

Marden Preschool
Breakfast & Afterschool Club
Registered Charity 1192893
OFSTED Registration Number 2645135



Parent/Carers Handbook
2026
Manager: Mrs Paula Barrett
Marden Pre-School Breakfast & Afterschool Club
Marden
Hereford
HR1 3EW
Telephone (01432) 880034
Paula Barrett 07985 576230
Email mardenpreschool15@outlook.com
Website is <https://www.mardenpreschoolhereford.co.uk/>

Parent handbook

Index

Page 4 –5 Our Ethos and vision

Page 6-22 Getting to know our team

Page 23- 24 Key person / settling in

Page 25-31 Early years foundation stage

Page 32-34 Illness and medication, mobile phones, absences and complaint procedures

Page 35-37 Fee schedule / Funding

Page 38-56 pre-school ready new term How to help your child /what we need for pre-school Handle with care/ how to support home learning what I need for starting preschool.

Page 57-58 Promoting British values/ British values planning

Page 59-60 Designated leads

Our Ethos

Our Ethos at Marden Pre-school is to create a nurturing and inclusive environment in partnership with parents; where each child can reach their full potential in an environment which is safe, secure, happy, healthy and stimulating.

Marden Pre-school has high expectations of our staff team to ensure that we deliver the highest quality childcare possible. Our staff are dedicated, committed and have the motivation and genuine passion to deliver high quality childcare where children are happy and safe. Staff are carefully selected not only for their professional childcare qualifications and experience, but also for their personal qualities and their commitment to provide each child with quality care, and their continuing enthusiasm to develop their skills through further training.

- Within our setting we aim to:
- Create a stimulating, caring and safe environment where each child's individual needs are met and where they can develop creativity, individuality and self-confidence in secure surroundings.
- To treat each child as an individual and recognise and celebrate individuality and diversity which helps promote a rich learning environment
- Promote the development of a positive self-image within all children and families.

- Work in partnership with parents and carers in an open and honest way.
- Support parents and carers in the developmental needs of their children, both in the setting and at home. We will achieve this by:
- Creating an environment which promotes inclusion by introducing appropriate resources and positive images of gender, disability, ethnic minorities and different cultures.
- Encouraging the participation of parents and carers in aspects of the running of the setting.
- Creating a welcoming atmosphere which makes the children, parents and carers happy and comfortable within the setting.
- Having a thorough recruitment and induction process. Valuing our staff and encouraging and supporting ongoing professional development.
- Continually monitoring, reflecting and evaluating the effectiveness of our practice. We will identify our strengths and weaknesses and constantly look for ways to raise the quality of the service we provide and to improve outcomes for all children.
- We develop and maintain strong links in the local community, and other agencies, therefore encouraging the local community and these professionals to play an active role within the setting.

Our Vision

Is to provide Outstanding Early Years Education where children can reach the full potential.

Our aim

- Is to provide a stimulating, relaxed, safe and secure environment where children are encouraged to learn through play, exploring, experimenting problem solving taking risks.
- Providing children with experiences that will develop skills for life.
- Promote school readiness to our children and families.
- Provide children with a balance of child led activities and adult led activities.
- Providing parents with affordable, flexible Early Years Education.
- Our setting will always go above and beyond to support our children and families

The Team

The Staff work very much as a team and look forward to Welcoming you to our setting.

Here are some of the staff you are likely to meet.



Paula Barrett
Early years Teacher / Manager
Early Years Professional status
Level 6
Shooting Star's room



Emma Harris
Early Years Educator /
Deputy Manager
Level 3
Little Sunshine's room



Wendy Smith
Early Years Educator / Deputy
Manager Level 3
Shooting stars



Natalie Wood
Early Years Educator/
Third in charge
Level 3
Shooting Star's room



Amy Holtham
Early Years Educator / Third in
Charge
Level 3
Shooting Star's room
Mat leave from September



Sarah Rowberry
Early Years Educator /
Teacher
Early Years Professional
Level 6
Shooting Star's room



Mia Kliciute
Early Years Educator
Working towards level 3
Shooting Stars room

Stacey Powell
Early years educator
Level 3
Shooting stars



Charlotte Roberts
Early Years Educator
EYITT
Level 6
Shooting Star's room
Currently on Mat leave



Emily Davies
Early years educator
Level 6
Shooting stars



Zoe Wilkes
Early years educator
Level 3
Little sunshine room



Amy Taylor
Early years educator
Level 3
Little sunshine room



Jessie Husbands
Early years educator
Level 3
Shooting stars room



Paula Barrett -Manager

Qualifications –

Level 3 SENCO award	23/01/2021
Level 4 Lead Practitioner -Elklan	25/1/2021
Level 3 Elklan 3-5 years	23/2/2020
Level 5 Award in Leadership and management	17.12.2017
Early Years Professional Status (EYPS)	05.09.2011
Early Years (Senior Practitioner Status) Level 5	
27.01.2010	
Early Years Practice	31.07.2008
Early Language Lead Practitioner	18.03.2011
Care for the physical & nutritional needs of babies & young children	07.11.2012

Work with babies and young children to promote their development and learning	07.11.2012
NVQ Level 3 Childcare and Education	August 2002
Equivalency testing for career development Mathematics	01.04.2011
Diploma in playgroup practice	01.10.1993
Basic counselling skills	06.09.2006
Child psychology	02.12.2004
CACHE Level 3 Certificate in Childminding practice	23.06.2004
Introduction to childminding practice	March 2004
Early years SENCo award Training program	February 2021
Level 3 award for special educational needs coordinator in early years setting	
21/04/2021	



