

# Winter 2017

## Newsletter

Well done  
to all of our  
achievers!

92% of you achieved their qualifications

81% of our achievers are in employment in Education  
(children centres, schools & nurseries)

22% of our learners entered **Higher Education**  
(Foundation Degree or Degree Courses)

We even have achievers who have a job while attending university!  
So a big shout out to all of you! You have done us proud!

### In this Month's Issue

- ❖ Congratulating students – Current, Past & University
- ❖ Embedding English in your childcare qualification
- ❖ Term Dates



### Winter Term

Elmhouse has gone through many changes over the last 6 months. We have moved premises, a large number of our learners have completed their qualification and are now in employment or in higher education taking their foundation degree in early years. We are very proud of our learners' accomplishments due to the fact a large number come into the setting with a lot of self-doubt in their abilities.

We hope that we have supported you to achieve your goals and encouraged you to set yourself high targets and that sky is the limit!

### Elmhouse in the Community

Elmhouse will be working in partnership with Tulse Hill TRA to have a Christmas Dinner for the children on the Tulse Hill estate on the 20th December. The Christmas dinner will be for 60 children. Can you donate a present for a child the age group is from 5-15 years. If you are going to donate, please can you wrap the present and put a tag with the age range and sex the present might be suitable for. Collection starts the 1st December 2017.



### Employment Links

If you are looking for flexible employment once you have received your Level 3. Please contact Ranstad: 02038706359/ Mobile:07889597005 Email: [Teresa.mwangolo@randstadeducation.co.uk](mailto:Teresa.mwangolo@randstadeducation.co.uk)

Many of our achievers have had success with finding employment with this agency. They can place you in schools.



## A special Visit!

The students at Elmhouse received a visit from the Mayor of Merton Cllr Marcia Cameron and the Local MP Chauka Umma for the Tulse Hill Estate on their walk around of the estate. We would like to take this opportunity to thank them both for meeting our students and encouraging them on their educational journey!



## Graduation Ceremony

We had our graduation on the 28<sup>th</sup> October 2017 at the Dulwich Library. We would like to say a special thank you to the former mayor Cllr Wellbelove who presented the learners with their certificate. We hope that from your journey with us that you can see the importance of not limiting yourself and not trying. I look forward to meeting all of you in 5-10 years time and you informing me of all your wonderful achievements!



**Check the last 2 pages to see  
our fantastic graduates!**



## Embedding English in your childcare qualification

At Elmhouse, English and Maths is embedded into our qualification to develop you in this area. Research has shown that individual who work with children Literacy and numeracy level impact on children's achievement.

How do we do this? By ensuring you complete your different assignments that includes, writing letters, designing questionnaires, writing reflective accounts, answering case studies. By supporting you using the correct English while writing your assignments, you will be able to apply these skills in your placement and then in your workplace. Have a look at Veero Kaur's responses to one of our case studies.

You have a playhouse in your garden that all children love to use. On looking through a catalogue you see that the age range for using the playhouse is 3 years plus. You have two-year olds in your setting and are concerned that the playhouse will be a safety risk. It would be impossible to prevent your 2 years olds from using the playhouse when they all go out to play together.

### QUESTIONS

1. How will you address the potential hazard relating to children under 3 using the playhouse?
2. What strategies will you put in place to ensure that children under 3 do not use the playhouse?

I would address the potential hazard by informing the manager in charge also whoever is head of the health and safety department. I would remove any child under the age restriction playing on the playhouse immediately.

The strategies I would put in place to ensure that children under 3 do not use the playhouse are to have the playhouse sectioned off, suggest having an alternative activity age appropriate. When its outdoor play I would recommend that there is someone supervising the playhouse so no child of the unsuitable age is on it.

Veero Kaur  
from Kelvin Groove

## Developing your Literacy and Numeracy

To support you become more confident with your writing and your numeracy skills, we thought it would be a good idea to use some mobiles app. Below are two very popular apps you can use on the go! Please download an App on your phone that you can access to assist you with spellings and phonics.



British Council App: a learning app helping cover 12 grammar topics with 20 activities per topic for English learners of all levels.



