

Summer 2017



Our New Centre

We will be relocating on the Tulse Hill Estate. It will be closer to Tesco's and parking is still available. We can make use of the beautiful Brockwell Park too.

**Address: 1b Greenleaf Close
Tulse Hill, London
SW2 2HB**



*"Change is the
heartbeat of growth"*
Scottie Somers

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Summer Term

With the end of term fast approaching, it's time to look forward to the hotter weather, long days and a well-deserved break from learning.

It's been a busy year at Elmhouse and we have been working hard as usual developing our training programs and expanding into new facilities to reach more students, for a strong start to the next academic year.

In this newsletter, you will see pictures from our events, students work, ideas for studying, employment and much more.

Many of you will be moving on to university and full-time work and we want to congratulate you on your progress and wish you all the best.

Keep up the good work!

Support Session: Thursday, Friday and Saturday



A glimpse of the new site that's more accessible and easy to identify.





Christmas Party



Thanks to all the students and the families who attended. Thank you for the support and food, we enjoyed meeting all your families. We hope you children enjoyed a Fun, memorable Christmas Party



Hello and Goodbye to Elmhouse Staff

A Big Welcome to New Staff:
Charlene Clothworthy: Assessor
Devina Aggrey: Functional Skills English



Farewell
Janine Thompson: Health & Social Care Tutor

Term Dates

Summer Half term

Saturday May 27th, 2017 – Sunday June 4th, 2017

Summer Term Dates

Monday 5th June 2017 – Friday 14th July 2017

Monday 17th July – Friday 21st July (Mop Up) Appointment Only to see tutor

Summer Holidays

Saturday 22nd July 2017 – Sunday 3rd September 2017

Autumn Term Dates

Monday 4th September 2017 – Friday 20 October 2017

Half Term

Monday 23rd October 2017 – Friday 27 October 2017-05-18

Winter Term Dates

Monday 30th October 2017- Wednesday 20 December 2017

Christmas Holidays

Thursday 21st December 2017 – Monday 1 January 2017

Winter Term Dates

Tuesday 2nd January 2018 – Friday 9th February 2018

Half Term

Monday 12th February 2018 – Friday 16th February 2018

Spring Term Dates

Monday 19th February 2018 – Thursday 29th March 2018

Easter Holidays

Friday 30th March 2018 – Friday 14th April 2018

Spring Term Dates

Monday 16th April 2018 - Friday 25th May 2018

Half Term

Monday 28th May 2018 – Friday 1st June 2018

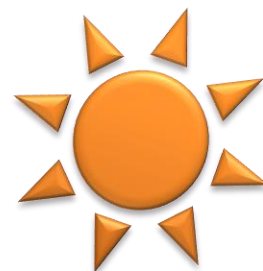
Summer Term

Monday 4th June 2018 – Friday 20th July 2018





Stars of the Class



Congratulations to these students for shining through in their class.

Monday – Lorna Burke & Kirsty Bines

Wednesday - Sofia Faria & Ann Blaize

Thursday - Claire Hilton

Friday – Natalie Barnes, Helena Vidot, Chanel Rodrigues & Acacia Delahaye-Smith (Good Attendance)

Congratulations to these students celebrating achievements.

Job Success

Yvonne Jones

Charmaine Nicholas

Samantha Still

Rochelle Copeland

Katie Buttigieg

Claire Hilton

Lorna Burke

Natalie Barnes

Chanel Rodrigues

Successful University Applicants

Martha Brown

Samantha Still

Charmaine Nicholas



Sabina Richter

Completed Level 3 Childcare
Apprenticeship



Another example of how an art activity can capture the imagination and engage a child to create.



Success Stories of Past Students

Akosuah Owusu-Ansah

"I consider Elm House a place that gave me a life line when the world seemed a very unwelcoming place"

I consider Elm House a place that gave me a lifeline when the world seemed a very unwelcoming place. I remember vividly when I walked through those doors at Elm House not knowing what awaited me. I was the last applicant to be admitted on the course and the impact was made that very instant.

