

# Prospectus 2022-2023



Founded 1975

Registered Charity Number 1036131

**Clyst St Mary**

**Exeter, EX5 1BG**

**[www.clystvalleypreschool.org](http://www.clystvalleypreschool.org)**

in partnership with  
**Devon**  
County Council 

# WELCOME...

Welcome to Clyst Valley Preschool.

The following information is your guide to our Preschool and attempts to answer the questions all new parents ask.

The preschool was founded in 1975 and is now located in a purpose-built building opened in April 2011, in the grounds of Clyst St Mary Primary School.

For further information, or to arrange a visit, please contact the Preschool Manager, Barbara Taylor or the Early Years Lead Teacher & Deputy Manager, Alison Leaman on 01392 876615 during normal preschool hours and term time. Alternatively e-mail: [admin@clystvalleypreschool.org](mailto:admin@clystvalleypreschool.org) or [manager@clystvalleypreschool.org](mailto:manager@clystvalleypreschool.org)

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## **OUR AIMS & WHAT WE OFFER**

### **Our aim is**

- To enhance the development and education of children under statutory school age in a community-based group that involves and supports parents and families.
- To support every child in fulfilling their potential and to provide the foundation for future learning.
- To provide a safe, secure, inclusive, welcoming and stimulating environment.
- To work within a framework that ensures equality of opportunity for all children and families.

### **We offer your Child**

- A curriculum that is based on your child's interests, needs and abilities and that follows the framework of the Early Years Foundation Stage (EYFS).
- Individual care and attention of experienced and qualified Early Years staff with the additional support of designated Key workers.
- Opportunities to build relationships and friendships with children and adults.
- Opportunities for you to be directly involved in the activities of the group and in your own child's learning and development.

### **SESSION TIMES**

Clyst Valley Preschool is registered with Ofsted to provide care and Early Years education for a maximum of 26 children at each session, age 2 years 8 months - 5 years.

The Preschool holds sessions every day during term-time both morning and afternoon.

Morning sessions run from 9.15am to 12.15pm, and afternoon sessions from 12.15pm to 3.15pm to include lunch-time. Please see our Healthy Eating Policy for packed-lunch ideas.

Our session timetables are shown on the next page, these are a general guide only; our session timings and plans are flexible according to children's interests, curiosity and spontaneity.

## A GUIDE TO THE PRESCHOOL ROUTINES

<b>FROM</b>	<b>TO</b>	<b>ACTIVITY</b>
<b>Morning routine.</b>		
<b>9:10am</b>		<b>Preschool Opens</b> – greet parents & children. (Registration)
9:15am	9:30 am	Free play -choice of table-top activities
9:30am	9:45am	' <b>Welcome</b> '.... introduction to the morning. Carpet time activity.
9:45am	11:15am	Free play, inside & out. Tabletop activities, craft & messy play.
<i>10:10am</i>	<i>10:40am</i>	<i>Rolling snack-time.</i> <i>Children to select &amp; prepare own snack, wash-up own cups.</i>
11:15am	11:35 am	Planned group/individual learning activities
11:35am	11:40am	TIDY UP TIME – <u>everyone!</u>
11:40am 11:55am	11:55am 12:10pm	Songs/rhymes & review of morning. Storytime.
<b>12:15pm</b>		<b>Departure.</b>

<b>FROM</b>	<b>TO</b>	<b>ACTIVITY</b>
<b>Afternoon routine.</b>		
<b>12:15pm</b>		<b>AFTERNOON ARRIVAL</b> – greet parents & children. (Registration)
12:20pm	13:00pm	Wash hands and LUNCH TIME.
13:00pm	13:10pm	Lunch time tidy-up & 'reading'/Storytime.
13:15pm	14:20pm	Free play, inside & out. Tabletop activities, craft & messy play.
14:20pm	14:40pm	Group time
14:40pm	14:45pm	TIDY UP TIME – <u>everyone!</u>
14:50pm 15:05pm	15:05pm 15:15pm	Songs/rhymes & review of afternoon. Storytime.
<b>15:15pm</b>		<b>Departure.</b>

## **FUNDING, FEES & ATTENDANCE.**

All children are eligible for 15 hours Early Years Universal funding the **term following** their third birthday. Children whose parents both work at least 16 hours per week may be entitled to 30 hours funding. Go to <https://www.childcarechoices.gov.uk> to check your eligibility and to **obtain a code**. We ask to see a copy of your child's birth certificate or passport on entry to Preschool, which then permits for us to apply for funding. The Early Years funding is then paid directly to the Pre-school from Devon County Council.