Duolingo app structures your lessons that teaches you about seven new words based on a topic and skill points being awarded for completing levels.

We are also developing a tailored program to support your Mathematics and English skills throughout the course. The programme will focus on your weak areas and set you tasks to complete to develop these areas. Give us your views during our next learners forum!



## Supporting you while on the course

Feeling overwhelmed? Finding hard to juggle between your personal life and your education? We currently have two staff members who are here to give you additional support. Why not talk to your trainer and ask for a referral form?

Armine Guzelian is the student Wellbeing officer. Armine role is to give you strategies to cope with feelings of being overwhelmed and any other issues that might be affecting your life and impacting on your progress on the course.



Navlet Williamson is the counsellor and progress coach. The progress coach is there to give you support if you are falling behind with homework. She will support you in giving you SMART targets to enable you to catch up and stay on task and not become overwhelmed.

## Some Inspirations when it gets tough!

For some inspirations, read our achievers' stories below:

**Student Name:**

**Natalie Barnes**

**Why did you attend the Course?**

To complete my Level 3 Diploma in childcare. I have tried for 10 years to complete this course and several attempts with other institutions and did not complete.

**How did you find your training?**

I found my training very good and my teachers were helpful. I enjoyed coming to lessons and I learnt a lot from the course. The information was interesting, and the lessons were enjoyable.

**What is the next step for you now that you have completed your Level 3 Diploma?**

I will be doing a degree in Childhood and Youth Studies. I would like to become a teacher.



**Student Name: Ladonna Samaroo**

**Why did you attend the Course?**

To become a teacher and to get employment in this field. I also wanted to improve my knowledge and confidence and writing skills.

**How did you find your training?**

I found the training very informative especially the unit on child development this helped me in my observations. I also enjoyed the unit on the EYFS this helped me with completing better observations planning and assessments. I also developed my confidence and my reading and writing from the course. This course made me realise that I can attend university, last year December my tutor introduced the topic of career planning and told us what options we had available to us once we completed the course.

**What is the next step for you now that you have completed your Level 3 Diploma?**

To gain employment and to go to university which I will start in October 2017.

**Are you in employment?**

Yes, I have a part time job in a nursery.

**Student Name: Dwain Godfrey**

**Why did you attend the Course?**

To move forward from completing my level 2 I would like to develop confidence with children and observational skills

**How did you find your training?**

The course increased my skills and knowledge in many areas. I enjoyed my learning and found it challenging at times. I also improved my writing skills greatly. I also gained confidence in my abilities and in myself through the course.

**What is the next step for you now that you have completed your Level 3 Diploma?**

I want to work in a school or a children centre to enable me to progress further in my career.

**Are you in employment?**

Yes, I just got a full time job at a children centre which Elmhouse Training recommend me for.

**Student Name: Samantha Still**

**Why did you attend the Course?**

I want to become a Social Worker and work in the safeguarding team. I also want to develop better communication skills.

**How did you find your training?**

This course has made me feel that I can achieve anything. I enjoyed my course and it gave me a better understanding of the sector. I develop my literacy and communication skills it has helped me to listen to other people point of views and gave me the skills and knowledge for my job.

**What is the next step for you now that you have completed your Level 3 Diploma?**

I will be attending university next year September to complete a Social Work Degree.



## Learners Displays

Bi-Monthly, you have been working as a team to make up a display of children activities related to a theme. Take a look at what you have done, it is pretty amazing!