Wendy Smith – Deputy Manager

Qualifications -

NNEB

04.06.87

Forest School lead level 3

12/5/2020

Elklan 3-5 years Level 3

18.2.2020

Elklan Birth to Three Level 3

March 2021



Emma Harris– Early Years Educator / Deputy manager

Qualifications

Level 2 Diploma for the children and young people's workforce 29.09.2014

Level 3 Diploma for the early years practitioner 12.09.2019

Advanced level apprentice in the children and early years workforce

Elkan Birth to Three Level 3 2024



Sarah Roberts – Early Years Educator

Qualifications

Bachelor of arts with honours in early childhood studies	09/07/2008
Higher national diploma in early childhood studies	04/07/2008
Early years professional status	08/06/2010



Amy Holtham – Early Years Educator

Qualifications-

Level 2 certificate for the children and young peoples 03/10/2013

TQUK Level 3 diploma for children workforce

First aid

Safeguarding level 2



Natalie Wood– Early Years Educator (Third in charge)

Qualifications-

NCFE Cache level 3 diploma for children's care, learning and development
26/07/2017

First aid

Safeguarding level 2



Mia – Kliciute Early Years Educator unqualified

Qualifications-

First aid Level 2

Safeguarding Level 2



Emily Davies – Early Years Educator

Qualifications-

Qualified teacher status



Amy Taylor – Early Years Educator

Qualifications-

Level 3 Childcare

First aid

Safeguarding Level 2



Zoe Wilkes – Early Years Educator

Qualifications-

NCFE Cache level 3 diploma for children's care, learning and development

First aid Level 2

Safeguarding Level 2



Jessie Husbands

Qualifications

Diploma Level 3 in childcare

First aid level 2

Safeguarding Level 2

Key Person

When your child has been allocated a place, they will also be allocated a key person who will work closely with you and your child during the transition between home and Pre-school and their settling in period and will continue to liaise with you and your child during your time with us. Your key person could be your first point of call to share information about your child.

Your child's key person will be responsible for monitoring your child's development and progress through observations, photographs and keeping examples of their creativity and successes in their 'Learning Journey'. We encourage you to share with us observations of your child at home so that these can be included in your child's record of achievement.

Induction / Settling In

Induction is an important part of starting Pre-school. We aim to ensure that you and your child's introduction to our Pre-school is as stress free as possible. Some children feel comfortable straight away, whilst others take longer to get used to their new environment. We want your child to feel safe and happy in your absence as they cannot play and learn successfully if they are anxious and unhappy.

We have thought very carefully on ways to support you and your child through this transition.

At Marden Pre-School we offer:

Stay and play – Once a place has been confirmed you will be offered an opportunity to come along to stay for a session with your child prior to them starting at the Pre-school. This offers the opportunity for you and your child to familiarise yourselves with staff, children and routines as well as have some fun together. Stay and play session for an hour with your child which we charge £6 per an hour.

Settling Period - Every child is unique, and some children will settle quickly while others take longer. The aim of Pre-school staff is to ensure your child feels happy, safe and secure without you. Parents are welcome to stay with their child as long as they feel their child will need to settle in.

Early Years Foundation Stage

At Marden Pre-School it is our belief that working in partnership with parents is vital to children's learning and development.

We actively encourage parents to share information regarding their child's current interests and developing skills.

The following information has been taken from EYFS 'Parents Guide to the Early Years Foundation Stage Framework'.

What is the Early Years Foundation Stage (EYFS)?

This is how the Government and Early Years Professionals describe the time in your child's life between birth and age 5.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS much follow a legal document called the Early Years Foundation Stage Framework.

What is the EYFS Framework – Why do we have one ?

The EYFS Framework exists to support all professional working in the EYFS to help your child, and was developed with a number of early years experts and parents.

In 2025 the Framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child to develop.

We believe play underpins all development and learning for young children. It is through play that children develop intellectually, creatively, physically, socially and emotionally.

Within the pre-school we provide a wide range of learning opportunities to enable the children to access a variety of experiences. Every child starts pre-

school at a different stage of development. Their individual needs are assessed and staff plan appropriately to meet those needs, providing suitable resources and activities which allow for progression.

Our pre-school provision is based on the Early Years Foundation Stage (EYFS-revised 2025), which sets the standards for learning, development and care for children from birth to five. It stresses the importance of providing well-planned experiences based on children's spontaneous play, both indoors and outdoors.

The new EYFS curriculum states that the ways in which children engage with other people and their environment – playing and exploring, active learning, creating and thinking critically all underpin learning and support the child to remain an effective and motivated learner.

The EYFS (2025) describes Prime Areas of learning, which are fundamental and develop quickly in response to relationships and experiences and therefore support all other areas. These areas are:

- Communication and Language Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and make healthy choices in relation to food.
- Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

The Early Years Framework also talks about specific areas of learning including essential skills and knowledge. They develop from the prime areas and provide important context for learning. These are:

- Literacy Development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

At Marden Pre-school the staff plan educational programmes and experiences that build on children's interests and their spontaneous play as much as possible. We use our observations of the children to help us understand the child's current stage of development and ensure that activities are well matched to the children's needs and address the next steps in their learning.

The curriculum is planned to promote progress in all areas of learning as prime and specific areas of learning development are all interconnected. All areas of learning are delivered through planned, purposeful play, with both child initiated and adult led activities.

Progress check at age two

At age between two and three, practitioners must review their progress. Parents/careers will be provided with a short-written summary of their child's development in the prime areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

If there are any significant emerging concerns, or an identified special educational need or disability, we will develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-ordinator) if necessary. Parents are involved in this process for the beginning.

Beyond the prime areas, it is for parent / carers and practitioners to decide what the written summary should include.

Parents are welcome to ask about their child's progress at any time informally or make an appointment with the manager. You will be able to check your child's progress on Tapestry at any time. You will also be given a full report twice a year and a summary assessment once a year. You will be invited to parent's consultations to discuss your child's progress.

