

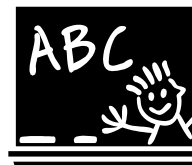
Widford Lodge EYFS Pre-School



Learning is fun

Parent Information Booklet
June 2017

Introduction



The main emphasis of our EYFS is to prepare your child for school.

This booklet is aimed to answer any questions you may have about Widford Lodge Pre-school.

Within the Pre-School we have two different classes. The first class is for the children (aged 2 $\frac{1}{2}$ - 3 yrs), this is called the Acorns and the second class is for children (aged 3 - 4yrs) this is called the Oaks. We care for no more than 35 children aged 2 $\frac{1}{2}$ to under 5 years. We are open five days a week during term time. Our day runs from 8am to 4.15pm and children may attend for either morning or full day sessions. The children must be 3 before staying for a full day. There are 5 fully qualified members of staff within the Pre-School.

Each member of staff is a 'key person' and has 'key children' to care for. Key person will observe the children and complete 'Learning Journeys' showing how they are developing and reaching their targets and goals.

Mrs Kim is our Special Needs Co-ordinator who supports the EYFS children with additional needs.

Level 3 staff to child ratios are as follows, children under 3yrs: 1 member of staff to 4 children. Children aged 3+: 1 member of staff to 8 children. Teacher to child ratio is 1 teacher to 30 children (however there would only be a maximum of 20 children in a class).

Pre-school Staff

Miss Debbie	Pre-School Supervisor	NNEB level 3	Full-time
Miss Faye	Nursery Nurse - deputy	Early Years level 4	Full-time
Mrs Kim	Nursery Nurse/SENCo	NNEB level 3	Full-time
Mrs Julie	Nursery Nurse	Cache diploma level 3	Full-time
Mrs Lisa	Nursery Nurse	NAMCW level 3	Part-time

We receive government funding for children aged 3 and 4 years.

When the children leave the Pre-School, they join the Reception in the Pre-prep.

Copies of the EYFS policies can be obtained from the school office or on the school website.

The Statutory Framework:

The Early Years Foundation Stage (EYFS) – birth to the end of the academic year in which the child has their fifth birthday.

The Early Years Foundation Stage (EYFS) helps to build a coherent and flexible approach to care and learning. We use the EYFS to ensure parents can be confident that their child will receive a quality experience that supports their development and learning.

Every Child Matters

Every Child Matters is the government agenda which focuses on bringing together services to support children and families. It sets out five major outcomes for children:

- being healthy;
- staying safe;
- enjoying and achieving;
- making a positive contribution;
- economic well-being.



Purpose and aims of the Early Years Foundation Stage

Every child deserves the best possible start in life and support to fulfill their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) framework provides assurance that your child will be safe and will thrive in our setting.

The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

setting the standards for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;

providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;

creating the framework for partnership working between parents and professionals, and between all the settings that the child attends;

improving quality and consistency in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime;

laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

Overarching principles of the EYFS

Four guiding principles should shape practice in early years settings.

These are:



- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Providers must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.



Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development (including PSHEE and SMSC)

involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

British Values

Rule of Law means: we promote the understanding that we have to follow rules and that they are there for a reason.

Democracy means: we give children choices and showing them that their views and opinions are valued and taken into account.

Individual Liberty means: we hope to create high self-esteem and self-worth.

Mutual respect and tolerance means: we treat others as we wish to be treated.

Assessment during the EYFS

Ongoing assessment is an integral part of the learning and development process. Key workers observe children and respond appropriately to help them make progress towards the early learning goals.

Assessments are based on practitioners' observation of what children are doing in their day-to-day activities. Judgements are based on observational evidence gathered from a wide range of learning and teaching contexts. An essential feature of parental involvement is an ongoing dialogue, building on the partnership begun by any previous practitioner(s). We share your child's progress and achievements with parents throughout the EYFS.



Progress check at age two

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.

Assessment at the end of the EYFS - the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The welfare requirements

Safeguarding and promoting children's welfare

- We take necessary steps to safeguard and promote the welfare of children.
- We promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.
- Children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs.

Suitable people

- We ensure that adults looking after children suitable to do so.
- Adults looking after children have appropriate qualifications, training, skills and knowledge.
- Staffing arrangements are organised to ensure safety and meet the needs of the children.

