

Parton Manor Preschool is part of Churchdown Parton Manor Schools Federation and is situated between Parton Manor Infant and Junior schools.

Parking

Parking is only provided for staff members and disabled parents. Please park on the main and side roads near to the school. Please always park considerately.

Contact us

Parton Manor Preschool

If using Sat Nav please use postcode GL3 2DP

Craven Drive

Churchdown

Tel: 01452 712214 (option 3)

Gloucester

Email: Preschool@partonmanorfed.co.uk

GL3 2AG

We welcome you getting in touch for further information or coming to have a walk around any time. Please contact via phone or email to arrange a visit and meet the staff.

Thank you for your support and we welcome any suggestions you may have. Please talk to a member of the team.

If you have any questions please get in touch.



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Welcome to Parton Manor Preschool

We are very excited to have you join us for the start of your child's school life. We are honoured you have chosen us to get to know you and your child over the course of your time with us and look forward to working together to develop your child's education in all areas of development.

About Us

Preschool has run successfully on this site for many years. In September 2016 the Preschool became part of Churchdown Parton Manor Infant School. In May 2018 we became part of Churchdown Parton Manor Schools' Federation. In December 2018 the school was graded **'Good'** by Ofsted. We have very close links with school staff and management.

We offer:

- ✓ A team led by a qualified Early Years teacher with a post graduate degree in Education in Early Years
- ✓ A team of staff whom are qualified to at least Level 3, including 2 other Early Years Teachers, all whom are experienced and friendly
- ✓ We provide opportunities for children to become creative, confident learners
- ✓ Stimulating activities which are planned in line with the EYFS
- ✓ A safe, stimulating, welcoming and inclusive environment
- ✓ A wealth of high quality resources that fully cover the seven areas of learning
- ✓ A focus on helping children acquire communication and language skills and supporting their physical, social and emotional development

'Children in the early years settle quickly into school life. They make a good start because staff teach them well and most make good progress.' Ofsted 2018

'The Nursery setting is well resourced and there are a range of activities and equipment designed to enable children to develop key skills' Ofsted 2016

Churchdown Parton Manor Preschool is a welcoming and vibrant Preschool that looks to help children to be confident, creative and independent learners. We work hard to ensure

- Dairy food e.g. milk, cheese, eggs, yoghurt, fromage frais.
- A drink of either: water; fruit juice; milk; yoghurt drink; smoothie. (No fizzy drinks or glass bottles please.)

Other issues:

- **Please do not include sweets and chocolate bars in a lunchbox.**

We do not expect chocolate bars to be eaten at Preschool school except on special occasions, such as parties. (The amount would then be limited.)

- **Please do not include crisps in a lunchbox every day.**

Good alternatives are savoury crackers or breadsticks, cereal bars. (Remember to avoid nuts as we are a nut free Preschool.)

We would hope that cake would be limited. Perhaps consider healthier recipes such as fruit cake and carrot cake.

High fat meat products such as sausage rolls, individual pies, corned meat and sausages should only be included occasionally.

- **Children will be encouraged to eat their savoury food first.**

Children should not swap food.

Parents expect their child to eat the lunch that they have provided. Encourage children to regard foods very high in sugar or fat as treats and not staple foods for a lunchbox.

The Preschool will, from time to time, send lunchbox ideas home.

- **Special diets and allergies.**

Be aware of food allergies, often nuts, but not exclusively. The school recognises that some pupils may require special diets that do not allow for the guidelines to be adhered to exactly. Parents will provide the appropriate diet for that child, another reason why children should not swap food items.



Cooking

We conduct regular cooking activities and try to have these happen every day. Everyone gets an opportunity to make sweet items, such as pasta, cake and fruit salad. We use simple recipes and try to share them with you where possible. We try to recreate the recipes that can be in batches or large quantities. They choose what to cook and it is their play or learning.



Healthy Lunch Box Policy

Our suggestions for a healthy lunchbox are guidelines not rules.

Food and drink in packed lunches

We will provide a quiet place and adequate time for children to eat a packed lunch and ensure that fresh drinking water is readily available at all times. As fridge space is not available in Preschool, you are advised to send packed lunches in insulated bags with freezer blocks, where possible, especially during summer. The Preschool encourages parents to consider the guidelines for a healthy packed lunch listed below. We are a **nut free** setting in line with the school.

