



FROXFIELD
CE SCHOOL

Froxfield Pre-School Information Booklet



Welcome to Froxfield Pre-School.

We are delighted that you have chosen Froxfield Pre-School for your child. We recognise that choosing a setting is an important decision. We hope that this information booklet will provide you with an insight into what we offer.

Our Vision

"To provide a safe, nurturing place where children are able to find the magic in their own learning, empowering them to become independent, curious and creative thinkers, prepared for their journey on to school."

About our Setting

Our Pre-School is a small village setting that forms part of Froxfield C of E Primary School's provision. Based in Froxfield Memorial Hall, next to the main school building, our setting is open plan and takes full advantage of the large hall space. The natural, neutral tones provide a calm and tranquil atmosphere for the children. It is surrounded by beautiful open countryside, a small wooded area and a gated park – all of which we use regularly. Being part of the school means that we are lucky enough to have access to their facilities, including a yurt, a well stocked library and numerous outside play spaces. Our pre-school also has its own gated garden with raised beds for growing fruit and vegetables along with a rustic mud kitchen.

We provide care for a maximum of fourteen children in any one session, aged from 2 years to school age. We open term times from 9am – 3pm. We also offer an early bird session from 8:45am from Tuesday – Friday.

Our pre-school environment is designed to inspire interest and curiosity. It is a special place containing a range of open-ended, authentic resources which invite the children to explore, play and learn. Our highly qualified staff, including a qualified early years teacher, strive to provide a nurturing, caring environment where the whole family feels welcome, involved and valued. Our small numbers mean that we can be flexible in meeting the demands of family life. We get to know each child as an individual and this allows us to build close relationships with each of our families.



Settling In

The transition from home to pre-school is a major milestone for both you as parents/carers and your child. It is a process that will usually occur over a period of time. To make this process as smooth as possible, settling in sessions are recommended. The settling in sessions are intended to bridge the gap between home and pre-school, helping your child become accustomed to our setting and allowing them time to form an attachment with their key person. Usually, this process consists of a series of accompanied visits to pre-school, which will gradually increase in length. We want every child and family to feel comfortable and confident, we recognise that every child is different and so the settling in process will be tailored to meet the needs of each individual.

Communication is an essential part of the settling in process. Because you are your child's first and foremost educators, we value your input about care routines, likes and dislikes or the requirement of a comfort object. Sharing this information can help your child's key person develop a positive experience for your child. Comfort objects or transitional items can help your child settle more easily as they provide your child with a link to home thus giving them security and familiarity. We also offer a home visit, during which, we will come and visit you and your child within their home environment.

We recognise that for some children the transition from home to pre-school may be connected by a childminder, family member or another setting. Should this be the case, we can provide a shared information book. This book is a way of communicating with your child's key person and vice versa. The shared information book allows for achievements to be celebrated with you and alternative carers via a written statement.

Preparation is key to success, so that when the time comes to leave your child, everything and everyone is ready to get off to a positive start.



Key People

At Froxfield Pre-School, we use the key person approach, as set out in the Early Years Foundation Stage Framework. It is recognised that children thrive when they have a base of loving, secure relationships. As they begin to make the transition from home to pre-school these emotional bonds can be supported by providing children with a designated key person. Each key person is responsible for a small group of children. They will get to know each of these children as individuals and will support each child's sense of identity and individuality.

During the settling in sessions, we will spend time getting to know both you and your child and will allocate a key person prior to your child starting their first unaccompanied session.

Your child's key person will be aware of your child's needs, preferences and development. They will also be the main adult responsible for providing your child's intimate care, such as nappy changing, sleep times (should your child require a rest) and physical closeness.

Curriculum

A curriculum is what we want the children to learn, whilst they are with us. In early years, our curriculum must be based upon the Early Years Foundation Stage Framework or EYFS. This framework sets standards for the learning, development and care of children from birth to five years old. Within the EYFS Framework practitioners provide activities and will assess development based on seven areas of learning: Three **Prime Areas** and Four **Specific Areas**.

Prime Areas: Communication and Language, Physical Development and Personal, Social and Emotional Development

Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

In early years, we have the freedom to decide how best to deliver those areas of learning. In pre-school, we do this through a play-based, child-led ethos, weaving learning throughout the experiences we provide.

