

Woodside Primary School

Little Dormice (pre-school)

Early Years Provision



Welcome!

Welcome to Woodside from us all! We have offered pre-school places since September 2011 and are very pleased with how successful and popular it has been with children and parents. Children are having a flying start as our Early Years team offer outstanding provision and the school is well-known for having a family feel. We all work hard to maintain this ethos and will work closely with you to help your child to settle in.

Our Provision

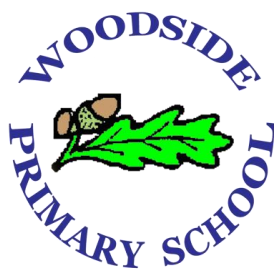
Our term-time provision caters for 3 and 4 year olds and children often mix with the full time reception children. Little Dormice children have use of the pre-school room, outdoor area, garden and play ground. We provide a safe, stimulating and caring environment that promotes learning through play, using a wide range of resources, and the opportunity for children to develop their social skills as they play alongside and with other children.

Please ask

We hope that this information will explain a little about us and perhaps answer some of the questions you might have. You are always welcome to come and chat to the staff and see what we offer. Our 'Happily to School Booklet' is for parents of rising 5s and explains provision for children in their reception year in more detail. Please be aware that having an Early Years (pre-school) place does not guarantee a place in reception class as this has to be applied for, via Gloucestershire Local Authority.

We aim...

- to provide high quality care and education of children below statutory school age
- to work in partnership with parents to help children learn and develop;
- to provide a safe, secure and stimulating environment;
- to add to the life and well-being of the local community and
- to work within a framework which ensures equality of opportunity for all children and families.



Our Staff

The most important people in school as far as your children are concerned are our Early Years staff, who are all dedicated and caring, with a wealth of experience. Our EYFS leader, Mrs Fawkes, is an experienced qualified teacher, so has all the necessary up to date knowledge regarding the Early Years curriculum; Health and Safety and school policies; training regarding Child Protection and paediatric First Aid.

Miss Haskett is full time and leads the pre-school sessions, with Mrs Freeman-Price, Mrs Knight and Mrs James. During lunchtime sessions the children are cared for by teaching assistants Mrs Hoare, Miss Brain and Mrs Knight. As required by Ofsted, at least half of our staff hold a level 3 (or equivalent or higher) qualification, appropriate for the care and development of children. We provide more than the recommended adult to child ratios.

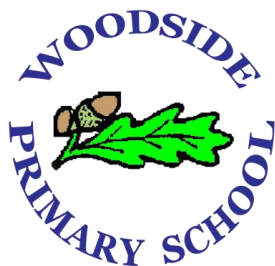
Additional training is available for all staff to continue their professional development, keep up with new initiatives and to consolidate their areas of expertise. New members of staff would receive induction training, which includes our Health and Safety and Safeguarding Children policies and procedures. Your child will have Miss Haskett or Mrs Freeman-Price as their key worker, but all staff will be able to help.

Children

The most important people at our setting are the children. There is a maximum of 16 pre-school age children per session. Staff interact with the children by encouraging, facilitating and supporting them whilst they have fun, learn through play, talk about their experiences and share their enjoyment with others, enabling the children to become more confident and independent.

Parents

Parents are as much a part of our Pre-School as their children. It is important for you and your child that you play an active part in this exciting phase of her/his life. You may be able to share a special skill or interest such as music, cooking, dance or even your job. Please feel free to talk to a member of staff and make arrangements to come along. When you help, your child may want to stay close for much of the time, but this is quite natural behaviour for a child who feels s/he has to share you with all the others!



Starting Out

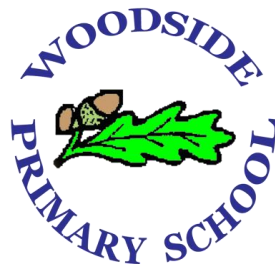
A happy introduction is important and before your child's start date you and your child will be offered visits during a normal session. This allows you both to become familiar with the routine and with some of the other children and staff, and will make it easier to settle in.

Children become more independent as they progress and simple fastenings on jackets, trousers and shoes/trainers (velcro type fastenings) will enable them to go to the toilet without assistance as well as move between indoor and outdoor play areas. For EVERY session your child will need to bring a fruit snack, a sports type bottle containing water and a complete change of clothes, just in case. They will also need a pair of wellies for garden play in inclement weather and a sun hat in summer months. Please apply sun cream before coming to school, when required. Please mark all your child's belongings with his/her name.

Early Years Sessions and Early Years Curriculum

The children in our Early Years class are all working within the Foundation Stage of their education, adapted to their age and stages of development. The Foundation Stage approach is play based and planned within the guidelines set by OFSTED, Department for Education and the Gloucestershire Local Authority's Early Years Team, like all Early Years settings are. Provision is based on observation, assessment and on children's interests, building on what the children already know.