Please ensure that boxes, bottles etc. are all labelled with your child's name.

The following are intended as guidelines, not rules. However, we feel that consideration of these guidelines will support all Preschool children to develop healthy eating habits.

✓ **Packed lunches should include:**

- At least one portion of fruit and one portion of vegetables each day e.g. carrot sticks, cucumber, small apple or orange, banana, dried fruit, mini tomatoes, mango cubes.
- Meat, fish, or vegetarian source of non-dairy protein e.g. chicken, turkey, ham, beef, pork, tuna, lentils, kidney beans, chickpeas, falafel, soya, tofu.
- A starchy food e.g. bread, pasta, rice, crackers, rice cakes, oat cakes, pitta bread, tortilla wraps.

children feel safe and secure, and have an effective and motivated start to their educational life.

Our Preschool

Bursting to the brim with learning and fun experiences is our 3 and 4 year olds' room. Laura, Louise, Cathy work together in 2s or 3s throughout the day. There is lots to be done in Preschool and plenty of learning to squeeze into a busy year ready for that move off to 'big school'. The children are learning to be sociable and confident, how to communicate with others and become individual and independent little humans. Alongside the important academic topics such as Maths and English, we like to explore the community and the natural world as much as possible.

Whether your journey with us is the full year or only one term we will strive to ensure your children goes to school ready to learn successfully and reach their full potential as they grow up to be strong and confident individuals.



Meet the Team

Casey Stephens

Preschool Manager & SenCo



I live all the way in the Forest of Dean. I have had lots of pets and currently have 2 corgis and a tortoise. I love the theatre and films.

Cathy Hammond

Practitioner



I like to go out and about with my two dogs and go running lots. I like to bake and do flower arrangements in my spare time.

Louise Janes

Practitioner



At weekends, I'm on the side of the field supporting my boys in different sports. I love treating myself with fizz and sweet treats.

Laura Hamilton

Practitioner



I like to garden at home and get the children involved. I enjoy listening to audio books and on a holiday in Africa I rode on an ostrich!

Allergies, medical conditions and dietary requirements

- Parents are asked to complete an admission form detailing whether their child has any allergies, medical conditions or dietary requirements, usually on home visit. They are also asked to inform us immediately if their child develops one of these after they start attending Preschool.
- Staff will complete a care plan which is shared with all staff. When planning staff will take into account children's conditions, eg. playing with play dough if they have Coeliac disease.
- A risk assessment is carried out for each child with a long term medical condition that may require in-going treatment. This should involve parents and may involve medical personnel.
- For some medical conditions, staff will need to have training in a basic understanding of the condition and its treatment
- A health care plan will be drawn up and reviewed every 6 months. If children are going on outings staff must be fully informed of needs (part of the risk assessment process). Medication will be taken with them.

Eat Better Start Better

CPMIS Preschool adheres to the Eat Better Start Better Guidelines (national guidance on healthy eating). At Preschool we teach and discuss aspects of a healthy lifestyle, of which healthy eating is only one. We hope you feel able to support our efforts to help your children to make healthy choices.

Snack

We have snack during each Preschool session. We chose to have our snack times sat at the table together as a key group. This enables the staff and children to have conversations at the snack table, allowing for extra learning where ever possible.

During snack time, children are given snack helper roles once a week and are given the responsibility to collect and count plates, cups and other needed tools to prepare the children's snack. The children are asked to complete tasks with independence whilst keeping safe. These tasks involve spreading butter on toast to chopping bananas to sharing out dips.

Our snack usually comprises of a carbohydrate food, such as bread, crackers, rice cakes, alongside a selection of 3-4 fruits. We regularly introduce something new and different to the children. This can be different breads of the world or some unusual fruit. We like the children to try everything at least once and then respect their food choices. We like to use the 'kiss it, lick it, bite it' technique. It is always a surprise what children end up liking once they have been encouraged to have a few tries.

Water and milk are the drink options available during snack time in line with our healthy eating guidelines. Water is available throughout the session and is at the children's disposal.

Our Health and Medication Policy Summary

Preschool children do tend to catch lots of bugs and colds when starting Preschool and it's all part of developing a healthy immune system for later in life. With this in mind we do have a few policies around your child's health and any exclusion periods in order to keep everyone as safe and as healthy as possible.

Parents are asked to keep their child at home if they are unwell. We use a simple traffic light system to help parents judge this for their children.