We wanted to make sure that our children would be prepared for their move onto school and so, we have created a set of aspirations. These aspirations, under-pin our learning and act as a set of curriculum goals that we hope each child will achieve by the time they leave us. Alongside our Aspirations, sits a set of milestones, which act like a developmental pathway. There is a strong focus on building and securing foundation skills. Speech and Language and Independence are also woven into each aspiration. For more information please follow the link on our website.

Learning

At Froxfield Pre-School, play is central to all learning. We view our children as navigators of their own learning journey, valuing every child as unique, with individual interests and fascinations. These interests are used as a vehicle to progress learning and development within all areas of the curriculum. We do not subscribe to one fixed learning theory. Instead we have cherry picked, what we consider to be the best aspects of several different approaches.



Both our indoor and outdoor environments are integral to inspiring and stimulating our little learners innate desire to explore and so, we have filled them with carefully chosen, open-ended resources that invite endless educational opportunities. Where possible, we use authentic or 'real life' resources rather than plastic toys, in order to provide a multi-sensory experience - affording a richness to our children's play. Children are able to engage with a variety of texts throughout the setting and a high value is placed on the sharing of books.

Learning unfolds naturally through play experiences that have been designed to capture each child's sense of curiosity, awe and wonder. Our teachers harness teachable moments as they present themselves, using these moments to challenge and extend children's thinking and learning, thus making learning relevant, meaningful, enjoyable and age appropriate.

Every area within our setting has been carefully considered to provoke learning in all areas of the curriculum, allowing our children to develop into independent, creative and critical thinkers, prepared for when they make the move into formal schooling.



Rhythm of the Day

We recognise that high quality interactions, when children are engaged in self-chosen activities, can better scaffold and support learning in the early years and so, we refrain from interrupting play with too many adult directed activities. A typical day will mostly look like this...

Morning Session

9am Children Arrive

The children hang their coats up and place their bags in the hallway. Children then self-register by placing their name cards onto our self-registration tree.

Learning through Play

Activities/Resources are out for the children to freely access. Staff plan in the moment, following children's fascinations and interests in order to progress learning and development. The outside space is available for free flow – should the children wish to go out.

10am (ish) Snack Time

Children are able to come and help themselves to a drink of water or milk and a snack (which they help to prepare) Water is also available for the children throughout the day.

11:45am Key Group Time

The children come together in their key groups and a group activity will usually take place.

Afternoon Session

12pm Lunch Time

The children wash their hands and sit together to have their lunch - which they self-serve.

Learning through Play

The children are able to access the resources freely. Staff will use sustained shared thinking and in the moment planning to progress understanding and learning through following individual children's interests. The outside space is available for free-flow.

2:30pm Key Group Time

The children come together for a group activity.

3pm Home Time

This is a guide and the times will often vary in order to provide flexibility - so that the children's interests and fascinations can be fully utilised in order to maximise learning potential



Monitoring Progress

Whilst your child is with us, we will record your child's learning journey using an online system called Class Dojo. You will be provided with a secure password, so that you are able to share in your child's progress via Class Dojo. Observations will only be made if they are relevant to progress and will celebrate 'wow' moments in learning. These records are unique to each individual child and act as an important tool, which help to provide appropriate, stimulating, relevant activities and experiences for our children.

We gather information primarily through observing children at play and match this against the Early Years Framework Guidance, this is a good indicator of how children are developing. We will provide you with a brief overview of your child's day at handover. We also hold regular parents meetings and open mornings, during which parents are able to share information about their child at home and discuss next steps in development.

We are always happy to discuss your child's needs, development etc. at any time. Please feel free to speak to your child's key person should you ever feel you would like to have a chat about your child's progress.

The revised Early Years Foundation Stage (EYFS) also requires early years professionals to complete a two year progress check, which is carried out for any child beginning pre-school before their third birthday. This progress check compliments the developmental check that is carried out by the Health Visitor. It aims at providing parents with a clear picture of their child's development by reviewing the prime areas: communication and language, personal, social and emotional development and physical development. This check is always carried out in collaboration with parents and will result in a short written summary of your child's development being given to you. On starting Pre-School you will be asked to produce your child's 'red book' so that the key person can view the appropriate page re: Two Year Progress Check.

As with all our information regarding the children in our care, these remain confidential. However, it is sometimes necessary to share the Two Year Progress Check with the Health Visiting Service, Hampshire County Council's Children's Services or other settings (only if the child attends more than one setting, currently or in the future). You will be asked to sign a declaration, to give your consent for this to happen. (If you have any concerns, please speak to your child's key person).

