NDNA Cymru
National Day Nurseries Association

Taflen ffeithiau

Awgrymiadau ar gyfer addasu darparieth barhaus y Cyfnod Sylfaen

Cymru

Awgrymiadau ar gyfer addasu darparieth barhaus y Cyfnod Sylfaen

Mae lles meddyliol a chorfforol ein dysgwyr wedi bod ar flaen ein meddyliau yn ystod y pandemig hwn gyda ffocws ar barhad gofal. Fodd bynnag, mae'r Cyfnod Sylfaen yn dal i fod yn rhan sylfaenol o ofal a pharhad dysgu plant ac mae'n rhan annatod o ddatblygiad plentyn. Efallai y bydd ehangu eich rhifau neu ailagor eich drysau i bob plentyn yn ymddangos yn frawychus ond wrth i chi gynllunio ar gyfer hyn, byddwch yn gallu dechrau adlewyrchu a chydnabod yr holl bethau anhygoel rydych chi eisoes yn eu gwneud i gadw plant yn ddiogel ac yn rhydd o salwch; dim ond ychydig o gamau ychwanegol fydd hyn.

Mae'r ffordd o'ch blaen yn codi rhai cwestiynau ac efallai na fyddwch yn gallu cynnig yr un profiadau yn union i'r plant ag o'r blaen. Fodd bynnag, gallwch barhau i gyflawni'r un canlyniadau dysgu trwy addasu adnoddau dysgu. Gall hyn ymddangos yn frawychus ar y dechrau, ond rydych chi fel darparwyr gofal plant yn adnabyddus am eich gallu i ymateb ac addasu i amrywiaeth o heriau er mwyn sicrhau’r profiadau gorau i'r plant yn eich gofal. Gan fod pob darparwr gofal plant mor wahanol, nid oes disgwyl i bawb allu dilyn yr un trywydd o ran sut i addasu ymarfer a darpariaeth. Rhaid i ddarparwyr gofal plant ddod o hyd i system sy'n gweithio orau iddyn nhw, eu staff a'r plant yn eu gofal wrth ddilyn arweiniad a chyngor ar weithio'n ddiogel, diweddaru polisïau a gweithdrefnau a chynnal asesiadau risg priodol.

Mae llawer o feithrinfeydd wedi cadw mewn cysylltiad â theuluoedd yn ystod y cyfnod cloi. Gellir defnyddio gwybodaeth a rennir gan rieni a gofalwyr i sicrhau bod amgylchedd croesawgar yn bodoli i’r plant, wedi ei seilio ar eu diddordebau cyfredol. Bydd hyn yn eu helpu i setlo'n gyflymach. Mae gan NDNA daflenni ffeithiau gwahanol ar gyfer ymarferwyr a rhieni, gyda llawer mwy o awgrymiadau a syniadau er mwyn cefnogi’r plant a’u rhieni.

Un o'r materion cyntaf i chi ei ystyried wrth baratoi eich lleoliad ddylai fod yr amgylchedd; ystyriwch faint o adnoddau a darpariaeth sydd ar gael i'r plant a pha mor ymarferol fyddai gorfod glanhau'r ddarpariaeth honno ar ôl ei defnyddio. Wrth i chi leihau nifer yr adnoddau, lle bo hynny'n bosibl, ac wrth greu amgylchedd talcus, byddwch yn helpu staff wybod beth sydd wedi cael ei gyffwrdd er mwyn gallu ei lanhau wedyn. Fodd bynnag, mae'n allweddol peidio â chreu amgylchedd rhy wag a moel. Mae’n hanfodol i chi gydbwyso pwysigrwydd darparu amgylchedd dysgu o ansawdd uchel sy'n diwallu anghenion y plant a'u diddordebau, ochr yn ochr â sicrhau bod trefniadau rheoli heintiau yn cael eu cynnal. Mae cylchdroi adnoddau yn ffordd wych o ddal i roi

Cymru
National Day Nurseries Association

NDNA Cymru
Swyddfa 3, Tŷ´r Goron, 11 Stryd Y Ffynnon, Rhuthun, Sir Ddinbych LL15 1AE
ffôn: 01824 70 78 23 e.bost: wales@ndna.org.uk

ystod o brofiadau dysgu i blant yn ystod y dydd neu'r wythnos, ac sydd hefyd yn sicrhau ei bod yn haws i'ch staff eu rheoli a'u glanhau.

Neges syml i'w rhannu gyda staff wrth reoli adnoddau a rheoli heintiau:

Lleihau	Cylchdroi	Adnewyddu
Lleihau nifer yr adnoddau sy'n cael eu defnyddio ar y tro. Defnyddio chwarae dychmygus.	Cylchdroi yr adnoddau sydd ar gael i'r plant er mwyn cynnal diddordeb ac amrywiaeth o brofiadau.	Glanhau adnoddau ac offer yn unol â pholisiau, gweithdrefnau ac asesiadau risg.