Suitable premises, environment and equipment

- Outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose.

Organisation

- We plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that meets their individual needs.

Documentation

- We maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.



Our Day

Times (dropping off and picking up)

The Pre-School day runs from 8.00am - 3.15pm.

There is a choice of sessions:

- Morning only = 8.00am - 12noon (Pick up **between** 11.50am & 12 noon)
- Full day = 8.00am - 3.15pm (Pick up **between** 3pm & 3.15pm)
- Full day + late stay = 8.00am - 4.15pm (late stay runs from 3.15pm-4.15pm
Pick up between 3.30 & 4.15pm)

If you are unable to collect your child or in the unlikely event your child goes missing please follow the guidelines in the school policy - Procedure for Missing Children and Non-Collection - E9 (found on the Widford Lodge Website - Home > about us > school policies > Procedure for Missing Children and Non-Collection - E9).

Children do not have to attend Pre-School everyday but we feel that they settle in better when attending 3 or more sessions a week (one session = one morning). Your child will have the opportunity to participate in the following activities as part of each week.

- | | |
|--|------------------------------|
| ▪ Free Play | ▪ ICT |
| ▪ Art and craft Activities | ▪ Music and Movement |
| ▪ Sand/Water Play | ▪ Story/Song Time |
| ▪ Playdough/Clay | ▪ Cookery |
| ▪ Knowledge and understanding of the world | ▪ Outdoor Play |
| | ▪ Key worker 'Activity Time' |

All children are involved in 'Activity Time' and are encouraged to participate in planned activities based on children's interests and developmental needs. We introduce 'Jolly Phonics' as a basis for letter recognition.

We feel children should learn to appreciate books and stories from a young age. They have the opportunity to look at books each day and they also have story time.

Meal times

Children are provided with a healthy, well balanced midmorning snack, full cooked meal at midday (if staying all day) and a mid-afternoon snack. Lunch is eaten in the school hall where we encourage children to use a knife and fork correctly and try the food they choose. There is always a vegetarian choice available.

Children must be three years old in order to stay for a full day.

EYFS Pre-School Daily Timetable / Child supervision

Staff = 4 members of staff are full time, 1 is part time

All staff are qualified level 3

Child staff ratio 1:4 under 3 yrs 1:8 3+yrs

8.00	-	9.30am	Children arrive - Free play/messy play - child led/adult initiated (staff are split between the playroom and messy room)
9.15	-	9.30am	Tidy up time - adult led (All children and staff are together)
9.30	-	10.00am	Key worker time - adult led Ratio 1:4 under 3 yrs 1: 8 3+yrs (staff with their key children)
10.00	-	10.30am	Snack - adult led + child led (All children and staff together in the snack room)
10.30	-	11.00am	Outside play - child led/adult initiated (All children and staff together)
11.00	-	11.30am	Story and 'Show and Tell' - adult led (All children and staff together)
11.30	-	11.45	Free play/Tidy up time - adult initiated/adult led (All children and staff together)
11.45	-	12.30pm	Lunch time/Home time (pick-up 11.50am-12noon) - adult led (2 staff members stay up stairs with the children going home.) (3 staff accompany the children to the hall.)
12.30	-	1.30pm	Free play/Afternoon Activity time - child led/adult initiated (2 staff are with the children whilst 2 are having their break.)
1.30	-	2.00pm	Free play/Tidy up - child led/adult initiated (as 12.30-1.30pm)
2.00	-	3.00pm	Outside Play/Snack - child led/adult initiated (All staff and children are together)
3.00	-	3.15pm	Story/Home time (pick-up 3-3.15pm) - adult led (All staff and children are together, one answers the front door)
3.15	-	4.15pm	Late stay/Quiet time (pick-up 3.30-4.15pm) - child led (All staff and children are together)

Progress report

When your child is an Acorn (before they are three) you will receive a written report called the '2 Year Progress Check'. Your child's key worker will complete the check giving a summary of how your child is progressing against the 3 prime areas of learning: Communication and language; Physical development; and personal, social and emotional development. This check will highlight areas where your child is progressing well and where they might need some extra help or support. You might find it useful to share the information from the Progress Check with other professionals such as health visitors (who can use it as part of the health and development review).

