



Hatching Dragons

Helping your baby fly through life

妈 爸
BROCHURE
家 龙



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Introduction

First of all I'd like to say thanks for taking the time to read this brochure. I hope it will help you see that we want to make something truly magical happen for children. I thought, as a first step, you might like to hear a little, from me, on what I think Hatching Dragons is, what it means for me, as a parent, and what I hope we can achieve together.

Hatching Dragons, at it's heart, is the UK's first bilingual Mandarin English early years provision that aims to deliver two really important things for the children of hard-working and aspirational parents:

1. We want to foster fluency in two of the world's most important languages. We're all aware of the importance of both English and Chinese to the global economy and it is our belief that children equipped with fluency in both will be best prepared to capitalise on a future in which China plays a more active part. Hatching Dragons is the only early years provision that has this vision and, with the dual language skills of our masters level staff team, we believe we will help children develop skills and abilities that will make a lasting difference on their lives
2. We want to open children's minds and broaden their horizons by instilling intercultural awareness and understanding at an age where they are most culturally malleable. I firmly believe that the world can be made a better place if people are just more open and accepting of one another's ways of thinking, habits and cultural mores. Bringing children up in not only a linguistically rich but inter-culturally diverse environment will help them learn to appreciate the qualities of all

But most of all, Hatching Dragons aims to offer parents and their children the highest quality, in terms of care and in terms of education. The above two goals are lofty and ambitious but can only be achieved in an environment that offers children the constant love, care and attention they deserve. I want all of our team to care for the children as if they were their own children, working with parents to identify how they want their children nurtured and implementing the learning strategies to foster that approach in an environment that is as loving and as caring as the home environment. After all, one of parent's largest misgivings about putting their child into full time childcare is that the child will not benefit from the kind of love and attention he or she would get at home. Not with us - we see each child as part of the Hatching Dragons family, with utmost care and love delivered throughout their entire journey.

A reminder...

We thought you might appreciate a little reminder of who we are and what we do to refresh your memory and give you a better sense of the benefits your baby will receive with us.

Simply put, Hatching Dragons is the UK's first fully bilingual Mandarin-English early years provision that aims to offer parents all of the comforts of a high quality nursery but with that little extra for their baby: fluency in Mandarin and in English by the time they leave us whilst still delivering the requirements set out in the EYFS.

We want our children to develop both the language skills and the intercultural understanding we know they will need in a world that is increasingly mobile, multilingual and multicultural. And with a former Chairman of Ofsted and leading members of the early years and Mandarin speaking communities on board, we know your baby will be in the best possible hands...

We've spent a good deal of time drawing together a team that is second to none in the early years world...

Our hatchlings benefit from having a highly qualified team of early years English and Mandarin speaking practitioners who will be able to support every child's individual needs. Through regular observations, assessments and working with other professionals, our team can identify any support your child needs and to help all children reach their full potential.

EYFS - What is it?

"The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes." - HMCG.
[Click here for more info](#)



★ It's beautiful both aesthetically and at a neurological level - if you've ever seen the written script, you would have appreciated how beautiful it is. But were you aware that in beginning to understand the multiple meanings of each character, you dramatically increase your conceptual abilities? It literally widens your mind. Imagine what it can do for your baby as his or her brain develops.

★ It's a culture that shared our more traditional community values around family and being part of something bigger than just the individual...it's interesting. And will be made more so by your child's ability to speak it. So try something new, it will make all the difference in their lives.

★ Chinese companies are setting up shop right here in London. Wanda Group has invested £700m in 9 Elms, the largest residential development in Europe along the Southbank; Zhongrong will be re-developing London's Crystal Palace; Knight Dragon is re-designing the entire Greenwich Peninsula; and ABP is developing an Oriental City in London's docklands. As Nelson Mandela said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart" so those who know how to communicate confidently with this growing community in the UK will reap the rewards. But don't take our word for it. Mark Zuckerberg, Founder and CEO of Facebook, was an internet sensation when he gave a speech in Mandarin whilst in Beijing this summer.

★ Not so many Chinese in the UK? Think again, the Chinese diaspora sits around 400,000 and we've been bedfellows here in the UK for 325 years. Don't think so? Where do you think we get words like 'ketchup' or phrases like "chop chop" or "long time no see". That's right - Chinese. There are some lovely stories about the Chinese community in the UK and a great project by the Ming Ai Institute.



If you've got this far, you probably don't need reminding that learning Mandarin at this age will offer such huge advantages to your child's future. But if you want a couple of sound bites and interesting facts to share with your friends when having a casual coffee or a deep and meaningful over dinner...

★ The Prime Minister acknowledged its importance by announcing that Mandarin will now be part of the National Curriculum, so your child is more than likely going to have the opportunity to pursue the language in primary and secondary schools in the UK, particularly now that half of all private schools and one fifth of all state schools teach the subject. Imagine if he or she was fluent before arriving? How much easier would that be?

★ There were 80,000 Chinese students studying in the UK in 2011-2012, according to UKCISA but CSSA, the Chinese Students and Scholars Association, believes that it could be as high as 100,000 today, with 30,000 arriving each year to study. And the British Government wants our students to head over there as well, planning for 80,000 British students to be studying in China by 2020

★ UK and China don't have strong ties? Think again. Last year UK-Chinese trade surpassed £43 billion and with an economy that averaged 10% growth year on year for the last decade, it's now the largest economy in the world according to the IMF. It is already having a huge impact on your lives and will do so even more in the future.

★ Mandarin is the most widely spoken language in the world with a whopping 1.2 billion native speakers of the language (Ethnologue Index). That's approximately around 17% of the total population on the planet. Number two in the world would be Spanish, spoken in 31 countries but with a paltry 414 million native speakers, or nearly 6% in comparison. And English? English takes third place with only 315 million native speakers (4.7%).

★ Think that it's only spoken in China? Think again. It's spoken in 33 countries around the world against Spanish spoken in 31.