Syniadau am ardaloedd darpariaeth barhaus

Mae syniadau ar gyfer ardaloedd o ddarpariaeth barhaus isod. (Nid yw'r holl ardaloedd ar gyfer darpariaeth barhaus wedi eu cynnwys, gan mai dim ond addasiadau bychan iawn fydd ei angen ar rai ardaloedd mewn perthynas â'r neges uchod)

- **Ardal llyfrau/darllen** – Mae cylchdroi yn ffordd dda i sicrhau eich bod yn cadw ar ben hylendid o fewn y gornel lyfrau/ddarllen. Rhowch lai o lyfrau allan a rhowch nhw mewn blychau neu focsus. Dewiswch flwch/bocs i'w roi yn yr ardal a'i gylchdroi mor aml ag sydd ei angen yn eich barn chi, er mwyn cynnal diddordeb y plant ac/neu i roi cyfle i staff i lanhau'r llyfrau.
- **TGCh** – nid yw'n addasiad penodol, ond yn syniad am ddarpariaeth; mae TGCh wedi chwarae rhan enfawr yn ystod yr argyfwng, yn darparu adloniant, ac yn fodd o gadw cysylltiad rhwng teuluoedd a ffrindiau. Efallai eich bod eisiau cynnwys TGCh yn eich lleoliad ar gyfer y plant hŷn er mwyn hybu trafodaeth am yr hyn maent wedi ei ddysgu neu ei weld dros y misoedd diwethaf e.e gan ddefnyddio camera neu offer recordio arall, gallwch: ymarfer gwneud galwad fideo rhwng dwy ystafell/ dau grŵp, creu taith fideo o'r lleoliad, creu fideo ' sut i…..' neu ddyddiadur fideo.
- **Ardal Mathemateg** – Peidiwch a theimlo na fedrwch ddefnyddio cownteri, rhifyddion, marblis, cerrig, numicon ayyb. gan y gallwch olchi rhain yn hawdd mewn powlen. Fodd bynnag, mae lleihau y nifer sydd ar gael i'r plant yn mynd i'w gwneud yn haws i chi olrhain pwy sydd wedi eu defnyddio a phryd mae angen eu glanhau.
- **Ardal tymhorol/ thema** – Ar gychwyn y pandemig, roedd llawer o leoliadau yn creu 'stondin snwffian' er mwyn cefnogi'r plant i ddatblygu cyfrifoldeb personol. Gallwch ddabtlygu hyn ymhellach, lle bo'n addas i oedran a cam datblygiad y plant, drwy ychwanegu stondin ymolchi. Buasai rhoi powlenni ymolchi gyda dŵr bas yn unig, ac sy'n cael eu gwagio a'u golchi wedi

Cymru
National Day Nurseries Association
NDNA Cymru
Swyddfa 3, Tŷ´r Goron, 11 Stryd Y Ffynnon, Rhuthun, Sir Ddinbych LL15 1AE
ffôn: 01824 70 78 23 e.bost: wales@ndna.org.uk

iddynt gael eu defnyddio pob tro, yn galluogi dysgwyr i gymryd cyfrifoldeb am olchi teganau, adnoddau ayyb, ac yn hybu eu hannibyniaeth, ac hefyd yn cynnwys plant yn nhrefniadau newydd y lleoliad. Gallai hyn arwain at hybu dealltwriaeth y plant o pam bod ardaloedd/adnoddau yn newid ac yn cael eu glanhau yn amlach, fuasai'n gallu arwain at osgoi poen meddwl posibl iddynt pan fo eitemau yn 'diflannu' oherwydd eu bod yn cael eu glanhau. Cariwch ymlaen i gyfleu negeseuon i blant mewn modd chwareus, drwy ganu, gemau ac ail adrodd.

- **Dŵr a thywod** – gall chwarae gyda dŵr a thywod barhau yn y lleoliad os yw'n cael ei gyfyngu a'i fonitro yn ofalus. Os ydych chi yn teimlo y gallwch fonitro yr adnoddau, yna gallwch ddefnyddio cynhwysion bychan i blant unigol o few neu adnoddau eu hunain, yna'u gwagio (a thaflu y cynnwys) a'u glanhau wedi iddynt gael eu defnyddio, yn barod i'r plentyn nesaf.
- **Ardal hydrin** (toes meddal ac ati) - Mae'r ardal hon yn debyg i ardal dŵr a thywod a dim ond os ydych chi'n teimlo'n hyderus yn eich gallu i fonitro ei defnydd y dylid ei chynnwys. Gellir defnyddio darnau unigol o does, wedi eu paratoi ymlaen llaw, ond rhaid i chi ei daflu wedi iddo gael ei ddefnyddio. Os ydych yn gwneud eich toes eich hun, fe allech chi greu pecynau gwneud toes i'r plant mewn blwch/bocs tebyg i Tupperware y gallant eu codi, eu hagor, eu harchwilio, a'u creu. Yna caiff y blwch a'r cynnwys eu glanhau ac, unwaith eto, caiff y toes ei daflu. Os oes gennych blentyn sy'n cael trafferth gyda'r syniad o orfod taflu eu toes, yna efallai y byddwch yn teimlo ei bod yn well cynnal trafodaeth gyda'r plant ynghylch y prosesau newydd. Yn dilyn y drafodaeth honno, efallai y byddwch chi'n teimlo mai peidio defnyddio toes o gwbl yn y lleoliad yw'r opsiwn gorau i chi a'r plant yn eich gofal
- **Ardal archwilio/ adnoddau naturiol**–Efallai y bydd rhai lleoliadau fel arfer yn canolbwyntio ar ddefnyddio offer 'bywyd go iawn' ar gyfer eu ardaloedd archwilio, megis hen offer electroneg, eitemau o'r cartref yn ogystal â deunyddiau naturiol. Mae'n dal yn bwysig cynnig y cyfleoedd hyn i blant archwilio a gofyn cwestiynau, ond bydd angen rhoi peth ystyriaeth i gynnwys eitemau sy'n gymhleth i'w glanhau. O ran deunyddiau naturiol, gellir defnyddio'r rhain o hyd gyda'r plant, gellir defnyddio llai o ddeunyddiau ac yna eu gwaredu ar ôl i'r plant orffen gyda nhw. Efallai byddai'n well i chi beidio defnyddio eitemau bwytadwy yn yr ardal hon neu eitemau y credwch y bydd plant yn eu rhoi yn eu ceg, er mwyn rheoli heintiau yn fwy effeithiol.

