had to take to help keep our children, staff and families safe. We truly believe that all of our children have benefited greatly from being back in the nursery, building relationships, independence and developing in all areas. It has been wonderful to observe and support them.

Christmas - Dronfield 2021

As it is Christmas we would like to share with you the final few photos of what we have been getting up to this festive season.

Our little ones have been busy exploring using their senses whilst developing their hand eye coordination with sensory bags and tables which allows them to use their fingers to move objects in sensory bags and make marks without the mess! Our under the sea children have enjoyed getting crafty as they made gingerbread houses. As some of our older ones also got involved we incorporated math's by counting items, identifying colors, taking turns and identifying shapes and marks that they made.

We have made Christmas trees, calendars, salt dough ornaments which has developed hand eye coordination skills, cause and effect knowledge, communication and language and self confidence.

Our pre-school children have been busy writing to santa and posting their letters in our home made post box. This was a wonderful activity as the children discussed what they would like. This simple activity sparked lots of communication and questions about Christmas, whilst developing hand eye coordination skills as they practiced forming letters, cutting and sticking and understanding of Christmas.



Parent & Carer Partnership

We would just like to thank all of our wonderful families at both Ecclesall Road and Dronfield that have sent us images this year, videos and tagged us in social media this year. Sharing your incredible adventures and experiences means the world to us and helps us to understand your little one that little bit more. We also hope that our activity suggestions for you at home have been helpful, especially during isolation periods.

Here are just some of the activities and adventures our families have shared with us...



We would like to remind all of our families that you can contribute to your child's learning journey at any time! No need to wait for the parents evening!

All you have to do is....

Log into **ParentZone**
Select **Add an event here**

Select which child your upload relates to.

Select the **time and date** and then click either **Take Photo** or **Take Video** to open your phone's camera. Or select **Browse Media** to choose a photo or video from your gallery.

Select the **photo** or **video** you'd like to add.

Type in the notes box to give your child's Key Worker some information about what your child is doing.

Click **Send to Nursery** This will then send to your child's Key Worker as a **pending post**.

Once your Key Worker has published it you'll be able to see it in your child's timeline.

Or simply log onto your app and at the bottom right hand side of the screen you will find an observation tab, select that and add your observation and photo/video. This can be a "First" it may be a new experience, it maybe something that we are working collaboratively on and this will contribute to the learning journey do help us extend and develop the learning. We cant wait to see!



ParentZone



www.onceuponatimedaycare.co.uk