The care of children in the setting has changed over the past few years and continues to change, in an effort to safeguard children and give them and their families the best start in life. The Government has produced outcomes for children and families under the title "Every Child Matters". There are five outcomes:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make Positive Contribution
- Achieve Economic Well Being

In order to achieve these outcomes Marden Pre-school follows the Early Years Foundation Stages (EYFS), which is a statutory framework for children from birth to five years old. The main aim of this framework is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being:

- Setting the standards for learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress;
- Providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.
- Creating the framework for partnership working between parents and professionals, and between all the settings that the child attends.
- Improving quality and consistency in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime.
- Laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.
- In planning and guiding children's activities, practitioners will reflect these in their practice. The three characteristics of effective teaching and learning being:
 - Playing and exploring
 - Active learning
 - Creating and thinking critically

Breakfast/ afterschool and holiday club

Within the setting we follow the “Playwork Principles” which establish the professional and ethical framework for playwork. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people’s capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities. (Skills Active, 2005)

They are:

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well-being of individuals and communities.
2. Play is a process that is freely chosen, personal directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own process.
3. The prime focus and essence of play work is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the play worker is to support all children in the creation of a space which they can play.
6. The playworker’s response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.

7. Playworkers recognise their own impact on the place, space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well-being of children. (Endorsed by Skills Active – May 2005).

To ensure we are meeting the requirements asked of us we are subject to an OFSTED inspection every cycle depending on the outcome of the inspection. Our last inspection date 20th March 2024. If you would like a copy of the report please ask the Manager, Paula Barrett. Since October 2021 we have changed our status to a CIO which means we had to close our last charity to form the CIO Although our previous pre-school had to be closed on Ofsted site we are linked. There were no changes to management of Marden Pre-school just the charity status.

Illness and Medication

If your child is ill, please phone Pre-school by 9.30 am and we can then mark the absence appropriately in the register. If your child should suffer from sickness and diarrhoea during the course of the year, please keep them at home for 48 hours after their last episode. (This is in line with NHS guidance)

Please note children who have been given Calpol for a temperature or due to be generally not well will not be able to enter any of our service until 48 hours after.

If your child has a minor accident, we will inform you with an accident form at the end of the session. If your child should bang their head, a "bumped head" letter will be sent home. If your child becomes ill or has a more serious injury, they will be looked after by someone qualified in first aid and you will be contacted. In many, if not most circumstances, children on temporary medication are probably not fit to be at Pre-school. Staff are permitted to

administer only prescribed medicines. Asthma medication is kept in a medical box and should be labelled with written instructions as the dosage and the name of the child.

You are also required to fill in a small form. Some children in our Pre-school need individual care plans and these are set up with parents and the Senco. (Special Educational Needs Co-ordinator)

Absences and Holidays

If your child is going to be absent because they have a medical appointment, please telephone Pre-school or notify us in advance. Absence for holidays in Pre-school does not require a signed holiday form but we do encourage you to fill one in or send us a letter so that we know why your child is away and then we do not worry about them and contact you.

Clothing and Weather

Pre-school is about active learning, and this involves a range of activities both inside and out. Please ensure that your child wears suitable clothes for the various types of play they will be enjoying. As the children can get messy as part of their play we recommend that they wear clothes that are easily washable and not 'best' clothes. We provide aprons to protect clothing but sometimes accidents happen and clothes may get paint or mud on them. We value outdoor play experiences and therefore use our outdoor area in all weather. Please can you ensure your child is dressed appropriately for all weathers. During winter, please provide gloves, scarf, hat and a suitable coat. Please label if possible.

In summer, please try to provide your child with appropriate clothing and a sun hat. As your child will be climbing and running **no open toed sandals** are allowed in Pre-school.

To make life easier for your child to use the toilet independently we feel it is best to put clothes that are easy to manage and that belt are avoided if possible.

Mobile Phone Usage

Mobile phones must not be used whilst in the Early Years Setting. Phones should be turned off, no calls should be made or received and photographs should not be taken.

Complaints Procedure

If you have any difficulties or concerns in Pre-school please speak to the pre-school manager or deputy. Most difficulties can be resolved by discussion and explanation. If problems cannot be resolved within the setting and you wish to take the matter further you can speak with the setting manager.

You will be sent a copy of our policies via email these will also be on our website. There is also a copy in the document folder on Tapestry. If you would like any other information, please don't hesitate to ask. We hope that you have found the information in this booklet useful. If you have any further questions, please talk to the pre-school manager. We look forward to working in partnership with you to provide the best start to your child's learning at Marden Pre-school.

You can find out more about the curriculum framework we use Development matters

<https://www.gov.uk/government/publications/development-matters--2>

Fees Schedule

Breakfast Club - £6.00 7.45 – 8.45am or 7.30am for an additional extra these are all block sessions.

Pre-school

All day 8.45am – 2.45pm. £36.00. We do offer an additional time until 3pm/3.15pm for an extra fee.

After School Club 3.00pm – 5.15pm these are block sessions £12.37. For an additional extra until 5.15pm

Adhoc children are charged at £7.00 for breakfast club and £13.40 for afterschool.

Adhoc outside of our sessions are charged at £7.00

We also charge £35 per term 11-14 weeks for healthy snack and a one off £5 admin fee

Nappy Fee is charge £20 per term 11-14 weeks – This is an optional fee.

Fees are reviewed annually.

The provision aims to be flexible in the way it collects fees, cash, cheque, standing order or bacs. A weekly payment plan can be worked out for those who may need it. Please see Manager all bills are sent by email.

The fees continue to be payable if a child is absent or adverse weather situations.

In the case of prolonged absence, parents and carers should consult the manager who will work with the family regarding payment of fees.

Each child's attendance at the group is conditional upon payments of necessary fees and/or eligibility to receive funding.

Sessions that have been booked for your child must be paid for including holiday club.

Four weeks notice must be given for sessions no longer required.

Full fees are still due for holidays taken in term time.

Parents whom are late collecting their child will be charged £10.00 every 15 minutes late.

Funding

Can I claim funding for my child? Yes. We accept 2,3 and 4 year old funded children. If your child is 2 years old you may be able to claim 15 hours a week funded childcare if you receive financial help, you will need to apply for this at Search “ 2 year old funding ” Hereford council

We also accept 30hrs funding from 9 months for all eligible working parents.