Children are not allowed to attend Preschool if paracetamol and ibuprofen-based medication has been administered prior attending Preschool. This is due to the masking of illnesses and fevers that could potentially cause further illness to the child or their peers. If your child is under the weather but you feel is well enough to attend then please communicate that with staff so we monitor accordingly. Please do not administer these medication 'just in case'.

Parents are asked to keep their children at home if they have any spreadable infection, diseases or virus. Parents are to inform the Preschool as to the nature of the illness so that staff can inform other parents if needed, maintaining confidentiality at all times.

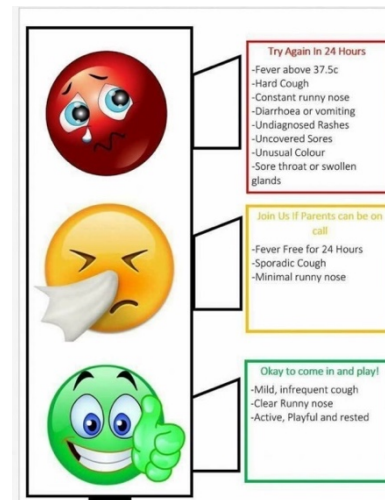
If a child appears unwell during the day with temperature, sickness, diarrhoea, a staff member will call the parents and ask for the child to be collected. Staff will sit them away from other children and comfort them. If they are hot they will be kept cool. In emergency situations, where emergency services are required, medication stored at Preschool may be given. This is only on the signed consent of a parent as stated in our registration consent form. Information will be shared with parents or emergency services on arrival.

Parents are asked to keep their child at home and follow any exclusion period indicated by Preschool, medical professional and/or infectious disease guidelines. Preschool have the final say on when a child can return.

- Main exclusion periods are as follows:

COVID	3 days minimum
Common cold/cough	Reduction in runny nose and coughing and when child is well, active and alert.
Sickness/ Diarrhoea	48 hours from last episode
High Temperature	24 hours from when fever came down
Chicken Pox	Until spots have scabbed over completely (usually 5 days)
Hand foot and Mouth	Blisters have dried and feeling well.

Further exclusion periods for infectious diseases and illness can be found as part of our Health Policy in Appendix A.



The Federation

In May 2018, Churchdown Parton Manor Schools' Federation was formed meaning the Preschool, Infant and Junior School can work even more closely and become a unit of experienced senior leadership and teaching staff to support families and children within the community.

We are looked over by one Head teacher and Governing board. The Governing Board is responsible for ensuring pupils receive a high-quality education. Governors work as a team with the Head teacher in the strategic planning and management of the school.

Federation Leadership Team



Mr Darren Preece, Head Teacher



Mrs Jo Smith, Deputy Head Teacher



Mrs Caro Cross, Inclusion Leader

***'The federation with the adjoining junior school has strengthened leadership, energised staff and accelerated the pace of improvement. Leaders have high ambitions for the pupils at the school and set high expectations of teaching, behaviour and achievement.'* Ofsted 2018**

*Please note that your attendance at Parton Manor Preschool does not guarantee entry to Parton Manor Infant School.



Creating Confident, Creative and Independent Learners

We work in partnership with parents/carers to promote the learning and development of all children in our care.

We aim to develop effective, motivated learners, through planned, purposeful play and the provision of quality challenging learning experiences. Our planning is based on the Early Years Foundation Stage and responds to children's needs and interests.

Children learn best when they are healthy, safe and secure and when they have positive relationships with others.

We develop confidence by establishing trusting relationships between key persons, children and their families. We aim to develop children's self-esteem by recognising their achievements and offering specific praise.

We develop independence through encouraging children to: dress themselves, pour their own drinks, mop up spills, choose resources, tidy up.

We foster creativity by valuing PROCESS not PRODUCT. We encourage exploration, experimentation and problem solving. The adult's role is that of an enabler and facilitator.

We believe in the importance of listening to children and parents and involving them in decisions made. We welcome comments and suggestions.

We make children's safety a priority. This is by safeguarding children, keeping information private and confidential, carrying out regular risk assessments and reviewing policies regularly to ensure they are in line with government policies and legislations.

Our key policies and procedures are available on the federation website.