Autumn & Divali Theme



Winter Theme



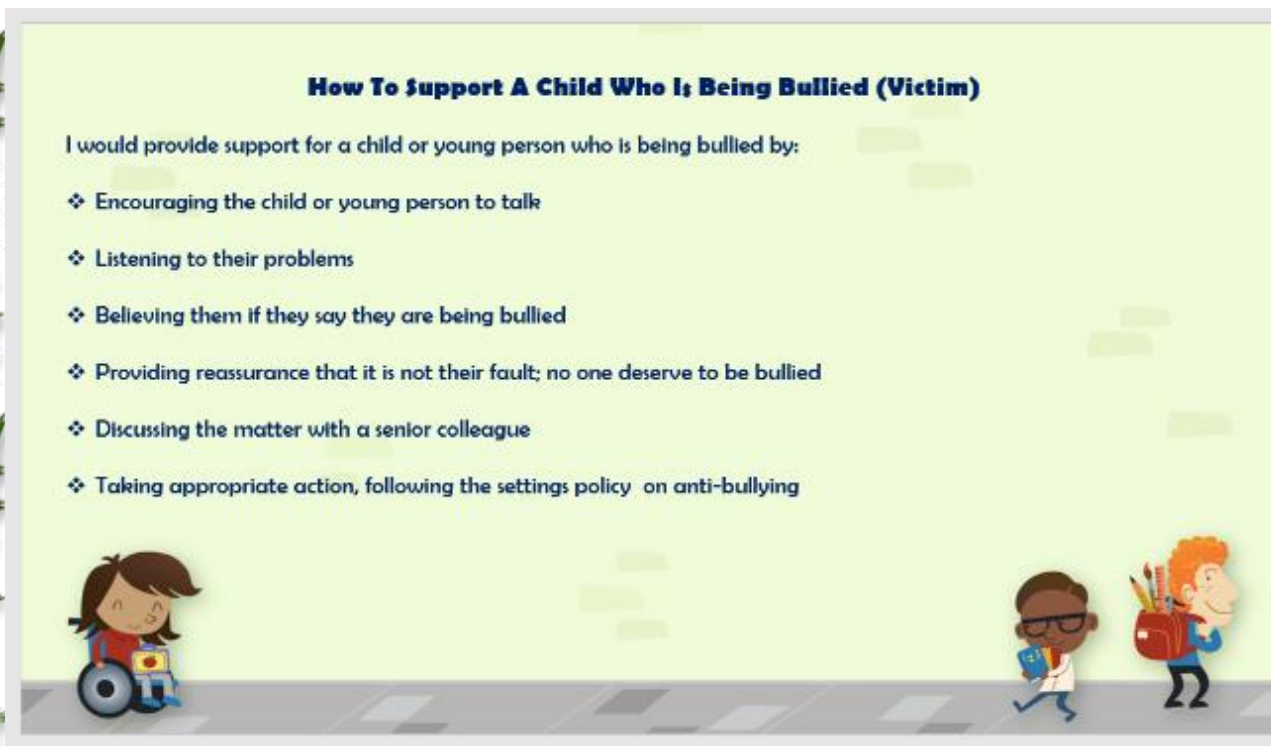
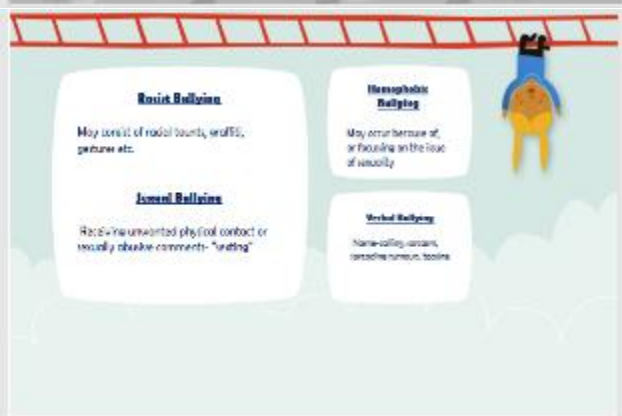
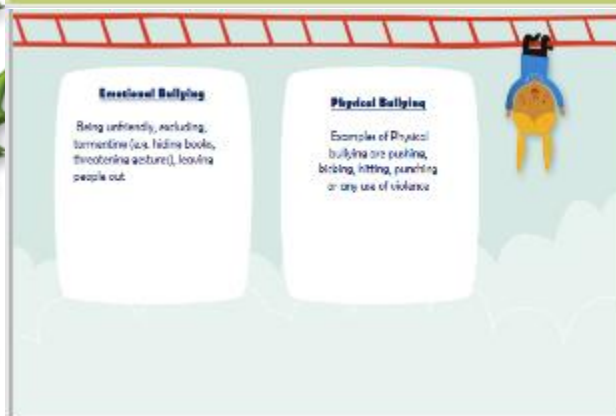
Keep up the great work! And remember, there is a competition for the best Fundamental British Values poster in January 2018!

