



# POUND HILL PRE-SCHOOL

## NEWSLETTER



# NOVEMBER NEWS

Thank you to everyone you helped raise money from the sponsored bounce we raised £352 so thank you for this, the money will go towards some new play equipment for the children. We have said good bye to Zahla who has left the Pre-School at the beginning of November for new adventures.

### Reminders

Parents of children starting school in September 2023 please remember to complete your child's application by the 31st January 2023. [Starting school places - West Sussex County Council](#)

#### Please remember to bring;

- Wellies, Waterproofs, coats clothes for the weather
- Spare Clothes
- Fruit / crackers etc for snack
- Lunch box (if staying for pm) - NO NUTS
- Water bottle

### Key Dates

- Children in Need —18th November
- Christmas Jumper Day —9th December
- Christmas Party 14th December all children welcome
- Christmas show and fair - 15th December  
No session
- Parents meetings —15th December you will receive your time slot shortly.

### This Month we have been ....

We have been focussing on the Pre-School rules with your children over the last few weeks, ensuring that the children are listening and are able to follow and understand why we have these rules in place. They have enjoyed jumping in puddles in the garden produced by the rain but following rules that they must have wellies and waterproofs on to be able to jump in the puddles. We have looked at the stories, Room on a broom, Autumn, National Nursery Rhyme week and The Gruffalo. The children have listened to and helped tell the stories and the rhymes, and had lot's of fun riding around the hall on the broom stick especially. We also spoke about remembrance day and why we celebrate this by making Poppy wreaths and taking part in the two minute silence which they all did so well and then watching a short Poppy day video on CBeebies, which they watched twice at the request of the children. The children also helped John are Treasurer celebrate his 80th Birthday by singing some lovely songs to him and sharing birthday cake, John and his wife then enjoyed the company of the children reading them stories and playing with them.

Instagram Preschool

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You can message us on Famly app also.



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### News from Caterpillars ...

During November we have been on a leaf hunt in the garden, then looking at sizes and shapes of the leaves, they then used the leaves to make pictures. They also collected acorns to use for acorn rolling in paint to make some lovely pictures. The

Caterpillar children have enjoyed using sticks for mark making activities and also thinking imaginatively about what sticks could be for example a wand, a brush, a spoon. The children built Humpty Dumpty a wall out of Duplo bricks. Caterpillars have enjoyed sharing and listening to lots of different stories and rhymes.

They have also been looking at the Pre-School rules and helping the children understand why we have the rules in place, whilst talking about emotions and that it is ok to feel sad sometimes.

**Steph, Karen, Jen, Tatiana**

### News from Butterflies .....

This November in butterflies, the children have had lots of fun looking at and talking about Autumn, looking at the animals and what they are up to during Autumn, some children helped to decorate a hedgehog house to go in the garden in the hope we can help build the hedgehog population. The children particularly enjoyed room on a broom, where they made mud monsters, potions and talked about being kind and helpful. The children all really enjoyed nursery rhyme week, singing lots of different nursery rhymes and make props for some of these rhymes, including one group making a Grandfather clock out of boxes and they talked about time and what a clock looks like. We are now moving on to The Gruffalo story as this is a favourite amongst the children this term, the children have been making Gruffalo's from playdough whilst talking about the story, they will be going on an adventure into the deep dark wood during the week. The Children have also been continuing to remember the Pre-School rules and ensuring that they are being kind to others at Pre-School.



**Caroline, Amelia, Lisa, Shashi, Vida, Kylie**



**POUND HILL PRE-SCHOOL**

**NEWSLETTER**



# LUNCH BOXES

We thought we would do a little something on lunchboxes for everyone, some parents are struggling to know what to put into their child's lunch box and with the current cost of living crisis we thought it would be good idea to give you some ideas of what to put in lunch boxes.

Many of you will be aware that here at the Pre-School we always say put foods in their lunch box that your child is going to eat, as long as it does not contain nuts.

We are unable to heat foods up here at Pre-School but do advise if you want them to have hot food to use a thermos such as [Thermos 184724 Stainless Steel Food Flask, Blue, 290 ml : Amazon.co.uk: Home & Kitchen](https://www.amazon.co.uk/dp/B000000000)

## Ideas for lunch

- Sandwich ,e.g. cheese, ham, tuna, egg,
- Cooked pasta with sauce
- Wraps
- Fruit—cut up grapes and remove any stones from fruit.
- Vegetable sticks
- Yogurt
- Crackers
- Cheese

## Lunch Box Reminders

- No Nuts or Nut spread
- Cut Grapes lengthways in half or in quarters to avoid choking
- Remove stones from Fruit
- Ensure Lunchboxes are cleaned daily with a wipe inside and plastic pots are cleaned daily.
- Remember a water bottle

If you need any further help and support with lunch ideas then please do not hesitate to speak to member of staff here at Pre-School.



