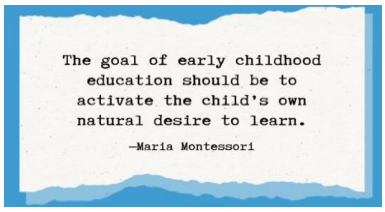
August/September 2026



The Yorkshire Montessori Nursery
Nurturing Young Minds

Dear Parents,

During August and September, we have been able to enjoy plenty of time in the garden and observe the changing seasons. We have harvested our tomatoes, cleared the planting beds, loved our cars and bikes, enjoyed so many different activities in all the rooms. I am sure that you often find evidence of these on your children and their clothing! I hope you also see the lovely tapestry pictures of them thoroughly enjoying themselves.

There has also been lots of transitioning between rooms for the children (and some staff!) and supporting the children to make their moves as smooth as possible and adjust to their new environment has been a key focus for us all.

We waved off or Preschoolers who moved on to school and loved receiving the photos of them in their school uniforms via Tapestry.

We finally received our Ofsted inspection report from our inspection in June. We did post the link onto Tapestry so that you could easily access the report. I have also added the link here.
We are really proud of the report and of the environment that is created for your children. The bar is definitely, quite rightly, higher than it has ever been.

I hope that you are as pleased as we are when you read about the care and education that your children receive, about how strong the staff team is, how the children are supported well and have such lovely positive relationships with your children.

If you have any questions about the report or how the grading works now, please speak to myself, Tina, Laura or Colette and we will do our best to help.

https://files.ofsted.gov.uk/v1/file/50313038

We have continued focus on the Montessori element of our nursery, I have included information in previous newsletters about Practical Life/ Activities for Everyday Living, what they are and how they support the children in becoming confident learners throughout their lives and information about Sensorial activities, Mathematics and how the Montessori approach supports children's long term development through solid foundations and this time I have included information about Language learning and how this precedes reading in the Montessori curriculum. I hope that you are finding these guides interesting and useful.

Staff Updates

We have had a couple of changes since our last newsletter. Elle has returned from her maternity leave and is presently based in the Toddler Room. It is lovely to have her back!

We have appointed a new member of staff, Oliver, who is presently spending time in both Toddlers and Preschool. Oliver has been volunteering with children for some time, including a primary school and a charity supporting children with additional needs. If you haven't met him already, please feel free to introduce yourself!

Dona has left the nursery and found a sponsored position in a Montessori nursery in London. We really miss her and hope that she is settling well in her new role. The London nursery is lucky to have her.

Most of you will be aware that Bethany is expecting a baby. She will be going on maternity leave at the start of December. We are recruiting for her replacement at present and will let you know once we have appointed.

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Nursery News

Babies



Babies have been making the most of the garden area and taking lots of their indoor activities outside. They have enjoyed water play, 'cleaning' toys and furniture and dolls.





They have been exploring textures and colours in lots of different forms. They loved the feel and smell of the shaving foam and followed on by rubbing the foam into the large mirrors. And trying to look at their faces through it. They were enjoying the feeling and practicing large and small movements which will help them to gain confident control of their limbs.



While looking at colours , we also explored textures; crunchy red flakes, long and wriggly green spaghetti and small grains of hard blue rice.



Sensory bags are a lovely activity (which is also great to do at home!) the hard, soft, squishy, crunchy, soft items are in clear zip-lock bags. The children can see the filling and feel the properties of the filling through the bags. They are particularly good for those children who are reluctant to get their hands dirty.

Colour trays with different materials and objects of the same colour help the babies to distinguish colours as well as to explore objects and resources.



The stained glass (Perspex) wooden shapes are lovely, and have been thoroughly explored, especially in the garden with the sun shining through, or looking through the coloured glass to see everything coated in the colour. building with these is fun too and takes practice, developing coordination and perseverance.



We have also been exploring textures with the animals which are very popular across the nursery. We have practiced scooping and stirring and feeding the animals which brings more practice of spoon control, developing language and caring for nature.





Babies are always practicing their independence and self care skills. Wiping their faces with a flannel, putting on (and taking off!) their socks and shoes and feeding themselves using fingers and moving on to cutlery. These are important tasks and need lots of practice.



Books are very popular with babies. They often go and sit on the rug or cushions and look at a book alone, or beside other babies as well as taking a book to a member of staff to share a story and lovely pictures.