The best team poster wins a meal and a special mention in our next newsletter!

Start thinking teams!



# Some of your exemplary pieces of work



Veero Kaur



### Task 3

(3.2)

Imagine that you encounter the following situations at your setting. Briefly plan an activity for each one (for staff or for children, as appropriate) that shows how you could challenge the beliefs underpinning each situation and promote change.

1. You are a setting manager. You overhear room leader Jonathan say to fellow practitioner Laura that it is not fair that Afia is allowed time to pray during work each day.

As the setting manager, I would arrange for room leaders and practitioners, to be invited to a team meeting which will highlight ways of implementing policies and that share views that promote inclusion and equality towards each other within the setting. Maintaining a calm and professional expression of views in positive ways, to help them to develop understanding.

2. You are a room leader. At story time Farukh says he does not want to hear a particular story because it is about a 'brown' girl, and 'brown' girls are not interesting.

Immediately I would address Farukh's comment. I would tell him to look around at his other class members and show him how each of them are interesting in their own different ways regardless of the colour of their skin. Asking each child what they are good at, helping him to understand that being interesting does not come from the colour of our skin, but what we offer in ourselves to others.

Giving him the understanding that we are all different and interesting in a positive way, and that the difference, in each other should not be something to be wary of. I would also ask Farukh how he would feel if he was told he was not interesting because of the colour of his skin, helping him learn from the situation and that it should not be repeated in the future, as it is not being kind to other members of his class.

3. You are a setting manager. Your deputy Hannah says that she cannot provide feedback to Gavin's mother, Layla, at the end of the day because it is 'impossible' to understand what Layla says in response due to her speech impediment, the result of a stroke she had last year.

Patience is the key to communicating with anyone, adult or child, who has a speech impairment.

I would ask Hannah to be honest with Layla, as she does not understand, but for her to also be polite in your honesty.

If they have a particular difficulty communicating, she can ask questions that require a gesture, such as a nod, or a short answer rather than long.

I would instruct Hannah to require a gesture or nod for acceptance of setting up a Home-link book which will record messages about Gavin's feedback between My deputy and Gavin's 'mother Layla.



Candidate name: Georgina (Anne) ~~Blaize~~

Evidence record: HSC 024 - 12

Evidence ref:



Georgina Blaize  
Health and Social Care

Sofia Faria-  
Health & Social Care

### Task 1

Using the space provided below, explain how you can support others in your setting to follow practices that help to reduce the spread of infection.

There are many ways to avoid the spreading of infections, for instance as worker your method of work can contribute for an efficient maintenance of good hygiene practices.

For instance, washing hands correctly or apply disinfectants, because they are an easily way of spreading infections. The use of hand cream it is a good way to protect your skin from irritations and a barrier to infections. It is also important wear the right equipment while you are performing care and after also, as for example PPE ( Personal Protective Equipment) which include single use gloves, aprons, googles and all the wear protection available to prevent infection spread into the work environment.

You should also tie your hair for hygiene and security reasons, because your hair contains bacteria and can easily be grabbed by someone or dangerous equipment. The use of jewellery should be limited for hygiene matters and for your and the service users physical safety.

All the equipment need to be clean properly with antiseptic solution and sterilised. All the waste disposals should be placed in the right containers (recycled instruments and equipment – BLUE, clinical waste – YELLOW, soiled linen – RED).



## Unit Positive Relationships CYP 3.5

### Task 1

(1.1)

Think of three reasons why developing positive relationships with children and young people is important.

1.	Positive environment helps children to learn better. It reflects on a child behaviour to make them to learn better.
2.	Positive relationships with children and young people are important as it encourages them to be confident, it also encourages positive behaviour.
3.	Positive relationships also help children to learn and feel secure in their environment and they also learn how to have positive relationships with the people in their lives.

### Task 3

(1.2)

Complete the spider diagram below to show how you can demonstrate that you are listening to what a child is saying. An example has been done for you.



Pavlina Vasileva  
Childcare



## Term Dates

### 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

## Our Graduates





# Our Graduates





# Our Graduates

