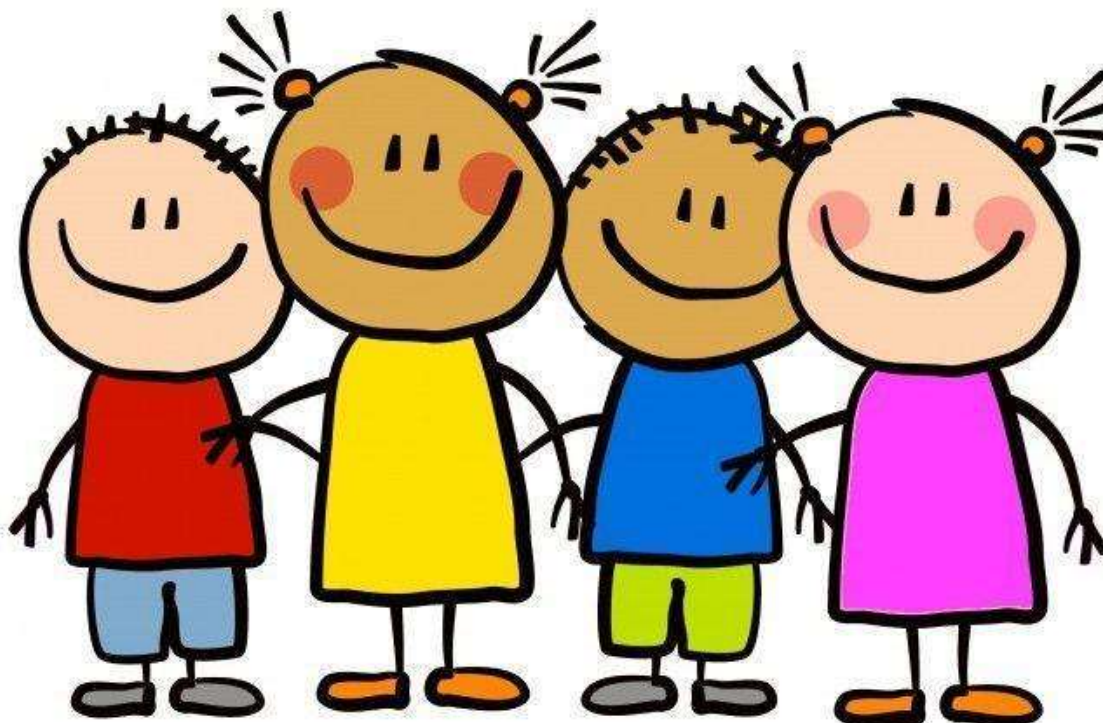


Welcome to Halwin Pre-School

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Information, Guidance and Enrolment

Pre-School Staffing

Pre-School Leader: Steph Tomba

SENDCo: Mrs Vicky Tamblin

Play Leaders: Katy Trathen

We know it can be daunting to choose a pre-school setting for your child and understand the anxiety this decision can bring as you leave your child in someone else's care. Throughout this transition you will be supported by qualified and experienced staff, who are all committed to providing quality education and care with exceptional family support. We work closely with families and actively encourage parents to become involved with their child's learning and fully support 'stay and play' sessions; enabling time to talk with your child's key person, playing together and sharing your child's Learning Journey.

You are welcome to attend pre-school at any time with your child and we actively invite you to share with us, and celebrate, your child's achievements - however big or small.

Pre-School Information

Our setting caters for children aged 2 to 4 in a wonderfully spacious environment, which encourages your child to free flow between the indoors and outdoors. The outdoor area has been thoughtfully designed with access to water and sand, physical equipment to climb and slide and plenty of large construction toys, all of which are aimed to provide a stimulating learning environment. We have a purpose built outdoor shelter and so play is not stopped when the weather is wet.