If you are successful, you will be given a code that you will need to pass on to us before your child starts preschool. The code is only valid for 6 weeks so please make sure that you apply less than 6 weeks before your child starts preschool so that it is valid.

All children are entitled to 15 hours a week funded childcare from the term after their 3rd birthday. Terms are September 1st, January 1st and April 1st. When you child starts playgroup, we claim the funding and will ask you to fill in a form with your child's and your details on. For example if your child's birthday is September 11th – you will be able to claim funding from the term after their birthday – January .

You may be eligible to between 15 and 30 hours of funding a week for your 3 / 4 year old if you are working .You will have to apply for this at www.childcarechoices.gov.uk . If you are successful you will be given a code, which you will need to pass onto us along with your national insurance number. Codes MUST be obtained by the following cut off dates in order for children to claim in the respective terms :

By 31st August to be able to claim for a September start

By 31st December to be able claim for a January start

By 31st March to be able to claim for an April start

Please apply for the 30 hours funding well in advance of the above dates in bold in order to claim the funding. If you have not applied and received a code by the cut off dates your child may still attend but you will be charged .

We are registered to 'Tax free childcare' which is run by government. If you are working the government will pay £2 of your childcare fees for every £8 that you pay. Information is available at www.childcarechoices.gov.uk

If you have any questions about funding please do not hesitate to speak to Paula

Can you help if we are experiencing difficulties in our family? Yes – we are able to suggest ideas, inform you of services and support you through any difficult times. We are able to initiate an EHA- Early Help Assessment. We can work with you and other agencies in order for you and your family to receive help for your situation. Examples could be Housing, Finances, Disabilities.

How you can help support your child at Pre-school

- Donate re-cycled and life like resources i.e., pots, pans, wooden items, tools, boxes and baskets.
- Read with your child every day.
- Access/ see your child's learning journey and contribute to this.
- Share experiences with your child.
- Show an interest in your child's creations and ask about your child's day at Pre-school.
- Use correct terminology for body parts
- Talk to your child using correct words not saying words for example horsey, doggy as this means your child will have to learn the words twice.
- If your child has had an unsettled night or is teething, please let us know so we can support your child with this.
- Do not get your child to pronounce words that they find difficult you use the word correctly for your child to hear. Accept in the word I then you can say "you say I like my ball"
- (This is a tricky one but with lots of practice your child will do).

Handle with Care

- *If your family is experiencing difficulties at home, I would like to provide additional support at pre-school I understand that you may not be able to details due to time constraints and that's okay. If your child is coming to pre-school breakfast or afterschool after a difficult night morning or weekend. Please text me Handle with Care. Nothing else will be said or asked. This will let me know that your child may need extra time, support during the day.*

Please remember we operate an open-door policy we are here to support your child and your family.

How you can support your child's home learning.

- Do daily tasks with your child. Talk about what you are doing and why you are doing it. When hanging up the washing, you could say 'The clothes are wet, let's hang them up to dry.' Give them simple tasks like passing you the socks. Praise them for helping.
- When you're out and about, build on what your child says about what they can see – so when they say 'Big bird!' you can say, 'Yes, it's a big, noisy bird called a crow'.
- Talk to your child about what has happened so far in the day – for example, 'We went to the shops this morning, didn't we? We bought some apples.' And talk about what is going to happen next – 'After lunch we'll do the washing up.'
- You could make a photo-book of funny, or memorable, family events and talk about it with your child.
- Sing songs together that encourage your child to use their imagination. For example, try singing The Wheels on the Bus and ask your child to suggest other things on the bus and describe what sound they make.
- Read picture books together. Talk about the things they can see and how we use them. For example, 'A bed is something we sleep in.'
- Use books to talk about your own experiences, and theirs, giving them time to respond. 'Oh look, the boy is at the park. We went to the park yesterday with Granny.'

Try sharing familiar books at bedtime. Pause when reading so that your child can join in. Talk about the sounds at the beginning of words and words that start with the same sound (like words beginning with P).

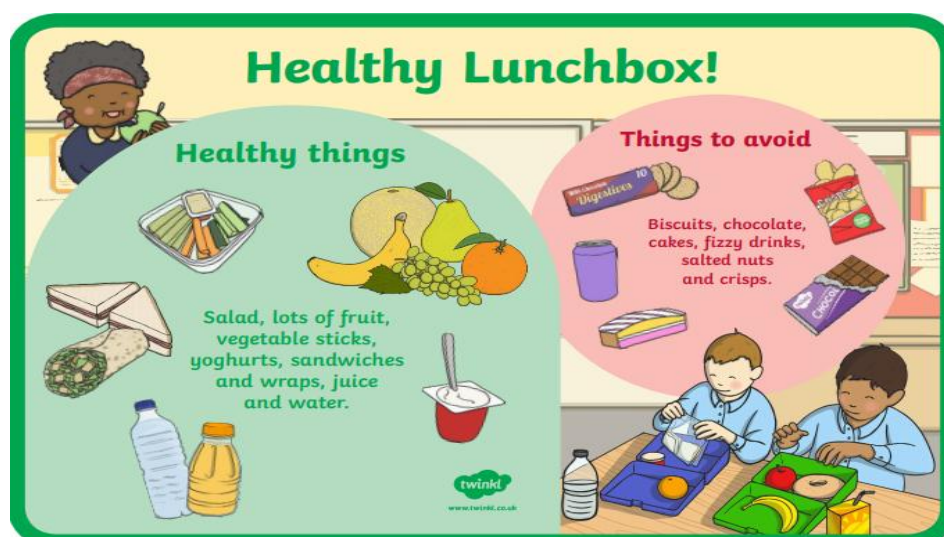
- Encourage your child to recall what has happened in the story. For example, 'Why is bear feeling sad?' Ask them to guess what might happen – 'What should they do next?' – or how the story might end – 'Do you think they're going to find the treasure? Where could it be?'
- When you are out and about, talk to your child about what they can see. Play games like, 'I spy with my little eye something beginning with...' and say the first sound of the thing that you can see – 'something beginning with b-b-b-b.' You can go first and show your child how the game works.
- Try role-playing games together such as shopping. Set items out on the sofa, give your child a bag and some pretend money. Then switch roles and let them be the shopkeeper.
- Play teddy bears' picnic. Put soft toys in a circle and give your child a few cups and spoons. Give your child a chance to tell you what to do like, 'Stir teddy's tea.'
- Plan a treasure hunt game, where your child has to listen to your instructions to find a clue or an object. For example, 'Try looking behind the sofa'.

