

Marden Pre-School
Breakfast & Afterschool Club
Registered Charity 1192893
OFSTED Registration Number 2645135
Ofsted Setting Reference Number 2645138



Parent/Carers Handbook

2023

Manager: Mrs Paula Barrett

Marden Pre-School Breakfast & Afterschool Club

Marden

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Index

Parent handbook

Page 4 -13 Getting to know our team

Page 14-Part 15- Key person / settling in

Page 15-21 Early years foundation stage

Page 22- Illness and medication

Page 23- Absences and holidays

Page 23- Clothing and weather

Page 24- Mobile phone usage/ complaint procedure

Page 24/25- Fee schedule

Page 26/27/28 - How to help your child /what we need for pre-school Handle with care

Page 28-Information for new children for attending pre-school/reminder of children at beginning of a term

Page 29/30- Promoting British values

Page 31/32- Term dates

Page 33- What we provide for snack

Page 34- Bumps or medication procedure before pre-school

Page 35/37 Who working in shooting stars

Page 38/39- Staff deployment

Page 40-75 Our curriculum

Page 76 Our daily plan

Page 77 British values planning

Editable Documents

Page 78 Bump / Medication before pre-school

Page 79 Request form

Page 80-82 Holiday club form

Page 83 – what I need for shooting stars room

Page 84 First aiders

Page 85-87 Staff deployment

[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

Level 6



Wendy Smith

Early Years Educator / Deputy Manager

NNEB

Level 3



Emma Harris
Early Years Educator / Named Deputy
Level 3



Sarah Rowberry
Early Years Educator
Early Years Professional Level 6



Samantha Stokes
Early Years Educator
BA Hons Childhood studies
Level 3



Amy Holtham
Early Years Educator / Apprentice
Level 2 working towards level 3



Nikki Carswell

Apprentice / Working towards Level 3



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 / Named Deputy

Qualifications

Children young people workforce Level 3



Samantha Stokes – Early Years Educator

Qualifications

BA honours early childhood

27/07/2012

Elklan 3 to 5 years level 3 March 2021



Sarah Rowberry – Early Years Educator

Qualifications

Early Years Professional status - 2008

Bachelor of arts with honours in early childhood studies
09/07/2008

Higher national diploma in early childhood studies
04/07/2008



Amy Holtham – Early Years Educator

Qualifications-

Level 2

Working towards Early Years Educator(EYE) Level 3 Diploma



Nikki Carswell – Apprentice Early Years Educator

Qualifications-

Working towards Early Years Educator(EYE) Level 3 Diploma

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. Currently due to the pandemic this will be an outdoor stay and play. A video of the setting rooms will be sent to you to share with your child.

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. Due to the pandemic this will be an outdoor only.

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 2014 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 2021), 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 (2021) 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 November 2015. 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)

If your child has any of the following signs symptoms of covid you must

If anyone has any of the symptoms above they should self-isolate for at least 3 days.

- **a high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- **a new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- **a loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

Most people with coronavirus have at least 1 of these symptoms.

Please note at this current time children who have been given calpol for a temperature 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 a care

plan from your doctors as the dosage and the name of the child and how to administer and when .

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 try 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 frame work we use Birth to 5 matters <https://birthto5matters.org.uk/>

Fees Schedule

Breakfast Club - £4.20 8.00 – 9.00am this is a block session

Pre-school

Morning or Afternoon Session -9-12 £12 over 3s (2 year old's) £12.90
(under 2's)£15.00

All day - £24.00 (3's and over), £25.80 (2-3 year)£30.00 (under 2's)
9.00am – 3pm

After School Club 3.00pm – 5.15pm these are block sessions

Adhoc children are charged at £5.20 for breakfast club and £10.40 for afterschool.

The fees schedule above

Children 3 and above for Breakfast, Afterschool, and holiday club are charge £4.20

Under 2s are £ 5.00 also for our other services for Breakfast, Afterschool, and holiday club are

2 years to their 3rd birthday are £4.30 also for our other services for Breakfast, Afterschool, and holiday club are

3 years are £4.00 Pre-school only.

We also charge £12 per term 11-14 weeks for healthy snack and a one off £5 admin 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.

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.

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.

What do I need to bring with me to preschool?

Shooting stars older age group 3 years and above.