- **Ardal Greadigol** – Efallai bydd rhaid lleihau mynediad agored i BOB adnodd yn yr ardal greadigol / celf er mwyn cefnogi mesurau rheoli heintiau. Pan fydd lleoliadau yn caniatáu i blant gymysgu eu paent eu hunain, gallant roi menig ymlaen i fesur y powdr a'u gwaredu wedi hynny neu gallwch benderfynu y byddai poteli paent cymysg parod yn haws i'ch staff eu glanhau. Ceisiwch feddwl am weithgareddau creadigol y gellir eu gwneud y tu allan heb lawer o adnoddau e.e. paentio dŵr ar goncrit / brics.

Cymru
National Day Nurseries Association

NDNA Cymru
Swyddfa 3, Tŷ´r Goron, 11 Stryd Y Ffynnon, Rhuthun, Sir Ddinbych LL15 1AE
ffôn: 01824 70 78 23 e.bost: wales@ndna.org.uk

- **Byd Bach** –Mae chwarae byd bach yn tueddu i fod yn chwarae ymarferol, corfforol – yn deillio o sut mae pethau'n teimlo i sut maen nhw'n arogli neu'n swnio - felly gall ardal y 'byd bach' ymgorffori llawer o wahanol elfennau yn aml. Gall hyn fod yn bryder wrth feddwl am reoli heintiau. Efallai yr hoffech chi feddwl am greu hambyrddau bach unigol i pob plentyn, yn debyg i'r chwarae tywod a dŵr, gan sicrhau eich bod yn ei daflu ar ôl chwarae. Mae bocsus stori 'byd bach' yn ddewis arall, a fydd yn caniatáu ichi leihau'r eitemau, eu olrhain a'u cylchdroi o fewn yr ardal. Fodd bynnag, mae yna ffyrdd eraill y gallwch chi addasu'r ardal heb wneud hyn; ystyriwch ddefnyddio deunyddiau lliwgar o wead gwahanol i'w gilydd yn lle deunyddiau fel pridd, tywod, reis, ewyn ayyb er mwyn cadw un agwedd ar y profiad synhwyraidd. Defnyddiwch eitemau bach y gellir eu golchi gyda'i gilydd mewn powlen i leihau faint o amser glanhau sydd ei angen
- **Ardal Dawns/Cerddoriaeth**- Lle bo modd, mae'r awyr agored yn lle perffaith ar gyfer dysgu amrywiol tra'n cynnal canllawiau pellhau cymdeithasol, os yw'r gofod yn caniatáu. Ystyriwch fynd â cherddoriaeth y tu allan, gan sefydlu un o'r canlynol, fel bod angen dim ond ychydig o offer, neu dim offer o gwbl, gan dorri lawr ar yr angen i lanhau.
    - **Ardal Offerynnau Taro Corfforol** - annog dysgwyr i archwilio pa synau y gallant eu gwneud gyda'u corff; clapio, stampio, clicio, synau y gallant eu gwneud wrth symud eu ceg
    - **Ardal symud fel anifeiliaid** – hopian fel broga/llyffant/ cangarŵ, cropian fel arth, ochr-gamu fel crancod, sefyll ar un goes fel fflamingo ayyb. Gofynnwch i'r plant am syniadau eu hunain.
    - **Ardal Ioga**- Gweithgaredd syml ond hynod effeithiol a allai gael effaith wirioneddol ar ddatblygiad plant. Gall symudiadau fod yn egnïol ac yn chwareus, allai helpu plant i ymdopi â'u hemosiynau. Efallai bod yr argyfwng diweddar wedi bod neu yn dal i fod yn straen mawr ac felly mae dysgu ymestyn ac ymlacio yn bwysig iawn.
- **Awyr Agored** – Yn dibynnu ar faint eich ardal awyr agored, efallai y bydd angen addasu eich ymarfer ar gyfer eich amgylchedd. Gall amser yn yr awyr agored gyfyngu ar drosglwyddo haint a'i gwneud yn haws cadw pellter rhwng plant a staff. Ni ddylid defnyddio offer awyr agored onibai eich bod yn gallu sicrhau ei fod yn cael ei lanhau yn addas rhwng grwpiau gwahanol o blant, ac nad yw nifer o grwpiau yn ei ddefnyddio ar yr un pryd. Yn hytrach, dylech hyrwyddo chwarae dychmygol yn lle defnyddio adnoddau er mwyn lleihau anghenion glanhau. Gall chwarae yn yr awyr agored leihau teimladau o ddicter ac ymddygiad ymosodol ymysg plant a bydd hyn yn arbennig o bwysig gan fod arferion arferol wedi newid i blant.

