



Welcome to
Barn Owls & Snowy Owls
Woodland's
pre-school



Your child is now a rising 4-year-old and in their last year before school.

We are excited to work with you as parents and carers to support your child's learning and development and to make sure they are ready for 'big' school next September.

As a staff team, we look forward to working together to make pre-school a fun, happy and rewarding experience for you and your child.

Your child will be given a book bag when they move to Owls and a PE bag from the start of the Spring term in January. These belong to your child, the bookbag will need to be bought in every day and the PE bags can stay at the setting.

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) ensures that children from birth to five learn and develop well and are kept healthy and safe. The Reception Year is the final part of the EYFS.

The EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills, providing a good foundation for future progress through school and life.

(DfE Statutory Framework for the Early Years Foundation Stage)

Learning within the EYFS is split into 7 areas of learning and development:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Delivering the EYFS

Children access a range of activities and experiences which cover all areas of learning and development

We ensure we are delivering each area of learning through a variety of adult-led play and free-flow play.

Free-flow play is when the children have free access to all our self-selection toys. It is during this time that the children can explore and express their interest and develop the critical characteristics that they need in order to engage in deep level learning and development.

Adult-led activities are planned through children's interests and developmental needs and enhanced with our extra-curriculum activities that allow children to experience new and exciting situations and challenges. Please see a copy of the extra-curriculum timetable on our website.

You can download a parent-friendly version of the EYFS at

http://www.foundationyears.org.uk/files/2014/08/EYFS_Parents_Guide-amended.pdf

http://www.foundationyears.org.uk/files/2015/09/4Children_ParentsGuide_Sept_2015v4WEB1.pdf

EY Log

Your child's day is carefully planned to give a balance of adult-led and child-led activities. We try to adapt the planned activities to individual children in order to reflect their particular skills, interests and development needs. This means that the staff observe what each child is doing and record this so they can think about what it means and what the next steps should be. The staff record their "observations" in what is known as a "learning journey". This is a collection of different documents prepared by the staff to provide a picture of a child's development under various areas of learning such as Physical Development, Communication & Language, etc.

While there is a statutory need to record and monitor progress, we also need to ensure that this process doesn't get in the way of actually interacting and playing with the children - nobody wants to see the staff following children around with clipboards!

We use a system called eyLog which allows staff to capture a photo, a video clip or a voice recording as well as written notes using a tablet computer and to assign this to one or more children. These observations from staff members are then uploaded to a secure web-based learning journey to which you as a parent would also have access to! Welcome to the world of online learning journeys!

We believe that using online learning journeys will allow both a rich body of evidence to support our partnership with parents and to help us plan for individual children's development, and of course a wonderful keepsake for you to share with your child.

The eyLog website (<https://eylog.co.uk>) has more information as well as a list of FAQs. Please have a look to find out more about this exciting development.

Developing Independence

As your child moves into pre-school we shall help them to develop their independence skills and boost self confidence.

Some things you could also help develop at home too could include: (These are only suggestions and are not compulsory).

- Give them time to take off and put on their own coat.
- Allow them to try and get undressed and dressed
- Encourage them to go to the toilet on their own and to flush the toilet and wash their hands
- Share toys and games with others
- Begin to use a knife and fork for eating meals
- Drink from a cup not a beaker
- Pour their own drink
- Put on their own shoes
- To encourage them to express their needs and wants and to acknowledge these.

Speaking and Listening

Listening is a very important skill to assist in development in all areas. Children need to practice talking to adults and other children so that they can build up the skills which are needed to enable them to use language confidently.

Where possible try to:

- Use the correct word for an object or item – “horse”, not “horsey”
- Encourage children to ask questions
- Answers their questions
- Ask them questions. Give them time, up to 10 seconds to answer.
- Talk about your activities and days out, home routines and daily milestones
- Ask open ended questions as it allows children the time to think



Poems and rhymes can make language fun for young children. Remembering and repeating them gives children a store of language to use and also builds up their pleasure and confidence in using it. So the next time that they ask for the same story over and over, remember they are learning to repeat spoken words and develop skills and knowledge so don't worry if you think it is repetitive.

Phonics is Fun

We follow the Letters and sounds phonics programme set out by the DfES.

This is continued throughout the whole nursery and we use Jolly Phonics alongside the programme. Children are only introduced to the sounds when they are ready and it is embedded into everything they do. We only look at the first 3 groups of sounds.

Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students achieve. The letter sounds are split into seven groups as shown below.