At the start of each term you will be asked to sign a pre-printed 'headcount' list from the EYF Team to verify your child's attendance and number of hours claimed here and at any other provision, (ensuring children have access to up to 30 hours if applicable).

See below to see when your child is entitled to funding;

<b>Child turns 3 between:</b>	<b>Funding Starts:</b>
1 <sup>st</sup> January - 31 <sup>st</sup> March	Summer Term – after Easter holidays
1 <sup>st</sup> April - 31 <sup>st</sup> August	Autumn Term – after Summer holidays
1 <sup>st</sup> September - 31 <sup>st</sup> December	Spring Term – after Christmas holidays

If your child starts with us before they qualify for funding, the cost per hour from the 1<sup>st</sup> April 2021 is **£6.00** for two-year olds and **£5.00** for 3 year olds.

Children can start Clyst Valley Preschool from **2 years 8 months**, this allows children to access early years education during the term in which they turn 3.

Once your child is eligible for Universal Funding or 30 Hour Funding you may choose how many funded hours they attend (up to 30 per week) and, where you use that funding, it may be split between providers, for example 18 hours may be claimed at Pre-school while 12 hours are claimed at another nursery.

	Morning Session (9.15-12.15)	Afternoon Session (12.15-3.15)	Full Day
Cost for 2 Year olds	£18.00	£18.00	£36.00
Cost for 3-5 Year olds	£15.00	£15.00	£30.00

If however, you choose to use all of your child's funding entitlement elsewhere; **our cost per hour is currently fixed at £5.00**. If your child just receives the 15 hours Universal Funding, you may of course pay for additional sessions.

Due to the Government requirement that the Extended Entitlement is used solely for childcare and education, we ask for a voluntary contribution from parents of £1 per day, to be used towards cleaning costs, PPE, snacks and the many resources that are available to the children e.g. paper, paint, glue, sand etc. Please note this voluntary charge is only asked for **fully funded places**.

All fees, are payable, termly, in advance, (prompt payment is always appreciated, a bill will be prepared for you by the group's administrator at the beginning of each term.) Fees **continue** to be payable if a child is absent, whether for holiday or sickness. In cases of long-term absence, parents should consult the preschool administrator for support and assistance.

If your child is unable to attend their session, please let us know, either by telephone or email [manager@clystvalleypreschool.org](mailto:manager@clystvalleypreschool.org). If you plan to take a holiday in term time, we are required to have written notification of the dates, please ask for a form, (this form **must** be completed for **all** periods of absence, including sickness.)

Please be aware that there is a minimum required attendance to qualify for the funding. The preschool has to conduct a self-audit each term and repay any child's funding where attendance does not meet the required number of sessions, the preschool can then invoice the parents for this money.

All fees are reviewed and set at the Annual General Meeting, usually held in October.

**\*Please note if a space is no longer required, we require a very minimum of 4 weeks notice, in writing, likewise any changes of days/sessions that you require must be put in writing, thank you.**

## **INTAKE, ADMISSIONS & SETTLING IN**

Children may start preschool at either the beginning of a new term or half-term, as and when they are 2 years 8 months.

Applications are invited from all, however, if the number of applications exceeds the available spaces, places will be allocated by following our **Admissions Policy**.

This is an exciting time for your child and settling into preschool can sometimes take time. Preschool staff are committed to being flexible and supportive, especially during these initial few weeks, and we are very aware that this may be the first time your child has been left with someone other than family. We feel it is important not to rush this transitional period and parents/carers are welcome to stay until your child is happy and relaxed, please do not worry if your child appears to be taking longer to settle than others. We understand if you feel your child needs a more gradual start, so we are happy for you to stay with them, for reassurance & encouragement, joining in with activities and then maybe leaving for a short period of time before returning and collecting them. Some parents gradually increase the amount of time they leave their child for, building up to a full day etc. Of course, you can ring the preschool to check all is O.K. at any time. Please remember, we want you to feel comfortable and confident that your child is settled and happy.