(Please take some time to read them)

- ♣ to change the child should they soil themselves or become uncomfortably wet
- ♣ the number of times the child should be routinely changed and who would be changing them
- ♣ to record and report to the practitioner in charge /Designated Safeguarding Lead, should the child be distressed or if marks/ rashes are seen
 - ♣to review arrangements, in discussion with parents/ carers, should this be necessary
- ♣ to encourage the child's participation in toileting procedures wherever possible
 - ♣to discuss and take the appropriate action to respect the cultural practices of the family.
- ♣ a consistent approach to toilet training with parents/carers, when the child is 'ready'

Terms and Conditions for education/childcare

Your child is eligible for 15 or 30 hours 'free' childcare. The provision of quality education is expensive, with costs rising sharply and the funding received from the local authority does not cover all costs incurred. The funding received does not cover the cost of the provision of snacks, consumable items and other additional services, for example, entertainers, party food, Christmas presents etc.

To ensure we can cover all costs (as detailed above) an additional charge is payable by all parents.

We are committed to providing education that is accessible to all; therefore, we have kept our charge as low as possible. The charge is

£1 per half day session or £2 per full day session

You do have the option to opt out of this payment; however, if you do opt out, we will be unable to continue to provide snacks etc. or additional activities for your child and you will be required to provide alternatives.

This will be invoiced monthly and is due to be payable in advance.

30 hours childcare only

This applies to children attending our setting for over 15hrs a week or sharing care at other settings over a total of 15hrs per week.

If you have had your eligibility code verified and have had your place confirmed, there will be no charge for this care. However, please be aware that you have to re-check eligibility every 3 months (although there is a short grace period) otherwise we will not receive funding for your child.

In this instance, you will then have the option of either paying for your child's place or your child's place being withdrawn. If your child also attends another setting and their total hours are over 15hrs then this care will also be charged for.

Our current hourly rates is £7.20.

This information is valid from Sept 2024. This rate is reviewed regularly and any changes will take effect with a minimum of 6 weeks notice.

Home/Preschool Agreement

Preschool will:

- ✓ treat every child fairly and equally
- ✓ endeavour to meet every child's needs
- ✓ encourage children to take care of themselves and others
- ✓ ensure the safety of all children whilst in our care
- ✓ help the children to build the 'gem' qualities of independence, perseverance, resilience, kindness and collaboration
- ✓ value each child's contribution to Preschool
- ✓ inform parents about the curriculum their child will be studying and their progress through the curriculum
- ✓ offer children opportunities to broaden their education beyond the classroom

Parents/Carers will:

- ✓ ensure their child arrives at Preschool promptly and is collected on time
- ✓ ensure their child attends regularly and inform the Preschool of any absence as soon as possible
- ✓ attend parents' evenings to discuss their child's progress
- ✓ support the Preschool's policies and guidelines for behaviour
- ✓ use appropriate language and behaviour when on school grounds
- ✓ agree that no comments about Preschool staff or Preschool issues are posted on social media
- ✓ agree that photos and videos of other children in Preschool events are not posted on social media
- ✓ ensure the safety of the children by not bringing vehicles onto school property

Home/setting nappy changing/toileting agreement

Home agrees:

- ♣ to change their child at the latest possible time before coming to Preschool
- ♣ to provide spare nappies, wet wipes and a change of clothes (and spare pants and preferably flushable wipes when toilet training)
- ♣ the procedures to be followed during changing at Preschool
- ♣ to inform Preschool should the child have any marks/rash
- ♣ the number of times their child should be routinely changed and who will do the changing
- ♣ to review the arrangements, in discussion with the Preschool, should this be necessary
- ♣ to encourage the child's participation in toileting procedures wherever possible.
- ♣ to discuss with Preschool any of their cultural practices which may affect nappy changing.
- ♣ a consistent approach to toilet training with the key person, when the child is 'ready'

Preschool agrees:

Teaching Fundamental British Values in Early years is key and something that is strongly emphasised within our ethos and daily practise as a Preschool and Children's centre.

So what are British Values?

Democracy: making decisions together

Encourage children to see their role in the bigger picture, to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help, e.g. vote with a show of hands.

Support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter

Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

Help children develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Discuss similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.



Safeguarding Children Policy Statement

Our Preschool staff have a legal obligation towards safeguarding children.

Parents should be aware, therefore, that if a member of staff is concerned about a child's welfare, the Preschool is required to carry out enquiries in accordance with Safeguarding procedures issued by Gloucestershire's Safeguarding Children Partnership (GSCP).