Home Learning

Try making 2 sensory bags with different textures. Collect some leaves, conkers or pine cones for one bag and maybe shaving foam, washing up liquid/ shampoo or conditioner for the other. You can use anything! Put these in separate zip-lock plastic bags and ensure that the bags are fully closed. If you are concerned that they might leak, you can put them on a tray. The children can squeeze, tap, press and pat the bags and it is a great opportunity for new descriptive language!

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Toddlers

Lots of busy things have been happening in toddlers. We have been looking at things that we find in the sky such as birds, balloons and aeroplanes. Colours and shapes are a constant and we have been exploring foods that are healthy for us. We have had a focus on routines and understanding what comes next in the day as the children are moving through the rooms.

Activities for everyday living and independence have had a focus to ensure that they are embedded in the choices for toddlers and we have been looking at the changes in the weather and the environment as we moved to autumn.



Scooping and pouring in our colour trays enable the children to explore colours and textures, compare amounts – more or less, and to listen to the different tones and sounds that the rice makes when poured into different containers.



This progressed further into a science activity where the dinosaurs lived amongst the bubbling, oozing volcanos. The children enjoyed predicting what colour the lava would be. The excitement was lovely to see and hear, and the descriptive and comparative language used and introduces was lovely.

Self-care and independence are always important in the toddler room. These skills are important for many reasons including being able to develop the practical dressing, toileting and hygiene skills. In addition to this, it encourages confidence, pride and respect for themselves when the 'can do'.





Exploring textures and colours at the same time as using a variety of tools to strengthen grip and control made this a popular activity. The paint was covered by layers of cling film which allowed the children to move the paint around by pushing, rolling and pressing



The children decorated their balloons and took them outside to try to make them fly. They talked about the colours as they chose the pieces to stick. Some children used only one colour and others chose many. They found that the only way to allow them to lift and fly was if the children ran so that the balloon could fly behind them. Great fun!



Matching wheels to the cars and taking turns to drive them along the straight road supported children to recognise and name colours to practice their pincer grasp whilst picking up the small pieces and to use their hand-eye coordination. This also opened up lots of lovely conversations about their families' vehicles and their colours.

We spoke about what foods are healthy foods and were involved in lots of tasting and painting activities with fruit and vegetables. Exploring a watermelon was one of the favourites! Messy, sticky and so much fun! (Not to mention all the lovely learning!





Worms! Digging in the garden at this time of year always produces many worms and insects. It wouldn't really be appropriate to be digging for real insects to pick out with tweezers so our 'worm' tray gave us an opportunity to search and pull out long worms with our tweezers. Supporting concentration, coordination, perseverance and strengthening hand muscles.

Home Learning

Discuss the colours of cars and other vehicles that you spot whilst out on a weekend. Ask the children to spot a particular colour and count how many they can find.

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Pre school

Pre school has been a very busy room as usual. We have had several children transitioning from Toddlers who are now settled and enjoying exploring their new environment. We were very sad to say goodbye to our older children as they head off to school, it was lovely to see their school photos and to see how grown up they all are.

Colour was a big spark in the room, and the children sorted a variety of objects into their colour group, and we also linked this to shape recognition, naming and painting 2d shapes.





The weather gave us lots to talk about as we move into autumn. A favourite activity was laying down in the garden and looking at cloud formations and making body shapes with the spray bottles.





The children enjoyed some flower arranging after several children visited the local flower meadow. The children chatted to their friends about their visits and the flowers they had seen as they created some artistic arrangements.



Carrying on with our artistic and colour theme the children had a great time creating works of art on a larger scale using the spinning chair and a paintbrush!!

We linked flowers, colours and painting together to use our observational skills to do some still life painting of a vase of flowers. The children paid great attention to the shapes of the petals and leaves.





A lot of our children visited farms over the summer, locally and further afield. The children chose resources to create a farm. They worked so well together deciding on what should go where, and which animals should live on the farm. There was lots of co-operative play and listening to each other's point of view and sharing of knowledge to make informed decisions together



Our Montessori maths area has been well used with the children choosing different resources to explore, including Sandpaper Numbers and the Short Bead Stair. The children have taken this interest outside too with lots of counting being heard in the garden as part of the children's play.

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We celebrated National Literacy Day in September. The children explored letters and sounds in many different ways, using the Montessori language resources such as Sandpaper Letters and Large Moveable Alphabet which the children love to use alongside our small objects for initial sound activities and three letter word building.



We extended our interest in letters to practice letter formation; a favourite activity was using thin brushes and paint to paint and print letters across a large piece of paper.