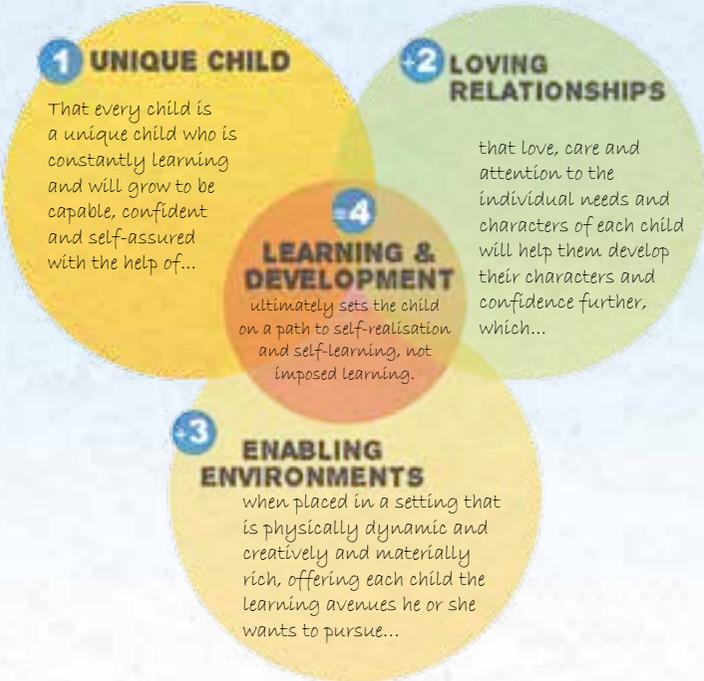
★ It is the language of a country that has over 5000 years of recorded history;

★ It's a country that was the first to develop the concept and then practice of a meritocratic society (in 221 BCE) wherein it didn't matter what your station was, if you had good ideas and made them work you could and would rise up to help run the country;

★ It's a culture that has given us, here in the UK, the foundations for our civil service (modelled almost entirely on China's imperial bureaucracy);

Our Ethos

We believe that every child is unique and that every child should have his or her natural interests nurtured, encouraged and expanded. It's born from a singular belief that all children are born ready, able and eager to become happy, confident and inquisitive children. And we, as adults, can help them along this path as long as we bear four main themes in mind...



These are the founding principles from which the [EYES](#) has been developed and one that happily guides our own pedagogical focus.

How Children Learn Best

We believe in a Child-Led, Adult Initiated learning approach: that a child's natural curiosity will lead him or her to develop the autonomy, natural strengths and confidence in all key developmental areas as long as we can provide:

- **Observation:** And to constantly observe and adapt our nurturing strategies to ensure that each child develops strengths in all developmental areas

- **Routine:** Encouraging children to develop confidence from a regular structure to the day so they know what to expect and can build their learning around it.

We call this the [Wheel of Learning](#) - with Active Learning at its heart i.e. where each child is encouraged to plan, [do and review](#) their activities with their key workers and with their peers to ensure they engage and learn constantly.

- **Adult-Child Interaction:** maximising interaction between children and practitioners, and practitioners with parents to ensure that all are supportive of the child's learning trajectory. For more information see our [key worker](#) system as well.



- **Environment:** to provide as physically engaging and imaginative a setting as possible with any and all materials the child may require to explore and develop new ideas.

Our Approach: The EYFS

We place immense importance in getting our children school ready by reception. This means we use the Early Years Foundation Stage (the EYFS) as the mainstay of our curriculum focus, as it covers all aspects of a child's learning and development and sets out, in our view, the best developmental framework for the early years...

What Is it?

The EYFS is really a flexible framework for practitioners to use to encourage children's learning and development in key areas throughout their time with us...



Personal, Social & Emotional Development

- Making relationships
- Self-confidence & Self-awareness
- Managing Behaviour

Physical Development

- Moving & Handling
- Health & Self-care

Communication & Language

- Listening & Attention
- Understanding
- Speaking

Maths

- Numbers
- Shape, Space & Measure

Literacy

- Reading
- Writing

Understanding the World

- People & Communities
- The World
- Technology

Expressive Arts & Design

- Exploring media & materials
- Being imaginative

Each area has a developmental pathway - milestones of sorts - that help us, as practitioners, understand every child's learning trajectory and how we can adapt his or her pathway to make sure they're supported every step of the way. For more information on the different developmental pathways of the EYFS, please see a really good framework for practitioners [here](#).

The Bilingual Approach:

People often ask how we would teach their child Mandarin and make sure that their English doesn't suffer. After all, you might not speak Mandarin at home...won't they get confused?

Quite simply, no. Your baby will benefit from direct interaction from both English speaking and native Mandarin speaking early years specialists in equal measure, following the [50:50 immersion](#) model employed by most [bilingual early years](#) settings around the world.

50:50 model

Essentially, dual language acquisition works best by maximising exposure to both languages in the authentic context of everyday life for the children. We deliver this by assigning each [small group](#) one English speaking key-worker, who will only ever speak English to your baby, and one Mandarin speaking secondary key worker, who will only ever speak Mandarin to your baby. These languages are employed throughout every step of your child's [daily routine](#), maximising exposure to both languages through natural adult-child interaction and the [nurturing relationships](#) that we know help children learn best.

Language scaffolding

Language scaffolding is drawn from the concept of scaffolding a child's learning through repetition - we touch on this in our [routines](#) later on - and exposure to what we think are pillars of language learning.

For example:

- We try to ensure that the nursery interior and materials are fully labelled in Chinese and English and [Makaton](#) so that children are aware of the meaning.
- Our [routine](#) will allow key workers and Mandarin secondaries to use repeated phrases to welcome children to the group, introduce activities and ideas and wrap up useful linguistic reference points for children to use to anchor their understanding
- Music & Song - learning language through music and song has long been one of the best ways to develop oral abilities. Our classically trained singer and pianist (and playgroup manager) [Li Jing](#)

Makaton

Some of our practitioners are trained in Makaton - a simple sign language used to develop core communication skills in children with special needs but increasingly it is finding applications in early years environments for pre-verbal children as a tool to entrench language acquisition.

This is especially useful for the bilingual environment where the visual gesture that signifies a single meaning is linked to two different linguistic sounds.