Every child at preschool has an allocated **key person** who you will be introduced to when your child starts. We operate a system where each key person works under the lead of, and in partnership with, one of our Early Years Teachers. This ensures that one of your child's key workers is always present at his/her sessions and that staff work together assessing and planning for your child's learning. When your child first starts at preschool, your key person will help your child settle in and get to know their interests and needs. Throughout your child's time at preschool, they will support your child's learning by observing, planning and offering appropriate activities to benefit his/her development, they are also your point of contact for information, support and advice.

Parents /carers are welcome to participate in preschool sessions, this can be an ideal opportunity to see your child interacting, working and learning with other children and adults, it also gives your child the opportunity to meet other unfamiliar adults in a safe and friendly environment. Children like to show their parents all the activities and toys and they enjoy feeling special when it is **their** parent who is helping. Dads find that they are especially popular when they visit! Sometimes parents are willing to share a musical talent or talk about their job with the children, this is always very much appreciated, don't be shy about letting staff know of your talents.

The staff truly respect and view parents as partners, the group really values all parental involvement. We acknowledge and understand that you are your child's first and most important educator, and as such, have the most knowledge about your child, their likes, dislikes, and personality. By chatting together and

sharing information regularly we can really enhance their learning experiences and development, and by finding out all we can about their family, home-life and even birth, with our ‘**This Is Me**’ booklets, we can really understand and plan for their needs and interests.

## **PRESCHOOL STAFF**

**Our Preschool staff are experienced, professionally qualified and long-serving.**

<b>NAME</b>	<b>POSITION</b>	<b>QUALIFICATION/EXPERIENCE</b>
<b>Barbara Taylor</b>	<b>Preschool Manager Early Years Teacher</b> - <b>Safeguarding Deputy Officer.</b> - <b>Group Administrator.</b>	<b>DPP- Diploma in Preschool Practice Foundation Degree - Early Years BA(Hons) - Early Childhood Studies EYP - Early Years Professional Status</b> Safeguarding Level 3 Food Hygiene Certificate Allergen Awareness
<b>Alison Leaman</b>	<b>Deputy Manager Lead Early Years Teacher</b> - <b>SENDCo</b> - <b>Safeguarding Lead Officer</b>	<b>NVQ 3 Early Years/CCLD Foundation Degree – Early Years BA(Hons) – Early Childhood Studies EYT – Early Years Teacher Status</b> Paediatric First Aid Safeguarding Level 3 Food Hygiene Certificate
<b>Katie Wyman</b>	<b>Early Years Teacher Preschool Assistant</b> - <b>Behaviour Management Lead.</b>	<b>BSc (Hons) Education &amp; Psychology EYT – Early Years Teacher Status</b> Paediatric First Aid Safeguarding Level 2 Food Hygiene Certificate
<b>Sophie North</b>	<b>Preschool Assistant</b> - <b>Health &amp; Safety Lead</b>	<b>NVQ3 – Early Years Educator</b> Paediatric First Aid Safeguarding Level 2
<b>Gemma Fairfield-Sampson</b>	<b>Preschool Assistant</b> - <b>Well-Being &amp; Mental Health Lead</b>	<b>NVQ3 – Early Years Educator BSc (Hons) Counselling</b> First Aid Safeguarding Level 2
<b>Clare Hayward</b>	<b>Preschool Assisitant</b> <b>One-to-one support</b>	<b>NNEB -level 3</b> Safeguarding Level 2
<b>Pam Martin</b>	<b>Preschool Assistant</b> <b>Occasional, &amp; 1:1 work Bank/sickness cover.</b>	<b>NVQ2- CCLD</b> Food Hygiene Certificate Safeguarding Level 2

*\*All employees undergo full disclosure/police checks- for details; please see our **Safeguarding Policy**.*

## **THE COMMITTEE’S ROLE**

Parents and families are fundamental to the existence of our preschool and Clyst Valley Preschool values everyone; on entry each family becomes a member of the group and has a voice in the running of the preschool. Parents elect



committee members at the AGM who in turn employ the staff and manage the legal running of the group.