Letter Sound Order

The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible. We aim to introduce the children to the first 3 groups at Woodlands and will provide you with a copy of the songs to support their learning.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar



(We focus on the first three rows of sounds). Visit the website: www.jollylearning.co.uk

Writing

In pre-school we don't just use writing implements to write and mark make, we develop skills for this purpose during music and movement sessions, while playing in the sand, and many more. However, we are aware that every child develops at different rates, and some children may also be requesting or starting to write their names.

Some important information we would like to point out are:

- Only use capital letters at the beginning of a name or sentence
- Ensure they have a thumb and index finger grasp when holding writing implements, as habits are hard to break
- It is important to remember that a pen grasp can be very difficult and uncomfortable if the muscles in the hands are not developed or strong enough.

Alphabet table

Th children are introduced to a new sound every two weeks and is supported with a table of objects that begin with a particular letter and use interesting objects, including those from other cultures. These are labelled using lower-case letters so that children can start to associate marks having meanings. Your child may be asked to bring something from home that starts with the sound we are focusing on and to talk about it during circle time.

Staff repeat and model the sounds as they crop up during daily activities and play simple alliteration games by encouraging the children to think of adjectives for the objects, for example: a purple penguin, a big box.

Staff will let you know which letter sound we are practicing and provide you with a copy of the song/action that goes with the sound, so that you can join in with your child's singing.

Name cards/objects

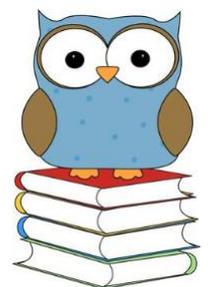
We use children's name during daily routines, such as coat pegs and self-registration and place them in the writing area for children to use as templates. Staff encourage children to look at their names around the room and help them to copy the shapes of the letters and to recognise the sounds.

Reading

Learning to read is a lovely sharing process. We are not expecting your pre-schooler to be reading but instead have an understanding of books, stories and tales. Having an understanding that books can help us to find out things and most of all that we can share them with friends and others.

When sharing a book:

- Make it a happy time
- Use your voice for characters and make the story more enjoyable.
- Talk about the pictures with your child and Discuss the story – what could happen next, what was the best part etc
- Don't be worried about reading the same story over and over
- Listen when your child tries to retell the story or talk about a similar book they may have read.
- Ask questions at the end of the book to encourage recall skills.



Both rooms have a lovely cosy reading area with a library of books that can be chosen to read at home. We invite you to choose a book with your child and once signed out to you, feel free to keep it as long as you want. Once you and your child are finished then please sign it back in and choose another book. We hope this will encourage children to talk at their favourite books and share some of the new stories with their friends.

Mathematics

Our maths area consists of small loose parts allowing for open-ended access to all mathematical concepts: patterns, shapes, counting, weight, length etc. You can help to develop your child's knowledge and understanding of numbers in many practical ways by counting whenever the opportunity arises, such as climbing the stairs, setting the table, looking at numbers and shapes in the environment. Stories and songs can also help in this area. Comparing weights of the shopping items from the shopping bag can be a great way to help encourage little ones to help and also develop a knowledge of mathematical language such as taller, larger, wider or heavier.

Messy Play

We always have a messy play tray for the children to explore and experiment in to investigate textures, consistencies, mark making and mathematical concepts.

Outings

We like to get out and about with the children to explore our local area. It's a great opportunity to look for letters and numbers on road signs and doors, play at a park or buy fruit from the market for smoothie making. Children wear high visibility vests and are closely supervised at all times. These outings develop confidence and self-esteem.

PE sessions

During extra curriculum sessions, children enjoy physical education activities that are a bit more structured than the normal free-flow physical play. During these sessions, we include activities to meet the early learning goals, balancing skills, games to promote team work and promotes skills ready for sports day and school readiness.

Towards the end of the year we ask you to provide is a t-shirt, a pair of shorts and sports shoes (plimsoles are ideal). These do not have to be the same as school P.E kits, just everyday clothes to allow your child to change into. By getting changed children are practicing for school PE and independent undressing and dressing for school P.E. This reinforces the transition to school. We provide PE bags in February which is when we required clearly labelled clothing. The children not going to school this year will have the same opportunities to join in and we will provide their plimsoles. They will not need a PE until the following year.

Graduation

At the end of the summer term we get ready to send your child onto their next adventure at school. We hold a small graduation ceremony and party, to which yourselves as parents and carers are invited to celebrate with us. It is a special time of year for us all to celebrate your child's journey with us at Woodlands an away to say goodbye. Those children not leaving for big school will have their own graduation the following year.

Sports day

During the spring term we like to run a small sports day. It is a great opportunity for parents to meet us and for us to spend some time getting to know you and your children while having some fun. The children take part in fun sports activities and their personal achievements are celebrated together.