Autumn has brought us lots of natural resources to add to our activities. A lovely lady called Jenny lives just along the road from nursery and she invited us to visit and collect conkers from the horse chestnut tree which grows in her garden. The children had a great time collecting, comparing sizes and discussing the prickly shells – a great afternoon was had by all. The conkers were brought back to nursery for further exploration and used for counting, weighing, sorting and rolling. We discussed the life cycle of a horse chestnut tree too. We also explored autumn colours to reinforce our colour knowledge, hand eye co-ordination and sorting skills. I am sure these activities will continue in the coming weeks.

Home Learning

Colours and shapes have been a great interest for all the children. On an autumn walk you could look out for seasonal changes in the parks, woods or gardens. What colour flowers are still growing and how many different coloured leaves can you find? I have attached an autumn scavenger hunt you might like to try.

Safeguarding

Karen, Tina and Laura are the Designated Safeguarding Leads at the nursery, if you have any worries, concerns or need help and support please come and talk to us.

If your child has had a bump or fall etc at home, please remember to pass this on to staff so that we are aware.

Just a reminder…. Please do not have your phones out in any area of the nursery. This is part of our Safeguarding Policy and it would be really helpful if you could complete any call before coming in to collect your child. Thank you 😊 A recent change in the EYFS is our requirement to have an Attendance Policy. This has been introduced in response to a number of national incidents where had attendance been followed up, it is likely that there would have been a different outcome for children and families.

As you are aware, our Safeguarding Policy already meant that if we are expecting you to bring your child, and you do not arrive or contact the nursery by 10am, we will give you a quick call to check that everything is okay. There will be no change to this other than we do now need to record the calls to confirm that you have been contacted. Please do your best to let us know when your child will not be attending.

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A copy of the Attendance Policy can be found on Tapestry.

It is important that we keep all our children safe. Please can you remind your children that they cannot climb on or open the nursery gate or main door. There are some children who are currently very keen to demonstrate their skills in this area and we are obviously discouraging this. Please can you support with this should they attempt to climb on or open the gate when they are with you.

Illness

We ask, in line with our policies, that any child who has sickness or diarrhoea does not attend nursey for a clear 48 hrs after their last 'episode'.
This is to help prevent **everyone** else catching it, including staff who offer the continual care valued by your child. If antibiotics are being used, we kindly ask that you keep your child away from nursery for the first 48 hrs following initial dose.

It is important that you inform us if your child has had Calpol before they come to nursery. This is in case they have a high temperature and we are unable to contact you. We would need to know if they had Calpol already.

Immunisations

As you will be aware there is some national concern around the increase in infectious diseases such as measles. As a part of this we forms that were initially completed when your child came to the nursery.

If you would like to find out more about immunisations and the current concerns, there are QR code links in the nursery entrances.

Parking and drop off reminder……

As you are all aware, there are some times in the day when the area outside the front of the nursery can become quite congested. To keep all of us safe, the area is a one-way- drop off area. Please drive as far towards the exit as you can and if you are dropping your child off or picking up, please try to keep your time parked on the area to a minimum. If you know that you will be more than a couple of minutes, please park on the road (please avoid the neighbour's driveways!) or across by the church. This means that more people can benefit from using the drop off area and no-one needs to reverse out onto the busy road. Thank you for supporting with this and helping to keep everyone safe.

Funding for Childcare…

It is important that you go on to the Best Start in Life website to check your eligibility - you can use the link:- **beststartinlife.gov.uk**

If you will be new to funding from January, you will need to send a code to nursery along with your National Insurance number and take in your child's Birth Certificate or their passport so we can validate their date of birth.

Everyone needs to revalidate their eligibility every three months to ensure funding continues.

Please let nursery have your code as soon as you receive it.

You can contact us at the nursery on strensall@yorkshiremontessorinursery.co.uk and Allison at Head Office on headoffice@yorkshiremontessorinursery.co.uk

Follow us on Facebook and Instagram for more about what we get up to! Follow the links below.

Facebook

Instagram

Dates to remember!

Saturday 28th November - Step into Christmas Party and Christmas Fayre
Wednesday 9th December – The Wriggly Nativity

Nursery Holidays/Closures

Staff Training days (Nursery Closed)
Thursday March 25th 2027
Tuesday August 31st 2027

The Nursery will be closed from 6.00pm on 23rd December 2026 and reopen on Monday January 4th 2027 at 8.00am

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Invoices and payments

Could you please ensure that all new Government Tax Free Childcare, Tax Free Childcare Payments, Vouchers and Bank Payments are made by the **1st of the month**, in line with our terms and conditions.