Concerns regarding a child's welfare have to be reported to both the designated Child Protection Officer and Children's Help Desk.

This is a statutory procedure, and is not therefore a matter in which individual members of Preschool staff have a choice.

Mobile phone and camera use statement

The Preschool has an obligation to protect the children and families using our setting.

All phones and cameras should be switched off and stored out of sight when in the Preschool.

(If you need your phone on for emergency reasons please store securely and speak to a member of staff)

Early Years Partnership with parents/carers

Keeping in touch

- ❖ Letting us know when your child is ill or on holiday
- ❖ Daily contact with key persons {we will make arrangements if you are working or studying}
- ❖ Keeping us informed of changes
- ❖ Whiteboards, notice-boards and displays
- ❖ ClassDojo – messages and class stories
- ❖ Newsletters
- ❖ Regular meetings

Working together

- ❖ Giving your child time to recover if unwell. Allowing 48 hours before returning to Preschool if they have had sickness or diarrhoea (check with staff about other infections).
- ❖ Asking for a medication form to complete if medication is prescribed.
- ❖ Sending your child in comfortable, casual, washable clothes, including sensible footwear suitable for active learning.
- ❖ Bringing a named bag of spare clothes to Preschool.
- ❖ Collecting your child on time or informing us about unavoidable delays or changes to collection arrangements.
- ❖ Leaving toys at home (unless your child needs a comfort object)

Learning together

- ❖ Choosing a book to share with your child
- ❖ Encouraging your child to be independent in dressing and eating
- ❖ Showing that you value work which your child brings home
- ❖ Looking at your child's learning journey folder with your child regularly.
- ❖ Encouraging your child to talk about their time at Preschool.
- ❖ Attending concerts and events

Helping with planning and recording progress.

- ❖ Completing profiles
- ❖ Completing focus child parent view (once a term)
- ❖ Sending pictures etc. from home to put into your child's folder (either electronically or paper copy) or a favourite book to read
- ❖ Keeping key staff informed of child's interests and achievements
- ❖ Working on next steps with your child's key person.

Helping at Preschool

- ❖ Helping in Preschool regularly or occasionally - please sign up.
- ❖ Sharing your skills with the children e.g. cooking
- ❖ Contributing ideas for planning
- ❖ Sending in donations of e.g. dressing up clothes

There are a few agreements we ask parents to read and sign. Below are these documents for your records. We keep any signed versions in your child's confidential file and these can be updated at any time. Please speak to your child's key person or any member of staff if you have any questions. We value your support.

Starting at Preschool

Initially we like for parents/carers to stay with their child for at least part of their first session and then work with the key persons to decide on the best way to continue to support each child during this time. This will help with the settling in process and will allow the children to become used to the new Preschool surroundings and the new routines while giving you an opportunity to see how the setting works and meet staff. For us, it will be an opportunity to meet and get to know you.

Each child is different and will settle in their own way and in their own time, some will settle quickly and others may need support for longer. If a child needs a longer settling process we will work closely with you regarding this.

We welcome parent helpers at the setting once they have settled in. Children love having their parents, carers, or grandparents stay with them for a session, using the opportunity to introduce their new friends and favourite activities.

- **A few things that can help make life at Preschool a little easier for you and staff:**
 - ✓ Children must be brought and collected by a responsible adult, please do not leave your child at the Preschool before the session start time.
 - ✓ If you arrive late for a session, please make sure you complete handover before you leave.
 - ✓ Please contact us if you think you may be late for the end of a session.
 - ✓ Please do not bring your child in if he or she is unwell, even if they say they want to come. It is unfair to pass infections on to other children and staff.
- **Clothing**
 - ✓ We do like messy play at Preschool so please don't put your child in their best clothes. Clothing needs to be comfortable, and easy for your child to get in and out of, especially when going to the toilet.
 - ✓ Please bring a named bag to sessions containing a fresh set of clothes; soggy sleeves, painted trousers, the occasional drinks spillage and toileting accidents are familiar sights.
 - ✓ Label everything with your child's name, especially coats, jumpers/sweatshirts and shoes if possible; this avoids confusion and frustration when getting ready to go out and about.
 - ✓ We use the outside area whatever the weather, so please ensure that your child comes in appropriate clothing –wellingtons and waterproof jackets for rainy days, a warm coat, hats and gloves for winter, sun hats and sun cream for summer. During the summer, apply sun cream before session, or send a named bottle for children attending full days only.