The course convenors were very frank and outlined what was required of me and gave me their word that they will support me through thick and thin.

Elm House has been the very reason I am still working. I was fortunate to get a school in Camberwell to do my placement for two weeks. Mid way through my second week the Deputy Head Teacher approached me and commented on my work ethics as well as my methodical approach in dealing with both the schools policies as well as general standards required of a Teaching Assistant.

I was offered a full-time job when my two-week placement ended even though my Level 2 Course was not completed. This is a true testament of the hard work and efficiency of the course convenor Marcia Abrams.

In my personal life, I gained a lot of knowledge and confidence to raise my daughter as a lone parent. The life skills I gained continue to help in my daughter's growth and mine. My five-year-old is a fluent reader because of the advice given to me by Marcia Abrams. I say very little for much, Thank you Marcia and the rest of the Elm House Team.

I continue to work in a supporting role for both children in mainstream classes as well as children with Special Education Needs. With the great foundation set at Elm House, I could complete my Level 3 Diploma in Specialist Support in Teaching and Learning while working in a school.

To students currently on the course, there will be days when you question what is the use of this? My response is until you get to the end there is no use. You are blessed with both professional knowledge as well as life skills from the best so finish hard.

If I can do it, trust me then everyone can. I came with baggage, I made the excuses but in the end, it worked out for my own benefit. If you are thinking or considering doing any of the courses offered by Elm House, go ahead and walk through those doors like I did in 2014 and you will have no regret.

**Courses Akosuah Took with Elmhouse Training:
Level 2 Certificate in Supporting Teaching and Learning
Functional Skills Math's & English
Level 2 Pediatric First Aid**

Students Work

<p>Statement from Child Development Chart including Page Number: Speech is clear and understood by those who don't know the child. (Pg94)</p> <p>EYFS Area of Learning and Development: communication and language</p> <p>EYFS Aspect: Speaking</p>	<p>What Observation method are you using?</p> <p>Narrative observation</p> <p>Why have you chosen to use this observation method? It allows us to obtain better understanding norms of development and get a better understanding of the child.</p>
<p>Personal or External Factors to consider:</p> <p>No record of SEN</p>	
<p>Observation: At 11.35am Child A and few other children went out door to play there were different activities in the outdoor area for children to engage with child A walk up and pull me she said " Miss Tola come am going to show you magic" so I followed her toward the table were there were paper clip boards and colours with pencils and white sheet of papers then Child A had a leaf in her hands she puts the leaf underneath the paper and coloured it out with a green coloured pencil then she said to me " see Miss Tola I told you I can do magic , here am going to make another one for my mummy ; then I said that is really thoughtful of you dear, child A said my mummy is having a baby twins I smiled as I asked her do you know what mummy is having ? Is she having two boys or two girls or one of each then she replied Miss Tola the baby is not in her tummy yet but she is going to have two girl, that is what I want and they will be called "Anna and Lola" she said, then I said wow good to know as she walked off to the play with some other children in the mud kitchen Child A picked up a whisk and said to Child B am going to be the mummy and you can be the baby, she picks up a bowl and added some water mixed with mud as she said you are having chicken soup for dinner would you like some she ASKED CHILD B and guess what you can have some treat after , she picks up a wood and was pretending to cut it with a pretend knife saying and "you can have some bread too" then I sat and played together with child role playing to be the grandma I then asked child A your baby is got temperature what do you think we can do then she said "am going to call the doctor so baby can have some medicine, she replied then she got distracted as she see another child playing with the hula hoop, she walks off to meet her and said can I please have a turn I can roll it round my waist to you see" child B gave the hoop to child A AS SHE ROLLED IT ROUND HER waist and she said I can use my neck to see, that is amazing I said well-done, she smiled and said "thank you Miss" Then child A said to me "I like you miss will you be leaving early today or are you going to here till after lunch " then I said off course I will be around for circle time which is after lunch, then she asked " miss can I read the three little pigs and the big bad wolf after lunch time to everyone" yes you can I replied .</p> <p>Assessment</p> <p>Page 8(40to50month) Speaking</p> <p>Uses language to imagine and recreate roles and experiences in play situation.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Page 11(40to50month) moving and Handling</p> <p>Hold Pencil between thumb and two fingers no longer using whole hand grasp</p>	
<p>Next Step in development (this is taken from the EYFS, must include page number and age bracket)</p> <p>Links statement and stick to a main theme or intention (Speaking pg8)</p>	

Work by Tola Scott

Students Work

Name of Activity: Decorating and ordering Easter egg template



Why are you doing this activity?