How we do it...

Our Pathways

We want to ensure that your baby's journey with us is as well thought through as possible, so that your baby has a sense of identity with their peers, progression through their learning and community with our team and their friends each and every step of the way. In order to achieve this, we focus on giving children a structure to their groupings and a routine from which they can draw confidence and security.

Such intimate settings allow us to maintain and maximise adult-child and child-child interaction; one of the central pillars to the Wheel of Learning and now the EYFS

Our Groups

Our groups are really the system through which we manage the children, drive their emotional development (through developing intimate relationships with their peers and their key workers) and monitor their development through close observations.

We try to give the children a sense of individual and collective identity through this system: small groups to give them a sense of purpose and progression, where they develop intimate relationships with the immediate peer group that stays with them for the duration, and large groups to make sure that the younger learn from the old and the older children learn responsibility for the young.

Broadly speaking we have two main (large) groups, which are subdivided into smaller groups bracketed roughly by age:

Large Group	Nestlings (0-2)	Dragon Flight (2-5)
Small Groups	Hatchlings (0-1) Baby Dragons (1-2)	Blue Dragons (2-3) Red Dragons (3-4) Gold Dragons (4-5)

NESTLING (0-2 YEARS)

Our babies are typically pre or partially mobile and so are given their own space and their own identity as our Nestlings.

Hatchlings (0-1)

Our hatchlings are our new-born contingent, the youngest in the school. With much larger care needs, our staff nurtures the growth and development of these children from Hatchlings to Baby Dragons. This identity is to express the nascence of the baby's development – exploring the world through the senses: audio-visual; olfactory and texture and touch are key pillars of the child's development and we immerse him or her in environments that stimulate these senses

Small Group Size: 6

Staff: 2

One English speaking key worker supported by a Mandarin speaking nursery assistant

Baby Dragons (1-2)

Our baby dragons are beginning to spread their wings and understand their environment. Their natural curiosity is supported and steered by our key workers. As they become more mobile and physical, our practitioners nurture their curiosity by supporting their choices in heuristic play

Small Group: 6

Staff: 2

One English speaking key worker and one Mandarin speaking secondary

DRAGON FLIGHT (2-5 YEARS)

Large Group Time for our older children allows for a more mobile and physical environment with key workers structuring activities that encourage the older children to assume responsibility for their younger peers and for the younger children to learn from their older peers.

Green Dragons (2-3)

Green dragons are representative of the East and are the chief spirits of Spring, representing good fortune, good health and good luck. Our Green dragons represent the flourishing of our babies' knowledge, as their awareness of the world begins to be articulated.

Small Group Size: 8

Staff: 4

Two senior English speaking key-workers with two Mandarin speaking nursery assistants

Red Dragons (3-4)

Our Reds are associated with the South, the Summer, the heart, passion and creativity to reflect how our children are moving towards recreating their understanding of the world through self-expression, confidence and communication

Small Group Size: 8

Staff: One Senior English Speaking practitioner supported by a Mandarin Speaking nursery assistant

Gold Dragons (4-5)

Our Pre-school Dragons are yellow and gold, representing imperial authority, wisdom, wealth and maturity – an ability to face challenges head on. It represents the final stages of their time with us and the culmination of the lessons learned along their journey with hatching dragons

Small Group Sizes: 8

Staff: One senior English speaking practitioner supported by a Mandarin speaking nursery assistant.



Staff Ratios: The Law

The [Early Years Foundation Stage Framework](#) sets out very clear guidelines on staff to child ratios

Under the age of 2:

1 member of staff for every 3 children with a relevant level 3 qualification and experience in working with babies. Other staff to have received training in baby care and have level 2 qualifications.

2-3 yr olds:

1 level 3 qualified member of staff for every 4 children with other staff relevant level 2.

3-5 yr olds:

One Level 6 (Qualified Teacher; Early years professional or Early Years Teacher Status) working directly with thirteen children and supported by one level three OR 1 level 6 with one level 3 and one level 2 if indirectly supervising the children.

Happily all our staff on the books at present are either Level 6 or Level 3, making us amongst the most qualified team in the early years. For more detail on our staff profiles, please [click here](#)

The Basic Routine:

1. Welcome

- An opportunity for the children to sit together and sing the Hatching Dragons welcome song, shake themselves the blood pumping ahead of a full day of activities. Li Jing takes to the piano and sings our welcome song and Chen Chen takes the lead on the dance - physical activity, music and self-expression from the outset.



2. Small Group Time

- We then separate in our small groups with their assigned key workers and Mandarin speaking Nursery assistants. This forms the focus of the child's socialisation, learning and development, allowing them to develop close, intimate relationships with their peers and with their respective adults.

3. Snack time

- A healthy mid-morning snack with nutritious milk.

4. Plan-Do-Review

- Still in our small groups, post mid-morning snack we start our child-led (adult initiated) activities to encourage their autonomy, decision-making and confidence building. We sit down to discuss what each child would like to do or what they can do together as a group, encouraging discussion where possible and helping the child think about what they'll get out of the activity. It is our job then to help them undertake the activity, helping them to explore and learn along the way. Most importantly, at the end, we re-join the circle, to talk about what we've all learnt from our activities, emphasising the learning process and how they've discovered something new for themselves - critical for maintaining an interest in the learning process.

5. Large Group Time

- In large group time, nestlings and dragon flight small groups come together to play together and allow the younger to learn from the older children and to give older children the opportunity to learn responsibility for the young. Our free play gives children the opportunity to free flow throughout the setting to explore all learning materials and physical spaces from our climbing wall through to climbing frames, box castles, role play corner, arts and design, library and reading, musical instruments and much, much more. Our aim is to accentuate the children's natural instincts to explore by giving them free rein to do what they will, with our practitioners to help them in their self-exploration. Activities could include: Role Play / Dress Up; Music & Dance; Bread Making or growing and planting in our outdoor garden

6. Wrap up & Review

- It's an important part of the day - learning to clean up, put away and make ready for the next session is an important marker in the children's day, offering them the opportunity to review what they've learnt in a large group.

