



## **Introductory Pack**

**Address**      **Spinney Pre-School**  
**Spinney Avenue**  
**Widnes**  
**Cheshire**  
**WA8 8LD**

**Telephone**    **07752 911987**

### **Morning Session**

**Supervisor/SENCO**  
**Deputy/SENCO**  
**Assistant**

**Mrs A Rix**  
**Mrs S McCormick**  
**Miss P Culleton**

### **Afternoon Session**

**Supervisor/SENCO**  
**Deputy**

**Mrs A Rix**  
**Miss P Culleton**



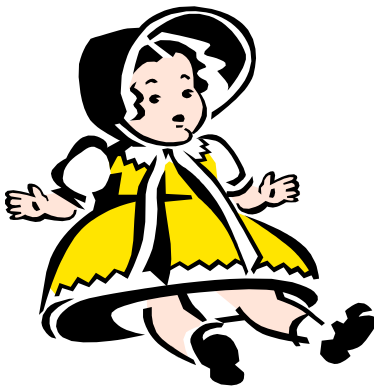


Dear Parents/Carers,

Welcome to Spinney Pre-School. We hope that you and your child will have a happy and rewarding time here with us. We are sure you will be hearing about the exciting things we do here at Pre-School and hopefully about the new friendships your child will make.

We have designed this booklet to answer a few questions that may have gone through your mind, but feel free to approach staff if you require any further information.

Spinney Pre-School Staff  
And Committee.





### **Our Setting aims to:**

- Provide high quality care and education for children below statutory school age
- Work in partnership with parents to help children to learn and develop
- 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 offer your child:**

- A specially tailored curriculum leading to approved learning outcomes.
- Individual care and attention made possible by high ratio of adults to children. (One adult to eight children)
- Fun and friendships with children and other adults.
- The support of a personal Keyperson
- Opportunities for you and your family to be directly involved, in the activities of the group and in your own child's progress.
- A safe, secure and stimulating environment

### **Our Pre-School meets at the following times:**

	<b>Beginning</b>	<b>Ending</b>
<b>Monday</b>	8.30am	11.30am
<b>Tuesday</b>	8.30am	11.30am
<b>Wednesday</b>	8.30am	11.30am
<b>Thursday</b>	8.30am	11.30am
<b>Friday</b>	8.30am	11.30am

**If children are completing the 30 hours they will start at 8.30am and finish at 2.30pm**

**Children must not be left unattended before 8.30am.**

I would also like to inform Parent / Carers, that children are **your** responsibility until they cross over into the main Pre School room. Please **do not** leave your children unattended outside or in the cloakroom area whilst they are taking off or putting on their coats.

The Pre School has a fenced off play area with direct access through a gate which enables children to easily access both indoor and outdoor learning activities.

Our Pre-School offers education and care for children below school age and over the age of two years nine months.

Spinney Pre-School is a Registered Charity-1087651. It is run by a voluntary committee and is non-profit making organisation. The Pre-School is registered with, and inspected by: - Ofsted, URN – 502232.

### **The Early Years Foundation Stage (E.Y.F.S)**

Individually and within the group, all children are supported in developing skills and understanding at their own pace. Our Key-person system enables us to ensure a planned curriculum tailored to the needs of each individual child through a mixture of child-initiated and adult-led directed play activities. Each child has the opportunity to explore a broad range of new experiences, develop their skills and self confidence, preparing them for a smooth transition to school. This curriculum is based on the The Early Years Foundation Stage Birth to 5 years olds, which also forms the basis of their Reception year in primary school. All children are working towards Early Learning Goals covering seven areas of development, using both indoor and outdoor learning environments.

## Activities in Pre-School

### **Children's Development and Learning**

The provision for children's development and learning is guided by The Early Years Foundation Stage. Our provision reflects the four key themes and 16 commitments.

#### **A Unique Child**

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

#### **Positive Relationships**

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

#### **Enabling Environments**

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

#### **Learning and Development**

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.