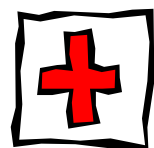
As an Oak you will also receive a 'Settling In' report at the end of the first term and a full report on the seven areas of learning at the end of the third term. Your child's key person will write these reports. We assess the children throughout the school year and pass these assessments onto their next teacher. These enable us to maintain their progress during their time with us.

We also hold a Parents Evening once a year in the Easter term (during February).

Medication/Allergies

If your child is on any allergies to certain foods we ask that you inform us by filling out the '**Health and Dietary**' form, we will also ask you to fill out a form if your child is on medication. This form will need to be dated and signed by you for each day your child is taking the medicine.

If your child is unwell and will not be attending school, we do ask that you inform us with a telephone call in the morning. If your child is sick or has diarrhoea they must stay off school for a **full 48 hours** after the last bout.



Emergency Contact

We will also ask you to complete an '**Emergency Form**', so that we are able to contact in an emergency or at any other time.

The safety of your child whilst at Pre-School is our top priority and therefore only persons authorised by you will be allowed to pick up your child. We will ask you to complete a '**Security Form**' to enable you to state exactly who is certified to collect your child.

Special Events

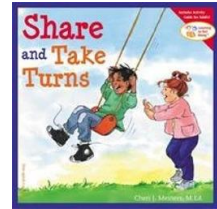
There will also be events such as a Play at Christmas and our Sports Day in the summer, which we encourage all parents to attend. During the year we celebrate multicultural festivals and enjoy 'special occasions' such as 'World Book Day' and 'European Day of Languages'

Pre-School Rules

Whilst at Pre-School we encourage the children to follow simple rules. We all work together to ensure the Pre-School is a safe, kind and caring environment for the children, parents and staff.

If you could please encourage the children to remember these rules it would be very much appreciated. We use pictures on the rules so the children can see a visual reminder.

Remember to take turns and share



Remember our manners



Help to look after the toys and books



Stop and listen



Be kind and helpful to others



Be quiet and sensible when entering and leaving the Pre-School



Always use your quiet voice



Always walk when inside



Remember to listen to others



Lining up



Free entitlement - Free early learning for three and four year olds.

Free early learning gives children the best start in life, through learning and playing with other children in a safe and structured environment.

What you are entitled to

All three and four year olds are entitled to a maximum of 15 hours of free nursery education for a maximum of 38 weeks of the year. This applies until they reach compulsory school age (the term following their fifth birthday). Free nursery education can take place in nurseries, playgroups, preschools or at their child minders.

Widford Lodge use 3 hour sessions. One 3 hour session in the morning and one 3 hour session in the afternoon.

For more information about free nursery education in your area, contact your Family Information Service (FIS). The FIS provides information, advice and assistance to parents, carers and professionals on the range of children, family and young people's services available within their area.

When your child qualifies for a free place

The table below shows when your child will become eligible for their free early learning place.

If your child is born between:	They are eligible for a free place from:
1 April and 31 August	1 September following their third birthday or the beginning of the autumn* school term
1 September and 31 December	1 January following their third birthday or the beginning of the spring* school term
1 January and 31 March	1 April following their third birthday or the beginning of the summer* school term

* Based on a three-term school year

Uniform: All children should wear/have the following uniform/items:

Boys:

Widford Lodge T-shirt *
Widford Lodge Sweatshirt *
Grey Shorts (summer)
Plain navy jogging bottoms (winter)
Navy or Grey socks (long or short)
School Shoes (black, navy) No trainers.
Plain black plimsolls
Raincoat
Wellington boots
Hat/gloves (winter)
Sun hat (summer)



Girls:

Summer dress *
School grey pinafore dress (or optional navy leggings/jogging bottoms in winter)
Grey Cardigan
White polo shirt
Tights - grey
Plain white socks (long or short)
School shoes (black, navy) No trainers
Plain hair ties - blue
Plain black plimsolls
Raincoat
Wellington boots
Hat/gloves (winter)
Sun hat (summer)



NB: Items marked with a star (*) can be purchased through the Pre-school.