7. Lunch / Home-time

- The natural end to the session or the day where parents come and collect or we retire for a health lunch and afternoon rest. For a full example of our daily routine and a taster of some of the activities we can get up to, see the following.

Example Routines

The EYFS places routines as the second pillar to children's learning. Unlike pure free play environments, we believe in the importance of structure as all the evidence shows that children take comfort in and develop confidence from a routine that they can rely upon – so they know what is going to happen next and what they can and will learn in stages.

This is not to say that what we provide is rigid or inflexible – we still very much encourage children to take the Lead in their learning, whilst we are there to initiate, support and nurture. But it is a critical part to the scaffolding element of early years learning. It's a simple, repeatable process that is reflected in the afternoon and shares small group time with autonomous plan-do-review sessions and a large group time.

8.30-9.00	REGISTRATION All Group Circle Time (Start of English Session) HELLO SONG & DANCE			
	An opportunity for the children to sit together and sing the Hatching Dragons welcome song, shake themselves out and get the blood pumping ahead of a full day of activities. Li Jing takes to the piano and sings our <u>welcome song</u> and Chen Mengni takes the lead on the dance – physical activity, music and self-expression from the outset.			
Group	Green Dragons (2-3 yr olds)	Green Dragons (2-3 yr olds)	Red Dragons (3-4 yr olds)	Gold Dragons (4-5 yr olds)
9.00 - 10.00	SMALL GROUP TIME			
	We then separate in our small groups with their assigned key workers and Mandarin speaking Nursery assistants. This forms the focus of the child's socialisation, learning and development, allowing them to develop close, intimate relationships with their peers and with their respective adults.			
	Art - Finger Painting Helping the younger children understand the physical aspects of creating art, image and form	Mark Making- Leaf Printing Using the natural world as an inspiration for shape, form and texture	Outdoor Play Sand tray Nurturing children's understanding of volume, moulding and structure	Local walk to observe clouds Outdoor activities in the local park to explore nature and explain the seasons
10.00-10.15	SNACK TIME: A healthy mid-morning snack with nutritious milk.			
10.15 - 11.00	PLAN / DO / REVIEW			
	Still in our small groups, post mid-morning snack we start our child-led (adult initiated) activities to encourage their autonomy, decision-making and confidence building. We sit down to discuss what each child would like to do or what they can do together as a group, encouraging discussion where possible and helping the child think about what they'll get out of the activity. It is our job then to help them undertake the activity, helping them to explore and learn along the way. Most importantly, at the end, we re-join the circle, to talk about what we've all learnt from our activities, emphasising the learning process and how they've discovered something new for themselves – critical for maintaining an interest in the learning process			
	Example Activities: Story Telling - working with the children to develop and design their own stories, using characters from their own imagination	Example Activities: Dress up & Role Play - creating more characters and using our dress up cupboards and wonderful physical materials to enact their imagination	Example Activities: Growing and planting: learning to plant seeds, water flowers and other horticultural pursuits	Example Activities: Reading and Counting: using our books and counting blocks to develop understanding of maths and literacy
11.00-11.45	LARGE GROUP TIME			
	Open / Heuristic Play			
	In large group time, nestlings and dragon flight small groups come together to play together and allow the younger to learn from the older children and to give older children the opportunity to learn responsibility for the young. Our free play gives children the opportunity to free flow throughout the setting to explore all learning materials and physical spaces from our climbing wall through to climbing frames, box castles, role play corner, arts and design, library and reading, musical instruments and much, much more. Our aim is to accentuate the children's natural instincts to explore by giving them free rein to do what they will, with our practitioners to help them in their self-exploration. Activities could include: Role Play / Dress up; Music & Dance; Bread Making or growing and planting in our outdoor garden			
11.45-12.30	WRAP UP & REVIEW			
	It's an important part of the day – learning to clean up, put away and make ready for the next session is an important marker in the children's day, offering them the opportunity to review what they've learnt in a large group.			
12.00-12.30	LUNCH			
	Home made delights from our resident chef – freshly baked bread from our friends at the Dusty Knuckle Bakery, warm and hearty stews with buckwheat and root veg; fresh vegetables and healthy desserts with fresh yoghurt and fruit. See our example menu for more info			

12.30-1.30	<p style="text-align: center;">REST TIME / REGISTRATION</p> <p style="text-align: center;">Time for the full day children to rest under our lovely LED starry wall (or play) whilst new children for the afternoon session register</p> <p style="text-align: center;">All Group Circle Time (Start of Mandarin Session): HELLO SONG</p>		
1.30-2.30	SMALL GROUP TIME		
	<p style="text-align: center;">Sand & Water</p> <p style="text-align: center;">Learning volumes and shapes in Chinese - shape making</p>	<p style="text-align: center;">Abacus time</p> <p style="text-align: center;">Learning the basics of the abacus with Chinese counting rhymes - physical control and maths rolled into one</p>	<p style="text-align: center;">Calligraphy Art</p> <p style="text-align: center;">Using our dot to dots to paint characters with inks and colour and to help children understand the meaning in the pictures</p>
2.30-2.45	<p style="text-align: center;">SNACK TIME</p> <p style="text-align: center;">A nutritious mid-afternoon snack of baked apple slices and cinnamon with muesli crumble and yoghurt</p>		
2.45 - 3.30	PLAN, DO & REVIEW		
	<p style="text-align: center;">Example activities:</p> <p style="text-align: center;">Pass the parcel</p> <p style="text-align: center;">Castle Creation</p> <p style="text-align: center;">Chinese history & Story time</p>	<p style="text-align: center;">Example Activities</p> <p style="text-align: center;">Outdoor Play - Water Play using different sizes of containers</p>	<p style="text-align: center;">Example Activities:</p> <p style="text-align: center;">Technology - tablet drawing time</p>
3.30-4.45	LARGE GROUP TIME		
	SHADOW PUPPETRY		
	<p style="text-align: center;">Creating our own story together, creating our own puppets together and then learning to manipulate the puppets & shadows in a performance on our own shadow puppetry theatres.</p>		
	MUSIC & DANCE		
<p style="text-align: center;">The wonderful Li Jing and Chen Mengni play piano and teach the children dance for our own bilingual musical repertoire. Music, creativity, self-expression, physical movement, self-confidence and understanding the world are all early learning goals delivered in this fun group activity.</p>			
DUMPLING MAKING			
<p style="text-align: center;">Helping the children understand the art of food making in a fun, creative and ultimately tasty way!</p>			
4.45-5.00	WRAP UP & REVIEW		
5-5.30	TEA & REST TIME		
	BREATHING EXERCISES		
<p style="text-align: center;">Qi Gong- Traditional Chinese music is played to mark the end of the day and to indicate to children it's time to relax. We try to encourage the children to calm and breathe using traditional Chinese music and a calming atmosphere to embed the routine into their day.</p>			
5.30 -6.30	After School Workshops (half an hour each of English and Mandarin, split into Group 1&2 and Group 3&4)		
	<p style="text-align: center;">English</p> <p style="text-align: center;">Counting Rhymes</p> <p style="text-align: center;">Outdoor Play - Bubble Blowing</p> <p style="text-align: center;">Story Time</p>	<p style="text-align: center;">Mandarin</p> <p style="text-align: center;">Calligraphy</p> <p style="text-align: center;">Outdoor Play - Small world animals in large tray</p> <p style="text-align: center;">Story Time</p>	

