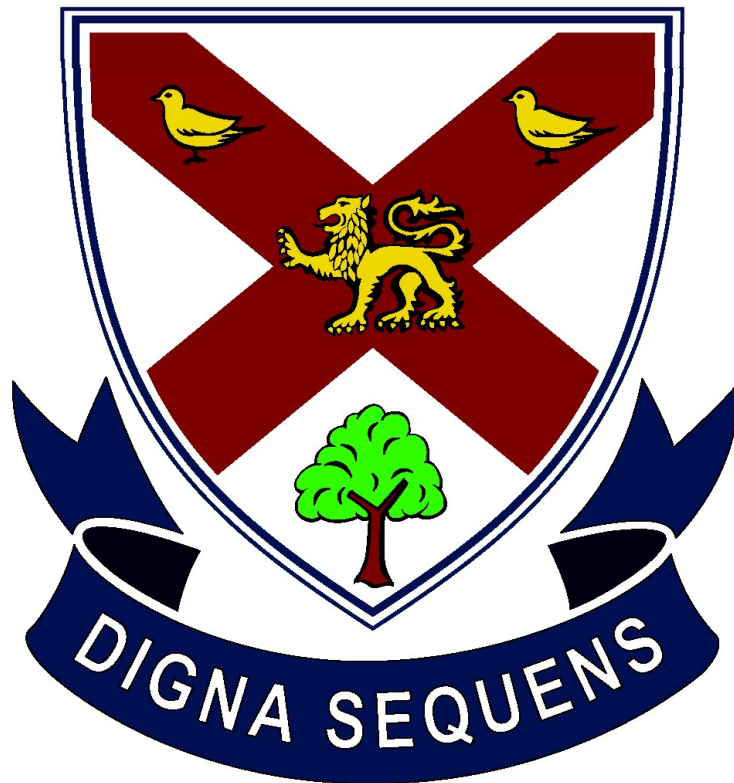




**Widford Lodge  
EYFS Pre-School**



**Learning is fun**

Parent Information Booklet  
September 2023

## Introduction

Our primary focus is for children to have fun, make friends and get ready for school in a safe and well resourced environment.

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 years, this is called the Acorns and the second class is for children aged 3 - 4 years, this is called the Oaks. We care for no more than 35 children aged 2 $\frac{1}{2}$  to under 5 years and no more than 25 onsite at any one time. 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. The key person will observe the children and complete 'Learning Journeys' showing how they are developing and reaching their targets and goals.

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.

### Pre-school Staff

Miss Debbie	Pre-School Supervisor	NNEB Level 3	Full-time
Mrs Julie	Nursery Nurse - deputy	Cache diploma L3	Full-time
Mrs Lissie	Nursery Nurse	Cache diploma L3	Full-time
Mrs Lisa	Nursery Nurse	NAMCW L3	Part-time
Mrs Kim	Nursery Nurse	NNEB Level 3	Full-time

We receive government funding for 15 hours per week for children aged 3 and 4 years.

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

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 2021 (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.

## **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. It provides a foundation for children to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage 2021 (EYFS) framework provides assurance that your child will be safe and will thrive in our setting.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

## **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**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### **Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple

goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

## **Spiritual, Moral, Social and Cultural Development**

### **Spiritual Development**

We help children to explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

### **Moral Development**

We help children to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

### **Social Development**

We help children to investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

### **Cultural Development**

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

## **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 show 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.

## EYFS Preschool Curriculum

Children are given opportunities to explore through seven areas of learning.

The curriculum comprises both child-led and adult-led activities and is a natural progression towards the EYFS Reception year.

During the week we have a music and movement session in the school hall and a French lesson, and each half term we have a Forest School session.