To focus on the positioning schema.

What is my role in doing this activity?

This activity was initiated by me I helped him with the cutting and some of the colouring.

What will the child/ (ren) be learning from doing this activity? / What will the children gain from doing this activity?

It will focus on the schema I see him using the most after observing him and he will also learn how to put things in descending order.



What resources will you need?

Please list below.

Card, Glue, Colouring pencils, Template



How are you going to carry out this activity what are the steps to start and complete the activity?

Prepare table so card, glue, Scissors, pencils and template. I cut out eggs from off the template as he struggles to cut, we will colour them in and then using the glue stick them onto the card in order of big to small.

Work by: Helena Vidot



Students Work

Name of Activity: Spring Paper Chains



Why are you doing this activity?

I am doing this activity to help to develop a child's schema, which are rotating and connecting schema.

What is my role in doing this activity?

My role during the activity is to just over watch so he can colour and stick on his own. The only time I will need to help him is to connect the chains.



What will the child (ren) be learning from doing this activity? / What will the children gain from doing this activity?

The child will learn how to do independent colouring, sticking and how to ask for help if he needs it. He will be able to learn about different animals and colours. This will also help him with his eye-hand coordination.

What resources will you need please list below?

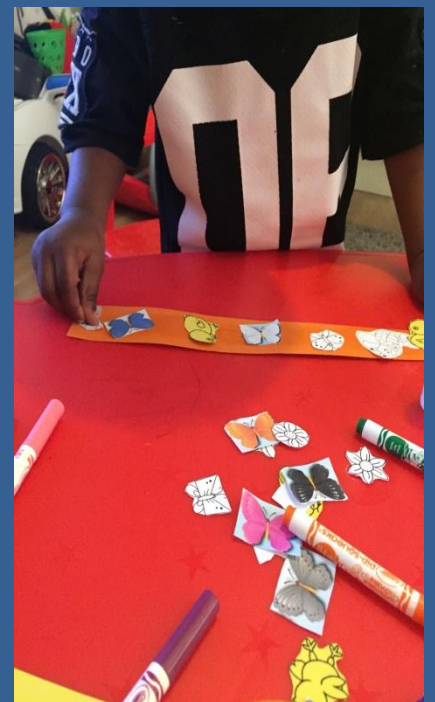
Coloured card or paper, colouring pens or pencils, scissors, glue, images of chicks, lady birds, butterflies and flowers.



**Work by:
Gemma Darnton**

How are you going to carry out this activity what are the steps to start and complete the activity?

I will get all the resources ready that cannot be done by the child. For example, cut the images out and cut the strips of paper/card myself, as I do not have child friendly scissors. I will place everything on a table and show the child an example of what he needs to do. Once I show him how to stick or colour on to the paper/card, he should then carry on with this activity on his own. Once he had finished a certain number of strips, I will show him how they can be connected and I will finish the activity by connecting them for him.



Students Work

Reflective account

As a half term activity, I was asked to take my kids to Deen City farm.

I took Samuel, who is 7, and Sebastian who is 2, since the night before I told Samuel where we were going he was very excited, Sebastian as seen his brother happy he was too.



We arrive at about 11:00 am; Sebastian was sleeping but as soon as we step inside farm Samuel with his excitement wakes him up, at the entrance we found, chickens, turkeys, the aviary where we spot different kinds of small birds, there were also an owl, before entering the main part of the farm we saw horses, ducks and rabbits.

When we were inside we saw, cows, pigs, lambs and goats, we walk around and the kids were very excited to see how people feed them, after walking around and seeing each animal and see the reaction in Sebastian's face we were back at the beginning and buy some food to feed the goats and the lambs.