### **How we provide for development and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

### **The Areas of Development and Learning Comprise:**

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Understanding the World
- Mathematics
- Literacy
- Expressive Arts and Design

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

### **Personal, Social and Emotional Development (Prime Area)**

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them
- confidence in themselves and their ability to do things, and valuing their own achievements
- their ability to get on, work and make friendships with other people, both children and adults
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.



### **Communication and Language (Prime Area)**

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences
- their ability to listen to, and talk about, stories
- understand of 'who', 'what', 'why', 'where' and 'when' questions



### **Physical Development (Prime Area)**

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials
- their understanding about the importance of, and how to look after, their bodies
- early writing skills
- understanding of transporting and the storage of equipment safely



### **Literacy (Specific Area)**

- their knowledge of the sounds and letters that make up the words we use
- knowledge of how to handle books and that they can be a source of stories and information
- knowledge of the purpose for which we use writing
- making their own attempts at writing
- their recognition of / and ability to write their own name



### **Mathematics (Specific Area)**

- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects
- understanding that numbers help us to answer questions about how many, how much, how far and how big
- understanding and ideas about how to use counting to find out how many early ideas about the result of adding more or taking away from the amount we already have.
- Understanding that objects can be ordered according to their weight, height and capacity.



### **Understanding the World (Specific Area)**

Our programme supports children to develop:

- knowledge about the natural and made world and how it works
- their learning about how to choose, and use, the right tool for a task
- their learning about computers, how to use them to get information and what they can help us to do
- their skills on how to put together ideas about past and present and the links between them
- their learning about their locality and its special features
- their learning about their own and other peoples families and customs.



### **Expressive Arts and Design (Specific Area)**

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.



### **Early Days**

All Parents/Carers are welcome to come into Pre-School to help their child to settle in and familiarise themselves with the staff. Once your child is settled, we encourage independence and so encourage goodbyes to be said at the door. This helps children to settle quickly and happily into the Pre-School routine. At the end of the session, your child should be collected by you or another authorised adult. In the event that you cannot collect your child or you wish someone else to, please confirm this with ant staff member. As a general safety issue we will not allow your child to be collected by anyone that has not been given verbal or written permission to do so.

If your child is ill or unable to attend for any reason please can you inform the Pre-School.

# Safety First



## Entering / Leaving

When entering the mobile, please remember there are a lot of small children all eager to say goodbye to Parents/Carers and have some fun. Please can you enter/leave this area as quickly as possible to avoid congestion, as it is quite a small confined area. If you arrive late, we have an outside bell that you may ring to gain our attention.

## Clothing

Please try and dress your child appropriately according to the weather. We do spend some time everyday outside, so coats, sun hats etc are very important. Try to dress your child in clothes that are comfortable and easy for them to undo. Going to the toilet with difficult clothing to undo, such as braces and belts, can cause undue upset for your child. We do have slides and bicycles, so open toed and sling back shoes can be dangerous. It also helps if your child's clothes are labelled. Messy play is great fun so don't be tempted to put expensive clothes on that may get glue or paint on them. Aprons are worn, but sometimes accidents do happen!!!

In order to promote the children's independence, if possible, please could your child wear shoes or training shoes with Velcro fastenings.

Due to Health and Safety reasons, children are encouraged not to wear any jewellery. If your child has pierced ears can they possibly wear small studs.

## Parental and Snack Fees

All fees due for the provision of childcare will still be collected regardless of whether your child is present or absent from the setting. The setting still has to cover the cost of wages, snack and general overheads.

Currently snack fees are £3.75 a week (75p per day), unless your child is in receipt of the 30 hours and stopping all day then it becomes £7.50 a week (£1.50 per day). Parental fees are £6.00 per day, which includes snack money. If possible can all monies be paid into the bank account. Details will follow when your child starts in Pre School.

