



Information for parents about our preschool

Our Preschool

We are a small preschool with 3 permanent staff, 1 bank staff and an administrator; we are committee run and welcome all parents to join our committee to share their skills and knowledge, we need parents/families on our committee so we can remain open.

Our staff are;

Manager – Yvonne – BA in early Years and EYPS

Deputy - Ali -NNEB

Early Years Practitioner - Mel – Certificate in Nursery Nursing

Bank staff – Jo – NVQ level 4

Administrator – Pippa

Chair of the Committee is Charlotte Mayers

We open term time only, our sessions are;

Tuesdays – 9-12 (for 2 year olds), 9-1 or 9-3pm (for 3 year olds)

Wednesdays – 9-12 (for 2 year olds), 9-1 (for 3 year olds)

Thursdays – 9-12 (for 2 year olds), 9-1 or 9-3pm (for 3 year olds)

Fridays – 9-12 for all children

What to bring to preschool

We ask all children to bring a named bag with them to preschool, containing spare clothes, nappies, wipes, nappy sacks, (if needed), a named coat, (hat, gloves in cold weather).

In the summer please ensure your child wears a t-shirt/ light cardigan which covers their shoulders, a sun hat and suncream applied, (if your child stays all day please put the suncream in their bag so staff can top them up in the afternoon).

No crocks to be worn at preschool, wellies are allowed when playing outside, (please bring your child suitable footwear to wear in the hall)

A named bottle, (WATER only)

Key Person System

We have a key person system in place at preschool.

Before your child starts with us, they will be assigned a specific member of staff as their key person.

The role of the key person is to ensure that your child's learning, development and care is tailored to meet their individual needs, to provide a stimulating, safe environment so your child can extend his/her learning and development and reach their full potential enabling him/her to transition smoothly into school.

The key person is also your first point of contact if you would like any advice or have any concerns.

Partnership with Parents

We like to build a strong, positive and respectful partnership with all our parents and families.

We gather information from you by sending home an “All about me’ booklet before your child starts to give you an opportunity to tell us about your child’s learning and development, as well as their interests, likes and dislikes.

We use an online system for recording what the children do at preschool (Tapestry). This is designed to be a two-way system for parents to also record what their child enjoys doing at home. This strengthens the partnership between home and preschool.

We will give you clear information on your child’s progress during their time with us. We are happy talk to you about your child at the beginning/end of your child’s session.

We asked that if your child is unwell not to bring them to preschool, for sickness/diarrhoea your child will not be able to return to preschool for 48 hours after the last bout, if your child has medication, please do not bring them to preschool for the first 24 hours after starting the medication, (in case they have a reaction to it)

Rules/Boundaries

We have a few simple rules at our preschool, these can be found on the board in our carpet area, the children are reminded of these at the beginning and during the sessions. We explain why we follow rules/boundaries ensuring we are all ‘happy’ and ‘safe’.

Our routine

We follow a simple routine every day, children like consistency and the routine gives them confidence of where they are during their session.

Every morning we have register/show & tell time

Children listen for their name and say good morning, we sing our days of the week song, count the children and remind everyone about our rules and boundaries. The children then have the opportunity to tell us something, for example about a past family event.

Listening to and respecting each other’s opinions and understanding the importance of rules and boundaries also underpins the British Values that our setting promotes.

Snack time

At around 10.30am we offer each child a healthy snack and a drink of milk or water.

We use this time to extend children’s speech and language development, by talking about the importance of healthy eating, turn taking, being polite etc

Carpet time

At 11.40am we all help to carefully tidy away the toys.

We then come together for group time which could be a story, song/rhymes, musical instruments, we finish with the goodbye song, for the children going home at **12**.

For the children staying, we get ready for lunch, (staff bring their own packed lunch to eat with the children, promoting good table manners and healthy eating).

For children staying for lunch, please bring a suitable named lunch box, PLEASE note we are a **NUT FREE** preschool

Suggestions for lunches; sandwich, crackers, wraps, small sausage roll, pitta bread, pasta, rice
Dips, cheese cubes, cucumber, tomatoes apples grapes, strawberries, (**ALL** fruit/vegetables to be cut longways to prevent choking)

Yoghurt, small cake, biscuit, chocolate, small amount of crisps.

These are only suggestions, speak to staff if you are unsure what to bring.

At **1pm** some children go home, the remaining children help put out activities for the afternoon session, this is a time where we focus on extending learning with activities .

Children leave at **3pm**.

In between these times we have 'free flow play' with the resources around the room and in our outdoor garden area. We also carry out planned one to one activities with the child's key person. This covers all areas of the curriculum and staff promote learning at this time by interacting or observing children during their play.

We plan activities during each term linked to the seasons and the children's interests and needs.

For example, this could be linked to a story such as The Hungry Caterpillar, experiences such as growing seeds or cooking or interests such as dinosaurs, space, minibeasts etc.

Our environment

Our basic hall layout is the same every day to provide familiarity to the children; this is important to make them feel secure and confident of their environment.

We have a '**physical**' area at the end of the hall (bikes, climbing frame, tunnel, balls/hoops etc)

A **role play/imaginary area** is defined using fences. This could be a doctors, vets, hairdressers, shop, home corner etc. This promotes communication and language through imaginary play.

A quieter **book area** is in the corner of the room where children can select from a wide variety of books each day and develop a love of literacy.

Every day we have a construction activity, a sensory activity, mark making and small world play within the room, some activities are also on the floor.

The resources in these areas are varied day to day and provide a well-planned and stimulating learning environment to meet the needs and interests of all our children.

We follow the Early Years Foundation Stage (EYFS) Curriculum

This is split into 7 areas of learning; 3 prime areas that underpin everything in the early years and 4 specific areas that help children strengthen and apply the prime areas.

Prime areas

Communication and language (CL) – spoken language underpins all seven areas of learning and development. We aim to provide a language rich environment.

Physical development – vital in children's all-round development and to lead a healthy, happy and active life. We provide indoor and outdoor activities to promote strength, agility and co-ordination. We provide resources to work on gross and fine motor skills.

Personal, Social and Emotional Development (PSED)- crucial to lead a healthy and happy life. We aim to give children confidence in their abilities, support them to manage their emotions and be able to form strong, positive relationships with others. We promote independence in self-care including dressing and toileting.

Specific areas

Literacy – it is crucial for children to develop a lifelong love of books and we aim to do this by always providing access to a wide variety of books for children to look at independently, with each other, one to one with an adult, book of the week or at story time.

Mathematics – includes numbers and counting, patterns, using mathematical language and shape, space and measures. We take every opportunity during the morning to count and utilise a large variety of mathematical resources (puzzles, abacus, number stencils, sequencing resources, counting cars and dinosaur toys etc).

Understanding the World – allows children to make sense of their physical world and their community. The children have access to non-fiction books and we explore our local community and learn about the outdoor natural environment.

Expressive Arts and Design – develops children's imaginary, artistic and creative play. We have a designated role play/imaginary area, a large selection of mark making and creative resources, an easel for painting and many small world toys.

All areas of learning and development are connected together.

I hope you find the above information useful, and it gives you an insight in to what we do during our sessions and why. We are more than happy to discuss any aspect of the preschool with you and appreciate your comments.