Sometimes, the youngest children join in with whole school activities such as assembly and morning play times. They benefit from the school's accommodation and sessions are timetabled so the staff can use the space and facilities we have.



The Early Years Curriculum

Teaching in the EYFS setting at Woodside Primary School is delivered in accordance with the Government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2017). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

The curriculum is centred on 3 prime areas of learning:

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

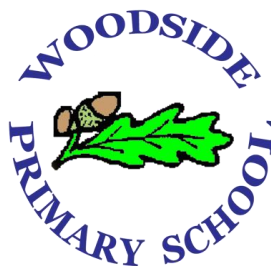
Providers must also support activities through four specific areas which strengthen the prime areas. These are:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

Educational programmes which practitioners deliver in the setting must involve activities and experiences from one of the following seven areas. These are:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are 'Development Matters' statements, which give guidance for age related expectations of development. Early Learning Goals define the expectations for most children to reach by the end of the EYFS. Our curriculum reflects the areas of learning identified in the Early Learning Goals.



Safeguarding Children

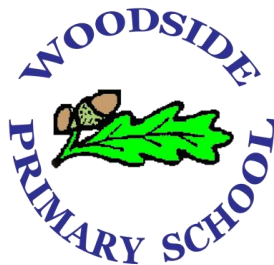
We create an environment which promotes and safeguards the welfare of children. We have a duty of care to refer any allegation, complaint or concern received relating to a child to Gloucestershire Safeguarding Children's Board, for advice. A copy of our Child Protection Policy and Procedures can be found on our web site or if you would like a copy please ask at the office. Safety at our school has been judged as 'outstanding' by Ofsted.

Illness/Absence

If your child has a temperature, is sick or has diarrhoea, please do not send them in until a clear 48 hours after symptoms have stopped. We also request that if you or any other member of your family is suffering from an illness with these symptoms that you or they do not come into Pre-School, as these types of bugs can spread very easily and quickly in the setting. If your child is absent for any reason, please telephone on the day, before 10am.

Collection of Children

Please ensure that you collect your child on time. If you collect your child earlier or later than the end of the session you will need to sign your child out at the school office. We will only allow your child to be collected by someone you have authorised when you register your child. If anyone other than yourself or an authorised collector is to collect your child from Pre-School, the alternative person's contact details, name of child and date will need to be entered onto a form. Blank forms are available from the school office.



Child care funding and fees

Child care funding funds 15 hours of provision from the term after your child turns three. If your child is three, but not yet eligible for Early Years Funding, they are able to attend with the current fees applying, until the funding becomes available to them.

If parents wish to book extra sessions, or are not eligible for funding, fees are £3.50 an hour until Sept 2017, when they will be £3.90 per hour.

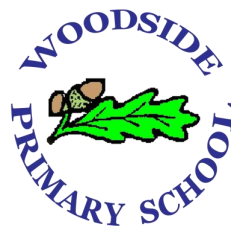
Uniform

It is not compulsory for your child to wear our uniform, but we feel it can give them a sense of identity and saves wear and tear on their normal clothes. You can buy Sweat Shirts, T-Shirts and Caps from the school throughout the year, in sizes 3-4 and 5-6.

Please make sure that all clothes are named-it makes it much easier for us!

Queries

If there is anything worrying you or about which you'd like more information, we hope you feel you can come and talk to us. If you have any comments, please pass them on either directly or by using our suggestion box, so that we can take any appropriate action, if necessary. Miss Haskett will make appointments to meet you at parents' evenings (October and March) to discuss your child's progress. Staff are available at the beginning and end of each session for a less formal chat.



What are the key ways in which young children learn?

- **playing**

Playing – indoors and out, alone and with others, quietly or boisterously – allows children to find out about things, try out and practise ideas and skills, take risks, explore their feelings, learn from mistakes, be in control and think imaginatively. Playing is an important centre of learning for young children.

- **being with other people**

As well as developing emotional security and social skills, being with other people – other children and adults – stimulates ideas and involvement that move learning forward.

- **being active**

Young children need to move, and learn and remember things by taking experiences in through the senses as they move. Sitting still for too long can disrupt learning.

- **exploring new things and experiences**

Children's deep curiosity leads them to use all their senses to explore in real hands-on activities, and then put the information together in their own minds to form ideas and make sense of the world.

- **talking to themselves**

In 'self-speech' children use out-loud thinking to clarify their thoughts, regulate their activities, take on imaginative roles and rehearse their skills.