Learning Journals and Planning

Our planning and observation is underpinned by the Early Years Foundation Stage (EYFS) which describes the time in your child's life between birth and age 5. It is a very important stage, as it not only encourages them to learn about the world around them but also helps your child to get ready for school and prepare them for their future learning and successes. From the day your child is born up until the age of 5, their early years experiences should be happy, active, exciting, fun and secure to support their development, care and learning needs. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first:

- **Communication and Language (CL)**
- **Physical Development (PD)**
- **Personal, Social and Emotional Development (PSED)**

As your child grows, the prime areas will help them to develop skills in 4 specific areas:

- **Literacy (L)**
- **Mathematics (M)**
- **Understanding the World (UTW)**
- **Expressive Arts and Design (EAD)**

These 7 areas are used to plan your child's learning and activities. This is a little bit like a curriculum in primary schools, but it's suitable for very young children and it's designed to be really flexible so that staff can follow your child's unique needs and interests and get to know them really well. Our Learning Journals are web based on Tapestry which is a secure platform for us to communicate with each other about your child's development and provides a good insight for parents to see what their child has been learning about in preschool, as well as parents sharing information with us.

We extend children's learning through thoughtful adult interaction and by enhancing the resources available to them. All of our staff that are teaching and supporting your child will make sure that the activities are suited to your child's unique needs.

Children in the EYFS learn by playing and exploring, being active and through creative and critical thinking which takes place both indoors and outside. We also carefully note children's involvement in activities and their general well-being (Leuven Scales). When a child is fully involved and showing high levels of wellbeing, this is when we see real, in depth, quality learning.

If we have any concerns about your child's progress, we will speak with you openly and honestly and, with your permission, we are able to make referrals to, and liaise with, other professionals who can help to support your child's development when necessary.

Progress Checks and Profiles

When your child is 2, in line with the EYFS guidelines, we will ask to meet with you to discuss your child's learning and development. Our staff will work alongside you and your Health Visitor to provide a written summary of how your child is progressing against the 3 prime areas of learning:

- **Communication and language**
- **Physical Development**
- **Personal, Social and Emotional Development**

This report will form the baseline for future learning experiences necessary to promote steady progress and is a useful report that will help you to track milestones in your child's early years.

Transition into school

We manage your child's transition into Pre-School and then into school sensitively, supporting both parents and children, sharing your child's progress (with your permission) with the future setting. A place at Halwin Pre-School does not automatically secure a place for your child at Halwin School. We do work very closely with other local schools during the transition into big school.

Parent Communication

Both Steph and Katie are available to have a chat when you are dropping off your child, they love to hear any comments or suggestions you may have about the Pre-School, our staff or your child's learning. We will share your child's Learning Journey with you at regular intervals (electronically with your permission or alternatively paper copies will be available). We have stay and play sessions termly so that you can come and experience the session with your child and gain a greater understanding of how your child spends their time with us, with the opportunity to discuss any next steps or progress that your child has made. There is also a suggestion box in the reception area where we would welcome any comments you may have about the things that you or your child would like to see or things that your child already enjoys. If you are considering a Pre-School setting for your child, we strongly advise you to visit us with your child so that we can meet with you both and discuss the transition, so please do ring and book an appointment.

Early Years Foundation Stage 2021: Halwin Pre-School follows the government outlines for Early Learning.

Personal, Social and 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 9 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.

Communication and 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, storytelling 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.

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.

Literacy Skills: 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).

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.

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.

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.

Safety Information

Illness: Parents are asked to keep their children at home if they have any infection or symptoms of Covid-19 and to inform the preschool as to the nature of this so that staff can alert other parents. We will then be able to make careful observation of any child who has been unwell upon their return. Parents are asked not to bring any child into the setting who has been vomiting or had diarrhoea until at least 48 hours have elapsed since the last episode or if they have had Calpol.

Medicine: We would prefer parents to administer medication.

If medication is to be administered at preschool:- The medicine must be prescribed by a doctor and be clearly labelled with the child's name, dosage and instructions. All medicines must be handed to a member of staff who will store them safely, out of any children's reach. Written information will be required from the parent/carer giving clear instructions about the medicine and permission for a member of staff to follow those instructions.

Outings: Children will not be taken off the premises without notification to or without written consent from parents. There will always be 'at least' the required ratio of adults to children.

Child Protection: Should Halwin Pre-School have any concerns about a child regarding child protection issues, the staff will take the following action: In an emergency, the staff will contact external services and parents/guardians. There are some situations when parents/carers are NOT informed:

- If contacting parents/carers would place a child at risk of harm.
- Where sexual abuse or fabricated illness is suspected.
- If contacting parents/carers would cause undue delay.

