

Gainford C E Primary School

Pre-school

September 2016



Parent Information

Telephone 01325 730274

e.mail : gainford@durhamlearning.net

website : www.gainfordceschool.org.uk

**Welcome to the Early Years Foundation Stage at
Gainford C E Primary School**

Mission statement: 'Learning Together on Life's Journey'

We provide a secure, warm stimulating and friendly environment for your child's learning. The Foundation Stage at Gainford Primary School is for children 3 - 5 years old. We have 12 places for Pre School children and they will play and learn alongside our Reception children in Class 1.

Our Early Years/Class 1 staff consists of;

Early Years /class 1 Teacher (KS1) -Mrs Muir / Mrs. Nicholson

Early Years/class 1 Teaching Assistant - Miss Burns

Early Years/class 1 Learning Support Assistant - Mrs Lyndsay Smith

School Secretary - Miss Shiela Spencer

Deputy Headteacher/ KS1 teacher - Mrs Chris Riley

Head Teacher - Mr Howard Blindt

Caretaker/Lunchtime Supervisor -Mrs Maureen Reed

Lunch time Supervisor - Miss Katie Hannant

Catering Staff -Mrs Sarah McGuill & Mrs Caroline Marley

Organisation of the setting:

The Pre-school children are in a learning environment both indoors and outdoors and sometimes with reception pupils. Pre-school children will have opportunities to work together, and with older children in this setting to give experiences of learning in different situations. It is like a family type of environment with older and younger children learning together.

Times and Charges for Sessions:

We can offer 15 hours of Free Entitlement taken from **Monday to Friday**, from **9am until 2pm**.

There is the option to extend these times upon request depending on payment for extra sessions over and above the 15 hour free entitlement since we offer an extra 1 ½ hours from 2pm-3.30pm. (£6.75 for the 1½ hours.) This block is chargeable at £4.50 per hour.

You can also access the remaining 2 sessions from 9am to 2pm, so if for example your child stayed each day from 9am to 2pm there would be an additional charge of £45.

Lunch - 11.50am - 12.15 pm - Your child's pre-school session includes lunchtime .They can stay for a school lunch or alternatively they can bring their own packed lunch .The cost of a school meal is £2.34 which we would like you to pay separately. Please inform us when your child is to staying for lunch and pay at the school office (cheques payable to DCC)

Payment

Parents/carers will be invoiced half termly.

Admission to pre-school

The main entry for children to start pre-school is the term after they are 3, but if places are available, younger children will be admitted in the term of their 3rd birthday but this will not normally be free entitlement. Please refer to our Pre School -Admissions policy.

We can contact parents the term before children are due to start to offer a place and arrange inductions. Names can be placed on the pre-school waiting list in the September after a child's first birthday and priority will be given to children by age.

In the September following a child's 4th birthday they will move onto Primary School, however, a place at our pre-school doesn't automatically mean a place in the school, as the criteria for admission is not the same. See link below for details:

http://www.gainfordceschool.org.uk/schoolpolicies/non_curr_pol/AdmissionInfJunPrim1718.pdf

Key Worker

We operate a keyworker system. Each keyworker has special responsibility for a small group of children. Parents and children know the name of their keyworker and she/he will ensure that the individual needs of the children are being met within the group. The children will continue to work with all the staff and volunteers but the special role of the keyworker is detailed below.

- A keyworker is allocated to each child and his/her family.
- They help to introduce each child and his/her family into the setting.
- They assist each child to settle into the setting.
- They talk with parents to learn about the particular needs of each child and their family. This will include children or families with special needs, medical or dietary requirements and children's special words, early language, interests and routines, likes and dislikes.
- The keyworker liaises with parents on a regular basis to make sure that important information is exchanged during the settling in period.
- Keyworkers keep a watchful eye on children during their settling in period.

