

HANDBOOK FOR PARENTS

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**Aims**

**Our setting aims to:**

* Provide high quality care and education for children below statutory school age.
* Work in partnership with parents to help children
* Add to the life and well-being of the local community
* Offer children and their parents a service that promotes equality and values diversity.

**We aim to ensure that each child:**

* Is in a safe and stimulating environment.
* Is given generous care and attention, because of our ratio of qualified staff to children.
* Has the chance to join with other children and adults to live, play, work and learn together.
* Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
* Has a personal key person who makes sure each child makes satisfying progress.
* Is in a setting that sees parents as partners in helping each child to learn and develop.
* Is in a setting in which parents help to shape the services it offers.

**Background Information**

**Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) has been reformed and there is a new EYFS framework that all schools and early years settings will have to follow from September 2021.

The Early Years Foundation stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old.

All schools and Ofsted registered early years providers must follow the EYFS, including childminders, pre-schools, nurseries and school reception classes.

The EYFS framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

As well as being the core document for all professionals working in the foundation years, the EYFS framework gives parents/carers confidence that regardless of where they choose for their child’s early education, they can be assured that the same statutory commitments and principles will underpin their child’s learning and development experience.

You can find out more about the Early Years Foundation Stage on the gov.uk website.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/974907/EYFS\_framework\_-\_March\_2021.pdf

<https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

These national changes have been made to better support all young children’s learning and development. It is also the aim that the new framework will better prepare children for the transition into key stage 1.

There are some elements of the EYFS that have not significantly changed and some that have.

Below are some of the key points from the new EYFS reforms that include relevant changes which parents, carers and children may notice or experience.

• Staff will be spending less time on large amounts of written observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs.

• Children will no longer be assessed against statements from an age band category. Instead, staff will use their experience and knowledge to monitor if a child’s learning and development is on track for their age.

• The early learning goals at the end of reception have been changed to become more clear and easier to understand. Staff will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents and carers.

• There is an emphasis on improving children’s language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.

• Literacy and numeracy skills focused on in the EYFS have been adapted to better match up with the national curriculum that starts in year 1.

• There is no longer an exceeding judgement at the end of reception. Children will instead be challenged to have a greater depth and understanding of ideas.

• Safeguarding and welfare of children is still a priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy.

**How could you help learning and development at home to support the new EYFS reforms?**

• Read stories daily to your child and use them as an opportunity to talk about the characters and events in the story. You could also discuss some of the details children have spotted in the pictures, such as the character’s facial expressions.

• Have lots of conversations with your child throughout the day. Try and increase their vocabulary by using a wide range of vocabulary.

• Practise counting with your child and looking at small groups of items. Explore what happens to numbers when you put these small groups of items together, or split a larger group into two smaller groups.

• Support your child’s early reading by practising phonic skills, such as recognising letter sounds and blending them together to read words. Also, support your child with their writing by checking they are forming their letters in the correct way and holding a pencil properly.

• Encourage your child to make healthy food and drink choices, especially related to sugar content and how this can affect teeth. Also, support your child to properly brush their teeth at least twice a day at home.

• Plan activities that allow your child to be active and develop their strength through large body movements as well as smaller, more precise movements

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets the standards that all early years’ providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Areas of Learning and Development

The EYFS is made up of seven areas of Learning and Development which are all important and inter-connected. There are three prime areas which are particularly crucial for igniting children’s curiosity and enthusiasm for learning. Everything builds on the prime areas, their capacity to learn and form relationships. and three. These three prime areas are:

1. Communication and language;
2. Personal, social and emotional development.
3. Physical development;

The remaining four areas are Specific Areas:

1. Literacy;
2. Mathematics;
3. Understanding the world;
4. Expressive arts and design.

The seven areas of Learning and Development together make up the skills, knowledge and experience appropriate for babies and children as they grow, learn and develop. Although these are presented in separate areas, it is important to remember that for children everything links and nothing is compartmentalised. The challenge of practitioners is to ensure that children’s learning and development occur as an outcome of their individual interests and abilities.

**Our ethos is that ‘a child learns through play’.**

**Learning through experience**

* Children have to experience play physically and emotionally.
* Children my play alone or with others.
* In their play, children use the experiences they have and extend them to build up ideas, concepts and skills.
* While playing, children can express fears and re-live anxious experiences. They can try things out, solve problems and be creative, and can take risks and use trial and error to find things out.