- **communicating about what they are doing with someone who responds to their ideas**

Even before they can talk in words, children are keen to share their ideas through sounds, gesture and body language. Talk helps children to understand what they experience. It is important that they have a chance to express their own ideas, as well as have conversations to hear other people's ideas, extend their thinking, and use language about learning.

- **representing ideas and experiences**

Children deepen their understanding as they recreate experiences or communicate their thinking in many different ways – in role-play or small world play, pictures, movements, models, and talk.

- **meeting physical and mental challenges**

Working out what to do, trying hard, persevering with problems, finding out and thinking for themselves are opportunities for developing real understanding. These challenges may occur in play or in real-life or planned activities.

- **being shown how to do things**

Children learn skills by watching others or being shown how to do something. Adults or peers may directly instruct, model, guide or demonstrate.

- **practising, repeating, applying skills**

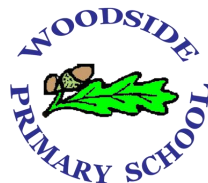
Rehearsing skills in similar tasks or new contexts helps children to build mastery, to enjoy their own expertise, and to consolidate what they can do.

- **having fun**

There is no place for dull, repetitive activities. Laughter, fun, and enjoyment, sometimes being whimsical and nonsensical, are the best contexts for learning. Activities can be playful even when they are not actually play.

Admissions Policy for Early Years Provision

1. Children will be able to join when they turn three, at any point during the school year. The Free for 3 and 4 Funding for up to 15 hours a week begins the term **after** their third birthday. Parents can pay for sessions until funding starts if they want children to start as soon as they turn three. From Sept 2017, eligible parents will be able to claim up to 30 hours childcare (please see page 11 for details).
2. Children can join us on a part time basis or a full time basis, to the convenience of family life. This can be a mixture of part or full days.
3. **Admission to our Early Years places does NOT guarantee a place in reception.** Applications for reception places are arranged by the Local Authority and are based on clear criteria such distance of home from school, siblings already in school etc. Further information can be found at <http://www.gloucestershire.gov.uk/index.cfm?articleid=1199>
4. We will admit no more than 16 children to each session. Children are admitted on a first come, first served basis. When the group is small, they often join Dormice children in the reception class.
5. Sessions need to be pre-booked and on a regular basis, so that we can plan for and ensure staff to children ratios. We are not able to offer a 'drop in' arrangement as we feel this would be disruptive to the other children.
6. Our provision is open on week days, term time only (38 weeks a year).
7. Parents/carers can choose to pay for pre-booked additional sessions beyond the 15 hours, if required. To enable us to staff these sessions, we request that non-refundable payment is made in advance. Booking forms are available from the office.
8. We will not discriminate against children in nappies, but will consult with parents/carers and staff if a child is not fully toilet-trained by the age of three.
9. An induction programme for settling children in will be offered, in consultation with parents/carers.



Woodside Primary School Early Years Booking Form

I would like my child _____

to attend for the following sessions. (Please tick your choices.)

	Morning 8:50 am -11:50	Lunch time 11:50 – 12:50pm	Afternoon 12:50 - 2:50 pm
Mondays			
Tuesdays			
Wednesdays			
Thursdays			
Fridays			

On confirmation that the sessions are available, you will receive full registration forms.

Name of parents/carers:

Child's date of birth:

Home address:

Postcode:

Home telephone number:

Preferred Start date (from three years +):

I understand that having a pre-school place does not guarantee a place in reception.

Signed:

Date:



Will I qualify for 30 hours free childcare?

Parents of three and four year olds will need to meet the following criteria in order to be eligible for 30 hours free childcare:

- They earn or expect to earn the equivalent to 16 hours at National Minimum or Living Wage over the coming three months.
- This equates to £120 a week (or c.£6,000 a year) for each parent over 25 years old or £112.80 a week (or c.£5,800 a year) for each parent between 21 and 24 years old.
- This applies whether you are in paid employment, self-employed or on zero hours contract.
- The parent (and their partner where applicable) should be seeking the free childcare to enable them to work.
- Where one or both parents are on maternity, paternity, shared parental or adoption leave, or if they are on statutory sick leave.
- Where one parent meets the income criteria and the other is unable to work because they are disabled, have caring responsibilities or have been assessed as having limited capability to work.
- Where a parent is in a 'start-up period' (i.e. they are newly self-employed) they do not need to demonstrate that they meet the income criteria for 12 months.
- If a non-EEA national, the parent must have recourse to public funds.

Who will not qualify?

A parent will not meet the criteria when:

- Either parent has an income of more than £100,000
- Either parent is a non-EEA national and subject to immigration control (and has no recourse to public funds)

What happens if a parent loses eligibility?

- They will receive a "grace period" – this means they will be able to keep their childcare for a short period.
- Once the "grace period" has lapsed, the parent may be entitled to the universal 15 hour entitlement.

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