We will help the children to:

### Communication and Language

- Explore sounds
- Listen and respond to others
- Communicate their needs
- Show an interest in rhymes and sing familiar songs
- Expresses themselves
- Initiate conversation and enjoys using language
- Explore new language
- Respond to others clearly
- Use new language to recreate roles in play
- Ask how and why things happen

### Personal, Social and Emotional Development

- Leave their parent happily and feel secure in their setting
- Build healthy relationships with children and staff
- Play and share with others
- Select activities independently
- Feel confident to express themselves in appropriate ways
- Show an understanding of how others are feeling

### Physical Development

- Use small and large equipment with increasing control
- Use the toilet facilities with support and is aware of the need for hand washing
- Be aware of simple safety measures
- Move with confidence, control and imagination (under, over, between) and has good spatial awareness
- Write their name
- Hold pencil correctly
- Use scissors effectively
- Show increasing control when mark making
- Learn the need for personal hygiene, including oral health
- Learn good self-help skills - dressing themselves

## Literacy

- Show an interest in books
- Hold books and turns the pages
- Listen to familiar stories
- Answer and asks questions about a story
- Look at books independently and treats books with respect
- Answer questions about the illustrations in books
- Retell a simple familiar story
- Recall the event from a story
- Identify some letters and the phonic sounds
- Recognise some familiar logos or words in the environment
- Give meaning to marks they make, for example, writing a pretend shopping list in role play

## Mathematics

- Complete puzzles
- Recognise numbers to 10, and possibly beyond
- Recognise some 2D shapes
- Use positional language - in front, behind, next to, under, on
- Represent numbers on paper
- Have an understanding of size
- Recognise and recreate simple repeating patterns
- Compare quantities
- Solve simple number problems
- Some awareness of symmetry
- Order items by height or weight

## Understanding the World

- Explore new surroundings
- Explore materials (natural and man-made)
- Notice there are differences between people
- Ask questions about their environment
- Talk about what they have seen
- Use simple technology confidently
- Explore forces - push, pull
- Have some awareness of different occupations
- Notice changes in and look after their environment
- Understand change and growth - planting and simple animal lifecycles
- Explore the wider environment
- Have some awareness that there are other countries in the world

## Expressive Arts and Design

- Be confident to create pictures or models by combining different types of media



- Show interest in musical instruments
- Use puppets and characters to recreate simple narratives
- Express their own creative ideas
- Describe different textures
- Identify some familiar pieces of music or songs
- Join in with actions songs
- Use their own experiences in role play
- Use objects to represent another
- Enjoy moving to music
- Recognise most colours
- Mix colours to make another

### **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.

### **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).

### **Children with Special Educational Needs and Disabilities**

Mrs Claire Palmer is our SENDCo for the whole school, she can help us with any special needs the children may have.

All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. In addition, the 'Early Years Outcomes' is an aid for practitioners, including child minders, nurseries and others such as inspectors, to help them to understand the outcomes they should be working towards.

### **How you can help with your 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.

- Talk about the numbers, colours, words and letters you see when you are out and about
- Sing and tell nursery rhymes
- Allow your child to cut out and stick pictures from magazines
- Plant seeds or bulbs in a pot or garden patch
- Cook / bake together
- Use the weather - shadows, rain puddles, snow, wind, mist and sun - to extend your child's vocabulary
- Explore the park at a different time of the year - go off the beaten track
- Talk to your child at every opportunity - e.g. what you are doing that day Share a book
- On a trip to the supermarket, talk about all the different packaging shapes

### **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, including good oral health, 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 are 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 - 4.15pm.

There are 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 please follow the guidelines in the school policy - Procedure for Missing Children and Non-Collection (found on the Widford Lodge Website) or in the unlikely event your child goes missing whilst at school we will use the school policy - Procedure for Missing Children and Non-Collection (found on the Widford Lodge Website).

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).