**POUND HILL PRE-SCHOOL**



# MEET THE TEAM



Katy  
Manager



Caroline  
Deputy Manager



Amelia  
Practitioner



Jen  
Practitioner



Karen  
Practitioner



Kylie  
Assistant



Lisa  
Practitioner



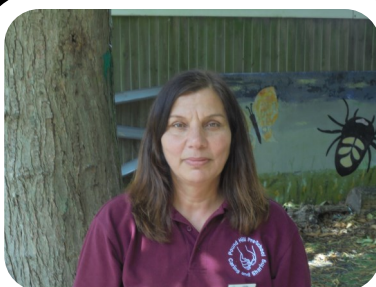
Steph  
Practitioner



Shashi  
Practitioner



Tatiana  
Assistant



Vida  
Practitioner

# KEY GROUPS

## CATERPILLARS



**Steph**

- \* Liam
- \* Poppy R-T
- \* Aliza
- \* Tiscali
- \* James



**Karen**

- \* Rayan
- \* Hugo
- \* Elliot
- \* Harlen



**Jen**

- \* Alaia
- \* Elouise
- \* Oskar
- \* Alyssa

# KEY GROUPS

## BUTTERFLIES



- \* Osaruese
- \* Annabeth
- \* Lucas
- \* Ethan
- \* Eisa
- \* Gabriel



- \* Muaaz
- \* Aaliyah-Rose
- \* Joshua.C
- \* Marcel
- \* Jasmine
- \* Keshvi



- \* Charlie
- \* Oscar
- \* Aneara
- \* Daria
- \* Henry



- \* Annabella
- \* Suhayb
- \* Amber
- \* Siv
- \* Raye



- \* Joshua. D
- \* Mark
- \* Oliver
- \* Sofia
- \* Poppy. A



- \* Jessica
- \* Hanna
- \* Elia
- \* Saamii

# W—SITTING

Many of the children in the Pre-School we have noticed sit in this position and so we think it would be good for you as parents to have some advice as to this sitting position and the effects it has on your children's development.



## W-SITTING

### What is "W"-sitting?

- When sitting on the ground, the child's bottom, knees, and feet are all touching the ground, with the feet resting outside of the knees
- When looking at the seated position from above, it resembles the letter "W"
- Hips rest in flexion, internal rotation, and adduction

### Why do kids "W"-sit?

#### 1: Structural Abnormality of the Hips



- **Femoral Anteversion** – when the head and neck of the femur is rotated anteriorly in relation to the transcondylar axis of the femur
- Hip internal rotation is the preferred position (in both walking and sitting), leading to preference for in-toeing and "W"-sitting

#### 2: Core Weakness or Poor Balance



- "W"-sitting position results in a larger base of support, which could be used as a compensatory strategy for abdominal and trunk extensor weakness or poor static balance

#### 3: Habit



- Children can begin exhibiting this hip positioning (flexion, adduction, and internal rotation) as early as 6 months in a multitude of positions, including:

- Crawling on hands and knees, with knees positioned outside of hips
- Kneeling with knees outside of hips
- Transitioning from sitting to hands and knees without moving through side-sitting

- Many children begin "W"-sitting for a multitude of reasons, but they soon realize that this position requires less muscle activation and achieves more stability, leading to increased reliance on "W"-sitting

### What is wrong with "W"-Sitting

#### 1: Decreased Core Activation



- Due to wide base of support afforded with "W"-sitting, less core muscle (trunk extensors and abdominals) activation is required to maintain position
- This wide base of support also limits the child's need to shift weight from side to side during play, resulting in decreased use of lateral and posterior balance reactions

#### 2: Poor Posture



- "W"-sitting encourages excessive posterior pelvic tilt, which can result in slouching
- Excessive hunching over results in minimal trunk extensor activation
- Creates a cycle of poor sitting posture due to muscle weakness, resulting in poor sitting posture

#### 3: Pigeon-Toed, or In-Toeing Walking Pattern



- Increased hip internal range of motion, decreased hip external range of motion, and hip abductor weakness can contribute to in-toeing gait pattern
- Some in-toeing gait can be attributed to femoral anteversion