- Slippers for inside to keep at preschool
- Wellies to be worn to preschool.
- 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)
- If your child is in nappies please bring nappies, wipes and cream if required
- Lunch box including a healthy range of food and an ice pack and spoon if required (our preschool has a **NO NUTS POLICY**)



- 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
- PE kit including short sleeved top and shorts

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.

- When your child arrives at Pre-school we will help your child find their name.
- If your child has a dummy or a bottle in the morning, please encourage your child to give to a member of staff.
- All children will have a personalised drawer, water bottle and coat tag.
- Please remember to name all your child's belongings including lunch box and Ice pack If your child prefers their fruit peeled for lunch, please do so at home and put in an airtight container. Where possible please ensure children are able to easily open package that are put in lunch boxes.
- If your child is used to sleeping in the day a quiet area will be made available for them.
- If your child has a comforter please feel welcome to bring this in for them. We do not encourage children to bring toys from home as they could be lost or damaged.
- Please bring old tshirt and shorts for pe to be left in your child's drawer. Shooting stars room
- Please ensure your child has a set of spare clothes preschool will provide you with a bag to bring these in.
- Marden Pre-school is a nut free zone please do not send items that contain nuts.

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

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.

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.

Marden Pre-school
Term Dates 2022/2023

Term / Holiday	First Day of term	Last Day of term
Autumn term1 begins	Tuesday 6 th September 2022	Friday 21 st October 2022
Holiday club begins	Monday 24 th October 2022	Monday 28 th October 2022

Autumn term 2 begins	Monday 31 st October 2022	Friday 16 th December 2022
No holiday club Closed from	Monday 19 th December 2022	Monday January 2 nd 2023
Spring term 1 begins	Tuesday 3 rd January 2023	Friday 17 th February 2022
Holiday club	Monday 20 th February 2023	Friday 24 th February 2023
Spring term 2 begins	Monday 27 th February 2023	Friday 31 st March 2023
No holiday club Closed	Monday 3 rd April 2023	Friday 15 th April 2023
Summer term 1	Monday 17 th April 2023	Friday 26 th May 2023
Holiday Club	Monday 29 th May 2023	Friday 2 nd June 2023
Summer term 2 begins	Monday 5 th June 2023	Friday 14 th July 2023
Holiday Club Week 1	Monday 17 th July 2023	Friday 21 st July 2023
Holiday Club Week 2	Monday 24 th July 2023	Friday 28 th July 2023
Holiday Club week 3	Monday 7 th August 2023	Friday 11 th August 2023
Holiday Club Week 4	Monday 14 th August 2023	Friday 17 th August 2023
Holiday Club Week 5	Monday 21 st August 2023	Friday 25 th August 2023

Please note extra week summer holiday club due to how summer term falls.

Sorry I do not have Autumn term for September 2023 yet as soon as I get I will update.

Please note this will be added to our Parent information page I am adding to our website during the summer holidays.

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

Important

Bumps or medication before Pre-school

If your child has had a bump, injured themselves or has taken any medication please fill out them before pre-school bump fall or medication form which would have been sent to you in the editable forms pack. 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. You can also request a form when dropping your child off at Pre-school.

We work in shooting Stars room



Paula Barrett

Early years Teacher / Manager
Early Years Professional status

Level 6

I working in Shooting stars room,
Breakfast club, Afterschool club, holiday club.
I am the settings admin.



Sarah Rowberry

Early Years Educator

Early Years Professional Level 6

I working in Shooting stars room,



Samantha Stokes
Early Years Educator

BA Hons Childhood studies

Level 3

I working in Shooting stars room,
Breakfast club, Afterschool club holiday club.
I support Paula with settings admin













Amy Holtham

Early Years Educator / Apprentice

Level 2 working towards level 3

I working in Shooting stars room,
Breakfast club, Afterschool club holiday club

Role	Designated Leader	Named Person
<u>Inclusion/SENCO/LAC</u>	Paula Barrett 	Wendy Smith 
<u>Safeguarding Children</u>	Paula Barrett 	Wendy Smith   Emma Harris
<u>Health and Safety</u>	Paula Barrett 	Wendy Smith 
<u>Behaviour Management</u>	Paula Barrett 	Wendy Smith 
<u>GDPR Officer</u>	Paula Barrett	
<u>Infection control officers</u>	Paula Barrett	Wendy Smith





Marden Pre-school

Shooting Star's Curriculum

`Our Vision

Is to provide Outstanding Early Years Education where children are able to 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.
- feel cared for and secure allowing them to build relationships, make friends and develop their social skills.
- be treated equally and be given support and education tailored to their individual needs.
- 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

Effective Curriculum – we ensure that our curriculum is able to support all children, including children with additional needs, those who are disadvantaged or in minority groups ensuring inclusion for all.