Farm park trip

Each year at the end of term children have the opportunity to visit Little Jacks farm as a whole class. This has always proven to be a lovely day out. This is a school leavers trip and is offered to those children starting school in the September.

Partnership with parents

Owls have various open-events during the year where by special people in their lives can visit and join in with some fun activities. Events such as Mother's Day, Father's Day, Easter and Christmas are just a few.

We hold two parents-evenings throughout the year and these are a lovely opportunity for parents to see the room set up with activities, understand how the day runs and to discuss your child's learning and development with their key person. Formal written reports are provided in the June and are shared with the primary schools.

Owls have a travelling ted who loves to go home on the weekend and to spend time with your family, whether it be the weekly shop, a play at the park or a visit to nanny's house we would love to see some photos and hear all about it.

Uniform

We sell Woodlands uniform. There are black polo tops and lime green hoodies. You do not have to purchase these as many children wear their own clothes. Please ask in the office if you are interested. The polos are £5 and the hoodies are £7.

Art work

Children's art work will be put in their book bags daily so that they can share with you all the lovely things they have made.

Food

Breakfast - is a selection of cereals, toast and milk or water.

Snack – children help to prepare snack by cutting cucumber, peeling fruit or buttering crackers

Lunch – children can either bring a packed lunch or have a hot 2 course dinner. Children are encouraged to collect their dinner and clear away after themselves.

Afternoon snack – fruit or biscuit

Tea – children help to prepare tea which may involve buttering crumpets, making sandwiches or mixing eggs for scrambled egg.

We follow government guidelines to ensure children eat the right portion to stay healthy.

A copy of our menu can be found on the website www.parklanekids.co.uk

Drop-off and collection routine in all rooms

All rooms have a staff communication book that is used to record messages from you during drop-off and collection to ensure that all staff are aware of important information.

Butterflies, Foxcubs and Badgers use the main Nursery door at the top of the ramp.

Barn Owls use the wooden gate at the bottom of the ramp

Snowy Owls use the wooden gate on the first approach into the site.

Arrival

White Board. As you arrive you will find a white board, filled out each day by 7.30am with information about planned activities, resources set out, outings and visitors and staff in that day. If you see your child's name next to the green cross it means they have had a minor accident that requires your signature on the accident form.

Key person sheets. Around the white board you will also find laminated copies of all the staff in the room and a bit more information about them, we hope you find this useful and helps you and your child build stronger bonds and get to know staff in the rooms. The list of which children belong to each staff member is pinned to the planning board above the coat pegs.

Parent partnership. On the doors into the rooms there will be printed out copies of the parent's calendar of events, term dates, extra-curriculum planner and the latest newsletter.

Coat pegs. We ask that you encourage your child to take off their own coat and hang it up. Please take home all clothing each day. Butterflies and Foxcubs need to find a different peg each day and Badgers, Barn Owls and Snowy Owls have named coat pegs.

Bags. You will be given a laminated photo/name of your child on an elastic band to attach to the bag that they bring to Woodlands. This helps all staff easily identify the right bag quickly.

Barn Owls and Snowy Owls. Bags go under the coats in the small cubby holes.

Book Bags (Owls only) Can these be placed on the bottom two shelves of the tall white unit in the cloakroom.

Hat Box. Can any gloves, scarfs and hats go into the shared hat box. This way children have one place to look when they can't find it, know where to get it when they want it during the day and staff have one place to put any found bits during the day.

Barn owls and Snowy Owls. Green tray in the White tall unit next to the coat pegs.

Lost Property. Each room has a children's lost property box of any items of clothing taken off during the day, hair clips, accessories etc. We will also wash and dry any bottles left at the end of the day and put them into the box. Please feel free to look through this if you are missing any items.

Barn owls and Snowy Owls. Green tray in the White tall unit next to the coat pegs

Items from home. If your child arrives with a toy or item from home, please encourage them to put it in the home box. Children can access this during the session. However, we cannot be responsible for keeping items from home safe as it is very easy to mix up with other toys in the room. We advise parents not to bring items from home unless being used as a comforter.

Butterflies in their names draws.

Foxcubs, Badgers, Barn owls and Snowy Owls. Green tray in the White tall unit next to the coat pegs

Drinks bottles need to be full of fresh cold water and labelled (we will label with a laminated photo and elastic band if not already labelled at home). These are put on the self-registration table next to the coat pegs. There is a laminated photo of drinks bottles to clearly mark the area.

Lunch bags (if providing own packed lunch). These need to be labelled and put on the white table by the snack bar.

Self-registration – please help your child find their laminated name/ photo from the wall/door.