NDNA Cymru
Swyddfa 3, Tŷ´r Goron, 11 Stryd Y Ffynnon, Rhuthun, Sir Ddinbych LL15 1AE
ffôn: 01824 70 78 23 e.bost: wales@ndna.org.uk

Canolbwyntio ar lesiant

- **'Ardal Dawel'** – Efallai byddwch eisiau creu ardal dawel er mwyn helpu plant pan maent yn teimlo eu bod angen 'amser allan' – mae'n arferol i blant ddangos arwyddion o bryder ar hyn o bryd. Pan fo pethau yn wahanol i'r hyn rydym wedi arfer ag o, a phan mae pawb yn mynd drwy newidiadau mawr, mae'n bwysig i gysuro ac i roi cefnogaeth i blant. Gall darparu ardal benodol i ymlacio hefyd, annog plant i ddatblygu gallu i reoli eu teimladau yn well. Gall yr ardal yma hefyd gael ei datblygu yn yr awyr agored, os yw'n dawel yno, gyda phrofiadau synhwyraidd byd natur yn cefnogi'r tawelwch.
- **Amser Cylch** -. Yn ogystal â myfyrio ar yr wythnosau diwethaf, mae'n bwysig helpu plant i ddatblygu gobaith ac ymdeimlad o gyffro ar gyfer y dyfodol. Ar adeg fel hon, gall fod yn anodd teimlo'n bositif, ond bydd nodi'r pethau y gallant edrych ymlaen atynt yn eu helpu i sylweddoli y bydd eu teimlad am y sefyllfa bresennol yn newid hefyd. Ystyriwch ddechrau'r diwrnod gydag 'Amser Cylch', gofynnwch i'r plant pa bethau maen nhw'n edrych ymlaen atynt nawr eu bod yn ôl gyda'u ffrindiau. Dewch i wybod am bryderon rhieni a gofalwyr; gwnewch yn siwr eich bod yn cynnwys llawer o weithgareddau sy'n canolbwyntio ar deimladau a lles trwy chwarae rôl, straeon a chwarae gyda phypedau.

Byddwch yn ystyriol

Er y byddwch chi eisiau creu amgylchedd diogel i'ch plant, nid ydym am i'r plant fod ag ofn na datblygu obsesiynau afiach am lanweithdra. Byddwch yn ymwybodol o'r goblygiadau negyddol o'r mesurau newydd sydd wedi ymddangos yn y lleoliad a thrafodwch atal heintiau yn rheolaidd. Gyda hyn mewn golwg, mae'n bwysig iawn ceisio hyrwyddo positifrwydd yn ystod y dyddiau ac wythnosau cyntaf. Gallwch wneud hyn drwy osod rheolau newydd neu gadarnhau rhain yn ddyddiol er mwyn cynnwys plant yn y broses.

Er enghraifft, dyma rai pwyntiau i'w rhannu gyda'r plant i nodi eich bod 'yn ôl':

- Byddwn yn gallu gweld ein ffrindiau a staff, er efallai y byddant mewn grwpiau ac ystafelloedd gwahanol
- Byddwn yn parhau i chwarae yn y feithrinfa, er efallai bydd rhai pethau yn edrych yn wahanol
- Byddwn yn golchi ein dwylo yn aml, ond byddwn yn edrych ar ôl pawb ac yn cael llawer o hwyl.
- Byddwn yn cael llawer o amser i siarad am beth rydym wedi bod yn ei wneud a sut rydym yn teimlo.
- Byddwn yn treulio llawer o amser yn chwarae yn yr awyr agored.

Cymru
National Day Nurseries Association

NDNA Cymru
Swyddfa 3, Tŷ´r Goron, 11 Stryd Y Ffynnon, Rhuthun, Sir Ddinbych LL15 1AE
ffôn: 01824 70 78 23 e.bost: wales@ndna.org.uk

Ac yn olaf, cofiwch…

Rydych chi'n adnabod eich staff, eich plant a'ch rhieni ac mae eich profiad yn eich rhoi yn y sefyllfa orau i wneud penderfyniadau ar sut i gefnogi dysgu tra'n cynnal amgylchedd ddiogel i bawb. Dylai penderfyniadau ynghylch eich darpariaeth gael eu llywio gan eich asesiadau risg a dylent fod yn ddeinamig ac yn cael eu diweddaru'n barhaus. Mae gwybodaeth am COVID-19 yn parhau i newid yn ddyddiol ac felly bydd eich ymarfer yn newid ochr yn ochr â hyn. Daliwch ati i gyfathrebu hyn â'ch staff, teuluoedd a'r plant. Mae'n amser heiol i bawb wrth i ni gychwyn gweithio tuag at normalrwydd unwaith eto.