We have a very active volunteer Management Committee (consisting of elected parents & carers.) The committee comprises of officers, the chairman, secretary and treasurer as well as ordinary members, and is always open to new members. Committee meetings are generally held each term and an AGM is held in October/November, this is an excellent forum for all the users of the group to discuss and plan for the future.

## **THE CURRENT PRESCHOOL COMMITTEE**

### OFFICERS:

CHAIRPERSON	- Vicky Tonkin
TREASURER	- Rachael Kightley
SECRETARY	- Francesca Williams

### Committee Members-

Alison Leaman – \*Ofsted Nominated Person & Staff Rep.

Rachel Heywood

Becky Sluman

Anna Whittaker

Peter Hale

*\*All committee officers have undergone full DBS disclosure.*

There are many opportunities to meet other parents and families throughout the preschool year, we hold regular events such as Sports Day, Easter Egg Hunts, Summer Fete's etc and the children perform in both Christmas and Graduation shows and enjoy summer trips.

The Pre-school is a member of the Early Years Alliance, and as a result benefits from many services including expert guidance and legal help for the committee, comprehensive insurance cover, parent and staff training opportunities and professional publications.

The group is a registered charity, and like most we often have to boost the bank account by fundraising, for example we have recently held a Fun Day in order to purchase a new mud kitchen for the garden. So, your ideas, talents, contacts, help and support will always be very much appreciated!

## **SESSIONS AND CURRICULUM**

A variety of equipment and activities are presented at each session to enable your child to develop physical, social and cognitive skills. We operate a “learning through play” philosophy, but also teach through guided experiences, by modelling, by supporting children in their explorations and investigations, & by delivering fun & engaging activities. These also include structured, carefully planned activities with clear learning intentions designed to extend your child, and teaching in small groups; staff are always on hand to support and encourage the children in their learning.

Our Preschool ‘curriculum’ is based on the Early Years Foundation Stage (**EYFS**) 2021 & to the **Birth to Five Matters** Guidance document produced by the Early Years Coalition, which is composed of 16 early years sector organisations including the Early Years Alliance of which we are a member.

Children progress and develop towards achieving Early Learning Goals by the end of the Foundation Stage; (the end of their Reception year of compulsory schooling).

Of course, children progress and learn individually, at their own pace and led by their own interests and experiences, staff continually observe, assess, and offer learning opportunities to support learning, progress, development and interests.

The **EYFS** features these four main principles and guiding themes:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development.

And recognises the different ways children learn; through,

- Playing and exploring
- Active learning
- Creating and thinking critically.

There are 7 areas of learning and development in the EYFS, this shapes our preschool Curriculum, with each area delivered and guided by the principles above.

Although it must be understood that all 7 areas are important and interconnected, there are **3 PRIME AREAS** that are particularly crucial for

igniting children's curiosity and for building their capacity to learn, form relationships and thrive, these are;

1. Communication and Language
2. Personal, Social and Emotional development.
3. Physical development.

A further **4 SPECIFIC AREAS** detail areas through which the 3 Prime areas are strengthened and applied, these are;

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design.

Our curriculum is described below, although it must be acknowledged and understood that each area should not be considered in isolation, as activities, skills and learning are holistic and interlinked.

### ***What we want our children to learn ....***

#### **PRIME AREAS:**

##### COMMUNICATION & LANGUAGE:

We understand that children's spoken language underpins all areas of learning & development. We want our children to be able to be able to converse & enjoy social interactions, these back & forth interactions form the foundation for language & cognitive development. Our children will be encouraged to use gestures, language & to develop their vocabulary; they will be supported in this by adults modelling, commenting on their actions, explaining, echoing back, & by adding words & introducing new words so developing & widening children's vocabulary & offering quality conversations. Children will be supported & encouraged in their interactions with their peers. They will be encouraged to share their own ideas & express their point of view & feelings, they will understand simple questions & ask such questions themselves. Children will engage in role-play & small world play developing their imagination & interactions with others. They will use the correct word endings, intonation & the correct volume when talking, & learn to take turns in conversations, listening to a response before replying. They will develop their language & thinking skills to use talk to connect their ideas.