Planning & Observations

On-going planning, monitoring and observations are central to our approach to child development – they are the key pillars from which we can adapt our approach to steer your baby to his or her optimal learning trajectory

Formative Assessments: What's That?

The goal of formative assessment is to monitor your baby's learning to provide on-going feedback that can be used by practitioners as a guide to improve their teaching and for parents to understand baby's development.

Cultural Combinations:

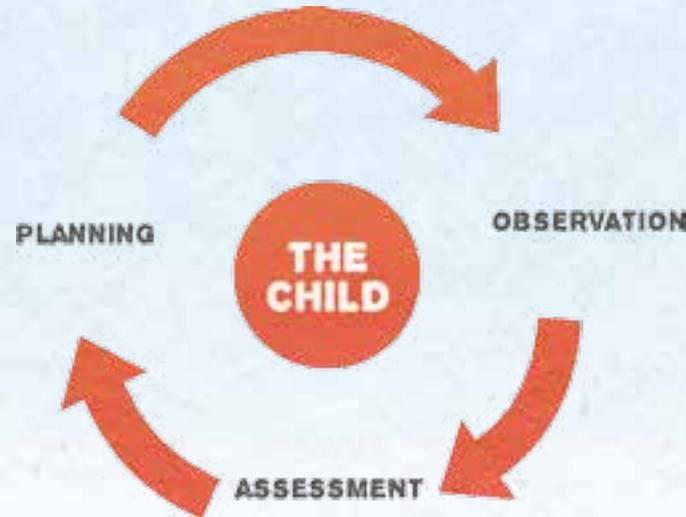
China's mid-autumn festival (Harvest Festival) in the Autumn equinox naturally coincides with our Harvest festival. We'll bake Chinese "Moon" cakes with our chef, make paper lanterns and set them into the sky and harvest the crop from our little garden for a bit of a feast.

Something that we can work towards as a longer term thematic goal but that has multiple activities throughout the day to support its realisation activities that have wonderful applications and outcomes for the EYFS as well!

Planning

The [EYFS](#) offers us a really good framework to understand the different developmental stages we should be aiming to achieve with your baby throughout their journey with us. In order to deliver this, we create mid-term and long-term / seasonal plans that offer the broad thematic and creative framework for the child's learning.

But our bicultural focus allows us to draw on the rich cultural legacies of both the UK and China for these themes, creating uniquely intercultural daily activities that work towards the celebration of these festivals and underline key learning for the EYFS. For a closer look at our long-term plan, please don't hesitate to get in touch on enquiries@hatching-dragons.com



Observation

Observations are the third fundamental part of the [Wheel of Learning](#). Working from our longer-term thematic plans and using our daily routines, our practitioners can observe each child through their small group interactions and daily activities, making notes and observations of their progression specific to the [EYFS](#) learning goals for their stage of development

Assessment

We draw on our daily observations to make our on-going formative assessments which help us understand where your baby's natural strengths lie and which areas we may need to work on to ensure they're ready for school.

How do we Observe & Assess?

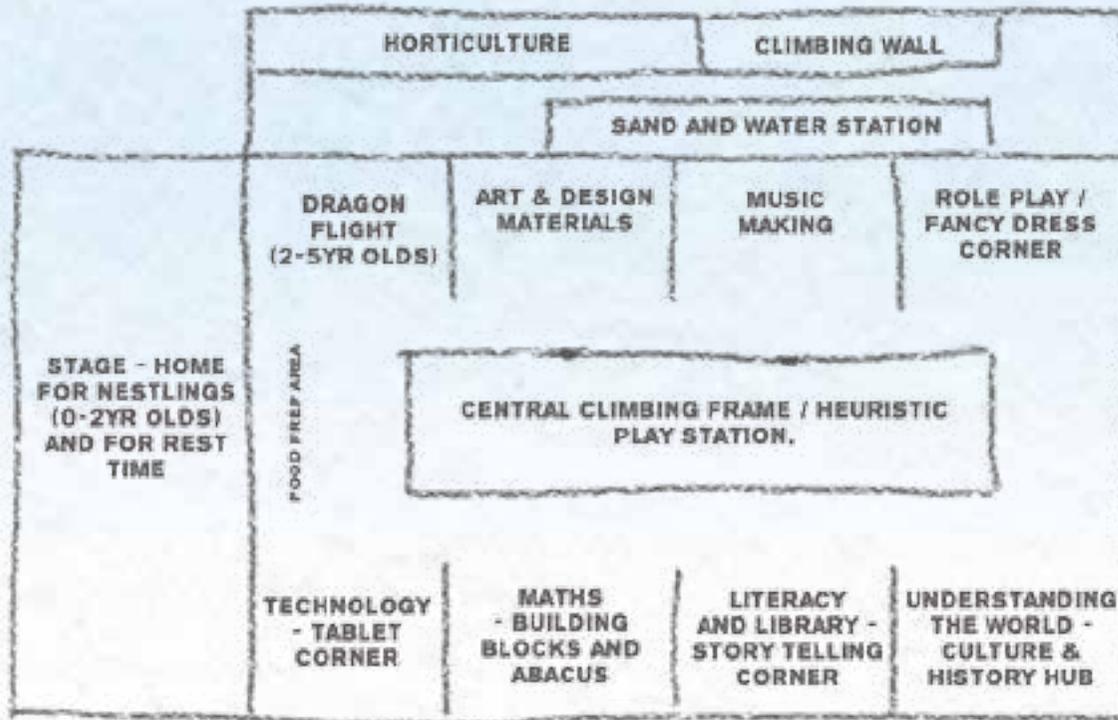
To maximize interaction with our children and to free up our staff from overly cumbersome paperwork, we've invested in a software solution called [Footsteps](#) from Parenta that allows our staff to make observations on the trot via their tablets, recording voice activated memos and photos by area of EYFS learning & development so we have an active and on-going record of development made in real time, without losing any time with the child. No paper, no fuss - just natural interaction with your baby!