The educational programme

For Personal, Social & Emotional Development

“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.”

EYFS, pgs. 8-9, 2021

What is important?

We commit to

- Providing opportunities for children to engage with others. Developing social interactions.
- Providing a warm, friendly and welcoming environment where children can develop secure attachments, friendships and relationships with others.
- Allowing children opportunities to take risks and use their problem-solving skills to develop resilience as they persevere to overcome challenges.
- Support children to understand and regulate their emotions by providing quiet spaces, as well as practicing kind hands massage and yoga.
- Providing visual regulation board for children to recognise their emotions and problem-solve how they can regulate this through a choice of calm and quiet activities.

Why is this important

For children to build strong good relationships in order to feel safe and secure within their learning environment.

For children to feel more confident to share feelings and experiences and communicate their wants and needs when they feel comfortable and secure.

The impact of covid-19 is that children have not been able to develop social interactions with others. By encouraging social interactions with others children can learn the skills needed to build relationships in later life.

Children need a can-do attitude to bounce back after difficult situations independently, this will help to support children's mental health and wellbeing later in life.

Children learning to regulate own emotions so they can become an active part of society and cohere to laws and boundaries, to have the ability to solve conflict with others in a calm and appropriate manner.

Our community's needs?

- EAL- children and families from other countries, speaking multiple languages. It is important to make them feel welcome, taking time to ask questions and gather information about their culture and beliefs so they feel valued and included.
- Impact of Covid-19- Acknowledging the mental health and wellbeing of children and families following the uncertainty of the pandemic. Some parents experiencing anxiety and nervousness following shielding and the new covid guidelines.
- Children may not be used to socialising with others due to the recent government restrictions, so may require more support when interacting with children in the setting.
- Manager has made connections between the setting and the local parent and toddler group to support new parents.

Our pedagogy

To provide a safe and secure environment and build positive relationships- Bowlby's attachment theory

- Key person approach
- Collaborative play through free flow play
- Small group activities: circle time, craft activities and focus time
- Promote independence and self-help skills, encouraging confidence and self esteem to complete tasks independently
- Role play where children can talk about similarities and differences between each other, families, supporting individuality

- Books supporting emotions, different cultures and communities

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none"> • The skills needed to build relationships with others. • Expected behaviours. 	<p>Understand</p> <ul style="list-style-type: none"> • A sense of belonging and how to join in and follow the daily routine. • How their choices of words and actions can impact the feelings of others.
<p>Be able to do:</p> <ul style="list-style-type: none"> • Show resilience and confidence when trying new things. • Express feelings and emotions through play • Show independence when carrying out tasks and activities 	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none"> • Empathy and kindness towards others • Resolving conflict through negotiation with others • Appropriate table manners, sitting at the table during meal times

The educational programme

For Communication & Language

“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.”

EYFS, pg. 8, 2021.

What is important?

We commit to

- Engaging in meaningful interactions with children and adults, modelling language and allowing them time and space to think and understand.
- Provide a wide and varied vocabulary, introducing new words daily so children can develop a rich bank of building blocks to enable them to express themselves through language, supported by staff's knowledge of Elklan.
- Providing a wide variety of books, songs, rhymes and poems, from different genres, alongside puppets and other meaningful visual aids for children to explore with adults and their peers.
- Staff using the correct terminology and spoken English when communicating.

Why is this important

For children to feel heard and valued and their ideas and interests supported and understood.

Children to experience good modelling of language so that they can become clear and coherent communicators.

Communicating their wants, needs and interests clearly so they do not become frustrated or misunderstood.

To be able to access resources and ask for help and guidance so that they can continue their learning and development journey

Clear communication to express feelings to others and regulate emotions through language and communication, responding to and resolving conflict issues calmly.

Our community's needs?

- EAL- Lots of children and families in the local area speaking multiple languages. Staff have completed EAL training to support children within the setting.
- The correct terminology and use of proper English is important especially when talking to EAL children and families to avoid confusion when communicating.
- Speech and Language needs- Staff completed Elklan training to support children's language and communication. Preschool has been awarded with Elklan's Communication Friendly Setting.
- Impact of Covid 19- Children have had less opportunities to interact with others to build language and communication skills. Elklan training will support this.