Children will develop an awareness of plurals & correct tenses, begin to use past, present & future forms accurately, & understand prepositions, opposites & other concepts. Children will develop their listening skills & attention span to be able to follow instructions, learn rhymes & poems, enjoy repeated refrains,

engage in story-time & non-fiction books. They will develop their focus & concentrate for longer periods on their chosen activity.

#### PERSONAL, SOCIAL & EMOTIONAL:

The development of Personal, social & emotional skills is not only crucial & fundamental to children's cognitive development, but also to them going onto leading happy, healthy lives. We recognise that importance of attachments & that children need to build strong, warm & supportive relationships with adults. Children need to understand their own feelings & those of others, they will be supported in learning how to manage & safely explore their emotions & why/how others may be feeling, they will be encouraged to seek comfort or help from others when required. Children will learn to be kind, social, considerate & helpful, developing empathy. They will be supported in their social interactions, making friendships, learning how to take turns, to share, cooperate & solve conflicts peaceably.

Children will develop their sense of self, knowing their own name, knowing what makes them unique & developing autonomy, by asserting their own ideas & preferences, & making choices. They will develop their ability to follow rules, accept boundaries & understand why these are needed. They will be encouraged to talk about actions & behaviour, including consequences. They will develop a sense of responsibility & community & enjoy what it means to be part of a group. Children will learn to notice similarities & differences, to accept other's needs & opinions, & to develop a sense of fairness. They will develop 'effort control' & the ability to wait. Children will develop confidence in new situations & in their own ability, building resilience, focus & perseverance & a secure platform from which to achieve, enjoying genuine praise. They will ask for help when they need it & develop flexibility, adapting to change with support. Children will learn how to look after their own belongings & themselves, understanding what it means to be healthy with regards to food, exercise, & hygiene.

#### PHYSICAL:

The development of a child's physical skills are vital for all-round development & well-being, & for pursuing a happy, healthy & active life. Children will develop their gross motor skills & movement, developing strength & coordination, body control, balance & stability, agility & spatial awareness; as core muscle strength is necessary to achieve good posture for future learning. They will have daily access to outdoors & will be encouraged to consider the weather in their use of equipment & clothing. Children will use their growing body control & large muscle movements to move confidently, in a variety of

ways, & to use resources such as flags, sweeping brushes, parachute games, spades, bats & balls, bikes & trikes, climbing apparatus etc. Adults will support & encourage children to be active, brave, to explore, & to collaborate. They will learn to understand & consider the need for safety, how to use equipment safely, & to assess their own risks. Children will be supported to participate in teamworking.

Children will learn to coordinate & sequence movements in response to music, & to put on & take off trousers, coats & shoes etc. Children will become increasingly independent with self-care, gaining bladder & bowel control, learning how to use the toilet, & understanding the need for hygiene with the supportive encouragement of adults. They will develop an understanding of healthy practices, including hand washing, sun safety, sleep, exercise, a healthy diet & oral health. They will become independent in accessing & pouring water, opening lunches & feeding themselves, becoming more competent with a knife, fork & spoon. Children will be encouraged to use their senses to explore; to try new foods, to discover textures, smells & sounds.

Children will develop their fine motor skills, confidence & proficiency, using a range of small resources & one-handed tools such as peg boards, jugs, threading, clothes pegs, paintbrushes, scissors & pencils. They will develop precision, hand-eye coordination, pincer grip, application of pressure & a dominant hand.

### LITERACY:

Literacy is about understanding & learning to be understood, literacy skills are established in quality interactions & experiences of talking, singing, playing, reading & writing. We understand the importance of children developing a life-long love of reading & by experiencing a range of texts in a variety of ways. Children will have access to a wide range of literature; fiction & non-fiction, picture books, posters, early reading activities & resources, they will enjoy daily story time & will be encouraged to participate in songs, poems & rhymes. They will take books home to share with parents & carers weekly.

Children will learn to hold books the correct way up & to turn the pages one-at-a-time, from front to back, they will learn that print carries meaning, & that in English we read from left to right, they will learn that text consists of words & that words are made up of letters. Children will be encouraged to talk about stories, & begin to understand story structures, they will anticipate & predict what might happen next. Children will be encouraged to ask questions, describe, share their thoughts & develop their own stories in their play. Children will be encouraged to identify & clap syllables, segmenting words.