Enabling Environments

The last pillar of [the Wheel of Learning](#) is that of the Environment - what we call "Enabling Environments". The setting is a critical and very physical part of a child's developmental path - without the environment to explore, the child's curiosity isn't given the gateway he or she needs to grow, which is why we've spent so much time mapping out a learning environment that isn't just fun, imaginative and interesting but planned and purposeful. Each area of our setting has a specific pedagogical focus to emphasise the activities for each child and our practitioners.

Community Playthings

All of our furnishings come from [Community Playthings](#) - hand made early years furniture and play things that make all the difference. Anyone who visits their workshops soon understand why Community Playthings products are different. They are designed, made and sold by a community of people that have been caring for children since 1920. Over 50 years ago they started selling toys and furniture that reflect our care and love for children. Believing that children thrive on imaginative and open-ended play, the first products sold were wooden blocks - the same shape and size they still make today!



How we Involve You: Parental Engagement

Partnership with parents is vital for any childcare setting, and involving them in the daily activities is a key part of what we do at Hatching Dragons. After all, babies learn best from their parents so our objective is to work with you to make sure that the learning experience your baby gets with you continues with us, and vice versa.

We will, of course, have daily interaction with you when you come to drop off and pick up, giving you the opportunity to talk to your baby's key worker about specific developments that we might need to be aware of or watch out for that might have happened over night, or something that you might be excited to share by way of your baby's learning.

But to lighten the load, both for our staff who could spend more time with your baby than on paperwork, and for you, we've invested in a technology solution that offers you, the parent, full access to your child's development profile online so that you don't need to wait to the end of the day to see what your baby has been getting up to with us.



Dayshare

[Dayshare](#) is the parent engagement side to Parenta's Nursery Monitoring and Observation platform, [Footsteps](#). It draws on the real time monitoring and observations our staff make of your babies' progress in the setting – rich visuals in photos and video through to annotations specific to the EYFS early years outcomes – taken on the spot via our tablet devices. What does this mean? Less time doing paperwork and more time in front of your baby, doing what we do best.

After you register and submit your deposit and first month's fees, your information will be uploaded onto our Nursery Management System and an automated password and login will be forwarded straight to your registered email with us. Simple!

Parent Portal

But we also go further. We will be using a special system that runs alongside our nursery management platform to offer parents access to your child's administrative records, including fees, sessional plans, your account with us (and all invoice and financial history)...it gives you online control of your relationship with us, allowing you to:

- See the contact information the childcare setting has for you
- Contact the childcare setting directly through the software to update the staff with any new details
- See the sessions that your child is booked in for, and which room they will be held in
- Access your account history, and will detail any invoices run and any payments received
- Print out any historic invoices or payment receipts

After your registration process, we'll simply upload your information into the system and you will automatically be issued with your own unique login ID which you can use to access the system from any web browser. You will also be



What it does:

- Register**
Simply create each activity that see online accounts in each day, and calculate it to all the children present. This adds an ability to each child's daily report, and will also be generated with an individual note for each child if needed.
- Meals**
Cover the full details of each meal given, and allocate it to each child that see that all parents receive a detailed breakdown of the day menu. You can then add individual notes for any children whose dietary needs need reporting.
- Nappies**
Update every baby's record with each nappy change. Keep parents informed of the necessary details by having each change be wet, soiled or both. An easy way to share with parents the necessary information.
- Notes**
Notes can be added generally for all children in a room or group, or added specifically to each child's record. Whether it's reminders about upcoming events or changes to routines, or a gentle request for better an outstanding invoice for a particular parent.
- Email**
At the end of the day, all staff generate letters that send you via email so that everyone receive a full breakdown of the day's events will be at their homes before they make it back to their cars, and can be shared with family and friends on the spot at a tablet.
- Help files**
The system is really easy to use but online help files are available if you need them.

able to use Parent Portal to access your [Dayshare](#) to see which activities baby has got up to that day. Again, making it simpler and easier for parents to see what we're doing and what you're paying for.



Food & Nutrition

Food is a central part of our broader pedagogy – we believe it is critical to teach children not only health eating habits but the enjoyment they can derive from the horticulture, preparation and cooking of that food. There is an increasingly large body of evidence that links diet to mental as well as physical health, which makes it critical for our children to get the best, fresh and most nutritious ingredients as their brains and bodies rapidly grow and develop.