Children with Special Educational Needs

We are committed to helping every child realise their full potential and so, we incorporate the SEND Code of Practice into all aspects of our provision. Our pre-school staff have attended relevant training in order to support children with additional needs, including Behaviour Management, Speech and Language and Makaton Training. We also work closely with Jennie Asser - the school SENco and outside agencies, to ensure that all children's needs are identified early and appropriate support is given.

What to Bring to Pre-School

We try to provide the children with 'free flow' between the outdoor garden and the indoor hall. This means that the children have the opportunity to access the outside in most weathers. If possible we suggest that the children have a pair of welly boots that can be left at pre-school and clothing suitable for the weather and season e.g. a warm coat in the winter or a sunhat in the summer. Although we have a comprehensive box of clothing, it is always a good idea to put a change of clothes (including socks) inside your child's bag. This means that should your child not quite make it to the toilet in time or they get wet or muddy, they have familiar clothes to change into. For those children who are not yet toilet trained, we would ask that you also bring nappies and wipes.

Please could every item of clothing be clearly named.

Please also remember that our aim at Froxfield Pre-School is for the children to learn through exploration, creativity and fun. We have a range of aprons used for painting, water play and the mud kitchen, yet the children do sometimes get messy, so please do not send your child in special clothes or shoes.

Healthy Eating

At Froxfield Pre-School we encourage healthy eating. We provide a healthy snack during the morning session, which usually consists of a piece of fruit or veg and milk or water. We view this time as both a social time and learning opportunity. Our children are encouraged to help with the preparation of snack, they help to share the snack out between their friends and then they wash up afterwards. Every child gets regular opportunities to cook, as we prepare a cooked snack most weeks e.g. soup, flapjack, cheese straws. Water is always available for the children to have a drink.

Please make your child's key person is made aware of any food intolerances or allergies



We see lunch time as a wonderful opportunity to promote communication and language and independence skills. We all sit together to have lunch and our children are supported, so that they can self-serve. They are also encouraged to scrape their plates once finished. At lunch time, we are able to offer a hot dinner, for a small fee. This is brought over from the school, or families can send in a packed lunch from home, should they prefer. The school's hot dinner menu works on a three weekly cycle and we simply ask that parents assist their child in choosing between a vegetarian or meat option as they arrive each morning.

We are a nut free setting.

For those who would prefer to bring a packed lunch, we would politely ask that you bring in healthy food. Lunch boxes will be stored in the kitchen and refrigerated until lunchtime.

For safety reasons we also ask that food is cut up appropriately. Mini sausages, grapes and cherry tomatoes are particularly noted as being potential choking hazards. Therefore we ask that you please cut them in half - long ways, so that they are not able to form a plug.



Emotional Literacy

Emotional literacy is a term used to describe the understanding and identification of feelings/emotions.

Emotional literacy is a vital skill for children to learn as it helps them deal with everyday situations. We work hard to develop every child's awareness of their own feelings, so that they are able to identify and understand how to manage their emotions. These skills aid well-being, independence and social interaction, whilst also being important skills necessary for school readiness.

At Froxfield Pre-School, we use support our children to begin to recognise their emotions and teach them strategies so that they are able to self-calm and manage big feelings. This in turn supports resilience and perseverance. Staff model the use of visual aids e.g. sand-timers for turn taking, will name and talk about feelings and will co-regulate by providing self-calming techniques. Children will become more independent in the use of these strategies and the adult will move to scaffold learning, until the children are eventually able to navigate these situations unaided.

We understand that children's behaviour is a form of communication, that young children do not always have the skills to verbalise feelings and will often act on impulse. Even the most articulate of children can find it difficult to weight up the consequences of actions and will sometimes act before thinking. At Froxfield Pre-School we also recognise that a child's behaviour can be affected by frustration, tiredness, jealousy, hunger or a strong desire e.g. wanting a toy.

Our children take part in weekly yoga sessions, use finger breathing and are able to visit our bubble lamp when they feel a little overwhelmed, we also have a set of shared values. These values are created every year with the children participating in their design. They allow the children to contribute to how they would like to be treated whilst they are at pre-school and provide a set of positive values by which the children are then able to navigate our setting e.g. we listen to one another. We support the children to help one another in order to promote a sense of worth, empathy, respect and value.



Mobile Phones and E-Safety

We take all aspects of safeguarding our children as being paramount to our overall practice. We would therefore, politely request that parents/carers do not use mobile phones once inside the pre-school. Any visitors to our setting will be asked to place their mobile phones in our kitchen area. Whilst we understand that parents/carers want to take photographs of their children during pre-school events, we would also ask that any images taken at these events e.g. Easter Bonnet Parade, are not uploaded to social media sites if they contain images of other children.