Barn owls and Snowy Owls. Please encourage your child to find their name and stick to the white cupboard door under the worktop next to the fridge.

Name cards are then used by the children for morning and afternoon snack.

Collection

Daily Diaries. Staff will share information about your child's day, what they have played with and enjoyed. What they have eaten and drank, any nappies, toileting information, sleeps and accidents and incidents

Barn owls and Snowy Owls. Staff record information throughout the day on a group sheet and then share verbally with parents at the end of the day.

(If you have different adults collecting and would prefer a written daily diary please let us know)

Children's Art. Children's art work is stored in plastic pockets hanging on the 'Going Home' board next to the coat pegs. Once you have had a hand over by staff they will empty the pockets, sending you home with some lovely memories of your child's creativity and imagination. Art used for wall displays will be given out once taken down.

Barn Owls and Snowy Owls. Work is put into book bags daily and sent home.

A FEW REMINDERS...

- Please return any clothes your child has borrowed from pre-school
- Please ensure ALL clothes and personal items are labelled.
- Please feel free to make an informal appointment to come and chat to us if you ever have any queries.
- Encourage your child to be more independent in the toilet, e.g. washing hands and wiping bottoms!
- Appropriate named outdoor clothing – depending on weather- a sun hat, scarf, wellies
- Medication – We can only administer prescribed medication and a consent form will need to be completed.



Pre-School Routine

7.30 – 9.30	After parents have help the children into the room and settle they are offered a choice of planned and free-choice activities.
7.30- 8.30	Children attending early are encouraged to self-serve breakfast, pour their own drinks and help tidy away the pots.
9.30	All children choose a carpet tile ready for circle time. Adults introduce the letter sound together with Jolly Phonics songs. Together the children practice their numbers by counting how many children there are. Children are encouraged to share experiences from home and show and tell toys from home. This builds on children social skills and communication.
9.45	<p>Social circles – Small group time. Children participate in small group activities or song time, encourage communication and sharing experiences, also in gaining confidence with others.</p> <p>Extra-curriculum activities (adult-led) – Children are introduced to new information, ideas and concepts in small groups during focused activities.</p> <p>Free Play – Children can self select toys which they choose to play with.</p> <p>Role play – Theme based area where children can play freely around a topic and introduce their own ideas of play. Mark making can also be introduced into this area.</p> <p>Child initiated play – Each child can choose from activities available to them through self-selection or those that have been planned and set out by staff for children to access as they wish</p> <p>Construction – Varieties of materials, blocks and resources available for free expression of constructing.</p> <p>Small world – Variety of toys and materials that children can relate to within their own experiences and wider environment</p> <p>Mark making – Offer free choice of mark making materials. This can be done within other areas and with a wide range of activities.</p> <p>Outdoors play – Free choice to develop all areas of learning.</p>
10.00	Snack bar opens – Children can pour their own milk/water. Talk about tastes, smells and texture of the foods they can select.
11.40	Tidy up time –Children participate in helping to tidy up and help others, being given positive praise and encouragement.
11.45- 12.00	Circle and song time – small group activities to promote social communication and speech and language.
12.00	Dinner time – independence with toileting and washing hands, promoting hygiene with positive encouragement. Those children having a hot dinner serve the food and try new taste. The use of a knife and fork is promoted, and assistance given when required.
1-2.15	As am session
2.30	Tidy-up time in Snowy Owls. Children participate in helping to tidy away the toys they have enjoyed playing with. Positive praise and encouragement
2.30- 2.45	Home time and parent partnership feedback for sessional children in Snowy Owls
3.00	All children join up in Barn owls. Snack bar opens – Children can pour their own milk/water. Talk about tastes, smells and texture of the foods they can select.
3.15- 4.30	Focused activities – small outings in the woodlands / play area weather permitting.
4.30	Tea- independence helping to select, make or serve their own tea.
5.00- 6.00	Free-play for all age groups. Parents returning for collection will be given feedback about their child's day and any other relevant information.

Parent's Brief Policies and Procedures (A full copy of our policies and procedures are available from the nursery or on our website, www.parklanekids.co.uk)

Safeguarding

A **'child'** for the purpose of this policy and procedure is anyone who has not yet reached their 18th birthday.

Safeguarding is the activities, policies and procedures that underpin daily practice for staff, parents and children that prevent or reduce the risk of harm or abuse to children.

Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child abuse is when another person, whether through action or failing to act, causes injury, death, emotional harm or risk of serious harm to a child. There are many forms of child maltreatment, including neglect, physical abuse, sexual abuse, sexual exploitation, domestic violence, digital technology and emotional abuse.