Cefnogaeth ychwanegol- adnoddau llesiant gan NDNA

- Cefnogi Llesiant ymysg Gweithlu Blynyddoedd Cynnar - cwrs ar lein
- Llesiant Plant – cyhoeddiad
- myNDNA – mae llawer o awgrymiadau, gweithgareddau a blog yma sy'n cynnwys llesiant ac ymwybyddiaeth ofalgar
- Gallwch ddod o hyd i'r holl awgrymiadau yn yr hwb llesiant

Ymwrthodiad – Mae'r daflen ffeithiau hon yn gasgliad o syniadau ac awgrymiadau ar sut i addasu eich Meysydd darpariaeth Cyfnod Sylfaen wrth weithredu pellhau cymdeithasol a rheoli heintiau a darparu ystod o gyfleoedd dysgu i'r plant yn eich lleoliad. Bydd angen i bob lleoliad gwblhau asesiad risg unigryw ar gyfer eu lleoliad a'u hamgylchiadau unigol o hyd. Mae'r wybodaeth yn y daflen ffeithiau hon yn berthnasol ar 9 Mehefin 2020. Pe bai newidiadau mewn deddfwriaeth neu ganllawiau polisi yn dod i'r amlwg ar ôl y dyddiad hwn, efallai na fydd y daflen ffeithiau hon yn adlewyrchu'r rhain yn llawn. Fe'ch cynghorir i barhau i adolygu canllawiau diweddaraf Llywodraeth Cymru COVID-19.

NDNA Cymru
Swyddfa 3, Tŷ´r Goron, 11 Stryd Y Ffynnon, Rhuthun, Sir Ddinbych LL15 1AE
ffôn: 01824 70 78 23 e.bost: wales@ndna.org.uk

National Day Nurseries Association

*Meddwl mwy disglair ar gyfer y blynyddoedd cynnar

Taflen ffeithiau

Caiff ein tafleni ffeithiau eu hysgrifennu gan arbenigwyr blynyddoedd cynnar ar gyfer y gweithlu blynyddoedd cynnar. Mae'r rhan fwyaf o'n tafleni ffeithiau am ddim ar gyfer ein haelodau.

NDNA yw'r elusen genedlaethol a'r gymdeithas aelodaeth sy'n cynrychioli meithrinfeydd plant ar draws y DU. Rydym yn elusen sy'n credu mewn safon a chynhaliadwyedd felly rydym yn gosod busnesau ein haelodau wrth galon ein un ni.

Ni yw llais y sector meithrinfeydd a'i 21,000 o aelodau, ac yn ran o fywydau dros filiwn o blant ifanc a'u teuluoedd. Rydym yn darparu gwybodaeth, hyfforddiant a chyngor i gefnogi meithrinfeydd a'r 250,000 o bobl sy'n gweithio ynddynt i ddarparu dysgu cynnar a gofal plant o safon rhyngwladol.