They will begin to rhyme words & understand alliteration. Listening skills will be practiced & developed, children will begin to identify the initial sounds in words & names. Children will learn to identify their own names, & those of some of their friends. They will begin to identify phonetic letter sounds by participating in Letters & Sounds activities, going onto blend sounds. They will learn individual written letters & will match some letters to their sounds.

Children will be encouraged to participate in mark-making activities, using a range of resources, they will develop their pencil control, using a whole hand grip then a tripod grip & will learn to apply the pressure required to 'write'. Children will begin to give meaning to these marks. They will learn to write their own names, & some familiar letters & words accurately.

### MATHEMATICS:

Mathematics for young children involves developing an understanding of number, quantity, shape & space. Every child requires a strong mathematical foundation built through playful explorations, quality interactions, & by investigating shapes, space & measures. Children will become confident counters, developing an awareness & understanding of number sequencing. They will begin to subitise & link numerals to quantity. Children will be encouraged to develop a deeper understanding of numbers to 5, then to 10, eg ways to make a number, recognising the relationship between numbers. They will be encouraged through songs & rhymes etc to represent numbers with their fingers. Children will be offered frequent opportunities & a wide variety of resources, play & activities to develop & apply their growing understanding of number. They will develop & extend their mathematical vocabulary to understand & describe position, size, order, & measures, & to aid their problem solving, creative thinking & the following of directions. They will compare & sequence, notice & recreate patterns. Children will develop an awareness of time & how it is measured, the vocabulary used will include soon, next, after, this morning etc. Visual timetables will also measure time & sequence routines.

Children will be given varied opportunities to develop spatial reasoning skills, through den building, block play, natural resources & construction etc. They will explore shapes, geometric, both 2D & 3D, talk about their properties & investigate how they fit together.

### UNDERSTANDING THE WORLD:

An understanding of the world supports children to make sense of their expanding world around them, & their place within it. Children need to develop an understanding of our culturally, socially, technologically & ecologically diverse world. They will be encouraged to develop curiosity, & to explore, investigate & examine natural resources, the environment & technology. They will learn about our social world & the roles people have, linking these with their experiences. Our children will learn to be part of a community, learning to get along & cooperate, to develop a sense of responsibility & a sense of care towards others. Children will make connections between their self & their families, their friends & their beliefs & traditions. They will be encouraged to talk about similarities & differences & develop a positive attitude about differences in people. They will find out about other cultures & traditions & will be encouraged to develop an idea of respect, fairness & equality.

Children will begin to develop an awareness of their own family history & will begin to use the vocabulary of time, past, present & future. Children will learn about growth, change, decay & life cycles etc. They will have first-hand involvement & be taught how to care for plants, seeds, animals & insects etc & what both animals & humans need to thrive & grow.

They will be encouraged to explore concepts & develop their understanding, hot & cold, dry & wet etc. Children will explore consistency & textures, & will investigate change, exploring this through mixing, cooking, manipulating etc. Our children will be encouraged to question why & how things work & to explore technology first-hand, learning how to use torches, magnets, digital cameras, construction resources & techniques etc. They will be encouraged to think creatively, to predict & offer theories & to express wonder & curiosity. They will investigate the weather, forces, & natural phenomena such as lightning & rainbows etc. Children will gain an awareness of where we live, our local environment, city, country etc. They will find out about other countries, languages & environments, & the animals that live there. Children will explore journeys, ways to travel & will build a knowledge of space, the moon & our solar system.

#### EXPRESSIVE ARTS & DESIGN:

Expression conveys both thinking & feeling. Children need to learn how to communicate these ideas & emotions through movement, music & a wide range of materials. Creative thinking involves original responses, not copying or imitating existing artworks. Our children will develop imagination & creativity, they will be encouraged to be artistic & to engage with different art experiences, playing with & exploring a range of media & materials. There will

be frequent opportunities to repeat & revisit experiences, developing depth of experience, & mastering tools, resources, materials & techniques. Children will be encouraged to be expressive; choosing their own resources, ways to use things etc. They will be encouraged to talk about their process, choices & posed 'what if' questions. Children will be taught fixing & joining techniques & how to use tools such as hole punch, scissors, glue sticks, etc. They will build simple models to represent or simply to join materials, always encouraged to develop their own ideas. Children will have a variety of opportunities to mark-make & draw, & to mix & explore colour & shades, media, & eventually to represent. Children will be presented with activities & adult support to foster curiosity, exploration, the testing of ideas, & critical & sustained shared thinking.