Any concerns or worries, however minor **MUST** be documented on the Welfare Concern form and shared with the designated person. This may include:

- Any non-accidental bruises or marks
- Any comments or disclosures from the child
- Any deterioration in a child's general well being
- Signs of abuse or neglect

Safeguarding children is extremely confidential, and information will only be shared with staff directly involved with a welfare concern. It is not appropriate to openly talk about any sensitive information and this will never be discussed in a public place.

There is a robust recruitment and suitability process and staff performance and health is monitored to ensure they remain suitable. Staff attend safeguarding training which is refreshed annually.

No mobile phones, wearable devices or personal cameras are to be used by staff during our opening times and we ask parents to help, by not using their phones or wearable devices when inside the nursery. Staff have the use of a mobile phone, for outings.

Children are taught about keeping themselves safe in the real world and when using the internet and they are encouraged to have a strong voice.

If you have a concern about the conduct of a member of staff please speak to the manager. However, if you have a concern about the manager or the owner please contact Ofsted direct on 0300 1231231.

Ofsted must be informed on 0300 1231231 if there are any concerns that a child has suffered serious harm or abuse by another person or if there is an allegation against a member of staff. This must happen within 14 days.

Food Allergens

All staff and volunteers comply with The Food Information Regulation. We provide information about the allergenic ingredients used in any food or drink provided to children and staff.

Parents are asked to provide information about any allergies or intolerances that a child may have and if it changes during their time at the setting on an 'Individual Food Allergen Plan'.

Children who have any allergens will have a care plan that details the signs and symptoms and what to do in the event of a reaction.

All staff complete food hygiene training.

Behaviour Management

The aim of our caring nursery is to encourage the children to respect themselves, each other and their belongings and to make them aware that it is his/her behaviour that is not unacceptable not the child personally.

Good behaviour in the nursery involves early intervention to prevent disagreements children cannot handle, discouraging unacceptable behaviour and being positive about good behaviour.

If the unacceptable behaviour continues, staff would try to identify the triggers, distract the child and as a last resort remove them from the activity for a short period. Parents will be informed about children's behaviour. If you need us to support any strategies you have at home, then please speak to your key person.

Complaints

We aim to always meet the needs of the children. However, if a parent should have a complaint this should normally be raised in the first instance with the officer in charge or with the manager and then if necessary, with Ofsted.

Medication

The staff can only administer medication that is prescribed. However, liquid paracetamol or liquid anti-histamine can be administered in the event of an emergency with parent's consent.

Medication should never be left in the children's bags but must always be handed over to a member of staff with clear instructions of when and how it is to be administered.

A medication form must be filled in with the child's name, date, medication, dosage and time/s to be given and signed by the parent or guardian.

If your child has a long-term medical condition or on-going medication you will be required to complete a care plan.

All staff hold a current paediatric first aid qualification.

Health and illness

The Health Authority recommends that no child may attend while suffering from one of the communicable diseases displayed on the notice board and they should be excluded for the minimum periods recommended.

Coughs and colds do not normally require the child to be excluded but this depends on the severity and how the child is able to cope with the Nursery routine. A child who is, or who appears to be, unwell may be refused admission.

Should a child become ill whilst at nursery we will contact the parent to collect the child as soon as possible.

A child who is sick or has diarrhoea whilst at the nursery is to be collected immediately and kept away for 48 hours following the last bout of sickness or diarrhoea.

Parents will always be contacted and informed if their child has a high temperature of 101F/38C or above.

If your child has not been his/her normal self at home but is not showing signs of illness when you take him/her to the setting please mention it to the staff and let them know how best to contact you throughout the day.

Outings

Parents are asked to sign consent at the time of enrolling their child, to agree to short outings taking place without any prior notification.

We always have a qualified member of staff (level 2) and a first aider present. The children wear high visibility vests/bands and the staff to wear their uniform and high visibility clothing so as to be identifiable to members of the public.

Health and safety

Risk assessments are carried out and reviewed regularly.

Staff reflect on practice in the room weekly and complete end-of-week room audits that identify any health and safety issues.

All bathrooms are checked regularly and kept clean.

Toys are washed regularly and particularly in the younger rooms soaked in Milton to avoid cross contamination.

Staff wear aprons and gloves for nappy changing and food prep (gloves if nails are painted)

During hot weather children have sun-cream applied morning and afternoon, have periods out of the sun and their drink intake is monitored to ensure we reduce the risks of sun-stroke or dehydration.

No child is allowed into the kitchen and any food cooked with the children is transferred to plates before being taken into the room.

Woodlands
Sysonby Acres Leisure Park
Asfordby Road
Melton Mowbray
LE13 0HW

01664 562277