Once we got the food Sebastian and Samuel start feeding them, Samuel was a bit scared at the beginning and Sebastian was finding out all the liking from the lamb very excited, we have the chance to see how they feed the pigs and we were lucky to be able to have a go feeding them, they ask for another round to see the birds before lunch.



Before lunch we wash our hands properly then we when to have some food, before we leave the kids have a little time to play at the playground, and before we leave we have another look to the birds and we can spot the owl flying around.

Next plan activity will be visiting the zoo, was very nice to see the children so excited with the animals, is good for them to be able to see the different kind of animals we got, as well we been watching videos in you tube about different animals that live in mummy's country.

Work by: Johana Munoz

Students Work

Reflective account

I was asked to plan activities for four children who never attended a play and stay session before. The children were the age of around 3-4 years. We have four staff to look after the children.

When the children entered the play session, child A started crying hysterically and she stayed in one corner of the room without interacting or engaging with any staff or activity. I was very calm and I saw one of my colleagues approached her so I let the other practitioner deal with child A whilst I focused on other children. Child B came and threw around displayed blocks in a building blocks activity corner. I did not react to child B's behaviour and attitude and I encouraged the child to play nicely by demonstrating building a tower. Despite that, child B showed no interest and moved away to another activity. I felt I failed to engage the child's interest. Child C was interested in the home corner and I tried to engage the child by asking questions about what she sees, introducing numbers by counting the vegetables. Meanwhile, child D participated in the same activity and snatched a toy that child C was holding which created a conflict between child C & D. Child C and D were not co-operating with each other and were snatching a toy from each other without listening to me. I felt very helpless as I was not able to manage difficult behavior of two children at the same time.

I felt the home corner was a success, as the activity could engage a child's attention. This could be because the child sees her mother cook certain foods that the child saw in the activity and felt secure in it. Although, the inability to control and manage difficult behaviors of children by my colleagues and myself, not being able to provide activities that the children enjoy led to a very ineffective play session for the children.

My next steps for the next play session would be to train myself how to manage difficult behaviours in children. I will sit down with my colleagues and plan the session together so that we encourage, support each other as a team. I will also speak with the children before they attend the session about what they would like to do and what their favourite thing to do at home is so that I can incorporate those activities in the session to engage the children. I will also include activities that explore children's different needs and emotions such as sensory activities to aide children who have difficulty settling in.



Work by: Fouziah Arshad

Students Work

Reflective account

Role Play Activity

I was asked to set out an activity to suit a group of early years, in one room. Me and four other members decided to set out four different activities. A reading corner containing a big bear, books and some cushions, an area full of construction toys, wooden bricks of which we built a bridge, some houses, along with some people scattered around, a corner with two different exercise balls, with a mat for safety and a section with cooking utensils and food. The aim was to be able to identify some activities, for which the children would enjoy.



As I opened the door to the classroom, I was greeted by four screaming little girls, as I ushered them in, I tried to engage with them. Child A was in hysterics and remained this way for the whole entire time, staying by the door in snuggle up. I tried to calm her down, by offering her a teddy bear and speaking to her in a soft tone, making sure that my body language was open and caring and that I addressed them at the same level. When that didn't work, I suggested that they might want to play with the other activities placed around the room. After trying without any response, I felt it best to leave them alone and hope that maybe they would come around soon. The three remaining children had thrown the other activities by now around the room. As I approached child B, I was greeted with a toy thrown at me. I asked them what they would like to do and they responded nothing. The screams continued to take over the room and no matter what I tried I was unsuccessful.



It became very clear, I didn't have the skills needed to settle the children in. I felt out of depth, overwhelmed and challenged, if I had just taken a step back to analyzed the situation, instead of going into panic mode, maybe then things might have turned out differently. It is very important and skillful as a practitioner when working under pressure to be able reflect on the spot, taking a few secs out to think, may have prompted me to ask for assistance or just simple think logically. I think after reflection, this is an area of my personal development that I may need to work on. Being able to find a cope mechanism for working under difficulty.

