

Vernon Lodge School Kindergarten



Parent's Information Booklet

Welcome to Kindergarten

Tel school number: 01902850568

E-mail – ismith@vernonlodge.co.uk

Web site : www.vernonlodge.co.uk

Dear Parents

Welcome to Kindergarten

Here at Vernon Lodge Kindergarten we treat every child as an individual, with special interests and needs and we place great importance in getting to know your child very well. We will provide your child with a developmentally appropriate curriculum full of exciting activities to stimulate and fill them with the desire to learn.

How do we do this?

We follow the guidelines of the Early Years Foundation Stage Curriculum with the aim to help young children achieve the five Every Child Matters outcomes:-

Staying Safe, Being Healthy, Enjoying and Achieving, Making a Positive Contribution, and Achieving Economic Well-Being.

Children's Development and Learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2007). From September 2008 the Early Years Foundation Stage became law. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child - Recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships- describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments - explain that the environment plays a key role in supporting and extending children's development and learning.

Learning and Development - recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

<p>A Unique Child</p> <p><u>Child Development:</u> Skilful communicator, competent learner.</p> <p><u>Inclusive Practice:</u> Equality and diversity, children's entitlements, early support.</p> <p><u>Keeping Safe:</u> Being safe and protected, discovering boundaries, making choices.</p> <p><u>Health and Well-being:</u> Growth and developing, physical and emotional wellbeing.</p>	<p>Positive Relationships</p> <p><u>Respecting Each Other:</u> Understanding feelings, friendship, professional relationships.</p> <p><u>Parents as Partners:</u> Respecting diversity, communication, learning together.</p> <p><u>Supporting Learning:</u> Positive interactions, listening to children, effective teaching.</p> <p><u>Key Person:</u> Secure attachment, shared care, independence.</p>	<p>Enabling Environments</p> <p><u>Observation, Assessment and Planning:</u> Starting with the child, planning, assessment.</p> <p><u>Supporting Every Child:</u> Children's needs, the learning journey, working together.</p> <p><u>The Learning Environment:</u> The emotional environment, the outdoor environment, the indoor environment.</p> <p><u>The Wider Context:</u> Transitions and continuity, multi-agency working, the community.</p>	<p>Learning and Development</p> <p><u>Play and Exploration:</u> Learning through experience, adult involvement, contexts for learning.</p> <p><u>Active Learning:</u> Mental and physical involvement, decision making, personalised learning.</p> <p><u>Creativity and Physical Thinking:</u> Making connections, transforming and understanding, sustained shared thinking.</p> <p><u>Areas of Development and Learning.</u></p>
--	---	--	---

Our play is child centred and children are encouraged to explore and experiment with activities using both the outdoor and indoor environments. We aim to build the children's self-esteem and confidence by providing a fun filled environment, catering for children's different needs and rates of development. Young children learn from first hand experiences, through being actively involved in their environment.

The Outdoor and Indoor Curriculum

The safe and stimulating environment provides us with the opportunity to broaden our knowledge and understanding of the world around us.

Activities include:

- Planting & growing
- Gardening
- Finding out about mini-beasts and other creatures and animals
- Painting/printing/collage
- Chalks/drawing/writing/colouring
- Stories and books (fiction & non fiction)
- Library & book bag loan
- Music/dance/drama
- Sand (wet/dry)/water
- Clay/dough/gloop/pasta/shaving foam
- ICT - computer/programmable toys/IWB
- Table toys/games/construction toys
- Woodwork/cooking
- Outings

✘ A risk assessment will be carried out for certain activities in particular cooking and woodwork

Learning Through Play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. The Kindergarten uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In a lot of these activities children decide how they will use the activity and, in a few, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Starting Kindergarten

In order to make settling in as easy as possible for your child, we offer two induction sessions before starting the Kindergarten, when you will get to meet the staff. Parents may accompany their child during these introductory sessions and it is the ideal opportunity for you to experience Kindergarten life, meet the staff and have fun joining in with your child. Please talk to your child after your visits in a positive way and discuss the activities you have shared and enjoyed. This helps the child to feel more confident about visiting again.

See our 'Settling In policy'.

Settling in and the First Days

We want your child to feel happy and safe in the Kindergarten. However, if you think your child may be upset when you leave, it is unwise to prolong the leave taking. Most children recover extremely quickly once the parent has gone. If your child is not used to being left or has never been separated from you before, we appreciate the process may be difficult for you as well as for your child. Please be reassured. We will be ready to work with you to make the settling in process as stress free as possible if you or your child find the separation difficult. Once you have left your child in our care, please do not sit and worry, always phone the school office if you are at all concerned and the staff will be able to reassure you.

Please be prompt to collect your child at the end of each session. They will be ready to see you but may not choose to share with you all the exciting things they have discovered. The children are kept very busy having lots of fun so they may initially be very tired. Be patient and when your child is ready he/she will talk about his/her time in the Kindergarten.

Please inform the staff of any change in the collection routine, we will not allow your child to leave with an unauthorised person.

Kindergarten Timetable and Routines

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

- Helps each child to feel that she/he is a valued member of the setting;
- Ensure the safety of each child;
- Helps 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.