- Keyworkers encourage parents to stay in the setting during the settling in period, separating gradually according to the needs of the child and parents.
- They aim to develop a rapport with parents so that exchange of valuable information is frequently made from home to setting and vice versa.
- They make sure that the planned activities cater for the developmental needs of the children in their keyworker group, and each child's religion, race, culture and family values are taken into account at all stages of the setting's planning.
- They help children to join in the activities at their appropriate level.
- They aim to be available at the beginning and end of sessions, and possibly on specified dates, to discuss individual children.
- They make observations of the children in the keyworker group in order to keep positive, written records of achievement. These records, which can include contributions from home, are shared with the parents to enable the keyworker to plan for the child's developmental progress.

KEYWORKERS WORK UNDER THE SETTINGS' POLICY OF CONFIDENTIALITY.



Safeguarding your child at Gainford Primary School

Gainford CE Primary School has a duty to protect every child in its care, keep children safe and away from harm. We are fully aware that abuse does occur in our society and we have a duty to act on any concerns we may encounter with children in our care.

The Child Protection Co-ordinator is the Headteacher, **Mr H Blindt/Mrs C Riley** .

Confidentiality

Confidentiality with regards to all children and families within Gainford Primary School will be maintained at all times.

Equal Opportunities

Gainford Primary School operates within an equal opportunities framework at all times.

We aim to:

- create an environment in which each individual feels valued, irrespective of ethnic origin, language, gender, ability or age;
- ensure equal access to all areas of the curriculum for all the children in our care;
- promote the belief that all can and should achieve to their highest potential in all areas of the taught and "hidden" curriculum;
- provide materials to promote learning that are appropriate and reflect diversity

Clothing

For every day wear and tear your child needs suitable clothing which could possibly get dirty or stained. We do have aprons but unfortunately, paint, glue, shaving foam, soil, etc... have a tendency to get everywhere! Clothes which enable children to be independent when going to the toilet are a necessity to prevent accidents, and Velcro shoes are ideal. They need wellingtons and warm coats, hats, scarves and gloves for colder weather, with indoor footwear to change into.

School sweatshirts and cardigans are very hard wearing and can be purchased. Please see the school secretary for additional information. Please ensure EVERY item of clothing has a name in, including footwear. We discourage the wearing of any kind of **jewellery** in pre-school as accidents can easily happen.

In summer children need sunhats to wear with names in and sun cream should be applied **before** coming to pre-school.

Toileting

Although we realise that occasionally children have 'accidents' when they are engrossed in activities, we do expect children of pre-school age to be independently using the toilet, flushing it and washing their own hands. This will become second nature to them as they freely use our toilets. We do have a small supply of spare clothes just in case, **but please ensure they are wearing clothes they can manage themselves.**

Healthy living

We feel it's important to promote a healthy lifestyle from the start, encouraging children to be aware of healthy practices. We provide opportunities for developing healthy bodies and minds. Children are offered milk or water at snack time and such things as fruit, cheese, crackers and the occasional birthday cake. We sometimes bake biscuits and cakes thereby demonstrating that we can all eat any foods in moderation.

Illness

Staff would appreciate it if you could ring school on 01325 730274 and let us know if your child is unwell and therefore not coming in. Many childhood illnesses are spread by contact and by sharing germs amongst children playing together. Children do not play or learn effectively if they are unwell. Being sick or having a tummy upset at pre-school can seriously distress children, and if they do have sickness/diarrhea, **they must not return for 48 hours after the last bout to prevent it from spreading.** If they return to pre-school when they are well, they will be much less likely to pick up another infection.

PLEASE don't let your child decide when they are well enough!

Also, please inform the school if you find headlice.

Medicine and accidents

We have staff who are trained in first aid on the school premises. Should children need medical attention, parents will be notified. Children will not be administered medicine of any kind unless it's a prescribed medicine, cream for eczema or an inhaler for asthma and written permission is granted. Parents will be informed of bumps and scrapes we are aware of and these will be dealt with as they happen.

Pre-school 'rules'

We have some common sense rules for everyone's safety. Children misbehaving will be spoken to firmly by qualified staff and occasionally excluded from a fun activity. Only rarely will it be necessary to inform parents as most incidents are forgotten about once dealt with. Parents are only involved if unacceptable behaviour is persistent and causing disruption in pre-school.