**Contexts for learning**

* Children need plenty of space and time to play, both outdoors and indoors.
* Children who are allowed to play with resources and equipment before using them to solve a problem, are more likely to solve the problem successfully.
* Making dens and dressing up are an integral part of children’s play, and they don’t require expensive resources.
* Role-play areas allow children to take on and rehearse new and familiar roles.

**Mental and physical involvement**

* To be mentally or physically engaged in learning, children need to feel at ease, secure and confident.
* Active learning occurs when children are keen to learn and are interested in finding things out for themselves.
* When children are actively involved in learning, they gain a sense of satisfaction from their explorations and investigations.
* When children engage with people, materials, objects, ideas or events, they test things out and solve problems. They need adults to challenge and extend their thinking.

**Decision making**

* Active learners need to have some independence and control over their learning to keep their interest and develop their creativity.
* As children become absorbed in finding out about the world through their explorations, investigations and questions, they feel a sense of achievement and their self-esteem and confidence increases.
* As children grow in confidence, they learn to make decisions based on thinking things through in a logical way.

**Adult involvement**

* Play comes naturally and spontaneously to most children, though some need adult support.
* Practitioners plan and resource a challenging environment where children’s play can be supported and extended.
* Practitioners can extend and develop children’s language and communication in their play, through sensitive observation and appropriate intervention.
* Practitioners always intervene in play if it is racist, sexist or in any way offence, unsafe, violent or bullying.

**Personalised learning**

* Personalised learning involves planning for each child, rather than the whole group. It should also involve parents in their child’s development and learning.
* Being to plan for personalised learning by knowing about each child’s well-being.
* Look at children’s involvement in their learning as well as at the nature and quality of adult interactions in children’s learning.

**Setting Information**

**The Sessions**

Kanes Hill Preschool is open 38 weeks each year, five days a week; your child (if eligible) receives 38 weeks of Nursery Education Funding.. We follow the Southampton City Council calendar for term time, and are closed during the school holidays. Whilst we try to follow the Kanes Hill School diary, we often are still open during their inset days.

Sessions are: Mornings: 8.45am – 11.45 am

Afternoons: 11.45am – 03.00 pm

Our setting believes that care and education are equally important in the experience that we offer children. The routines and activities make up the day in the setting are provided in ways that:

* Help each child to feel that she/he is a valued member of the setting.
* Ensure the safety of each child.
* Help children to gain from the social experience of being part of a group.
* Provide children with opportunities to learn and help them to value learning.

We organise our sessions so that children can choose from, and work at, a range of activities both indoors and outdoors, and in doing so build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

**Staff**

In our setting we maintain the ratio of adults to children in the setting, which is set through the Welfare Requirements. This helps us to:

* Give time and attention to each child
* Talk with the children about the interests and activities
* Help children to experience and benefit from the activities we provide
* Allow the children to explore and be adventurous in activity.

The staff who are working at this setting are:

|  |  |
| --- | --- |
| Rose Hickey | Lead Practitioner & Designated Safeguarding Lead Officer |
| Kerri Adams | Deputy Lead Practitioner & Deputy Safeguarding Lead Officer |
|  |  |
| Chantelle Budd | Practitioner & SENDCO /  Early Language Lead Practitioner |
| Irina Fakiri | Practitioner |
| Teresa Squires | Practitioner & Administrator |
| Kim Stephenson | Practitioner |

Your child will be allocated a Key Person from the list of Practitioners above.

The key person has responsibility in a setting for working with you and meeting your child’s individual needs. The key person will get to know you and your child really well, finding out about your child’s preferences and routines and will be the person that shares information with you about what your child has done during the session and information about their learning and development.

You can talk about any concerns; they will know your child well and will be able to provide advice and support with all aspects of learning and development. You will be offered regular times to talk to your child’s key person and look at their child’s learning and development records.

**Snack Time**

During the morning sessions there will be a snack area, and the children can choose during their play time if they wish to have a snack, thus making their own decision whether or not they are hungry. Snack consists of fruit, vegetables, a carbohydrate (like bagels, crackers, bread) and milk. If we change our snack we will let you know in advance. Water is available throughout the day.

* We have fresh drinking water constantly available for the children. We request parents provide a **drinking bottle for use each day**. We inform the children about how to obtain the water and that they can ask for water at any time during the day. If their bottle is not available disposable cups with a lidded jug of water will be available.