That's why we've partnered with [Wildchild Kitchen](#), an early years nutritional specialist who provides both nursery meals and home food for busy families. They are strictly organic only, locally sourced and provide some of the tastiest, most balanced meals around, nutritionally targeted to suit your babies developmental needs as per the guidance set out by the nutrition foundation. Please see the example menu for what your child will be getting with a Hatching Dragons nursery

Meals we offer as part of your care arrangement:

- Breakfast - as an option for those who request it
- Snack time - Mid morning and afternoon
- Lunch - a hearty two course meal to boost those energy reserves
- Dinner - another large meal to round off the day

Dietary Habits & Allergies

When you register with us, you would have put down your baby's eating and dietary habits along with any specific allergies that we need to be aware of by law. Whilst we don't allow any nuts in the nursery, recent research has suggested that food allergies are more likely to develop if there is a family history of atopy (increased risk of allergic disease, such as asthma, eczema, hay fever or food allergies) and that in such cases, it is a good idea to introduce foods that have the potential to cause allergic reactions gradually, one at a time. We will not do this – it is advice for parents to implement themselves in the safety of their own home environment with

baby, but we thought you'd like to know!



LU SALAMAN

Wildchild Development Chef Lu is a trained nutritionist and holistic health coach from the Institute of Integrative Nutrition, specialising in early years cuisine and nutrition. She's worked across sectors and is primarily responsible for the development of the menu planning at Wildchild.



Peanut allergy

Government advice on peanut allergy has recently changed. The advice used to be to avoid giving foods containing peanuts until the age of 3 years if there was a history of allergy in the child's immediate family. However, this advice has now changed as the latest research has shown that there is no clear evidence that avoiding peanuts will help to reduce the risk of a child developing peanut allergy.

The new advice states that if a child already has a known allergy (such as a diagnosed food allergy or diagnosed eczema), or if there is a history of allergy in the child's immediate family (if the child's parents, brothers or sisters have an allergy such as asthma, eczema, hayfever, or other types of allergy), then that child has a higher risk of developing peanut allergy.

In these cases, foods containing peanuts may still be introduced, but parents should talk to their GP, health visitor or a medical allergy specialist before giving peanuts or foods containing peanuts for the first time.

Common allergenic foods: milk, egg, soya, wheat (and other cereals containing gluten e.g. rye, barley and oats), nuts, seeds, fish and shellfish.

Example Hatching Dragons Home Made Menu

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast	Bircher muesli pots with banana & blueberry compote and yoghurt	Cereals with fresh milk	pancake with compote	Bircher muesli pots with fresh fruit compote and yoghurt	Cereals with fresh milk
Mid-morning snack	Fresh Carrot & Humus Dip	Home made roasted root crisps with mashed avocado and mint	Crinkle cut carrots with humus dip and spread, with rye crackers	Wholegrain pita with salmon and home made mayonnaise	Rice crackers with pureed carrots and honey
Lunch (Wildchild)	Ratatouille and Borlotti Beans with Fusilli Pasta	Lamb Meatballs with Mashed Potato & Roasted Veggie Sauce	Beef Massaman Curry with Rice	Teriyaki Salmon with Noodles (soybeans)	Chicken & Greens Risotto
Afternoon snack	Fresh baked scone with fruit puree and yoghurt	Pineapple, apple and mango baked slices with rye crackers	Fresh Carrot & Humus Dip	Baked bean pots with melted cheese	Fresh baked rolls with fruit puree
Tea Time (Wildchild)	Chicken & Pineapple Curry with Brown Rice	Spanish Frittata with Red Pepper Sauce and Quinoa (egg)	Cod Bites with Pea Ketchup and Sweet Potato Mash	Lentil Ragu Pie	Lamb & Apricot Tagine with Cauliflower Cous Cous

All meals are served with fresh drinking water or milk, as per the child, parent and practitioner preference

No added sugar, salt or preservatives will be used with Hatching Dragons food and all food supplies will be organic wherever possible

The First Days...

PREPARATION: BEFORE STARTING NURSERY

Coming to nursery is a hugely rewarding opportunity but, if you remember your first day at school, it can also be slightly scary if only because it's the first exposure to the world without mummy or daddy. So, it's really helpful to start preparing your baby for nursery life in advance of attending the new setting.

What and how you prepare will very much depend on baby's age, ability and previous experience. However it is useful to nurture their ability to understand some basic words and to talk to them about life in a nursery and how it can be an exciting experience. If baby is pre-mobile and pre-verbal - very young - it would be advisable if parents try and get them used to sitting or lying without mummy or daddy for short periods to begin with and then longer periods once baby is comfortable. This will help with their self-confidence and autonomy. Similarly, expand their exposure to sounds, smells and socialising experiences wherever possible so that they are accustomed to external environments, new faces and different sounds and smells before coming in...

THE SETTLING IN PROCESS

Every child adjusts to new experiences differently so they need time and patience to settle into nursery. This calm and paced approach helps children adjust more smoothly to nursery life. To create this successful approach, the nursery must work in co-operation with the child's parents and they in turn need to work in partnership with the setting.

Essentially the process is quite simple: we employ a graduated approach to settling a child in, wherein mummy or daddy will attend nursery with baby for 3-5 sessions, depending on baby's level of comfort, each time reducing the amount of time spent with baby, so that baby can acclimatise and get to know his or her key worker more intimately...

Please click [here](#) for more information on how the key worker system is designed to help the settling in process



Visit 1:

On the first visit, parents will be shown around the nursery by their key-person and / or nursery manager. You would have hopefully seen the setting in some detail during your Open Day so the walk around is to remind you of the pedagogical approach to the physical setting and how our team will manage your child's interaction with it.

AREAS THAT WILL BE DISCUSSED:

- Outstanding information from registration process for our Service Level (Legal) Agreement - Medical Details / Dietary Needs / Permission Forms / Emergency Contacts and general admission
- The best way to introduce the child to nursery - likes, dislikes and any particular comforting strategies that we can employ as baby's primary carers
- Your starting date, if not already agreed
- Baby's settling-in action plan
- Settling arrangements - who from baby's family will be with us for the settling in process.

Baby will be left in the care of the key worker whilst the administrative side is managed - this is critical as it will help baby begin to associate with and relate to his or her key worker whilst the manager and you finalise arrangements.

After this is complete, you'll be able to spend some time with baby and his or her key worker to develop your own confidence in our staff but please do remember that the focus of the exercise is to encourage baby to associate with his or her key worker, so it's more for you to observe than be hands on! Our preference is to encourage you to use our hot-desking facilities in the staff room to get some work done as we will be using our [Dayshare software](#) to monitor babies activities throughout the period for you to access and review as soon as we're finished for the day.