Our pedagogy

- Elklan- promoting new and extended language, developing communication skills, listening and understanding.
- Using vocabulary star method to ensure new words are introduced daily. Word board of week
- Visual timetable to support understanding of daily routine.
- Quiet area to encourage communication away from busy or noisier areas
- Pyjama drama activities
- Talk boost- lays the foundations for focusing and attention skills
- ECAT (Every child a talker)- pinpoints the areas of speech and language and helps staff recognise where to bridge the gap

- POPAT- Early speech and language, hearing and saying initial sounds in words

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none"> • How to communicate their wants and needs clearly. • How to use intonation and rhyme to make meaning clear to others. • How to communicate their interests. 	<p>Understand</p> <ul style="list-style-type: none"> • Why and how questions • How to retell a past event in the correct order and sequence
<p>Be able to do:</p> <ul style="list-style-type: none"> • Focus attention when listening to stories and joining in with activities • Have a two way flow of conversation without talking over others. 	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none"> • Their ability to listen to and follow instructions • A variety of new words on a daily basis

The educational programmes

For Physical Development

“Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.”

EYFS, pg. 9, 2021.

What is important?

We commit to

- Allowing children plenty of opportunities to explore and move freely, supporting them to challenge themselves as they begin to assess their own risks and become confident to move with purpose and control.
- Support children to make healthy choices by providing a variety of healthy snacks and modelling our own healthy choices.
- Encouraging children to make healthy choices and develop independence skills as they select their own snack and pour their own drinks.
- Encourage sitting at the table during snack and lunchtimes.
- Supporting a healthy oral hygiene by providing a range of books, resources and visual aids, along with healthy snack options and discussions about how to keep our teeth clean and healthy.
- Providing opportunities for children to explore expressive movement through rhythm and dance activities, which will also encourage an active and healthy lifestyle.
- Supporting children to regulate their emotions by providing quiet spaces for thinking and encouraging calm reflective activities, such as kind hands massage, yoga and daily walks.
- Providing a range of mark making resources, allowing exploration through a variety of textures and materials where children can develop fine and gross motor skills.
- Developing strength through finger gym, malleable materials and various size resources, promoting fine motor skills.

Why is this important?

Develop understanding of active and healthy lifestyle to prevent health problems later on in life, such as diabetes and obesity.

Building strong fine and gross motor skills which is important for strong muscle development so they can actively participate in daily activities.

Having good oral hygiene, strong and healthy teeth and gums will help prevent issues such as tooth decay and gum disease later in life.

The importance of good hand washing to help minimise the spread of infection.

Encouraging sitting at the table during meal times will minimise the risk of hazards such as choking, promote good table manners which also supports our cultural capital and also provides an opportunity for children to develop social skills for communication and language.

Our community's needs?

- Mental health and wellbeing- use of physical exercise, such as yoga, to help regulate emotions.

- Impact of Covid 19- importance of promoting good hand washing and good personal hygiene to help minimised the spread of infection.

Our pedagogy

Promote children's health and wellbeing through

- Activities, stories and songs
- Independence with toileting and hand washing
- Healthy snack time, cooking activities
- Exercise through a range of physical activities including obstacle courses, ride on toys, ring games, yoga, dancing

Promote risk taking and challenges by:

- Providing an engaging outdoor area
- Climbing frame
- Large loose parts
- Real life tools
- Forest school

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none"> • The importance of good hand washing • Why we need a healthy and balanced diet • How to use a knife and fork • How to assess their own risks within their play 	<p>Understand</p> <ul style="list-style-type: none"> • How to maintain good self-care including the importance of good oral hygiene and hand washing. • A healthy diet and exercise
<p>Be able to do:</p> <ul style="list-style-type: none"> • Get dressed and undressed independently. • Recognise own clothing • Go to the toilet and wash hands independently. 	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none"> • Good control and correct pencil grip when mark making. • Good scissor skills to cut and snip paper.

The educational programme

For Literacy

“It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).”

EYFS, pg. 9, 2021.

What is important?