If you are changing the way you pay, e.g. With the Tax-Free Childcare payments, please let our accounts team know as soon as possible, or by 15th of the month on headoffice@yorkshiremontessorinursery.co.uk so we can locate your new payments quickly and easily. Thank you for your help.

Notice re payments after the 1st: Some payments have been increasingly irregular, such as Tax-Free Childcare, bank payments and voucher payments. Please check your account and payments, as you may need to specify the payment date for the 1st of a month.

A 'late payment charge' of £100.00 will be made

Best wishes,
Karen

Raise York
Your Family Hub Network

The Raise York website was designed to support parents, carers, children, young people and anyone who works with children, young people and families. Find out more about the Raise York website.
York Family Information Service are pleased to share
that we have been awarded the Families First Quality Award! We have been assessed by an external assessor against a set of quality standards which cover our statutory obligations and expectations of all Family Information Services to support children, families and young people. This award recognises the work we at York Family Information Service does to support York families, children and young people. If you haven't tried us yet, why not get in touch to see how we can help you and your family.

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Language Learning and Reading in Our Montessori Nursery (0–5 Years)

At our Montessori nursery, children develop communication, language and early reading skills through meaningful conversations, rich experiences and hands-on learning. Following the Montessori approach, children build language naturally by listening, speaking, exploring sounds, developing vocabulary and gradually connecting spoken language with written symbols. This carefully sequenced approach helps children become confident communicators and enthusiastic readers.

What children are learning

Throughout their early years, children learn to:

- Develop a rich and varied vocabulary.
- Listen attentively and understand spoken language.
- Express thoughts, feelings, needs and ideas clearly.
- Enjoy stories, songs, rhymes and conversations.
- Recognise and discriminate between different sounds in words.
- Build phonological awareness through rhyme, rhythm and sound games.
- Connect letter sounds with written symbols.
- Develop fine motor skills that prepare them for writing.
- Blend sounds together to read simple words.
- Build confidence and enjoyment in reading and sharing books.
- Develop comprehension skills by discussing stories and experiences.

How language is part of every day

Children experience language throughout the nursery day through conversations, storytelling, singing, role play, outdoor exploration, practical life activities and social interactions. Adults model rich language, introduce new vocabulary and encourage children to express themselves confidently. Books are available throughout the environment, helping children develop a love of stories and an understanding that print carries meaning.

Montessori language materials

Classified Cards – help children expand vocabulary by matching and naming familiar objects, animals and concepts.

Object Baskets – encourage children to explore language through handling, naming and discussing real objects.

Sound Games – develop listening skills and phonological awareness by helping children identify and play with the sounds within words.

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Sandpaper Letters – children trace letter shapes while hearing and saying their sounds, linking visual, auditory and tactile learning.

Moveable Alphabet – allows children to build words using letters before they are able to write with a pencil, helping them understand how sounds form words.

Metal Insets – strengthen hand control and pencil skills, preparing children for writing.

Phonetic Reading Materials – support children in blending letter sounds to read simple words and sentences.

Puzzle Words and Reading Cards – introduce common words that do not follow regular phonetic patterns and support reading fluency.

How the Montessori approach supports reading

In Montessori education, reading develops from spoken language. Children first build strong listening and speaking skills, then develop awareness of sounds within words. As they become familiar with letter sounds through the Sandpaper Letters, they begin creating words with the Moveable Alphabet and later progress to reading them.

Because children learn sounds before letter names and use concrete materials to explore language, they develop a secure understanding of how words are formed. Reading emerges naturally when children are developmentally ready, allowing them to approach books with confidence and enjoyment.

Preparing children for future learning

Montessori language experiences develop communication, concentration, listening, comprehension, creativity and self-expression. Children learn to understand and use language effectively, building strong foundations for reading, writing and future learning across the curriculum. Most importantly, they develop a lifelong love of books, stories and communication.

Supporting learning at home

Talk together throughout the day, read stories regularly, sing nursery rhymes, share conversations during mealtimes, introduce new vocabulary through everyday experiences, play listening and sound games, visit the library and allow plenty of opportunities for mark-making, drawing and early writing. Most importantly, enjoy books together and let your child see that reading is a pleasurable and meaningful part of everyday life.