The Session

The Kindergarten organises its sessions so that the children can choose from self-chosen, child-led activities that support their individual interests, developing their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in some 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. The children are provided with an abundance of opportunities to participate in both indoor and outdoor activities. In the Kindergarten we place great importance upon our outdoor curriculum understanding that it significantly contributes to children's health, their physical development and their knowledge of the world around them. Please ensure your child always has suitable outerwear so that we can go outside every day.

Extra activities are available including: Socatots (Tuesday morning) and Music & Movement (Wednesday morning).

Snack Time

A mid morning / afternoon drink of milk or water is provided. The children are provided with a choice of healthy snack, in the morning it may be rice cakes, breadsticks, toast, cheese and in the afternoon there is usually a choice of fruit. It is important that you tell us if your child has any likes or dislikes or even more importantly any allergies. If your child does have allergies we can usually work together with you to ensure an alternative is provided without your child being made to feel different. The children are encouraged to bring a bottle/flask so that they all have access to fresh drinking water throughout the session.

Lunch Time

Lunch begins at 12pm for the children staying all day. We do not have a kitchen on site to enable us to prepare hot food, so a packed lunch will be required, please include an ice pack to keep food cool (especially during the summer months). From experience children seem to enjoy a lunch containing small amounts of a variety of foods to choose from. We will ensure your child eats as much of it as possible.

For more information see our "Food and Drink Policy"

Clothing/ Uniform

Please send your child in Kindergarten uniform. A list is available from the office. You do not need to provide a bag of spare clothes in case of little accidents as we have a selection of spare clothes. You may purchase a protective apron for the children when they play with messy activities from the school office - please sew in a loop so we can hang it up and put your child's name in it. In hot weather we encourage the wearing of summer caps these can also be obtained from the office but we also provide legionnaire style caps also.

The Kindergarten encourages children to gain the skills, which help them to be independent and look after themselves. These include taking themselves to the toilet and taking off and putting on outdoor clothes. You can help by encouraging your child to be independent at home.

For the winter months please can you ensure your child has a warm coat, hat and mittens, (all named), as we do like to go outside as much as possible. In the summer a sun hat and sun cream are essential. When the weather is warm can you please apply sun cream to your child before you arrive in the Kindergarten. We will reapply when necessary using your own supply of sun cream.

See our "Sun Protection Policy"

Illness, Allergies and Accidents

Please advise the staff in person if your child suffers from any allergies or medical conditions and in the Information questionnaire. No medicines or tablets can be administered to children by members of staff.

Exceptions can only be made for children suffering life threatening conditions e.g. Asthma, Epilepsy and Diabetes.

See our policy "Administering Medicine Policy"

Absent/Sickness

If your child is absent from Kindergarten, please telephone on the day. If your child is suffering with sickness or diarrhoea please keep your child at home for a minimum of 48 hours after the symptoms have ceased. Please do not bring your child to Kindergarten with a high temperature or any contagious diseases. If your child becomes unwell during the day we will telephone you to collect your child. The Kindergarten staff are well qualified to deal with minor injuries and we will inform you as soon as possible about circumstances of any accidents and our response to them. In the event of an emergency you will be notified as soon as possible. Should your child need to go to hospital a member of staff will accompany him/ her and remain with them until you are able to get there.

Kindergarten staff are all first aid trained. **Mrs A Simms** has further paediatric first aid training.

Newsletters

You will receive a newsletter at the beginning of each half term to inform you of what is happening within that term. School newsletters go out fortnightly on Friday via the school web site, which will provide on-going information about the whole school. (if you do not have access to the internet you can request a hard copy). These are available to view on the school web site (see front cover)

Partnership with Parents

The Kindergarten recognises parents as the first and most important educators of their children. We believe that in order to provide your child with the best possible care and education it is important to work in partnership with parents. There are many ways in which parents can contribute to Kindergarten life, such as, exchanging knowledge about their children's needs and interests and building friendships with other parents. Parents are always welcome at the Kindergarten and, if you have a skill to share or you would like to come in and spend some time with us, please let us know.

We use e mail as an alternative means of communication, in order to share your e-mail address there is a form for you to complete. This is also used to share photographs with you of your child's achievements during their time in the Kindergarten.

If you have a specific concern to discuss, it is preferable to make an appointment with Mrs Smith. Two way communication is vital and confidentially is respected at all times.

See our "Information and Communication Policy"

Assessment and Records of Achievement

The Kindergarten keeps a Record of Achievement for each child. Staff and parents work together on their children's "Learning Journey." Your child's "Learning Journey" helps us to provide activities that interest them and which promote their next steps to progression making their journey fun and enjoyable. A full written report of your child's progress will be issued at the end of their final term in the kindergarten. Parents may request a meeting with Mrs Smith at any time. Collecting information about your child's needs, activities, interests and achievements will enable the staff to identify your child's stage of progress. It will then be possible to decide on how to help your child to move on to the next stage.