Churchdown Parton Manor Preschool Privacy Statement

Churchdown Parton Manor Preschool is registered with the Information Commissioner's Office for holding and processing personal data. Our registration number is Z6921338 (under Churchdown Parton Manor Infant School).

Churchdown Parton Manor Preschool is committed to ensuring that it meets the requirements of current UK data protection legislation. This includes the General Data Protection Regulation (GDPR) (EU/2016/679).

The school holds and processes personal data to fulfil our public duties and to comply with the requirements of the Department of Education and with safeguarding regulations. For further information our full privacy notice can be found on our school website:

www.partonmanorfed.co.uk

The school has a duty to protect this information and to keep it up to date. The data will be held electronically on the Schools Data Management system and in hard copy on your child's file. This will be forwarded to your child's next school when they no longer attend Churchdown Parton Manor Preschool.

Churchdown Parton Manor Preschool will share details relating to safeguarding, learning, and academic performance with education support organisations for the purpose of improving outcomes for your child. Otherwise this information will be treated as confidential to the school and to you except where such information must be disclosed by law to relevant statutory bodies.

We will collect additional personal data relating to learning, assessment and safeguarding through work within the school, this will include photographs and video images of pupils to support their learning for internal use within Churchdown Parton Manor Preschool e.g. Learning Journeys.

If you have any query or concern regarding the recording and use of this information, please contact the Centre co-ordinator, email: Preschool@partonmanor-inf.gloucs.sch.uk. Alternatively, contact the Data Protection Officer; Richard Morley, email: GDPR@SchoolPro.uk

<https://partonmanorfed.co.uk/key-information-policies/>

Our Preschool Offer

We offer Nursery Education funded (15hr and 30hr) and paying sessions. Children become eligible for funded sessions from the term after their third birthday.

We allocate places according to the criteria laid down in our admissions policy.

Preschool

All our sessions have a balance of adult and child led activities. We have a flexible routine which helps child feel safe and secure.

We offer half day and full day sessions to Preschoolers. Preschool sessions run Monday – Friday, term time only.

The sessions available are:

Mornings: 8.45am- 11.45am

Afternoons: 11.45am-2.45pm

All day: 8.45am-2.45pm (with option to extend to 3.00pm)

We conduct regular allocations for the start of each term as children become eligible (Sept, Jan, April). However, we can welcome children to start throughout the term. If you would like to register your interest in a place please contact us for a registration form. Visits are positively encouraged.

Prices

If you are choosing to pay for child care outside of funded hours the current rates are:

£7.20 per hour (£21.60 per session, £43.20 Per day)

** All prices are subject to change at any time.*

All paying or funded spaces at Preschool are subject to a charge of £1 per session/ £2 per day to cover consumable resources.

If you have any questions about when you will be eligible for funding, please get in contact.

There is also a registration fee of £35 to cover all admin costs for all starters.

We pride ourselves on giving children well-rounded experiences at Preschool and try and give different opportunities and experiences as much as possible. From going to the school hall weekly to walks within the community to having bonfires and roasting marshmallows.



We enjoy event days at Preschool that can involve national charity led dressing up parties to themed play days based on what children are learning. We usually host a fun day or big trip at the end of the Preschool year.



Events and Experiences

We have regular concerts at Preschool to share with parents and carers the songs and stories the children have been learning. These are sometimes formal or sometimes an opportunity for you to come join us for a bit of a sing-a-long.



We host yearly events which are a staple in the calendar year which we encourage parents and children to get involved in. For example sports day, pet week, Christmas party, parents evening, Book Day, school fetes and transitions etc.



What does my child do at Preschool?

We have a routine which is usually followed every day, but is varied occasionally, to accommodate visitors, events or children's interests. We use a visual timetable to help children understand the routine.

Welcome - Staff welcome children, parents and carers. Parents/carers sign in and exchange information with their child's key person. Children self-register on name board and then settle at their chosen activity.

Free Flow Structured Play - Children choose from the range of experiences /activities available. These are planned with regard to the different areas of learning and respond to children's interests. Staff interact with children and make observations on their learning.

Five More Minutes - This is the
Tidy up Time - A bell is rung to tell everyone that it is tidy up time.