Visit 2:

On the second visit, you'll be able to spend some time with baby and his or her key worker to help develop your own confidence in the abilities of our staff but for the second half of the period, we would ask you to retire to our hot-desking environment in the staff room so that your child can be fully cared for by our team.

This is a difficult period for mummy, more so than baby, but both need to persevere should baby be uncomfortable for a short period. Comforting strategies discussed in the first visit will need to be rehearsed and employed by the key worker in order to help baby grow familiar with her support. Again, you will be provided with Dayshare evidence of his or her settling in activities - how they have acclimatised and what they have done by way of activities at the end of the session.



Visit 3:

On your third and final visit (obviously we can always arrange more visits if baby needs a little more time), we encourage mummy or daddy to pretend to leave baby as you would do on a typical day. Our staff will invite you to say goodbye and help baby settle in and then you will be asked to exit the setting to relocate yourself via our rear entrance to the staff room so you can get on with some work and have a cup of tea.

This is really an opportunity for both parent and child to experience the separation of a full working day. Should this experience go well, your baby is settled and you can begin your childcare. Should baby demonstrate signs of needing more exposure - we will adjust and try another session with greater exposure.

FIRST DAYS: WHAT YOU'LL NEED TO BRING

For Under 2's

- 1 pack of nappies
- Nappy rash cream
- Baby wipes
- Comfort toy / blanket / dummy & indoor slipper shoes
- 2 sets of labelled spare clothes e.g. 2 vests / 2 pairs of socks / 2 tracksuit bottoms / 2 tops, spare clothes bag – we'll replenish on a case by case basis
- Formula milk as required
- Labelled bottles or special cup
- Sunhat/Sun cream in Summer
- Gloves/hat in Winter
- Raincoats & Wellies

For Over 2's

- 1 pack of nappies, nappy rash cream if not toilet-trained
- If being toilet trained at least five pairs of pants and easy to access trousers / shorts.
- 2 sets of labelled spare clothes e.g. 2 T-shirts / 2 pairs of socks / 2 bottoms / 2 pair of pants, spare clothes bag – we'll replenish on a case by case basis
- Comfort toy if needed
- Toothbrush
- Sunhat and sun cream in summer
- Gloves and hat in winter
- Raincoats & Wellies and indoor shoes

CLOTHES

Comfort is key for your baby, so do dress him or her in the clothes that you feel he or she will be most comfortable in. We do suggest that practical clothes are more suitable as the nursery will be a physically stimulating environment that will involve a number of activities that may well lead to a bit of staining, so probably best to avoid Prada if you can.

Please also label the clothes that you bring along with spare sets for the occasion baby decides to get a little mucky and needs / wants to get into something fresh and comfy. We will have some spare sets available on site in case of emergency but we do ask parents to pack an emergency set for us to store here on a monthly basis.

Finding A Home...

WHO WILL LOOK AFTER BABY

Hatching Dragons operates a key person system, which means each child is given to a specific, typically more senior, member of staff who will have special responsibility for your baby's development and care. This person is always supported by a secondary, in our case they typically are the Mandarin speaking nursery assistants who help the key workers manage the small groups your child will spend the majority of his or her time in. So it will always be a familiar face that will be aware of your baby's individual needs.

PARENT PARTNERSHIP

The child's key person will work in partnership with you, the parent, to help settle baby into the setting and will be the primary point of contact beyond the manager on day-to-day communication and updates on baby's development and daily activities with us.

LONG-TERM RELATIONSHIPS

We believe in the importance of maintaining close and intimate relationships between baby and key worker, which is why we will always try to ensure our children stay with the same key worker throughout their journey with us. So if your baby starts as a Nestling in our baby unit, the same key worker will see him or her grow through to become a Golden Dragon upon reception wherever possible.

MIXING IT UP

But we are also aware of the challenges that such intense attachments can create, which is why our small group time – the time your baby will spend with his immediate peer age group and with their respective key worker and secondary – is always balanced off with large group time, where broader age groups and key workers will interact in mixed activities. This allows our children to meet and develop relationships both with the other key workers and, critically, with older (or younger) children so that they can develop responsibility to one another and relationships that transcend age. For more information, see our [Groups & Routines](#)

FEE SCHEDULE 2017



Care Options	Normal Fees				Early Bird Discounts Fees			
	3-5 year olds		2-3 year olds		3-5 year olds		2-3 year olds	
	Monthly Fee	Cost/Hour	Monthly Fee	Cost/Hour	Monthly Fee	Cost/Hour	Monthly Fee	Cost/Hour
50 hours / Week	£1,624	£7.45	£1,699	£7.80	£1,380	£6.33	£1,444	£6.63
45 hours / week	£1,509	£7.70	£1,584	£8.07	£1,283	£6.55	£1,346	£6.86
40 hours / week	£1,374	£7.88	£1,439	£8.26	£1,168	£6.70	£1,223	£7.02
35 hours / week	£1,239	£8.11	£1,299	£8.50	£1,053	£6.89	£1,104	£7.22
30 hours / week	£1,104	£8.41	£1,154	£8.82	£938	£7.15	£981	£7.49
25 hours / week	£964	£8.79	£1,009	£9.22	£819	£7.48	£858	£7.83
20 hours / week	£794	£9.03	£829	£9.46	£675	£7.68	£705	£8.04
15 hours / week	£609	£9.20	£634	£9.64	£518	£7.82	£539	£8.19
10 hours / week	£414	£9.32	£434	£9.76	£352	£7.92	£369	£8.29
5 hours / week	£284	£11.82	£299	£13.40	£241	£10.87	£254	£11.39

DISCOUNTS AVAILABLE: a 15% discount on the full pricing is available for all families who register and start before January 2018. Discounts will last until 31st August 2018. 5% sibling discount available at all times. 5% referral discount for families who introduce a new family to us for 6 months from point of referred family starting their time with us.



Hatching Dragons

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