Leaving and collecting children

Always bring your child right into school via the main entrance and see the staff there so that we know they have arrived safely, and never take a child out of pre-school without staff being aware.

If any other person is to collect your child please inform staff or telephone the school office. It is most important that you let the staff know who will be collecting your child and that they are aware of the correct pre-school session times. Could you also be aware that only adults **over the age of 16** can collect children and under no circumstances will we let children leave pre-school with a minor.

Car parking

Your child's safety is paramount to us, so please help us by ensuring that vehicles are never brought onto school grounds without prior permission from the Head Teacher. Outside school there is space but we do encourage our parents to park their cars further away from the school building and walk down to school. We take parking very seriously and monitor cars parked inappropriately outside school as cars blocking the entrance can affect deliveries and emergency vehicles getting into school. You also need to be aware of other children and families, particularly at school times. Please help us keep your children safe and enter by the pedestrian gate.

Your child's Progress

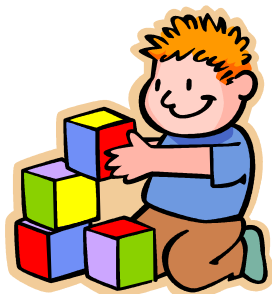
Your child's progress in all areas of learning is monitored during their time in pre-school through staff observations during free play and planned activities. All children have a **'Special File'** which is very important to them, called a **'Learning Journal'**. In this file there are photographs, notes about them, activities they have participated in, pieces of 'work', art work, etc.

Parents can discuss their child's progress at any time but will also be invited into school for an informal chat.

You can look at your child's Learning Journal at any time and they will be yours to keep as a memento when your child leaves pre-school. As we are a pre-school unit attached to a Primary School, which includes the Foundation Stage (Reception), we share many policies and procedures with them. Many of these are available to parents and can be obtained through the Head Teacher or via our website.

We hope that you and your child will be very happy with us at Gainford C E Pre-School. We have a friendly and approachable staff and will answer any questions you may have.

Please talk to a
further information



member
or help.



of staff if you require any

If you have any concerns or complaints about our service please contact us.

Mr Howard Blindt
Headteacher



The EYFS Profile

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

The prime areas of learning:

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

The specific areas of learning:

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

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically

For young children who can't read or write, they need opportunities to learn and express their feelings through playing. It's through play that they discover new things about the world, enabling them to develop new skills and build relationships.

Personal, Social & Emotional Development

We believe that children who learn to respect one another and the things around them will grow up as confident, independent, curious and enthusiastic individuals.

Children are happy when they feel good about themselves, they show an interest in learning and have motivation. They show sensitivity to the needs and views of others. To help children develop in this area, we provide them with; a caring environment with staff as good role models, encouraged to work,

play, cooperate, help one another, be friendly and polite and function in a group beyond the family. We share our feelings, stories that promote respect, empathy and self-control. We celebrate the Christian religion through school assemblies, birthdays, Christmas & Easter. We value other cultures, try food from other countries and listen to different types of music.

Communication, Language and Literacy



Children should be supported to become competent in communicating, speaking and listening. In our pre-school children are encouraged to talk about their experiences, express themselves clearly and confidently and ask questions. Developing good communication skills at an early age can have a really positive effect on future educational success. It's difficult to emphasise how important it is for you to talk to your child and listen to what he/she has to say.

YOU are your child's best teacher of language!

Children should be provided with opportunities for listening to stories, looking at books alone or with a friend, as this will help develop skills necessary for the eventual process of reading.

Books play an important part in language development as children begin to understand that print carries meaning and they begin to recognise their name and some letter symbols. We have lots of writing and labels around pre-school to read!

Many activities lead directly into writing and it is a process which can't be hurried. Children need to use mark making materials of every description - pencils, pens, crayons, chalk, paintbrushes and other tools perhaps in the sand, soil, dough, shaving foam and clay. They need to feel confident about making marks before they can be expected to produce letter symbols such as their name.