## 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. All dietary needs are catered for.

**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 or above

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

8.00	-	9.15am	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	-	11.15am	Outside play - child led/adult initiated (All children and staff together)
11.15	-	11.30am	Story - 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 upstairs with the children going home) (3 staff accompany the children to the hall)
12.30	-	1.45pm	Free play - child led/adult initiated (2 staff are with the children whilst 2 are having their break)
1.45	-	2.00pm	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)

## 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.

- ✓ 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
- ✓ Remember to take turns and share

## Medication/Allergies

If your child has an any allergy 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 you 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**' stating exactly who is able 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 'Day of Languages'

**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. 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.

\*We will need to see your child's original birth certificate for proof of age\*

**If your child is born  
between:**

**They are eligible for a free place from:**

<b>1 April and 31 August</b>	1 September following their third birthday or the beginning of the autumn* school term
<b>1 September and 31 December</b>	1 January following their third birthday or the beginning of the spring* school term
<b>1 January and 31 March</b>	1 April following their third birthday or the beginning of the summer* school term

\* Based on a three-term school year

**We do not use 30 hours free funding.**

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

**Boys:**

Widford Lodge T-shirt \*  
Widford Lodge Sweatshirt \*  
Grey school 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 from the Schoolwear plus shop  
Grey pinafore dress from the Schoolwear plus shop  
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.

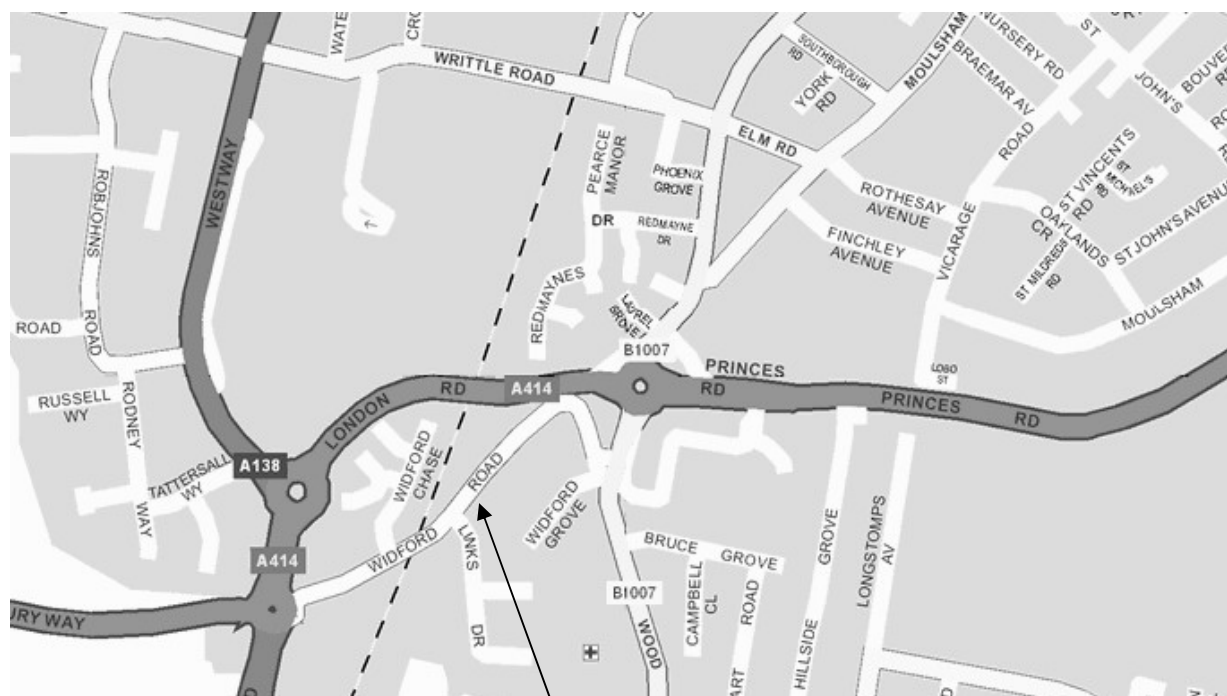
If you do have any further questions do not hesitate to ask a member of staff.

Contact details are shown below:

### 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](http://www.widfordlodge.co.uk)  
School Email: [admin@widfordlodge.co.uk](mailto:admin@widfordlodge.co.uk)  
Pre-School Email : [preschool@widfordlodge.co.uk](mailto:preschool@widfordlodge.co.uk)