Gwelwch yr ystod lawn o dafleni ffeithiau NDNA ar www.ndna.org.uk/factsheets

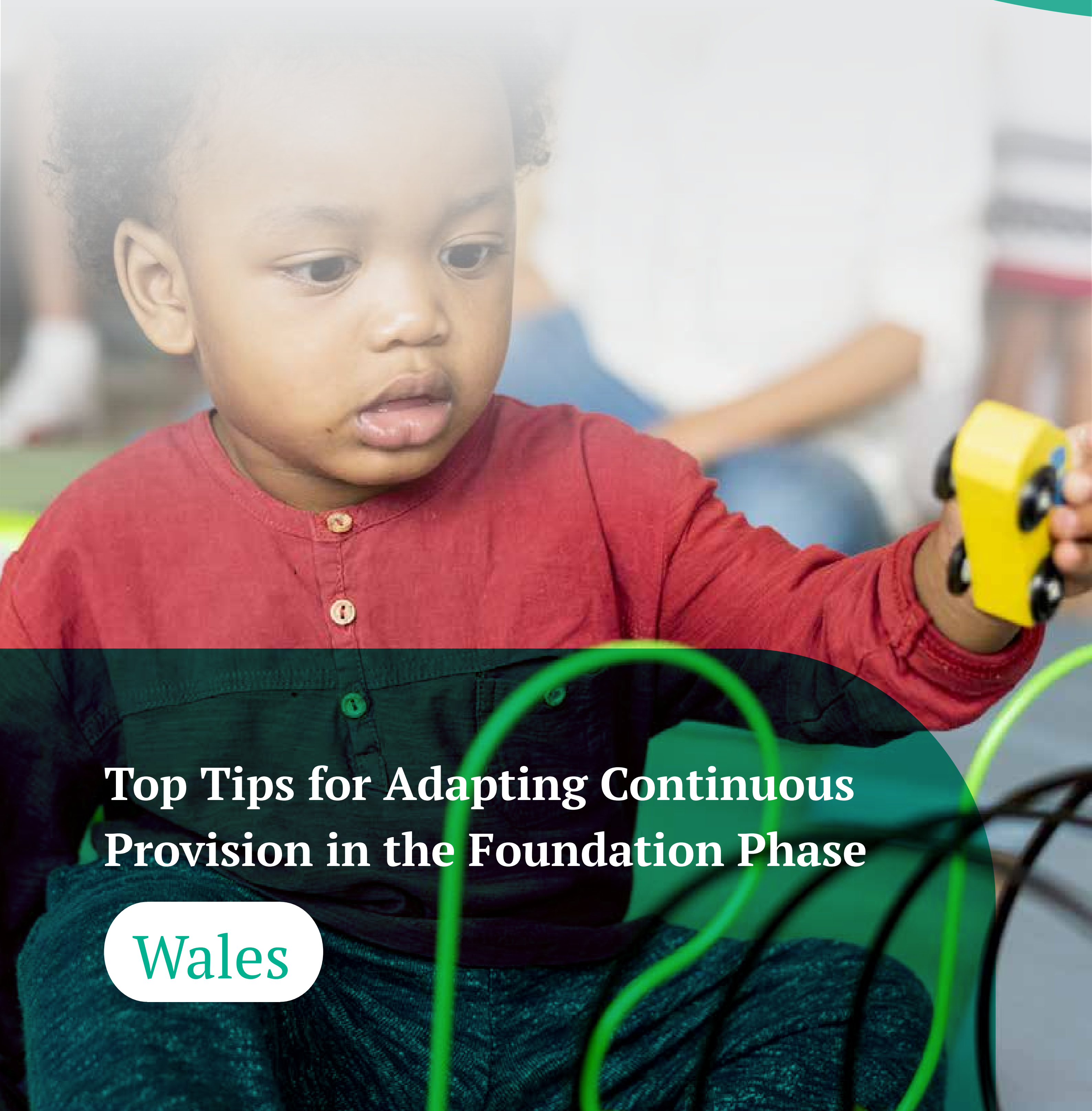
Mae'r wybodaeth ddarparwyd yn y daflen ffeithiau yma at ddefnydd ymarferwyr blynyddoedd cynnar yn unig. Ysgrifenwyd y daflen gan arbenigwyr blynyddoedd cynnar ond ni ddylai gael ei ddefnyddio fel allddodyn i gyngor proffesiynol. Mae NDNA wedi ymdrechu i sicrhau cywirdeb y wybodaeth gyflwynwyd yn y daflen ffeithiau. Nid yw NDNA yn atebol yn gyfreithiol nac yn gyfrifol am eich dehongliad nac eich defnydd o'r wybodaeth a ddarperir

NDNA Cymru
Swyddfa 3, Tŷ´r Goron, 11 Stryd Y Ffynnon, Rhuthun, Sir Ddinbych LL15 1AE
ffôn: 01824 70 78 23 e.bost: wales@ndna.org.uk

@NDNAtalk @NDNACymru /ndna.org.uk National Day Nurseries Association

Cymru
National Day Nurseries Association

Factsheet



Top Tips for Adapting Continuous Provision in the Foundation Phase

Wales

Top tips for adapting continuous provision in the Foundation Phase

The mental and physical well-being of our learners has been at the forefront of our minds during this pandemic with a focus on continuity of care. However, the Foundation Phase still remains a fundamental part of children's care and continuity of learning and is integral within a child's development. Expanding your numbers or reopening your doors to all children may seem scary but as you plan the logistics, you will begin to reflect and recognise all the amazing things you already do to keep children safe and free from illness; this will just be a few steps up.

The road ahead poses some questions and you may not be able to offer exactly the same experiences to the children as before. However, you can still achieve the same learning outcomes with modification and adaptation of learning spaces and resources. This may seem daunting at first, but you as childcare providers are notoriously good at reacting and adapting to a range of challenges in order to gain the best experiences for the children in your care. As all childcare providers are so different, there is no 'one size fits all' with regards of how to modify and adapt provision. Childcare providers must find a system that works best for them, their staff and the children in their care whilst following guidance and advice on safe working, updating policies and procedures and carrying out appropriate risk assessments.

Many nurseries have kept in touch with families during the lockdown period. Information shared from parents and carers can be used to plan welcoming environments based on children's current interests. This will help them to settle more quickly. NDNA's separation factsheets for practitioners and parents have lots more tips and ideas to help support the children and parents.

One of the first steps in preparing your setting should be a focus on the environment; consider the amount of resources and provision accessible to the children and the practicality of cleaning that provision after use. Reducing an abundance of resources, where possible, and avoiding cluttered spaces will help support staff to track what has been touched, in order to clean. However, it is key not to be left with a very sparse space. It is crucial to balance the importance of providing a high quality learning environment that meets the needs of the children and their interests, whilst ensuring that infection control is maintained. Rotation of resources is a great way to still give children a range of learning experiences across the day or week that is easier for your staff to manage and clean.