## Healthy Snacks and Drinks

Pre School will provide healthy snacks for children such as fruit, breadsticks and dips, cheese, toast, carrot sticks etc. Milk and water will be offered at snack time, but water will be available all day. Any food from home such as birthday cake and party bags will be sent home with the children at the end of the session.



## Other Links

Spinney Pre-School is a community run group. We are always looking for Parents/Carers that are interested in becoming involved in our committee work or would just like to help during sessions. Please feel free to approach staff who are always willing to help. Children attending the Pre-School are **NOT** guaranteed a place in the Reception class of the St Michael with St Thomas Primary School, but links will be made with the Reception Teacher even if your child is to attend another School.

## Adult Resources

We are proud of the high ratio of adults to children in our group (1:8 minimum). This ensures individual attention to the needs and development of each child. All staff undergo DBS checks.

## Staff

Mrs Anne Rix	Pre- School Supervisor, SENCO and BECO
Mrs Susan McCormick	Deputy Supervisor, SENCO and 2YOLP (2 Year Old Lead Practitioner)
Miss Phoebe Culleton	Assistant (AM), Deputy Supervisor (PM) and Phonics Lead

Mrs A. Rix, Mrs S. McCormick and Miss P Culleton hold current Paediatric First Aid Certificates.



## Parent/Carers in Pre-School

Research shows that children learn better when their parents/carers are involved. We give all parent/carers the opportunity to help at Pre-School sessions. This provides an ideal opportunity for parents/carers to see what happens at Pre- School and to share the experience with their child, and is a valuable opportunity for all children to see their own parent/carers in a new role.



## Keyperson system

Our Key person system gives each member of staff particular responsibilities for a small group of children. In addition, the Key person is in a position to tailor the group's curriculum to the unique needs of each child. The Key person maintains links with the child's home setting, working with parents through shared record keeping to ensure that all children are supported in their learning. You will receive a written report from your child's Keyperson twice a year, one at the beginning and one at the end and a Progress Interim Report in February. You may also look at your child's profile record at a mutually agreed time by an appointment. The Key person will keep a written record of achievement and an observational diary for each child.

## Record-keeping

We operate an excellent record keeping system in which observations of the children in the group and at home are used as a basis for planning a curriculum for each child. These 'profiles' are available for you to look at any time, and will be passed to you when your child transfers to primary school.

Each child who is with us prior to entering a Reception Class will have an observational diary. This involves taking pictures of the children. The Keyperson will then make a short description and chose a statement from the EFYS Birth to 5, which is appropriate to the picture. Each diary is split up into three terms. Autumn, Spring and Summer.



## The Role of Parents

The Early Years Alliance recognises parent/carers as the first and most important educators of their young children. Our Pre-School aims to support parents. Parents are welcomed:

- To work in the group with the children
- To assist in fund-raising
- To take part in the committee of the Pre-School
- To occasionally represent the Pre School at branch and county activities of Early Years Alliance.
- To attend open meetings of the Early Years Alliance
- To attend training courses, workshops and conferences organised by the Early Years Alliance.

## POLICIES

Policies are available on line or in the Operational Plan for you can to look at. All our policies are designed to offer the best possible experience for the children and families in the group. Our policies are reviewed annually and comments and suggestions from parents are always welcome.



## Ofsted Inspections

**Spinney Pre School was graded 'GOOD'**

*"Children enjoy their time in a small, friendly Pre School"*

*"Children show they feel safe as they are engaged and confident during their play"*

*"Children are interested in the activities provided and show they are keen to learn"*

*"Parents comment on the 'great relationships' staff have with the children"*

*"The committed staff are enthusiastic and work well together"*

*"Topics and themes, which gain children's attention, are incorporated into daily activities"*

*"Staff have a good knowledge of the children who attend the Pre School"*

*"Children make good progress across all areas as staff plan activities which support learning"*

*"The Management Committee and Staff have completed safeguarding training and demonstrate a clear understanding of how to keep children safe, with robust procedures in place"*