Students Work



Supporting each other is very important in the workforce. It is your responsibility as a practitioner, to be able to work as a team, to meet the children's needs, we need to be able to support and engage with one another effectively. One of the other practitioner, who had worked with child A previously, might have been able to give me report on how to settle them in, letting me no if this was a rear occurrence, if it was a one of, or if it was just a case of them being ill or having a bad experience the night before. Which is why it being also vital that we work together, with the parents and carers, communicating and sharing information. With this said, I feel that normally I am very good at working well within a team and believe that this has been a very good eye opener for me. It has made me realize that not having skills in one area, can affect the performance, of a great skill that you have in another area.

I feel that the most important and most obvious reason for the unsettlement of the children, now looking back, happened because the children personal plan was not implemented. Not planning activities around the children needs and interests can influence the child and their behavior. We as practitioners need to be able to adapt planning around the children and not us. Child A, who continued to cry, might be new to the setting or is just an emotional person; they might need an activity that involves emotional play, an interest where they can express there feeling and emotions.

Reflective practice gives you the opportunity to improve the quality of service that is provided for the children and increases your awareness. I have recognized though reflection of this activity, that the child needs should always be meet, as a practitioner it is your role to find out what the child interest are and plan the activity around them, acknowledging that children have their own minds and opinions. I have learnt that though assessing my own personal development, that I was not adequately equipped to plan an activity and need to therefore gain skills in planning, as well as behavior management skills and engaging skill.



Work by: Charmaine Fessal

Training Centre and Timetable

We have been working hard to expand our services to more parents across London. We have gone into Lambeth, Southwark & Lewisham boroughs to give more opportunity to parents who want to get back into work but can't do it around the school run. See which center is local to you and if they have the course you're looking for



Downderry Children's Center

Tuesdays 10:00 – 2:30 – Childcare

Kelvin Grove Children's Center

Monday 9:30 – 2:30 – Childcare
FREE CRECHE PROVIDED



Weir Link Children's Center

Friday - 10:00 – 2:30 – Childcare
FREE CRECHE PROVIDED



Tulse Hill Training Center

Monday – 9:30 – 2:30 – Teaching Assistant
Thursday - 9:30 – 2:30 – Childcare
Friday – 9:30 – 2:30 - Childcare



Jobs

Kintore Way Nursery & Children's Centre- Southwark

Job Role: 3 Teaching Assistants

Job Type: Term Time Only

Salary: £14,223.91-£15,621.44

Kintore Way nursery School are looking to recruit 3 Early Year Teaching Assistant s to work in our 0-5 Provision

- You Must have experience of working with children under 5 years (Paid or Unpaid)
- Knowledge of basic Health and Safety & First Aid
- Good Communication Skills
- Ability to work effectively as a part of a team
- Knowledge of safeguarding
- Key Person for a Small Group of children

Job Role: 2 Early Years Educator

Job Type: Term Time Only (36 Hours per Week)

Salary: £25,437-£31,140 FTE to be pro-rata

Kintore Way Nursery School is seeking to appoint a highly professional, competent and enthusiastic Early Years Educator to join our outstanding provision.

This is an excellent opportunity for individuals who are committed to inclusive high quality early years practice and want to make a significant contribution to the school's vision for excellence. If you have the ability to provide the very best care and education for children under 5, a passion for the outdoor learning environment, a willingness to learn from others, excellent communication skills and can work effectively as a member of a large team then this is the place for you.

Recruitment will include an Interview, Written and a practical task.