We do appreciate that children can be very accident prone and so often a chat with parents to clarify the situation is all that is needed.

Your Child's First Day

- Please bring in the completed sharing sheet to share with their key person so that they can gain an insight into your child's likes/dislikes/interests.
- Every child should bring a bag to preschool each day, both to help with taking special things home and to facilitate communication between nursery and home via newsletters, etc.
- Appropriate clothing dependent upon the weather; hats, covered shoulders in hot weather and waterproofs/warm coats, gloves and hats for winter months. Children should also bring a change of clothes, indoor shoes & wellies for outdoors [clearly named, please] so that they are able to access all activities in a clean environment.
- Children in nappies should always bring a plentiful supply of nappies, wet wipes, etc. to every session.
- Children who are toilet-training should always have a plentiful supply of underwear / clothing in case of any 'accidents'.
- One comforter may be brought in (clearly named) to aid the 'settling in' process but please NO toys.
- A healthy Snack i.e. fruit, veg, breadstick, cheese, yoghurt. 2 snacks are required for an all day session
- Either order a school lunch or provide a balanced, healthy packed lunch.

Prices

Halwin Pre-School is open for 38 weeks of the year [excluding public holidays and Inset Days] from 09.00 to 15.00 every weekday during term time.

Morning Sessions 9.00-12.00 – 2-3year olds £15.75, over 3 £14.25

Afternoon Sessions 12.00-3.00 - 2-3year olds £15.75, over 3 £14.25 (Lunch session)

Lunch/Snacks: We would encourage you to purchase a lunch that is nutritious and freshly cooked on the school site at a cost of £2.41, but are also happy for you to provide a healthy and balanced packed lunch for your child. Lunchtime starts at 12pm and so unfortunately if your child attends the morning session, lunch will not be provided. During each session, the children will have an opportunity to stop play and have a healthy snack (Please DO NOT provide chocolate/crisps/sweets, we encourage more healthy options such as fruit, breadsticks, vegetables etc.) this must be provided by you.

Funding

If you would like to find out if you are eligible for 2 year old funding please go to:

<https://cornwall.cloud.servelec-synergy.com/synergyweb/>

If you are eligible you will be given an 11 digit code that needs to be given to Mrs Busby along with your national insurance number as soon as you can so that confirmation can be made with the local authority. Proof of this code will also be required as well as your child's birth certificate.

To find out if you are eligible for 3/4 year old 30 hour funding, please apply here:

<https://www.gov.uk/apply-30-hours-free-tax-free-childcare>

All 3 and 4 year old children are entitled to free 15 hours of childcare. Applications for up to 30 hours funding must be done by yourself via the link above, the setting cannot do this for you. If you are only entitled to 15 hours funding this is done automatically and you do not need to apply for this. **15 hours of free funding is applied to children's places the term after their third birthday.**

All applications for the autumn term must be completed by 31st August. Failure to apply by this date will mean that you will not be able to use your 30 hours during the autumn term and you will have to wait until the spring term in January. Applications for the spring term must be completed by 31st December otherwise you will have to wait until the summer term after Easter. Applications for the summer term need to be completed by 31st March otherwise you will have to wait until the autumn term in September. If you are unsure of anything please speak to Mrs Busby and she will be glad to assist you. We do not want you to miss out on what you are entitled to but unfortunately, we will not be able to do anything if you do not meet these deadlines.

Early Year Pupil Premium

We may be eligible for extra funding to help support your child via the early years pupil premium, up to £302 per year may be paid to the setting to help with your child's education.

You can apply if your child is aged 3 or 4 and you get 15 hours free childcare. You must also get at least one of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part six of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit) and have an annual gross income of no more than £16,190
- Working Tax Credit run-on, which is paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - your household income must be less than £7,400 a year after tax not including any benefits you get

You may also get early years pupil premium if your child is currently being looked after by a local authority in England or Wales or if your child has left care in England or Wales through:

- adoption
- special guardianship order
- a child arrangements order

Please contact Steph for any further information and to register a place for your child. All of our booking in system is now completed online and links will be sent to you for you to complete. Please do ask for a paper copy if you cannot access the online registration forms.