Taken from 'Hungry little minds' campaign

<https://hungrylittleminds.campaign.gov.uk/>

What do I need to bring with me to preschool?

- Slippers for inside to keep at preschool named
- Wellies to be worn to preschool named. No additional shoes please.
- Change of clothes including -Top long sleeve and short sleeved pair of trousers or skirt, 2x pair of socks, 2x pair of pants (if required)
- Lunch box including a healthy range of food and an ice pack, we will provide cutlery such as spoons (our preschool has a **NO NUTS POLICY, sweets, squash**)
- Please do not send drinks in your child lunchbox we provide your child with a drink.



- Please supply your child with lunch items that are peeled if needed and no packets of processed food . Please only supply yogurts that require a spoon. (No frubes or other squeezable yogurts or pouches)
- Powdered Milk in its original container unopened and a bottle to keep at preschool
- Preschool supplies a water bottle/ Beaker for your child.
- In winter months you may need to bring water proof trousers for your child if you have some you would like to leave in pre-school please send in.
- A labelled hat for the summer and gloves and a hat for winter

- A labelled coat
- Any personal medication such as inhaler or EpiPen
- Please name all your children's belongings.

Please put these items in a bag to be transferred into your child's pre-school bag.

Information for new children attending the Pre-school / Reminder for all parents at the beginning of a new term.

Start of Term Items Checklist

Tick	Item to bring	Notes for parents/carers
☐	Named appropriate size child's ruck sack. Daily	Please make sure your child's bag is clearly labelled. That your child's lunch box will fit in. We will be sending home a book every day, any artwork or forms.
☐	Daily a water bottle Filled with plain water only.	Please ensure your child's water bottle is named and filled with plain water only and sent in every day.
☐	Weather-appropriate coat	Children go outside in all weathers, so please send a coat every day and waterproof trousers in your child's bag.
☐	For blue Spare clothes Bag supplied by preschool named.	Please include 3 pants/knickers, 3 socks, 3 trousers/leggings, top and 3 jumper/cardigan.
☐	Wellies and slippers	Please label clearly so children can find their own footwear.
☐	Sun hat / warm hat as needed	Please send sun hats in warmer weather and warm hats/gloves in colder weather.
☐	Nappies / wipes / creams if needed	Please label creams and complete any permission forms required.(if you do not purchase preschools)
☐	Comfort item if needed	Useful for settling, especially at the beginning of term. (No toys)
☐	Medication if required	Please hand medication directly to staff and complete the required medication form.

Healthy Lunch Box Checklist

Fresh lunch box ideas	
Food group	Fresh lunch box ideas
Main lunch options	Sandwiches, wraps, pitta pockets, pasta salad, rice salad, couscous, homemade savoury muffins, homemade pancakes, egg muffins or plain crackers with fresh fillings.
Protein options	Boiled egg, sliced chicken, tuna, salmon, cheese, hummus, beans, lentils, falafel, plain yoghurt dip or homemade bean spread.
Fruit options	Apple slices, banana, pear, melon, orange segments, berries, kiwi, peach, plum or grapes cut safely lengthways and into quarters.

Vegetable options	Cucumber sticks, carrot batons, pepper strips, sweetcorn, peas, cherry tomatoes cut safely into quarters, avocado, steamed broccoli florets or roasted vegetable pieces.	
Daily lunch box checks		
Tick	Lunch box item / reminder	Parent/carer check
☐	Healthy main item	For example: sandwich, wrap, pasta, rice, crackers, pitta or another balanced main food.
☐	Fruit and/or vegetables	Please wash fruit and vegetables and cut safely for your child's age and stage.
☐	Protein food	For example: egg, chicken, tuna, cheese, beans, lentils, hummus or another suitable protein.
☐	Dairy or alternative	For example: Greek yoghurt, cheese or a suitable dairy-free alternative. Please avoid pouches and sweetened pots.
☐	Frozen ice pack in lunch box	Please put an ice pack in your child's lunch box every day to help keep food cool and safe until lunchtime.
☐	Named lunch box and containers	Please label all lunch boxes, pots and lids.
☐	Easy-to-open containers	This helps children build independence at mealtimes.

Items Not to Include in Lunch Boxes

In line with our healthy eating policy, please avoid sending packet foods in lunch boxes. We encourage simple, fresh foods prepared at home where possible. Please speak to your child's key person or the manager if you need ideas or support with lunch box choices.

No Packet Foods

Tick	Please do not include	Examples	Reason
☐	Packet snack foods	Crisps, chocolate bars, sweets, biscuits, cakes, cereal bars, Lunchables-style packs and similar packaged snack foods.	These are often high in sugar, salt, fat or additives and do not support our healthy eating policy.
☐	Highly processed foods	Fridge Raiders, Peperami, processed meat sticks, pepperoni snacks, chicken bites, processed snack packs and similar packaged foods. Cheese strings.	These can be high in salt, saturated fat or additives and are not encouraged as regular lunch box items.
☐	Sweets and chocolate	Sweets, chocolate bars, chocolate buttons, lollipops, jelly sweets and similar treats.	These are high in sugar and are not part of our healthy lunch box guidance.
☐	Crisps and savoury snacks	Crisps, cheese puffs, tortilla chips, salty crackers and similar packet snacks.	These are often high in salt and do not support our healthy eating approach.
☐	Pastry or processed bakery foods	Sausage rolls, pastries, pies, processed pastry slices and similar foods.	These are often high in fat and salt and are not encouraged as regular lunch box items.
☐	Nut products	Nuts, peanut butter, nut bars, chocolate spreads containing nuts and foods with visible nut pieces.	Please do not send nut products, as children in the setting may have allergies.