**Lunch**

If your child attends all day or the afternoon session please provide a lunch box.

We would draw your attention to our Food and Drink policy to which we follow, and a copy will be given to you when/if your child stays for lunch.

**Dropping of your child**

When your child starts with us we have found it to be more beneficial for the child if they are left to come in alone. It becomes part of their routine /transition knowing the door is where they say goodbye rather than them wondering when you may leave them if you enter the room. We do appreciate this may be distressing for you to have **to leave your child at the door** but please trust us to use our skills, with lots of ideas and techniques to settle your child.

We will work with you and if this is appearing too difficult for your child to leave you, we can discuss further strategies to ensure both you and your child are happy to part.

Please be very aware we will never allow your child to become too distraught and will contact you immediately. We will always be happy for you to check in with us throughout the day.

**Pegs/Bookbags**

Your child’s coat and belongings can be hung on any peg within the colour band of their key person group. Their book bag will go into a box, which is within the cloakroom.

**Collecting your child**

We will be handing your child over to you at the door, if you wish to speak with your child’s key person or another member of staff we are happy to but can you please just wait until we paired up the children with their grown up. We will endeavour if ratios allow having your child’s key person waiting outside the door for you to speak to at the end of each afternoon session.

**Preschool Management Committee**

The Preschool is managed by a Management Committee, whose members are mostly parents of children in the setting or on the waiting list. The members are elected by the parents during the Annual General Meeting.

The committee is responsible for:

* Managing the setting’s finances
* Employing and managing the staff
* Making sure that the setting has, and works to, policies that help it to provide a high quality service
* Making sure that the setting works in partnership with the children’s parents.

A list of the current committee members can be found in the foyer of the preschool.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year’s activities and shaping the coming year’s plans.

**The preschool cannot remain open without the Management Committee, and we are therefore always looking for more willing parents of existing children or those on the waiting list, to join us. Meetings are held evenings and daytimes in order to meet everyone’s needs.**

**If you would like to have an input in how the preschool is run, please speak to Rose who will forward your details to the Committee Chairperson.**

As part of the Committee you can:

* have your say on how the preschool is run, and therefore what is best for your child or future children.
* Meet new people and enjoy social events.
* Be as involved as much as you wish, from helping with fundraising to interviewing new members of staff.
* Have access to training courses which can aid future employment.
* Develop new skills that can be beneficial for any CV

**Policies and Procedures**

The setting’s policies help us to make sure that the service provided by the setting is a high quality one, and that being a member of the setting is an enjoyable and beneficial experience for each child and his/her parents.

Policies and procedures are available to read upon request.

**Safeguarding Children**

Our setting has a duty under the law to help safeguard children against suspected incidents or concerns of abuse, or actual ‘significant harm’.

Our employment practices ensure children against the likelihood of abuse in our settings, and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents, ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

**Mobile Phones/Cameras**

The use of personal mobile phones/cameras / smart watches within the preschool is strictly prohibited. You will be kindly asked to put your mobile phone/camera away or to leave the premises. Thank you for your understanding in this matter. The preschool has its own camera which is used to record the children’s progress during sessions; permission is obtained from parents at the beginning of the preschool year for use of this.

**Complaints Procedure**

Should you have any complaint you wish to make regarding the preschool, a copy of the complaints procedure is available in the foyer. It is hoped any complaint can be dealt with by discussing your concern with a member of staff.

**Fees**

The fees are £15.30 per three hour session for children not yet funded,

Lunch club if your child stays to lunch and is not within their funded hours, this will be charged at £1.30 per day.

Funding for up to 30 hours is available the term after your child turns 3 years old.

**The General Data Protection Regulations (2018) -** Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018).

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

**Medication**:

As far as possible, administering medicines will only be done where it would be detrimental to the child’s health if not given in the setting.

* Children taking prescribed medication must be well enough to attend the setting.
* We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
* Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, may be administered, but only with prior written consent of the parent and only when there is a health reason to do so, such as a toothache. **However if the child is taking calpol as the child feels unwell then they should remain at home until 24 hours is clear of them taking their last dose**. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication.
* If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

**Other Useful Information**

**Additional needs**

As part of the setting’s policy to make sure that its provision meets the needs of each individual child, we take account of any additional needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2015).

Our Special Educational Needs & Disabilty Coordinator is Chantelle Budd who is currently on maternity leave until April 2023. Rose Hickey will act as this in her absence.