Children will be encouraged & supported to collaborate in their play, & to work together, sharing ideas, planning & discussing. They will be encouraged to improvise, to develop imagination & participate in role play, small world, puppets & pretend play. They will learn to use props & build stories & scenarios around their play. Our children will learn & remember songs & rhymes, make up their own songs, join in with music making & exploring sounds. They will participate in performances, dance, move & respond to a variety of world music & will be encouraged to develop self-expression, to identify & voice their feelings & develop preferences.

The full Statutory Framework for the Early Years Foundation Stage can be found at; [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303673/early_years_foundation_stage_eyfs_statutory_framework.pdf)

For more information on Birth to 5 Matters, go to [www.birthto5matters.org.uk](http://www.birthto5matters.org.uk)

More guidance on learning and child development is available for parent's and carers in the publication ***'What to Expect When'*** available at [www.foundationyears.org.uk](http://www.foundationyears.org.uk)

Our preschool staff are experienced and skilled in supporting learning, they offer encouragement to develop independence & self-confidence while promoting cooperation, communication, problem solving and creativity. All our children are supported and encouraged to participate in small and large group activities. Games, resources, play opportunities and experiences are presented that facilitate and promote discovery, exploration, experimentation, imagination, decision making, and the practicing of new skills.

Outdoor activities contribute to children's health and well-being by aiding physical development and by giving them access to space and freedom.



Exploring, investigating and experiencing nature enhances their knowledge of the world around them; in fact, every part of the curriculum can be delivered outdoors. Therefore, every preschool session offers free access to outdoors; providing your child with a waterproof coat and wellington boots is desirable.

*\*The standard of teaching and care at Preschool is assessed at regular intervals by the Office for Standards in Education (Ofsted). The most recent inspection report on the official Ofsted website.*

Every child at preschool has their own personal tray, their achievement book containing samples of work, observations, and photographs, are kept in here, together with their 'Learning' file. The staff will carefully monitor your child's development throughout the 'Foundation Stage', and progress is recorded in these individual 'Learning Journeys' and we very much value contributions from home.

(Your consent will be sought for us to take photographs of your child and these together with observations are key to planning future activities, ensuring all children's interests and developmental needs are recorded and met). \*Please note that these records are kept strictly confidential but are available to you at any time.

Shortly after starting preschool, all children are given a book-bag and are invited to choose books to take home and share, we find that this encourages early reading skills and provides a strong link between preschool and home. These books are changed weekly on a day specific to your child, or more often on request by putting the book-bag in the red book box next to the children's trays. Once your child turns 4 and if the staff feel they will benefit, they will move on to our shared Preschool/School reading scheme that gradually introduces key words.

## **POLICIES**

Copies of some of our policies are available on our website [www.clystvalleypreschool.org](http://www.clystvalleypreschool.org) and on the 'Parents Information Board' in the hallway, and are always available to parents upon request.

The Committee, staff and parents work together to establish and adopt the groups policies and procedures, and all members have the opportunity to take part in the annual review and adoption of policies.

This review helps us to make sure that the policies are working, appropriate, and meet the needs of legislation and statutory requirements.

Working closely with parents helps us to make sure that the service provided at our setting is of a high quality; by constantly reviewing and evolving our practice we can make sure that being a member of the setting is an enjoyable and beneficial experience for each child and her/his family, and the wider community.

### **Information we hold about you and your child.**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

We understand that every child is unique with individual needs; therefore, every child in the preschool can progress at their own rate in all areas of development. The preschool staff are experienced in working closely with professionals from outside agencies, such as Speech and Language therapists, Portage workers,

Sensory Advisory Teachers and Educational Psychologists supporting a range of special needs. If you would like to discuss the group's ability to meet your child's needs, please talk to the Special Educational Needs and Disabilities Co-ordinator (SENDCO), **Alison Leaman**, a copy of our full **Inclusion Policy** is available on request.