Together Time - Everyone sits on the carpet for a quick singing time or talk about their day.

Group/Focus - children participate in planned activities for 10 minutes with a key person and a carer. The activities are on different learning.

Physical - Everyone takes part in physical exercise daily, usually outside. This includes, dancing, action songs, ball skills, parachute games etc.

Snack Time - Everyone has snack in Key groups. They have milk/water and a range of fruit/vegetables and healthy snacks (see snack board). Children pour their drinks, spread crackers etc. This is also when we discuss, interests, learning, and exchange news.

Circle Time - At the end of the session all the children come together for 15 minutes to learn new songs, make music, listen to stories and learn new skills.

Farewell - The children sing a goodbye song and get ready to line up.

- Children take turns to make play dough and cook.
- The majority of time every session is spent on child-initiated activities and some time is spent on adult directed activities.
- Once a week the children work in small groups focusing on developing a specific area of need e.g. communication / maths
- We visit the school hall once a week for physical time.

If you would like any more information, please speak to a member of staff.

Early Years Foundation Stage

We assess the children regularly through observation to ensure they're progressing in their learning and education. We will then create planning and targeted activities to help develop areas that need some extra support. We use the Early Years Foundation Stage as an assessment guideline. This is a parent's guide to the early years foundation stage document to help you understand what we are looking for and how you can support this at home.

What is the Early Years Foundation Stage?

The **Early Years Foundation Stage (EYFS)**, is how the Government and early years professionals describe the time in your child's life between birth and age 5. **This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. Their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.**

Nurseries, Preschools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

The EYFS Framework sets out:

- **The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare.**
- **The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge.**
- **Assessments that will tell you about your child's progress through the EYFS.**
- **Expected levels that your child should reach at age 5, usually the end of the reception year, these expectations are called the "Early Learning Goals (ELGs)" These are shared out in a document called 'Development Matters', but other options are available such as 'Birth to Five.**

There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is learning and developing

How my child will be learning

The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development.**

Children should mostly develop the **3 prime areas** first. These are:

Communication and language; Physical development; and Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in **4 specific areas.** These are:

Literacy; Mathematics; Understanding the world; and Expressive arts and design.



The Important Bit

- It is vital as part of our safeguarding and social media policies that parents **DO NOT** share photos from class dojo to any other social media sites. Any infringement of this would mean instant removal from your child's account.
- In older years at the school Class Dojo is used to collect points as a behaviour reward system. This is not used in Preschool or reception on a regular basis as we feel it is not cohesive with the EYFS and its outlook of behaviour. But we do use it to help share and celebrate achievements.

The Early Years Log

And



Funding Loop

Coming soon

Parent/carer's role with learning journeys:

- ✓ Prior to a child's focus week, parents will be asked to send in their own observations and photos, using Class Dojo. This will then feed into planning and staff observations.
- ✓ Parents/carers are invited to send in photos, creations, observations etc at any time. Key persons regularly look through Class Dojo and books with the children. Although the folders are kept at Preschool, they belong to you and your child.
- ✓ We encourage you to look through the folders at any time and share them with your child. The paper record of your child's Preschool experience will be presented to your child when they leave Preschool.
- ✓ We encourage you to look through your child's Dojo portfolio and EY Parent access at home regularly and share them with your child.



What is it?

Class Dojo is a private social media accessible through an app on your phone, tablet or computer/laptop. It is designed specifically for school to use.

How can I get connected?

Simply download the app and once you are registered and enrolled at Preschool we will print out a specific code or QR code for you and your family to use to connect to your child's page and class stories. You can connect multiple children to one parent account if you have siblings at the Federation schools.



The whole of Parton Manor Schools' Federation use Class Dojo to communicate with parents.

What will I find on Class Dojo?

Your Key person and other practitioners will post 'class stories' to you feed. This includes photos and updates about what children are up to and also important notices from the office. You can then like and comment on these posts. The head teacher can also send you message about whole school events and closures via the app.

How can I as a parent/carer use Class Dojo?

We will communicate with you via this app so we ask that you use this tool to communicate back to us.

There is an instant messaging section on the app (similar to Facebook messaging or WhatsApp) that all staff and the office check regularly. We find this is a quick and easy way to let us know any updates, inform if your child is off or send us photographs from home.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary school, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.



Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

As a mum or dad, how can I help with my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner: **On a trip to the supermarket, talk about all the different packaging shapes, sing and tell nursery rhymes, cook / bake together, plant seeds or bulbs in a pot or garden patch.....**

How can I find out how my child is getting on?

It is important that you and the professionals caring for your child work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will either need to be with your childminder or, in a larger setting like a nursery, with your child's "key person". This is the person who:

- **Is your main point of contact within the setting.**
- **Helps your child to become settled, happy and safe.**
- **Is responsible for your child's care, development and learning.**
- **Takes a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home.**

The most important place to find out more is by asking **staff at the children's centre, your child's nursery or child-minder** – Providers really do welcome speaking with you.

For more information on the EYFS and to find resources and contacts see:

www.foundationyears.org.uk

SEND and Inclusion

If children are not achieving to their full potential we will work with you and other agencies, such as health visitor and advisory teachers, as, when and if needed. We have a very experienced team at the Preschool with an extensive knowledge of SEND and how to achieve within mainstream schooling. We will work closely with the federation inclusion team to ensure if you progress on to the infant school all relevant information is passed on. If you have any further queries around any SEND or inclusive practice please talk to your key person.



LEARNING AND PLAY 'IN THE MOMENT'

We know that children have a natural, innate desire to explore, question, and learn. They're curious from their very first interactions. As they progress through their early years, this becomes even more pronounced and something that blossoms through parenting and their engagement with early years practitioners.

'In the moment' planning (ITMP), a deceptively simple concept, seeks to build on this and harness spontaneous interactions into providing children with some of the best, most beneficial experiences they will have at a time in their lives when they need them most.

Observation

Practitioners will consider the individual needs and interests of each child, understanding where they're at in terms of their learning and emotional development. With ITMP, what we want to achieve is to have children become the focus instead of an activity that a practitioner has planned taking centre stage. Such child-led learning opens up a range of possibilities and learning opportunities that simply don't occur when a child is placed in an environment where play is more organised.

Making Resources Available

We want to create an environment that will stimulate a child's curiosity rather than direct them to a specific activity. Once an enabling environment is established we want the child to feel like everything is available and accessible without having an activity set out. Children are then free to follow their own interests rather than a set agenda.

Being 'in the moment'

Most practitioners know that while activities can be planned in advance and can often lead to engaging sessions, the best interactions happen when they react to a child's interests immediately. This idea is central to 'in the moment' planning. As children initiate what to do when they play, they become engrossed. The practitioner will observe the child undertaking an activity of their choice and then wait for the right time to engage and respond to the individual needs of the child, often referred to as 'teachable moments'.

Recording Observations

Recording observations completes the planning cycle and often prompts practitioner to not over take the play and take their stance of an observer, allowing the child-initiated play to reach an organic conclusion. Thankfully, Ofsted understands that ITMP planning will naturally result in less paperwork.

Learning and Assessment at Parton Manor

We use a number of tools to share these observations, assessment and planning cycles with families.

Your child's individual learning journey, paper based or online, celebrates his/her experiences at Preschool and at home. Over time it will tell a story about your child's learning, friends and interests.

The paper journals are mainly for the children to use as a scrap book to collect art work or key events/photographs of your child at Preschool. It may contain any written observations by staff or stories the children have written individually or in groups.

We use an online mobile app called Class Dojo as a private social media for each class which parents and carers can sign up to. This is a platform for parents to see posts and observations from your key person including photos of activities, written observations and reminders for upcoming events. You can also use it to share information from home with Preschool using the profile and private messaging section. The office and key staff all have access so it is often the most efficient way to share information. We will be using Class Dojo to share wow moments with and for you to share these special moments at home with us.

We are introducing 'EY works' as a daily logging system as well as an observation recording tool. We plan to use this to share individual termly focus observations. Every term all staff focus on a small group of children in turn to enable more in-depth observations to be made.

All staff observe and assess daily and update an on-track/ not on-track style form of assessment based on 'Development Matters' (discussed on pg 13) as and when they feel they need to. This is a constantly changing and working document and works towards completing a transition form when children go to school.

We use paper learning journeys in addition to electronic learning journeys to enable the children to access them freely, and to give opportunity to add evidence into the learning journey folder themselves.

Learning journals are working documents and therefore many of the observations are spontaneous and are noted by staff whilst they are engaged in the children's play.