**Quotes from Ofsted report, on 21<sup>st</sup> January 2020.**

## **Special Educational Needs or Disabilities (SEND)**

The Pre-School staff ensure that each child is able to progress at his/her own rate in all areas of development, and this is true for children with or without disabilities or learning difficulties. Activities are adapted to enable all children to join in. We are experienced in working closely with professionals across the range of special needs. If you would like to discuss the group's ability to meet your child's needs, please talk to the Pre-School Supervisor, Senco or your child's Keyperson. Our full Special Educational Needs Policy can be seen on the website and in the Operational Plan.

The Special Educational Needs Coordinators' are Susan McCormick and Anne Rix who work together as a team.

## ***MANAGEMENT AND ADMINISTRATION***

### **Decision making**

The pre-school is run by an elected committee, which ensures that major decision making is in the hands of the parents who use the group. The committee is responsible for reviewing both policy and practice, and for the employment of members of staff. Our Annual General Meeting, at which the committee for the following year is elected, is held in October, and parents will be informed in good time so they are able to attend. The constitution of Spinney Pre-School is available for inspection together with the Ofsted Registration certificate.

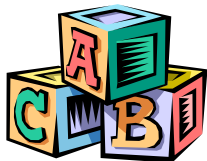
### **Nursery Education Funding**

Every three year old is entitled to nursery education funding for up to 5 sessions of 3 hours, per week for up to 38 weeks per year, from the term after their third birthday. This funding continues until the child starts primary school and is paid by Halton Borough Council. (NB for this purpose the LEA has set the term commencement dates as 1<sup>st</sup> September, 1<sup>st</sup> January and 1<sup>st</sup> April.) Children who join the Pre-School mid-term are covered by nursery funding, if eligible. To obtain the funding parents must complete an attendance declaration form and the child must be attending from the time of the head count day at the beginning of each term. Fees will be payable where a child is claiming nursery funding at another setting.

### **Smoking and Mobile Phones**

In accordance with our Safeguarding and Smoking, Alcohol and Drugs policies, Pre School operates a **NO** smoking policy on our premises, this also includes E-Cigarettes. Parent/Carers are also asked not to use mobile phones on our premises, especially at drop off and pick up times.

# SPINNEY PRE-SCHOOL



## Nursery Routine



<p><b>This routine is flexible and will follow the interests and needs of the children</b></p>	
<p>'WELCOMES AND VALUES PRAISE FOR WHAT THEY HAVE DONE' - P.S.E</p> <p>'ENCOURAGE CHILDREN TO USE MANNERS AT ALL TIMES'</p> <p>'DEMONSTRATES FRIENDLY BEHAVIOUR, INITIATING CONVERSTAIONS AND FORMING RELATIONSHIPS WITH PEERS AND ADULTS' - P.S.E.</p>	
Morning Sessions	Activities
<p><b>Morning Sessions</b> 8.30am - 09.45am</p> <p><b>Afternoon sessions</b> 12.15pm - 1.45pm</p>	<p>Early activities Free play/Planned play Links with school Children can choose activities of his/her own choice from the selection provided. Adult participation and observation. Outdoor play/Indoor P.E/Music and Movement.</p>
<p>09.45am - 10.00am</p> <p>1.45pm - 2.00pm</p>	<p>Tidy up time &amp; Hand wash</p>
<p>10.00am - 10.15am</p> <p>2.05pm - 2.15pm</p>	<p>Snack Time. Social skills - helping and listening to others. Working together.</p>
<p>10.15am - 11.00am</p>	<p>Circle Time - occasionally Free play/Planned play Children can choose activities of his/her own choice from the selection provided. Adult participation and observation.</p>
<p>11.15am - 11.30am</p> <p>2.15pm-2.30pm</p>	<p>Story time. Recall Singing/Rhyme. Music Educational TV Jingles Music and Movement</p>