We commit to

- Providing a wide variety of books, songs, rhymes and poems from different genres, alongside puppets and other meaningful visual aids for children to explore with adults and their peers.
- Promoting a love of reading by engaging in meaningful story-telling, supported by puppets, story sacks and visual aids, allowing children to interact with the story.
- Modelling story-telling through meaningful engagement with children's play and also through adult led games and activities such as pyjama drama and crocodile creek.
- Providing a quiet space for children to explore books independently, with peers and adults.
- Modelling appropriate handling of books, demonstrating respect for the resources and how to hold them the correct way and turn pages carefully.
- Providing a range of mark making resources, allowing exploration through a variety of textures and materials where children can develop fine and gross motor skills and support writing development.
- Providing a variety of name labels with and without pictures, for children to be able to recognise their own name.
- Developing strength through finger gym, malleable materials and various size resources, promoting fine motor skills.

Why is this important?

Developing a love of books so they can become active readers in the future.

Being exposed to a variety of text and media means children will realise there are different ways to access new information, opening their minds to new opportunities for learning.

Having good foundation will help develop literacy skills as they progress through school, including reading, writing and spelling.

Introducing children to phonics, listening to and saying the sounds will help them develop their reading skills as they break down the sounds of the words. This will also assist their spelling when they begin writing.

By recognising their own mane children will be able to identify their own belongings.

Our community's needs?

- EAL- Books provided in different languages to promote more diversity and inclusion and to support children and families who speak multiple languages.
- EAL- Labels around the room displayed in other languages, tailored to the needs of the children in the setting.
- Book bags provided to allow all children access to a variety of text which they can share at home with their family.

Our pedagogy

- Story-telling, using story sacks, props, puppets and visuals
- Providing a variety of books
- Book bags to ensure all children have opportunities to read and share books at home
- Rhyming activities, circle time songs, rhymes and games
- Phonics with Krispen- hearing and saying the initial sounds, matching letters to sounds
- Mark making opportunities- using a variety of resources such as pens, pencils, brushes, tools and multi-sensory approach
- Office role play- resources to create lists, labels, messages
- Name cards to support children to recognise their own name

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none">• How to handle books carefully• How to hold a pencil correctly and use with control	<p>Understand</p> <ul style="list-style-type: none">• Letters, sounds and phonics• Different types of print carry meaning and purpose
<p>Be able to do:</p> <ul style="list-style-type: none">• Recognise their own name• Hear and say phonic sounds at the start of words• Listen to and engage with story telling	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• A wide variety of different books, stories, rhymes and poems• Awareness of rhyme and alliteration, phonics and sounds.

**The educational programme
For Mathematics**

“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.”

EYFS, pg. 10, 2021.

What is important?

We commit to

- Exposing children to numerals within their everyday environment by highlighting them in the setting, on walks, and in books, developing a curiosity for numbers.
- Modelling mathematical language during appropriate interaction with their play, demonstrating the language of size, shape, time and quantity.
- Providing a secure daily routine for children to familiarise themselves with time and structure.
- Expanding their curiosity of 2d and 3d shapes through interactions and modelling language about the world around them.
- Using physical activities, such as yoga, ring and parachute games as opportunities for children to learn about size, shape, cardinal and ordinal numbers and positional language.

Why is this important?

For children to develop logical thinking and problem-solving skills

To understand a sense of routine, which will help settle children, especially new starters.

Understanding time will help develop time management skills which will help them later on in life.

Having the basics ready for school and be able to follow numeral instructions.

Our community's needs?

- Supporting children who may have not been to a setting before by having a simple routine and structure to follow, providing security as they are settling and introduces them to the concept of time.
- Providing videos on tapestry for parents and carers to interact with their children at home, especially if they are not confident with maths themselves.

Our pedagogy

- Boo Zoo- introducing mathematical language and the concept of maths based around the narrative of the story. Activities also require the children to be actively involved which helps give meaning to what they are learning.
- Supporting schemas by providing loose part (Piaget)
- Circle time- number and shape of the week, songs and rhymes, counting children and matching numeral
- Ring games and physical activities such as what's the time Mr Wolf, ring a roses,
- Displaying numerals within the environment, highlighting numerals observed during walks around the community
- Shop roleplay- introducing the concept of money, also supported through trips to the local shop
- Maths table and adult led maths activities
- Physical activities, including racing games where children can experience ordinal numbers by recognising who is first, second and third.

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none">• Names of shapes and recognise them in the environment• Names of numerals	<p>Understand</p> <ul style="list-style-type: none">• Concept of time, based around the daily routine• Shapes and numbers can be used for a purpose
<p>Be able to do:</p> <ul style="list-style-type: none">• Use language of quantity, size and position• Building, construction and craft using resources of various shapes and sizes	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none">• Recognition of numerals within the environment• Counting a small number of objects and matching with the correct numeral

**The educational programme
For Understanding the World**

“Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.”