### **KEEPING HEALTHY & SAFE**

Children at the group are encouraged to be active, to understand the benefits of exercise and to develop an awareness of health, safety and taking risks. The importance of hygiene is also introduced and reinforced by activities, posters and stories.

### **FOOD AND DRINK**

Each preschool session offers a break for food and drink. We provide children with a variety of healthy, nutritious snacks, for example, one day we may offer grapes and cheese, another banana and breadsticks. To drink, children are offered milk, which is delivered fresh daily and water. (Fresh drinking water is available to the children throughout the session; we have a small water chiller/dispenser for the children to use.)

Please let us know of any dietary need and we will ensure that these are met.

Packed Lunches should also adhere to our **Healthy Eating Policy**, available on request, while a list of lunch ideas is provided on application, we ask parents **not** to include sweets or fizzy drinks in lunch boxes.

### ***SICKNESS, MEDICATION AND ACCIDENTS***

In order to maintain the health and well-being of the children and staff, please avoid sending your child to preschool when they are suffering from any **contagious disease or condition**, this includes **Impetigo, Head lice, Threadworms, Conjunctivitis or sickness and diarrhoea, thank you.**

The Pre-School is willing to administer any medication/inhaler etc. that your child requires, however authorisation and instructions must be put in writing and a medication record form completed stating medicine, dose, time required and staff member responsible. We will administer the medicine and verify the form each time. On collection of your child you will be asked to counter sign the record. Please speak to a preschool teacher if you have any questions.

All accidents and incidents will be recorded on individual pages and filed in the accident log; each child/accident has their own confidential sheet. Staff will note the nature of the accident, location, time, injury and treatment, the staff concerned will sign the form and will ensure the child's parent/carer is informed and signs the form to acknowledge the information.

On application, you will be required to notify the group of any allergies/medical needs/ regular medication etc. that your child has or needs. When your child is due to start preschool, you will be asked to supply this information again, on a 'This is Me' form. This ensures staff have relevant, up-to-date information.

## **KEEPING SAFE**

To ensure your child's safety, we will,

- Vet all staff applications and conduct full DBS checks.
- Undertake daily risk assessments, premises and equipment checks
- Ensure internet access is filtered, monitored and supervised.
- Purchase comprehensive insurance
- Ensure premises and garden is secure and access is restricted
- Ensure all visitors produce identification and sign in
- Keep full records of any accidents/incidents
- Keep a fully stocked First Aid box
- Ensure at least one staff member on duty is Paediatric First Aid trained
- Restrict access to kitchen area
- Ensure all staff are aware of any allergies or medical conditions.
- Undergo regular Fire Drills
- Access regular Child Protection /Safeguarding training
- Ensure appropriate cleaning regimes are followed to reduce the risk of Covid-19.

In addition, children will only be released into the care of a parent/carer or an authorised adult. A copy of our **Child Collection Policy** is available on request.

**.Please note: all applications must have emergency contacts that we can contact at any time.**

Copies of our **Emergency Fire Drill Procedure, Health, Safety and Safeguarding Policies** are available on request.

## **BEHAVIOUR**

We believe that adults can be extremely powerful role models for children, the adults in the group will model considerate, consistent, caring and respectful behaviour at all times.

Children will be fully supported when settling in and will be helped to become familiar with the groups rules and routines, using symbols, pictures and a visual timetable will assist this.

Any strategies employed to handle conflicts will be discussed with parents/carers, physical punishment will never be used or threatened.

Praise will be used to endorse desirable behaviour. A copy of the group's **Behaviour Management Policy** is available on request.

### ***CLYST ST MARY PRIMARY SCHOOL***

Many of our children go onto Clyst St Mary Primary School; the preschool has developed excellent links and has a close working relationship with the school; the Preschool Leader regularly meets with the Reception teachers to discuss individual children's needs to ensure a smooth transition into formal schooling. A transition document is completed by your child's key person, this includes your child's own thoughts and opinions. Parents are also invited to contribute to this document which is then passed on to reception teachers in order to share crucial developmental information.

***\*Please note, joining the Preschool does not guarantee a place at Clyst St Mary Primary School.***