Safer Food Cutting Checklist

Tick	Food	How to prepare more safely
☐	Grapes	Cut lengthways and then into quarters. Please do not send whole grapes.
☐	Cherry tomatoes / small tomatoes	Cut lengthways and then into quarters.
☐	Strawberries, cherries, blueberries or other small round fruits	Cut into small pieces; remove stones or pips where needed.
☐	Sausages / hot dogs	Cut into short, thin strips lengthways. Avoid round coin-shaped pieces.
☐	Cheese	Grate or cut into short, narrow strips rather than large cubes.
☐	Apple, carrot, cucumber, melon or other firm fruit/vegetables	Cut into thin strips or narrow batons. For younger children, grate, mash or soften where appropriate.
☐	Meat or fish	Remove bones, skin and fat. Cut into thin strips or small soft pieces.

☐	Bread	Cut into manageable strips or pieces. Toasted or brown bread may be easier for some children than soft white bread.
☐	Nuts, popcorn, marshmallows, hard sweets, mini eggs or chewing gum	Please do not send these foods to pre-school, as they can be choking risks for young children.

Healthy eating information

“Every child deserves to grow healthy and strong”

It is important that we encourage children to be healthy and active.

We understand that not all children enjoy sandwiches at lunch time, here are some ideas of other healthy swaps.

*Breadsticks, Crackerbread, Crackers, plain rice cakes, melba toast

*Bread, Pitta, Wraps, Rolls

*Pasta or rice in a pot (we can reheat this)

*Ham, chicken or cheese cubes

You could even add another fruit or vegetable such as carrot sticks, cucumber sticks, cherry tomatoes (sliced)

Portion size is important, for example a suitable portion of fruit for a 2 year old would be ½ of a banana, or ½ of an apple, at 3 years old encourage a little more. Please see the table below for more information.

At preschool we provide low sugar cereals and toast for morning snack along with fruit and for afternoon snack a selection of fruit, vegetables, cheese and either breadsticks or crackers.

We discourage sweets and large chocolate bars at lunchtimes, however small ‘funsize’ bars are ideal as a treat alongside a balanced lunch. Be wary of snacks that are aimed at children as sometimes although they contain ‘real fruit’ or sound healthy they can be high in sugar examples:

‘Fruit bowl’ strawberry yoghurt flakes contain approx. 3 teaspoons of sugar

Fruit winders contain approx. 1 teaspoon of sugar

YoYo bears contain approx. 2 teaspoons of sugar

It is natural for a child to refuse food at times. If you are worried about your child’s eating please speak to us and/or your health visitor. As long as your child is active, well and gaining weight ,they are eating enough. If your child isn’t eating much at mealtimes perhaps consider reducing snacks/ snack times so your child is hungrier at mealtimes.

A varied diet its important:

*Fruit & Vegetables

*Potatoes, rice & pasta

*Dairy or alternatives

*Meat, fish and eggs

Should all be included in your child's daily diet.

Drinks

We have water available throughout the day for the children to help themselves. Even low sugar drinks can cause tooth decay and cavities, so it is important these are limited to meal times only. We are happy for you to provide juice with your child's lunch. The drinks we provide are in small jugs with child size cups for them to be poured into. It is recommended that children do not drink from a bottle (any drinks) after the age of 1 as this may affect their teeth, mouth muscles and their speech.

Did you know.....

A standard size 'Innocent smoothie' contains between 15-18g of sugar, that's approximately 3 teaspoons

If you are concerned about your child's eating you can speak to a health visitor.

WHAT IS A PORTION?

A GUIDE FOR YOUNG CHILDREN AGED 1 – 5 YEARS OLD

Number of portions a day	1 year	2-3 years	3-5 years
Bread, rice, potato, pasta, chapatti (4-6)	1/2 -1 medium slice bread 1 tbsp mashed potato or rice(30g) 1 tbsp porridge or 1/2 weetabix 1/4 small chapatti	1 medium slice bread 1 -2 tablespoon mashed potato (30-60g); 6 smallish chips 1-1 1/2 tbsp cereal or 1 weetabix 1/2 small chapatti	3-5 years1-2 medium slices bread 2-3 tablespoon mashed potato (60-80g); 8-10 chips 2-3 tbsp cereal or 1-1 1/2 weetabix 1 small chapatti
Meat, fish, egg and alternatives (2-4)	1/2-1tbsp finely chopped meat or fish 1/2 – 1 hard cooked egg 1/2 -1 tbsp baked beans 1/2 fish finger 1/2-1 tbsp lentils	1 1/2 tbsp chopped meat or fish 1 egg 1 1/2 tbsp baked beans 1 fish finger 1 sausage	2-3 tbsp chopped meat or fish 2-3 tbsp baked beans 1-2 fish fingers 1-2 sausages 2-3 tbsp lentils
Fruits and Vegetables (5)	1/2- 1 small piece fruit e.g. apple, pear, etc. 1 tbsp soft or mashed e.g. carrot, courgette 75ml fruit juice*	1 small piece e.g. apple, banana 1 slice melon 4 strawberries/blackberries 1-2 tbsp vegetables or small chopped salad 150ml fruit juice* 1 1/2 tbsp lentils	1 small piece e.g. apple, pear 1 slice melon 6 grapes 2-3 tbsp vegetables or small salad 150ml fruit juice*
Milk and Dairy (2-4)	3 dice-size pieces of cheese 2 tbsp yoghurt 100ml full fat milk	4 dice-size pieces cheese 2-3 tbsp yoghurt or custard	1 small matchbox size cheese