EYFS, pg. 10, 2021.

What is important?

We commit to

- Exploring the community by going on walks and talking about the things we observe in the natural environment, developing an enriched wonder and curiosity of the world around them.
- Supporting their understanding of the wider community by providing trips to the wider area as well as opportunities for visits from professionals such as police, dentist, nurse, vet or firefighter. Technology can also be used to explore the world virtually through short, child friendly, meaningful video clips.
- Engaging in meaningful conversations about friends and family and talking about the similarities and differences between others allowing children to develop a sense of self.
- Providing books and resources that support and include a range of cultures for children to explore and engage with their peers and adults.
- Giving children the opportunities to explore the wider world through small world and role play, representing their own experiences and also extending their wider understanding of the world.
- Providing exciting and stimulating activities where children can experiment and explore science and cause and effect.
- Providing opportunities for children to explore technology, allowing them to access child friendly ipad/computer games as well as 'real' old phones, computers, keypads, headphones to explore through roleplay.

Why is this important

For children can play an active role in society

For children to develop an open mind to equal opportunities and tackle discrimination

Develop an inquisitive attitude about the world around them and show curiosity towards how and why things work as they explore cause and effect.

Become active in preserving the planet as they develop an understanding of how to take care and respect animals and nature

For children to be exposed to basic technology so they can grow with an understanding of how to access this as it is continually progressing and developing

Our community's needs?

- Providing books, labels and resources that are multi-lingual and represent different culture and diversity
- As a small rural community, it is important to remember some children may not have been exposed to other cultures
- Impact of Covid 19- Due to travel restrictions children may have missed some significant events or the wider community.
- Being aware some children and families may have been unable to see each other for some time and be sensitive to this when discussing family.

Our pedagogy

- Office role play using 'real' old phones, computer screen and keyboard
- Small world and role play for children to explore different cultures, occupations and other parts of the world such as under the sea
- Circle time and small groups discussions about family and significant events
- Nature walks and walks through the community
- Gardening- exploring the plants and wildlife, taking care of nature and growth and changes over time
- Using technology to enhance knowledge of the wider world

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none"> • Everyone is unique and distinguish similarities and differences between themselves and others. • How to care for the environment and living things. 	<p>Understand</p> <ul style="list-style-type: none"> • Cause and effect through exploring and experimenting • Different cultures and celebrations • Why it is important to recycle and look after nature.
<p>Be able to do:</p> <ul style="list-style-type: none"> • Talk about their family and friends and significant events that occur in their lives. • Operate simple technology equipment 	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none"> • A curiosity about the natural world around them • Care and concern for the environment

**The educational programme
For Expressive Arts and Design**

“The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.”

EYFS, pg. 10, 2021.

What is important?

We commit to

- Supporting children's imagination and artistic development by providing a range of media and materials for them to explore and create.
- Providing an exciting and stimulating role play environment, following the children's interests, where they can imagine, represent their own experiences and create narrative for their play.
- Engaging children in songs and rhymes, encouraging them to explore and join in with different rhythms, building up their confidence to experiment and create their own.
- Supporting children in developing an understanding of different styles of music and movement through opportunities to listen and move to different cultural music.

Why is this important?

To develop imagination for story-telling and creative thinking

Understand how to use objects, tools and materials, and use their imagination to create new and exciting things

Observe wonder in the world, finding new ways to solve problems by thinking outside the box

Develop curiosity through active imagination

Finding ways to express themselves and their interests through different medias

Our community's needs?

- Putting parents/carers in contact with local parent/toddler groups where they can meet others from the community and engage in music, dance and art and craft activities with their children. This would be especially helpful for the families moving into the area from abroad.
- Providing videos of songs, rhymes, dancing and yoga on tapestry and facebook so children and families can access them at home

Our pedagogy

- Tuff tray activities- exploration of different textures
- Art and craft activities- free flow and adult led
- Creative area- giving children opportunities to explore and create independently
- Sticky kids dancing
- Rhyme time and big action songs- baby shark, BINGO
- Musical instruments
- Pyjama drama activities
- Role play area, outdoor den building
- Painting easel- explore mixing colours and mark making
- Investigation area where children can explore different properties and textures of materials.