Cymru
National Day Nurseries Association

National Day Nurseries Association
National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
tel: 01484 407070 fax: 01484 407060 info@ndna.org.uk www.ndna.org.uk

A simple message that can be shared with staff in the management of resources to maintain infection control:

Reduce	Rotate	Refresh
Reduce the amount of resources out at one time. Challenge imaginary play.	Rotate the resources available to children to retain engagement and range of experiences.	Clean resources and equipment according to policies, procedures and risk assessments.

Ideas for areas of continuous provision

Ideas for areas of continuous provision can be found below. (Not all areas of continuous provision have been included, as some may only need simple modifications in line with the above message):

- **Book/reading area** – Rotation is a great way to keep on top of hygiene within the book corner/reading area. Reduce the amount of books out and sort into boxes. Choose a box of books to place into the area, rotating as often as you feel is necessary to grasp engagement and/or to allow staff to clean the books
- **ICT** – Not a specific adaptation, but an idea for provision; ICT has played a huge part during this crisis, keeping people entertained and in touch with loved ones. You may wish to incorporate ICT into your setting for some of the older children to promote discussion about what they may have learnt or witnessed over the past couple of months. E.g. using camera recording devices you could; practice video calling between rooms/groups, create video tours of the setting, create 'how to' videos or video diaries
- **Maths area** – Do not feel the need to deter the use of counters, marbles, stones, numicon etc. as these can be easily cleaned in bowls. However, reducing the amount available will support with tracking their use and the need for cleaning
- **Seasonal/theme area** - At the start of the outbreak, many settings were creating 'snuffle stations', supporting our children to develop their personal responsibility. This could be developed further, where appropriate for the children's age and stage of development, through the addition of a washing station. Shallow filled washing up bowls that are emptied and cleaned after use to allow learners to take responsibility for washing toys, resources etc. to promote independence but also involve children with the new setting routines. This brief involvement could support children's understanding into why areas and/or resources may be changing and are cleaned more often, which could avoid any unnecessary anxiety when items may

Cymru
National Day Nurseries Association

National Day Nurseries Association
National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
tel: 01484 407070 fax: 01484 407060 info@ndna.org.uk www.ndna.org.uk

‘disappear’ due to being cleaned. Continue to convey messages to children in a playful way through songs, games and repetition

- **Water and sand play** – Water and sand play may still remain in the setting if it is restricted and closely monitored. If you feel that you can monitor the resources, then small trays for individual children can be used with their own utensils/resources, then emptied (contents disposed of) and cleaned after use, ready for the next child
- **Malleable area (playdough etc.)** – This area is similar to that of water and sand and should only be included if you feel confident in the ability to monitor its use. Individual parts of pre-made playdough can be used, but must be thrown away after use. If making your own playdough, you could create playdough making ‘packs’ for the children in Tupperware style boxes that they can pick up, open, explore, make and create. The box and contents are then cleaned and the playdough once again, thrown away. If you have a child who struggles with the notion of throwing away their playdough or their creation, then you may feel it is best to hold a discussion with the children regarding the new processes. Following on from that discussion, you may feel that removing playdough from the setting altogether is the best option for you and the children in your care
- **Investigation/natural resource area** – Some settings may focus on ‘real life’ items usually for their investigation areas such as stripped back electronics, household items as well as natural materials. It is still important to offer these opportunities for children to explore and ask questions, however some consideration will need to be given on the inclusion of items that are complex to clean. With regards to natural materials, these can still be used with the children, smaller batches can be used and then disposed of after the children have finished with them. You may wish to omit edible items from this area or items that you believe children will put into their mouth to support infection control
- **Creative area** – Free access to ALL resources may need to be reduced in the creative/art area to support infection control measures. Where settings allow children to mix their own paint, they can put on gloves to measure out the powder and dispose of them afterwards or you may decide that ready mixed paint bottles would be more manageable for your staff to clean. Try to think of creative activities that can be done outside with minimal resources e.g. water painting on concrete/brick
- **Small world** – Small world play tends to be hands-on, physical play - from how things feel to how they smell or sound - therefore the small world area can often incorporate many different elements. This may be a concern when thinking about infection control. You may wish to think about creating individual smaller trays for children, akin to the sand and water play that can be thrown away after play. Small world story boxes are another alternative, which will allow you to reduce the items, track and rotate within the area. However, there are others ways that you can

Cymru
National Day Nurseries Association

National Day Nurseries Association
National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
tel: 01484 407070 fax: 01484 407060 info@ndna.org.uk www.ndna.org.uk

adapt the area without doing this; consider using textured and coloured fabrics instead of materials such as soil, sand, rice, foam etc. to keep one aspect of the sensory experience. Use small items that can be washed together in a bowl to reduce the amount of cleaning time required

- **Dance/music area**- Where possible, the outdoors is the perfect place for a host of learning whilst maintaining social distancing guidelines, if the space allows. Consider taking music outside and setting up one of the following, requiring little or no equipment that would need cleaning afterwards:
    - **Body percussion zone** - encourage learners to explore what sounds they can make with their body; clapping, stomping, click, sounds they can make with moving their mouth
    - **Area to move like animals** - hop like frogs/kangaroos, crawl like bears, side step like crabs, stand on one leg like a flamingo etc. Ask the children to think of their own
    - **Yoga station**- A simple but extremely effective activity that could have a real impact on child development. Movements can be active and playful, which can help children cope with their emotions. The recent crisis may have been or still is highly stressful and so learning to stretch and to relax is really important.
- **Outdoors** – Depending on the size of your outdoor area, your practice may need to be adapted to your environment. Time outdoors can limit transmission and more easily allow for distance between children and staff. Outdoor equipment should only be used where you are able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Promote imaginary play as opposed to using resources to reduce cleaning needs. The outdoors can reduce anger and aggression in children and this will be especially important as normal routines have changed for children.