		120ml full fat or semi skimmed milk	4 tbsp yoghurt or custard
			120ml full fat or semi skimmed milk
Foods high in fat and/or sugar (1-2)	1/2 soft biscuit 3 tbsp jelly 1/2 small slice cake	1 biscuit 4 tbsp jelly 1 small slice cake	1 biscuit 5 tbsp jelly 1 small slice cake

Early years food choking hazards

Below is a table of advice on key foods for care givers who are involved with preparing and serving food for babies and young children (under 5 years old) please ensure you follow these for your child's lunch box

Pips or stones in fruit	Always check beforehand and remove hard pips or stones from fruit.
Small fruits	Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters).
Large fruits and firm fruits	Cut large fruits like melon and firm fruits like apple into slices instead of small chunks. For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering.
Vegetables	Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing firm vegetables and legumes like butter beans, chickpeas and tofu, or softening them up by steaming or simmering.
Skin on fruit and vegetables	Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be swallowed more easily.
Cooking fruit and vegetables	Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and apples) by steaming or

	simmering until soft. Serve cut into slices or narrow batons.
Sausages and hot dogs	Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily.
Meat or fish	Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish, it will help the food pass smoothly down the throat.
Grate or cut cheese	Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible.
Chop or flake whole nuts	Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old.
White bread and other breads	White bread can form a ball shape with a dough-like texture at the back of a child's throat, if not chewed properly. Brown bread or toasted white bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips.
Popcorn	Do not give babies and young children popcorn.
Chewing gum and marshmallows	Do not give babies and young children chewing gum or marshmallows.
Peanut butter	Do not give babies and young children peanut butter on its own, only use as a spread.
Jelly cubes	Do not give babies and young children raw jelly cubes.
Boiled sweets and ice cubes	Do not give babies and young children boiled, hard, gooey, sticky or cough sweets, or ice cubes.
Raisins and other dried fruits	Do not give babies under the age of 1 whole raisins or dried fruits. Cut them into small pieces.

Make sure food is prepared appropriately for children under 5 years old, see: <https://www.nhs.uk/start4life/weaning/>

It is also advisable that care givers are familiar with how to respond to a choking incident, see: How to stop a child from choking:

<https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-stop-a-child-from-choking/>

and How to resuscitate a child: <https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-resuscitate-a-child/>

Caring for your child's teeth

To promote good oral health in children we have used the advice below from the NHS website.

It's important to use a fluoride toothpaste, as this helps prevent and control tooth decay.

Children aged up to 3 years

- Start brushing your baby's teeth as soon as the first milk tooth breaks through (usually at around 6 months, but it can be earlier or later).
- Parents or carers should brush or supervise toothbrushing.
- Brush teeth twice daily for about 2 minutes with fluoride toothpaste.
- Brush last thing at night before bed and on 1 other occasion.
- Use children's fluoride toothpaste containing no less than 1,000ppm of fluoride (check label) or family toothpaste containing between 1,350ppm and 1,500ppm fluoride.
- Use only a smear of toothpaste.
- Make sure children don't eat or lick toothpaste from the tube.

Children aged 3 to 6 years

- Brush at least twice daily for about 2 minutes with fluoride toothpaste.
- Brush last thing at night before bed and at least on 1 other occasion.
- Brushing should be supervised by a parent or carer.

- Use children's fluoride toothpaste containing no less than 1,000ppm of fluoride (check label) or family toothpaste containing between 1,350ppm and 1,500ppm fluoride.
- Use only a pea-sized amount of toothpaste.
- Spit out after brushing and don't rinse – if you rinse, the fluoride won't work as well.

Can I let my child have sweets?

Most children want sweets, but you can help to prevent problems by making sure they don't have a large amount or very often, and particularly not before bed, when saliva flow lessens.

What are the best snacks to give my child?

The best snacks are fruit and raw vegetables. Try tangerines, bananas, pieces of cucumber or carrot sticks. Other good snacks include toast, rice cakes and plain popcorn. Dried fruit is high in sugar and can be bad for teeth, so only ever give it to children with meals – for instance, as a dessert – and never as a snack between meals.

Should I let my child have fizzy drinks?

No. Fizzy drinks can contain large amounts of sugar, which will increase the risk of tooth decay. Fizzy drinks (both those containing sugar and sugar-free or "diet" versions) also contain acids that can erode the outer surface of the tooth.

What are the best drinks for my child's teeth?

The best drinks for children over 1 year old are plain still water or plain milk. Your child should have full-fat milk (whole milk) from the age of 12 months to 2 years. Semi-skimmed milk can be introduced from the age of 2, as long as your child is a good eater and growing well for their age. Skimmed milk can be given to children aged 5 and over.

Is it OK to drink fruit juice or smoothies?

Even unsweetened juices and smoothies contain sugars and acids, so although they can contribute towards their [5 A Day](#), restrict your child to no more than 1 small glass (about 150ml) of fruit juice or smoothie each day and only at mealtimes. If your child is thirsty, it's better to give them water than to encourage a taste for sweet drinks.

Will milk at bedtime damage my child's teeth?

Teeth are at most risk at night because there's less saliva in the mouth to protect them. Water is the best drink to give at bedtime, but if you do give milk, don't add anything to it. Chocolate-flavoured drinks and milkshake powder usually contain sugars, which will increase the risk of decay.

Are sugar-free medicines better for my child's teeth?

Yes. Always ask if a sugar-free medicine is available and remind your doctor about this if you're being given a prescription for your child. This is especially important if your child is taking long-term medication.

When should my child give up bottles?

Your child should begin moving off the bottle and on to a free-flow feeder cup at 6 months.

Try to get them off bottles completely by the age of 1, because the teats and spouts encourage children to suck for long periods of time, meaning the drinks that cause tooth decay stay in contact with your child's teeth for a long time.