By the time children in Shooting stars room are ready to move to reception class

most children should...

<p>Know:</p> <ul style="list-style-type: none"> • Some favourite songs and rhymes • How to safely use tools and equipment for a desired effect 	<p>Understand</p> <ul style="list-style-type: none"> • How to play cooperatively with others to share experiences through role play • How to use different media, resources and tools.
<p>Be able to do:</p> <ul style="list-style-type: none"> • Give significant meaning to their marks and pictures • Join in and lead some simple songs and rhymes • Use a variety of construction materials in their own way. 	<p>Have experienced or show/demonstrate</p> <ul style="list-style-type: none"> • Responding to different rhythms and tempos through movement and playing instruments • Different textures, colours and sounds

Daily plan

9.00am	Self- registration / snack/ hand washing
9.20am	Hand washing toilet
9.30am	Daily focus/ circle time / hello song.
9.45am	Free flow play/ Focus activity Popat.(inside/outside)Creative art
10.45am	Tidy up time
11.00am	Outdoor play
11.40am	Rhyme time, story.
12pm	Home time
12.pm	Wash hands toilet lunch time.
12.55	Afternoon register
1.00pm	Focus groups/ story in groups/ Talk boost, Boo zoo
1.00pm	Sleep time for younger children who require.
1.25pm	Free flow play outside
2pm	Tidy up time
2.10pm	Big action rhymes/ games/ story
2.50pm	Goodbye song
2.55pm	Coats on
3pm	Home time
3.15pm	Quiet activities

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 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 make others feel better if we make them sad.

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

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 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 experiences.





Before Pre-school bump form

Child's Name

Date / Time

If bump or fall please explain what happened and what injuries occurred

If Medication has been given for what reason has it been given

What amount has been given

At what time was it given

Signature

Your relationship to the child.

Request form Marden Pre-school

child's name

Date

You can use this form to book adhoc sessions

Change of contact details

To arrange an appointment with the manager

To change you child's current booking please bear in mind that 4 weeks' notice is required. Or any other information you may require.

Reason for request

Please either email to me or put in an envelop and hand to a member of staff.

Signature

Marden Pre-school holiday club 2022/2023



Holiday Club will be open on the following dates 8am-5.15pm during the half term holidays. If you require any of the dates, please indicate your choice and return to Paula. Places are served on first come first served bases.

Please email this form back to mardenpreschool15@outlook.com to book your slot.

Child's Name

Please tick which dates and times you would like your child to attend holiday club

Date	8am-5.15pm	8am-3pm	9am-3pm	9am-5.15pm
Monday 24 th October				
Tuesday 25 th October				
Wednesday 26 th October				
Thursday 27 th October				
Friday 28 th October				

Half term: February 2023

Date	8am-5.15pm	8am-3pm	9am-3pm	9am-5.15pm
Monday 20 th Feb				
Tuesday 21 st Feb				
Wednesday 22 nd Feb				
Thursday 23 rd Feb				
Friday 24 th of Feb				

Half term: May 2023

Date	8am-5.15pm	8am-3pm	9am-3pm	9am-5.15pm
Monday 29 th May Bank holiday				
Tuesday 30 th May				
Wednesday 31 st June				
Thursday 1 st June				

Friday 2nd June				
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Summer holidays: 2023

Date	8am-5.15pm	8am-3pm	9am-3pm	9am-5.15pm
Week 1				
Monday 17th July				
Tuesday 18 th July				
Wednesday 19 th July				
Thursday 20 th July				
Friday 21st July				
Week 2				
Monday 24th July				
Tuesday 25 th July				
Wednesday 26 th July				
Thursday 27 th July				
Friday 28th July				
Week 3				
Monday 7th of August				
Tuesday 8th August				
Wednesday 9th August				
Thursday 10 th August				
Friday 11 th August				

Week 4				
Monday 14 th August				
Tuesday 15 th August				
Wednesday 16 th August				
Thursday 17 th August				
Friday 18 th August				
Week 5				
Monday 21 st August				
Tuesday 22 nd August				
Wednesday 23 rd August				
Thursday 24 th August				
Friday 25 th August				

What do I need to bring with me to preschool?

Shooting stars older age group 3 years and above.