Job Role: Teaching Assistant

Job Type: Term Time Only (10:45AM – 1:45PM)

Salary: £6,832.28 - £7,498.29

Kintore Way Nursery School are looking to recruit 1 Teaching Assistant to work in our 0-5 provision

- You must have experience of working with children under 5 years (Paid or Unpaid)
- Knowledge of basic health and safety & First Aid
- Good Communication skills
- Ability to work effectively as part of a team

How to Apply

Successful candidate must demonstrate that they are fully committed to our safeguarding policies and procedures. Pre-employment Check and references will be sought and successful candidates will need to undertake an enhanced DBS Check

For an Application Pack please email: office@kintoreway.southwark.sch.uk or Call 0207 525 1196

Closing Date: Monday 26th June - Interview Dates: Thursday 29th or Friday 30th June

Useful Links: Applying for Southwark Jobs http://jobs4schools.co.uk/wp-content/uploads/wpjobboard/job/1566/cv-attachments/Job_application_guidance_notes.pdf

Jobs

Holmewood, Maytree and Triangle Nursery Schools' Federation

Executive Headteacher: Rachel Hedley

Maytree, The Weir Link and Tree House Children's Centres

Children's Centre Strategic Partnership Manager: Bettina Wilhelm-Exley

Posts: **Early Years Teachers (MPS) F/T and P/T**
Early Years Educators Levels 2 and 3 (Sc 5 and 6) F/T and P/T Childcare
Practitioner Assistants (Sc 2 sp 10 - 13) F/T and P/T Teaching Assistants
(sp 10 - 14)

Contracts: Excluding the teaching posts all salaries will be pro-rata for Term-time only (39 weeks)

Hours: Support staff hours vary and can range from 8am-6pm. There may be opportunities to work during the holidays for some of these posts.

We are three successful Lambeth Nursery Schools with a large Children's Centre running from various sites, working to provide excellent early years education and support young children and their families. Due to expanding our nursery provision for 2 year olds; providing breakfast and after-school clubs; and, a newly established Federation, we are looking to fill the above posts across our various settings.

Are you:

- A highly committed, creative and reflective practitioner able to provide high quality education and care for young children
- Able to effectively support young children and their families from a diverse ethnic and social background
- Keen to work as part of a supportive, flexible and busy team
- Interested in gaining valuable experience working in a wide range of settings.

Experience:

- Working in a nursery school/early years setting delivering the Early Years Foundation Stage curriculum is essential.
- NQTs are welcome to apply for the teacher post.

Further information:

Closing date for applications: 9:00am Monday 10th July
2017 Interviews weeks commencing: Monday 10th & 17th July
2017

To obtain further information and a recruitment pack including a Job Description and Person Specification, please email admin@holmewoodnurseryschool.org.uk.

How to apply:

Please send your completed application form to admin@holmewoodnurseryschool.org.uk or post to: Jacqueline Edwards, Holmewood Nursery School, 66 Upper Tulse Hill, London SW2 2RW.

Lambeth Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and external agencies to share this commitment.

Keep up to date with Elmhouse training News, Events and Information by following us on Facebook and Twitter.



elmhousetraining



elmhousetrains

Tel: 0203 538 5530

Web Site:

www.Elmhousetraining.com

"Recognising that each student is important"

Thank You

Elmhouse Training would like to thank all staff, learners and volunteers for all their efforts and achievements this month. We hope you have enjoyable summer and the best success in the future.

Summer Holiday Activities

If their one's thing we know about summer holidays, it's that we must keep our children as **active** and **engaged** as possible. We've listed a few activities & events that will keep you and your children exploring and learning throughout the Summer Holidays.



Polka Theatre

240 The Broadway,
Wimbledon, SW19 1SB
020 8543 4888
www.polkatheatre.com



Godstone Farm

Tilburstow Hill Road
Godstone
Surrey, RH9 8LX
01883 742 546



Ripley's Believe It or Not London

1 Piccadilly Circus
London, W1J 0DA
02032 380 022
www.riplevslondon.com



Kew Royal Botanic Gardens

Kew, Richmond
Surrey, TW9 3AE
02083 325 655
www.kew.org



Natural History Museum

Cromwell Road
London, SW7 5BD
02079 425 000
www.nhm.ac.uk



Science Museum

Exhibition Road
South Kensington, SW7 2DD
08708 704 868
www.sciencemuseum.org.uk



Kentish Town City Farm

1 Cressfield Close
London, NW5 4BN
02079 165 421
www.ktcityfarm.org.uk

Free Admission