Labelling

Please label all clothes. **Staff cannot take responsibility** for lost items if they are not named.

Bags

Children will need two bags when they start Pre-School, a book bag and a kit bag.

Book bag - This bag travels between home and school every day. The children can use it to bring in items for the interest table, letters etc. In turn we will fill it with your child's work at the end of their session and any important information for you. These are purchased from the Pre-school.

Kit bag - This bag is to be kept at Pre-School at all times. It should be used for the following items:

- Spare uniform - in case of any accidents i.e. water play, spilling of drinks, toilet accidents etc.
- Wellington boots
- Plimsolls
- Raincoat
- Hat and gloves - **winter only**
- Sun hat - **summer only**
- Sun cream - **summer only**

The kit bag can be any small material bag which can be left at school with the items listed above inside.

There is a small charge for the book bag, which will be added to your bill.

If your child is still in nappies or training pants we ask that an additional bag is kept on their peg with necessary supplies.

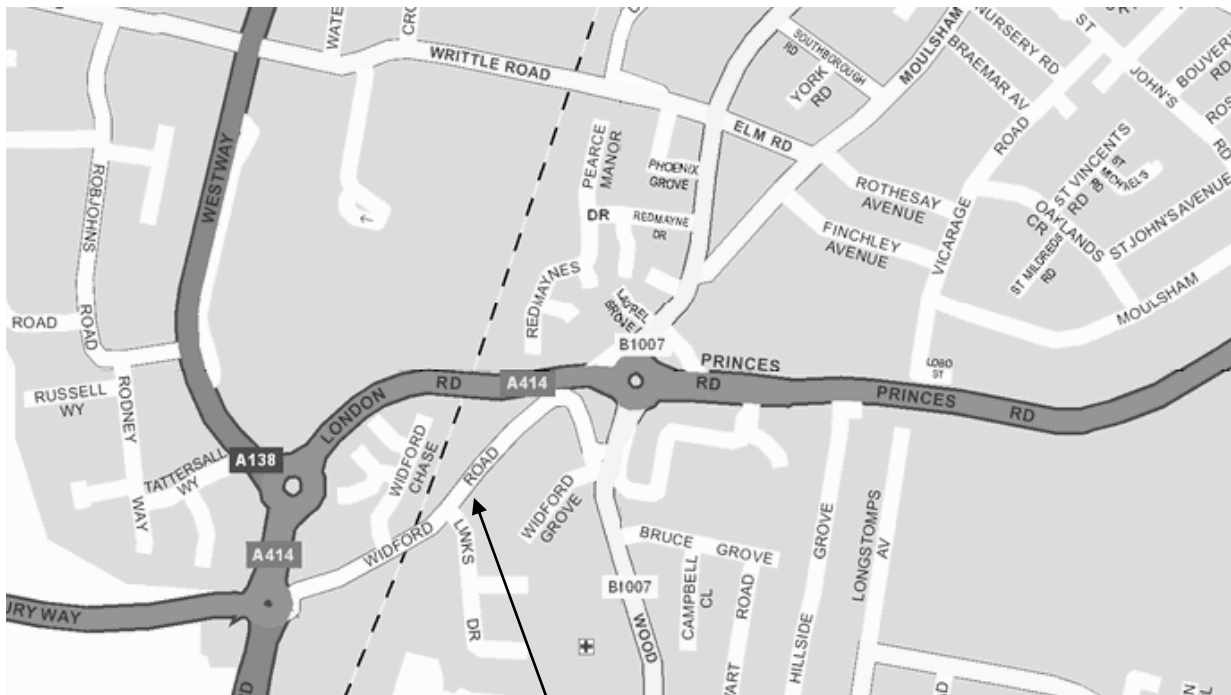
If you do have any further questions do not hesitate to ask a member of staff.

Contact details are shown on the following page:

Where to find us...

Widford Lodge Pre-School
Widford Lodge Preparatory School
Widford Road
Chelmsford
Essex
CM2 9AN

Tel: 01245 352581 8am to 5.30pm



We are here!

Website: www.widfordlodge.co.uk

School Email: admin@widfordlodge.co.uk

Pre-School Email : preschool@widfordlodge.co.uk