- Slippers for inside to keep at preschool
- Wellies to keep at preschool or to wear in each day.
- 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)
- If your child is in nappies please bring nappies, wipes and cream if required

- Plastic lunch box including a healthy range of food and an ice pack and spoon if required (our preschool has a



- **NO NUTS POLICY)**
- Sun cream if you are providing your own. Pre-school will provide though.
- A hat for the summer and gloves and a hat for winter
- A coat
- Any personal medication such as inhaler or EpiPen with a care plan in its original box
- Shoes that are easy for your child to put on. No laces.
- PE kit including short sleeved top and shorts

Please put these items in a plastic bag to be transferred into your child's draw.

DO NOT bring toys, sweets, nuts, backpacks or other bags

FIRST AID

The location of your nearest first aider

Name	Room
Paula Barrett	Shooting stars
Wendy Smith	Little Sunshine's
Emma Harris	Little Sunshine's
Nikki Carswell	Little Sunshine's
Samantha Stokes	Shooting stars
Sarah Rowberry	Shooting stars
Amy Holtham	Shooting stars
First aid box	The First box is situated in the Corridor on top of the cupboard Just through the door.

Marden-Pre school's staff deployment weekly zones
Shooting stars

Zones Shooting Stars	Zone 1	Zone 2	Zone 3	Zone 4
Week 1	Amy	Sarah	Natalie	Sam/ Paula
Week 2	Natalie	Amy	Sarah	Sam/ Paula
Week 3	Sarah	Natalie	Amy	Sam/ Paula
Week 4	Amy	Sarah	Natalie	Sam/ Paula
Week 5	Natalie	Amy	Sarah	Sam/ Paula
Week 6	Sarah	Natalie	Amy	Sam/ Paula
Week 7	Amy	Sarah	Natalie	Sam/ Paula

Zones Shooting stars

Zone 1- Clean and tidy

- Wipe down tables for snack
- Prepare snack/bowls/cups etc for both rooms
- Support circle time group
- Load dish washer, clean tables (pink cloth), sweep the floor if necessary. Set up creative arts activity and water / sand sensory tray, paint easel monitoring this throughout free play. (whilst children are in toilets) engage in meaningful creative art activity with children supporting children to explore textures and materials.
- Put all items used in black bowl and wash up after you have finished your lunch.
- Tidy up time you are responsible for cleaning down Creative art table, sensory tuff tray/ water/sand area, Clean up, sweep the floor (sand etc) using blue cloth to wipe tables down.
- Observe key children./ complete developing skills and next steps within your area.
- Prepare tables ready for lunch and lay out lunch boxes and name cards/ clean up and ensure room is left clean and tidy after lunch.
- Wipe all areas down.
- Prepare and do your small group activities
- Clean kitchen wipe down hot soapy water, sides mopping floor.
- Empty water bottles at the end of day and put in dishwasher

Zone 2- Daily routine

- Register on children's arrival
- Carry out circle time group
- Toilet children and wash hands before snack/ lunch etc
- Ensure toilets are clean, flushed and left tidy. (Using one glove and blue wipes and place in bin provided).
- Ensure daily plan is followed. This is your responsibility for that week.
- You are responsible to monitor and engage with children in the following areas to ensure children are engaging in meaningful activities. Role play, Small world, cosy corner, tuff tray 1
- Observe key children.
- Changes nappies if needed

Zone 3 – Support

- Prepare outdoor area during snack for outdoor play and carry out risk assessment sheet ensure gates are closed and locked when returning back to the outdoor area. If outdoor person is allocated to little sunshine's room.
- Carry out circle time group
- Changes nappies when needed write in the intimacy logs (wear apron and gloves)
- Support person on zone 2 with toileting children
- Prepare and do your small group activity
- You are responsible to monitor and engage with children in the following areas to ensure children are engaging in meaningful activities. Finger gym, investigation, under3 heuristic area and construction station
- Observe key children.
- Complete all developing skills observations
- Complete book bags
- Pack away cupboard when needed.

Zone 4

- Complete risk assessment of room and ensure risk assessment folder is out
- Slot into zones if another member of staff is completing small group work, Boo zoo, popat, Talk boost.
- Relieve staff for tea break slots if available to do so.
- You are responsible to monitor and engage with children in the following areas to ensure children are engaging in meaningful activities Maths and mark making, older children carpet time, dough table. Also pack away and clean areas down when tidy up time.
- Ensure all activities are ready by other zones
- Check tasks are completed on the task sheet. Including observations, daily diaries.
- Support mentor other team members in activities.