Focus on well-being

- **'Calm Zone'** - You may wish to create a calm space to help children when they feel like they need some time out - it's normal for children to show signs of worry or anxiety at the moment. When things are different to what we are used to and everyone is going through a big change, it is important to give children reassurance and support. A dedicated space to relax may also encourage children in developing their own self-regulation. This space can also be created outdoors, if quiet, with the sensory experiences of nature supporting the calmness
- **Circle time** - As well as reflecting on the past few weeks, it is important to help children develop hope and a sense of excitement for the future. At a time like this, it can be hard to feel positive, but identifying the things that they can look forward to will help them realise that their feeling about the present situation will change too. Consider starting the day with a 'Circle Time', ask the children what things they are looking forward to now they are back with their friends. Find

Cymru
National Day Nurseries Association

National Day Nurseries Association
National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
tel: 01484 407070 fax: 01484 407060 info@ndna.org.uk www.ndna.org.uk

out about the concerns and anxieties of parents and carers; include lots of activities that focus on feelings and well-being through role play, stories and puppets.

Be mindful

Although you will want to create a safe environment for your children, we do not want the children to be scared or to develop unhealthy obsessions with cleaning. Be mindful of the negative implications from the new measures that have appeared at the setting and regular discussion of infection prevention. With this in mind, it is really important to try and promote positivity in the first few days and weeks. This could be through some new setting rules or daily affirmations to include the children in the process.

For example, some 'We're back' points to share with the children:

- We will be able to see our friends and staff, although they may be in different groups or rooms
- We will still play at nursery, although some things may look different
- We will wash our hands a lot, but everyone will be looked after and have lots of fun
- We will have lots of time to talk about what we have been up to and how we feel
- We will play outside lots.

The final thing to remember

You know your staff, children and parents and your experience puts you in the best position to make decisions on how to support learning whilst maintaining a safe environment for everyone. Decisions regarding your provision should be informed by your risk assessments and they should be dynamic and continuously updated. Information around COVID-19 continues to change on a daily basis and so your practice will change alongside it. Keep communicating this with your staff, families and children. It is a challenging time for everyone as we begin to work towards getting back to normal.

Further support – well-being resources from NDNA

- Free Supporting Well-being in the Early Years Workforce online course
- Children's Well-being publication
- myNDNA also has lots of tips, activities and blogs around well-being and mindfulness
- See all tips in the well-being hub

Cymru
National Day Nurseries Association

National Day Nurseries Association
National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
tel: 01484 407070 fax: 01484 407060 info@ndna.org.uk www.ndna.org.uk

Disclaimer – This factsheet is a collation of ideas and suggestions on how to modify your Foundation Phase Areas of provision while implementing social distancing and infection control and providing a range of learning opportunities for the children within your setting. Each setting will still need to complete a personalised risk assessment for their individual setting and circumstances. The information within this factsheet is relevant as of 9 June 2020. Should changes in legislation or policy guidance emerge after this date, this factsheet may not fully reflect these. It is advised that you continue to review the latest COVID-19 Welsh Government guidance.

Cymru
National Day Nurseries Association

National Day Nurseries Association
National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
tel: 01484 407070 fax: 01484 407060 info@ndna.org.uk www.ndna.org.uk

National Day Nurseries Association

*Brighter thinking for early years

Factsheet

Our factsheets are written by early years experts for the early years workforce. Most NDNA factsheets are free to our members.

NDNA is the national charity and membership association representing children's nurseries across the UK. We are a charity that believes in quality and sustainability, so we put our members' businesses at the very heart of ours.

We are the voice of the 21,000-strong nursery sector, an integral part of the lives of more than a million young children and their families. We provide information, training and advice to support nurseries and the 250,000 people who work in them to deliver world-class early learning and childcare.

See the full range of NDNA factsheets at www.ndna.org.uk/factsheets

The information provided in this factsheet is for use by early years practitioners only. It has been written by early years experts but is not intended to be, and should not be relied upon, as a substitute for professional advice. NDNA has endeavoured to ensure the accuracy of the information presented in this factsheet. NDNA assumes no legal liability or responsibility for your interpretation or use of the information contained within it.

National Day Nurseries Association
National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
tel: 01484 407070 fax: 01484 407060 info@ndna.org.uk www.ndna.org.uk

@NDNAtalk @NDNAtalk /ndna.org.uk National Day Nurseries Association