#### 4: Decreased Trunk Rotation



- Poor trunk extension due to posterior pelvic tilt can limit ability to turn trunk from side to side
- Notice the difference in ability to turn from side to side between sitting hunched over and sitting with good posture
- Inability to play while exhibiting trunk rotation can impair body's ability to integrate left and right sides of the body, leading to decreased coordination

#### 5: Delayed or Impaired Fine Motor Development



- Trunk rotation is also important for midline crossing
- Midline crossing and bilateral coordination (integrating movement of left and right side of the body) are important for fine motor development
- Children should begin utilizing both hands in play as early as 8 months when they transfer objects from one hand to another
- Higher level fine motor tasks, such as fastening a button, require more coordinated effort between both left and right hands

#### 6: Stress on Joints

- Resting with the hips in flexion, adduction, and internal rotation, as seen with "W"-sitting, places the hip joint in maximum contact with both bones of the joint
- Excessive time spent in these positions of maximum contact can lead to hip pain as a young adult and osteoarthritis as an adult

#### 7: Back or Hip Pain as an Adult



- Prolonged time spent in any position of poor posture, such as sitting with a posterior pelvic tilt, can cause trunk extensor weakness and excessive loading through specific spinal segments
- >50% of Americans will experience low back pain at one point in their life, with many causes due to trunk extensor weakness and poor sitting posture for prolonged periods of time

- Femoroacetabular Impingement is a cause of hip pain due to excessive contact between the 2 bones of the hip joint (head of the femur and acetabulum/acetabular labrum of the pelvis)
- Excessive friction between these 2 areas can result in hip pain in young adults and predisposes an adult to osteoarthritis
- It is treated through conservative treatments such as exercise and stretching, or surgical options to reduce friction
- Sitting with flexion, adduction, and internal rotation ("W"-sitting) increases the friction between this one area of the hip joint

### "W"-sitting Solutions

#### 1: Alternative ways to sit



- Tailor Sitting, or "Criss-Cross" Sitting: sitting with hips in flexion, abduction, and external rotation
- Long Sit: sitting with knees extended and hip flexion, with or without trunk support
- Side-Sitting: sitting with both feet to one side, with one hip in internal rotation and one hip in external rotation

- Squatting: encourages lower extremity and core strengthening
- Prone: laying on belly, supporting self on forearms
- Sitting on a Chair or Low Stool

#### 2: Core Strengthening

- If the underlying cause of "W"-sitting is core weakness, a home exercise program aimed at strengthening the child's core will help the child feel stable in other sitting options

#### 3: Hip Stretching



- Prolonged "W"-sitting can result in shortening of the hip abductors, solei, and hamstring muscles, making it difficult to achieve or maintain alternative sitting postures
- Exercises aimed at stretching muscles that have been shortened will help a child achieve alternative sitting postures

#### 4: Repetition and Verbal Cues

- Consistency with a verbal cue will help a child associate a specific phrase with changing their sitting posture, such as "Fix your legs" or "Criss-cross- applesauce"

#### 5: Seek Help

- Have your child see a licensed Physical or Occupational Therapist
- An experienced therapist will help your child work on strategies to decrease "W"-sitting and increase proper postural positions



## FAMILY APP

We would love to see some observations from home of your child– this helps your child's keyperson build a secure and in depth picture of your child's development. As often children can do things at home/setting that they do not do in the opposite allocation.

To create an observation of your child:

- Head to your child's profile and click on the **Journey** tab
- Click **New** and select **Observation** (*found in the top right*)
- A text box will appear- *see the below screenshot for an example*
- Use the **Upload** button to add photos and videos, or simply describe what your child is doing. If you get interrupted while you're creating the observation, a draft will save, which you can find again by clicking the (left) icon top right-hand corner.

### Hints and tips

It can feel a bit strange writing observations of your child at first, but don't worry here are some tips to help you:

- First of all, don't be concerned about what the "right" things to observe are- it doesn't have to be a huge milestone or big achievement. If your child is involved, engaged, having fun, or doing something new, just write it down (or take a photo). Your child's setting will love seeing what they're up to and can use this to support your child in the setting
- You know your child best- sharing what your child enjoys and achieves with you at home gives your child's carers so much extra information.
- Try to be descriptive of what's happening, rather than inferring- you might write "*Mohammed was smiling as he poured the water*" rather than "*Mohammed enjoyed pouring the water*", for example.
- If you're writing what your child says, write it as close to how they said it as you can, for example, "*Layla said 'Tat go down-stairs'*" instead of correcting it to "*Layla said 'The cat went downstairs'*"
- You can view your child's journey tab to see past observations and get some inspiration.
- You can always chat to your child's key worker about observing, for more support.