Accidents, Illness and Existing Injuries

Whilst we work very hard to keep every child in our care safe from harm, sometimes children fall over or bump themselves. It is vital that you remember to keep telephone numbers updated and that you have back up telephone numbers in case we are unable to get hold of you on the first number. In most cases staff reassure the child, clean any wounds and sit quietly with them until they are feeling better. If your child has bumped their head, we will place a 'bumped head sticker' on the child's back (so it cannot be peeled off) and we will send you a text to let you know, if we deem necessary – we may also call you.

For any accident that occurs within pre-school, we will complete an accident record. This record will detail: what happened, the time and the treatment received, you will be asked to sign this record sheet when the child is collected. All members of staff hold a Paediatric First Aid certificate.

We need to be advised if a child has had a bump at home or on the way to pre-school which results in a visible bump, cut or bruise, we may ask that you write in an existing injury book.

Young children whilst building up their immunity systems, tend to pick up a lot of coughs, colds and bugs, especially during their first few years in school. We politely ask that if your child has sickness or diarrhoea in particular, you allow 48 hours before you bring them back to pre-school. We understand this can be challenging when parents are working, however, such illnesses continue to circulate, resulting in staff and other children becoming poorly.

If your child is coming to the end of a course of anti-biotics and you require us to administer a dose, then we would ask you as parents/carers to complete a medication permission form.

During the warmer weather, we ask that parents apply sun cream prior to arriving at pre-school. We are happy to reapply sun cream and simply ask that you give your child's key person a named bottle of sun cream from which to do this. We can give inhalers and life-saving medicines. Our staff have been trained in the use of auto injectors and have also had epilepsy training.

Complaints

We aim to provide the highest quality education and care for all our children. We welcome and value every individual child and their family and hope to provide a warm, caring inclusive environment in which children can learn and develop as they play.

Our intention is to work with parents, other professionals and the local community and we value feed-back. If for any reason you are concerned about any area of our provision, please feel free to speak to either your child's key person, the Pre-School Manager – Charlotte Turrell or the Headteacher – Mrs Farrow, who will attempt to resolve any issue.

We hope that any issues can be easily resolved, however, if the matter is still not sorted out to your satisfaction, then please visit our complaints policy which is available both on the notice board in the entrance hall and also on our website. This policy breaks down the different stages to making a formal complaint and provides information about contacting Ofsted.

Policies

Our pre-school specific policies can be found as a hard copy on the information notice board in the entrance hall. They can also be found, along with all other school policies by following the link on the school website. We would politely ask that you read the pre-school policies as you will then be asked to sign to say that have done this.

Moving on to School

Along with our regular trips up to the school to use the Library etc. we work very closely with Mrs Ingham Thomas, the Reception Class Teacher and so, when the time arrives for your child to continue their learning journey within the main school, the transition is very smooth and the children are fully prepared and so move on very naturally.

**We hope that both you and your child will be very happy here at
Froxfield Pre-School and we look forward to welcoming you
in the very near future.**



Other Information

All opening times, term dates, inset days and special events can be found by visiting the school's website. <https://www.froxfield.hants.sch.uk>

This information is also available on our fortnightly newsletter known as the Friday Flyer, which is sent to parents via e-mail.



Fees

We provide hours that are funded by the government's 15 and 30 hours offer. We do not ask for any top up funding for these hours. An entitlement for two year olds is also now available for eligible families.

All additional and non-funded hours are charged at a rate of £6.50 per hour, which is payable monthly in arrears. The pre-school accepts all childcare vouchers.

For more information, please contact:

Mrs Fry (our School Business Manager) Email: adminoffice@froxfield.hants.sch.uk Tel: 01730 827251

You can also look at the Government's child-care information site by clicking on one of the following links: [ChildcareChoices](#) or

<http://hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/payingforchildcare/freechildcare/3and4yearoldoffer>

N.B. Before you claim the **extended entitlement** you must apply for the funding using the government online childcare service www.childcare-support.tax.service.gov.uk/. You **must** have your eligibility confirmed by the HMRC for the extended 15 hour entitlement **in the term prior** to your child receiving it. **The code must then be confirmed every 3 months.**

To receive funded hours, we politely ask to view your child's birth certificate. This allows us to verify your child's date of birth.