In pre-school they 'write' for all kinds of reasons, for example:

- *appointments/plans in role play
- *shopping lists
- *filling in forms
- *captions for pictures
- *letters and cards

You can help by 'pretending' you know what they have written - ask your child to read it to you. Children need to go through these stages before they are able to control a pencil well enough to 'write' a letter or number (so even if it looks like scribble, it is part of a process).

In our pre-school we also contribute to the provision for CLL by carrying out adult led activities from Phase 1 of the Letters & Sounds Programme. This focuses on good listening, sound discrimination, rhythm & rhyme, music and singing and oral blending of sounds in words. Children are encouraged to continue these activities during free play.

It's important for parents to understand that we will not only support learning and development, but build the important foundations necessary for children to read and write once they move into Primary School.



Problem solving, Reasoning and Numeracy

There is so much more to maths than counting and numbers! Rote counting means nothing unless children can understand that $1 = 1$ object, $2 = 2$ objects, and so on. Lots of activities in pre-school provide mathematical and scientific experiences. Playing with blocks, threading beads, jigsaws, construction sets, etc. will provide opportunities for comparing, sorting, matching, ordering, pattern making, sequencing and counting. Mathematics is happening all the time in young children's lives, for example, when shopping, in the car, at home, in the café. Make it fun for them. Children will be encouraged to measure, estimate and classify. They will learn to use mathematical language, solve practical problems, show curiosity and investigate objects and materials. In pre-school many activities are what we call 'cross-curricular' which means they cover many areas. Investigating sand and water provides early experiences of capacity and volume, and activities such as cooking and growing things build mathematical and scientific

opportunities into children's play. Sand play may be related to:- pre-maths skills - weighing, matching shapes, volume. Science - discovering properties of dry sand, what it feels like, how it pours. Language development - learning new words and ideas related to sand and equipment, talking about sand. As children progress some will begin to show an interest in numbers, they will be able to count reliably, recognise some number symbols and begin to write them. By singing number rhymes and playing counting games it's fun, fun, fun and counting seems much easier!

Creative Development

Children love to dress up and pretend, and playing out real life situations helps them to understand the world around them. In our pre-school we have a 'life area' which can be transformed into a hospital, a hairdressers, a building site, a garage, a travel agents and more! Children will find ways to communicate by using colour, sound, texture, movement and shape. We offer opportunities for them to use their senses. They paint, write, draw, make collage pictures and models from reclaimed materials. They create something which is unique to them.

Representing and communicating ideas and feelings in a variety of ways through such things as language, paint, music, and dance is important for creative expression. Children love listening to different music and sounds, making sounds, singing rhymes and songs and exploring how they can move their bodies. We also have what we call 'small world' activities which children use to make pretend situations - cars, wild and farm animals, playmobil, train tracks, pirate ships, etc. to name but a few!



Physical Development

In order to gain confidence and develop physically, children need to climb, balance, run, jump, crawl, ride, throw, catch and kick. At Gainford School we have our own safe enclosed area where children can use the bikes and scooters and play with small equipment such as balls, cars and garage, dolls, bricks and models such as plastic animals. We have our own climbing apparatus

and lots of things to investigate. We have a selection of boxes and planks for children to explore building and balance. We have use of the school hall for P.E., gymnastics and dance. By using a wide range of small equipment such as building blocks, peg boards, lacing cards, threading beads, scissors, etc., the children will increase their fine manipulative skills and develop better hand eye coordination. Playdough is always a popular way to develop fine motor skills and we provide a variety of resources to make it fun.

Knowledge and Understanding

Children have the opportunity to find out about the world in which they live, exploring creatures, plants and objects in their natural environment. They will investigate how things work, exploring such things as magnets, mirrors, colour and natural objects. Through their play they experience sand, water, soil, gravel, bark, etc. which provides an ideal environment for learning. Children are encouraged to discuss their past and talk about significant things in their lives and the lives of their families. They are given opportunities to meet people who help us in the community. We look at changes during the weather and seasons, when cooking or freezing and we learn about new life through animals and plants.

Children are introduced to all forms of Information Technology and they have access to computers, ipads and programs designed to enhance and support their learning. Children are monitored as to their use of the computer to enable all children to share and to learn basic skills.