Are sippy cups good for teeth?

There's no need for a child to use a sippy cup. They're similar to a bottle in that they require the child to suck to make them work. A free-flow feeder cup is better, as it doesn't have valves and the flow of liquid is unrestricted. This means that children learn to drink normally rather than by sucking.

Will a dummy or thumb sucking harm my child's teeth?

No, but they will encourage an open bite, which is when teeth move to make space for the dummy or thumb. They may also affect speech development. That's why you should avoid using dummies after your child reaches 12 months old. Thumb sucking won't cause permanent problems as long as the habit stops by the time your child gets their second teeth, but it can be a hard habit to break. Discourage your children from talking or making sounds with their thumb or a dummy in their mouth, and don't dip dummies in anything sweet, such as sugar or jam.

Please ensure you read all policies that you have been sent and sign to say you have read, if there is anything you are unsure of please speak to Paula Barrett.

If you have any further questions, please feel free to speak to the Manager, Paula Barrett.

Welcome to Marden Pre-school we look forward to getting to know you and your family better.

These are some of the snacks we will be providing for your child/children this term.

Toast- wholemeal bread good source of fibre Vitalite spread- contains sunflower oil a source of vitamin A, B and D naturally rich in vitamin E

Drier fruit- prunes and apricot Fruit- apple, oranges, bananas, grapes, contain vitamins, also contribute to a healthy life style as part of your 5 a day Raw veg and salad- carrots and cucumbers

Crumpets- contains carbohydrates which help provide us with slow releasing energy

Cereals- contain various vitamins and iron

Bread sticks - contains carbohydrates which help provide us with slow releasing energy Milk- that is good source of calcium Water- source of fluid

Healthy Lunchbox

Sending your Child to Pre-school with a packed lunch is a great way to ensure they are having a balanced and healthy diet that will keep their energy levels up. **Please remember we are a nut free setting (Nuts, Pesto).**

We would like your child's lunchbox to include:

Fresh fruit/ Vegetables



Pasta/ Chopped up spaghetti



Cheese



Natural/ Greek Yogurt

Bread/ wraps ETC

Meat/fish (boneless)

Potato

Pulses

Eggs



We would be grateful if you do not bring in the following:

Chocolate



Popcorn

Shop brought pouches

Chips, Raisins (dried food),

Drinks, Sweets, Rice, Crisps, fridge raiders.



Following safer eating also please make sure you cut grapes diagonal, cucumber into sticks or any fruit that is a choking hazard.

Thankyou

Promoting British Values at Marden Pre-Pre-school

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all Pre-schools and Pre-school to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014).

At Marden Pre-Pre-school we understand that the society we live in is diverse and therefore, our curriculum and life within Pre-school reflects this.

For our children, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout day to day Pre-school life. Underpinning this are the values and understanding of democracy, law, liberty, respect, tolerance, tradition and heritage. The ‘Equality Act 2010’ protects all individuals from discrimination and it is the Pre-schools duty to ensure that all individuals have equal access and opportunity to all that is on offer. Funding, including that for children with special educational needs and disabilities (SEND) and disadvantaged children, is used to target inequalities, to ensure equality.

At Marden Pre-school we uphold and teach children about British Values which are defined as: ☐ Democracy ☐ Rule of Law ☐ Individual Liberty ☐ Mutual respect ☐ Tolerance of those of different faiths and beliefs These values are taught explicitly through Personal Social and Emotional Development. We also teach British Values through planning and delivering a broad and balanced curriculum.

The Pre-school takes opportunities to actively promote British values through our daily activities. We also actively promote British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British values means challenging children, staff or parents expressing opinions contrary to fundamental British values including extremist views. Our plan is attached for you to support us in doing this. We encourage Parents and carers to contribute to all planning. If you would like to add to this plan please come and see me.

Promoting British Values Planning

What events and festivals we will celebrate

Bonfire night, harvest, Pancake day, Mothers day, St Davids day, St Patricks day, St Georges day, St Andrews day. Fathers day, remembrance day , Easter, Christmas, Chinese new year, Diwali, Hanukah,

We will be learning about the weather and seasons.

Winter, spring, Autumn, Spring.

Wind, rain, snow, sun, frost, ice.

Light and dark

What we will be doing this term

Devise our golden rules together and vote on them.

Learn what is right and what is wrong.

Learn more about ourselves and what makes us unique.

Learn how we respect others

Learn how we keep ourselves safe.

What we do each day

Talk about the weather, month seasons and days of the week.

We will vote to make choices about our setting and resources.

We will say please and thank you.

We will show respect for others.

We will say sorry if we need to.

We will help tidy up and put rubbish in the bin

We will line up for toilet time and queue to wait our turn for to choose our snack.

What we will do within our topic

Ourselves

We will learn to respect ourselves and others.

We will learn about ourselves and know we are different to everyone else and that's what makes us unique.

We learn to share and take turns with our friends.

We will learn to take risks and talk about our

Important

Bumps or medication before Pre-school

If your child has had a bump, injured themselves or has taken any medication please let the member of staff on the gate or door know. You will be asked to sign a form for the injury or medication. It is imperative we know of any injuries or medication your child may have had before coming into pre-school in the case we needed emergency medical treatment for your child.

Role	Designated Leader	Named Person
<u>Inclusion/SENCO/LAC</u>	Paula Barrett 	Wendy Smith 
<u>Safeguarding Children</u>	Paula Barrett 	Emma Harris/ Wendy smith  
<u>Health and Safety</u>	Paula Barrett  Wendy Smith 	Emma Harris  Amy Holtham 

<u>Behaviour Management</u>	Paula Barrett 	Wendy Smith 
<u>GDPR Officer</u>	Paula Barrett 	
<u>E-safety officers</u>	Wendy Smith 	Paula Barrett 
<u>Our eco-sustainability lead</u>	Wendy Smith 	
<u>Mental Health Support lead</u>	Paula Barrett 	Wendy Smith 