**Clothing**

**Easy clothes** – We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. **Belts** can be particular areas of difficulty so please only put belts on them if they are able to undo/do up themselves.

**Labels** – Labelling your child’s clothing (that they are likely to remove) with their name, in particular outdoor clothing. This will enable us to better ensure your child’s property can be returned to you.

**Footwear** – Please ensure your child is wearing suitable enclosed shoes for climbing, running and more importantly to reduce injury from someone treading on them or items that may be dropped.

**Change of clothes** - We would be grateful if you could supply us with a spare set of clothes for your child in a named bag,

**Wet Weather** – We like to give all the children the opportunity to play outside, come rain or shine. We have a small supply of wellington boots and waterproof jackets, but we would appreciate if you dress your child for the weather conditions i.e. rain-macs and wellies!.

**Extreme Weather -** In the event of extreme weather or snow, we may have no option but to close the preschool. Obviously on these occasions it may be difficult for staff members to get to the preschool and therefore notify parents accordingly, and we would therefore suggest that if you are unsure to ring the preschool.

**Messy Play** During each session there will be activities where your child may get messy or come home with soggy sleeves (we will change a very wet child). Therefore it is recommended that you dress your child for mess.

**Sunhats and Suncream -** During warm sunny days can you please send your child in with a sunhat – a bucket/legionnaire type are best? Can you please apply sun cream when necessary before your child comes to pre-school? We will top this up throughout the day and we need you to supply the cream.

**Toys -** To save any heartbreak (from being broken or mislaid), we would be grateful if you could encourage your child not to bring in toys from home. Should they arrive with a toy, we will keep it in a ‘safe’ box and return it at home time. **We do fully appreciate that a ‘comforter’ toy serves a different purpose, and of course will allow the child to have this until they are able to part with it. –**

**Attendance:**

**Lateness –** Please ensure your child arrives on time, as you may be aware we have to lock the perimeter gate to ensure safety of all children in the school. By having to remove a staff member from the group to come and let you in, it is very disruptive for the children within the group and lowers the ratio of the adults looking after the remaining children.

**Absences** - We would be very grateful if you could let us know if your child will be absent on one of their sessions. If known prior to the absence obviously just inform us beforehand but if it is due to an unforeseen circumstance or your child is poorly please can you advise us by telephone/text, first thing if possible.

If it is going to be over a period of time – you don’t need to inform us each day!

**Reducing sessions -** there may be times when we are unable to offer all the booked hours due for your child due to an unforeseen circumstance. We may have to prioritise our places as set out in the government guidelines and consideration will be given to critical workers and vulnerable children first.

**Illness** – Please keep your child at home if they are feeling unwell. If they have any infection can you please inform the preschool as to the nature of the infection (if possible).

If your child has been sick or had an upset stomach they need to be kept at home at least **48 hours** after the bout of illness.

If your child shows a symptom of **Covid 19** the latest national/or local guidelines should be followed

**Hand washing/ Infection control** – Hand washing is the single most effective way to prevent the spread of infections. As your child arrives at the pre-school we will assist them to wash their hands before they go and play. Within the session we will help them/assist to wash their hands after going to the toilet, before and after eating or handling food, after sneezing/coughing – bout of coughing or just when needed following certain activities. All children will wash their hands before leaving the setting.

**Existing Injuries -** We do fully appreciate most children receive regular injuries such as cuts, bumps and bruises, but to enable us to give your child the best possible care we would be grateful if you could inform us, upon arrival, of any injury.

For example:

* Fell and cut their knee on the way to school,
* Bumped their head over the weekend,
* Family cat scratched them whilst playing

**Birthdays / or other celebrations** – In the past families have very kindly sent in sweets or small toys/gifts for each child when their child is celebrating a special event. We view this as being very kind and thoughtful to include all your child’s friends and peers to share such a special day. As our group is so diverse it can at times be difficult to control with varying age ranges (when a small gift is brought in due to small components this cannot always be given to a child who is under 3) (when food stuffs is brought in we have to consider certain allergies).

We are therefore requesting for this not to happen but should you wish to make a gesture, we welcome that a contribution of fruit is given for our snack time or maybe a story book/toy is purchased for the group.

**THANK YOU FOR TAKING TIME TO READ THIS.**

**IF YOU DO HAVE ANY FURTHER QUERIES OR CONCERNS – PLEASE DO NOT HESITATE TO CONTACT US**