Parents have free access to developmental records about their child. However, a written request must be made for personal files on your child. We acknowledge that we take into account data protection rules when disclosing records that refer to third parties

Policies

The Kindergarten has a list of policies and procedures which we use as a guide to make sure that the service provided is a high quality one and that being a member of the Kindergarten is an enjoyable and beneficial experience for each child and his/her parents. The school and staff of the Kindergarten work together to adopt the policies and all have the opportunity to take part in their review. All policies and procedures are available for you to view in a folder in the Kindergarten cloakroom and copies are available upon request. Please take time to read them, there is a list of policies at the end of this handbook. *(note: some policies have been highlighted throughout this handbook).*

Safeguarding Children

Our setting has a duty under law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children are protected against the likelihood of abuse in our setting 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.

The school works hard to build trusting relationships with parents in order to create a safe environment in which the child can develop; - we appreciate your support for example notifying us when your child comes to Kindergarten with an injury - how ever small, which we will record in a confidential file.

Behaviour

We endeavour to provide an environment where children are encouraged to co-operate with and respect each other, to share and to be considerate. We adopt a policy of positive reinforcement where good behaviour is rewarded with praise. However we believe that the organisation and routines of the setting are key to promoting positive behaviour.

There is an effective behaviour management policy which is adhered to by all members of staff. The named person with responsibility for behaviour management issues is Mrs Smith.

See Behaviour policy

Special Needs

As part of the Kindergarten's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs, which a child may have. The Kindergarten works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2000). Where additional support is needed to help a child progress, staff will carry out careful observations to help find out different ways in which the child learns successfully and to identify particular needs. They also work closely with you and other professionals to agree an appropriate programme for the child.

The Kindergarten's Special Educational Needs / Inclusion Development Programme Coordinator's is: Mrs L Smith

Kindergarten Hours are:

9.00am - 12.00

1.00pm - 3.25pm

We are open Monday to Friday, term time only.

Out of School Care

There are facilities for children to attend a pre-school club from 8.00 a.m. This is usually held in the school hall and is organised by Mrs Debbie Hoare. There are good links between Kindergarten and pre-school club which enables the children to make the transition from one group to the other effortlessly.

There are also facilities to care for the children after school from 3.40-5.30 p.m. we request that if you would like your child to attend after-school club you complete a simple request form this ensures that all staff involved know the arrangements for your child at the end of the day.

In order to ensure that we release your child into the care of individuals named by the parent we also request that you complete a form.

Also please see Late Collection of children policy

Registration

On arrival at Kindergarten there is a clip board for you sign in - please note down the time of arrival. On leaving please ensure you sign your child out of the Kindergarten. As well as having their own name peg in the cloakroom and their own picture to hang up their painting apron, the children are encouraged to search for their own name in a basket and hang it on a line. This begins the process of them recognising their own name promoting a sense of belonging.

Working Together for your Children

The Kindergarten has a high ratio of adults to children in the setting.

This helps us to:

- Give time and attention to each child;
- Talk with the children about their interests and activities;
- Help children to experience and benefit from the activities we provide and experience and interact within a rich diversity of staff members;
- Allow the children to explore and be adventurous in safety.

The Staff who work in Kindergarten are

Mrs Lesley Smith - Kindergarten Manager/Early Years Co-ordinator (EYPS, BA Early Childhood Studies,)

Mrs Anne Simms - Deputy Manager (NVQ level 3)

Relief staff;

Mrs Debbie Hoare (NNEB), Mrs Helen Caplan (NVQ level 3)

Lunch time supervision;
Mrs June Brookes

Children's Development and Learning

The provision for children's development and learning is guided by The Early Years Foundation Stage.

Personal, Social and Emotional Development

This area of children's development covers:

Having a positive approach to learning and finding out about the world around them;

Having confidence in themselves and their ability to do things, and valuing their own achievements;

Being able to get on, work and make friendships with other people, both children and adults; becoming aware 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;

Being able to dress and undress themselves, and look after their personal hygiene needs.

Communication Language and Literacy:

This area of children's development covers:

Being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others;

Adding to their vocabulary by learning the meaning of, and being able to use, new words;

Being able to use words to describe their experiences;

Getting to know the sounds and letters, which make up the words we use;

Listening to, and talking about, stories;

Knowing how to handle books and that they can be a source of stories and information;

Knowing the purposes for which we use writing;

Making their own attempts at writing.

Problem Solving, Reasoning and Numeracy:

This area of children's development covers:

Building up ideas about how many, how much, how far and how big;

Building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;

Starting to understand that numbers help us to answer questions about how many, how much, how far and how big;

Building up ideas about how to use counting to find out how many;

Being introduced to finding the result of adding more or taking away from the amount we already have.

Knowledge and Understanding of the World

This area of children's development covers:

Finding out about the natural world and how it works;

Finding out about the made world and how it works;

Learning how to choose - and use - the right tool for a task;

Learning about computers, how to use them and what they can help us to do;

Starting to put together ideas about past and present and the links between them;

Beginning to learn about their locality and its special features;

Learning about their own and other cultures.

Physical Development

This area of children's development covers:

Gaining control over the large movements, which we can make with our arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;

Gaining control over the small movements we can make with our arms, wrists and hands, so that they can pick up and use objects, tools and materials;

Learning about the importance of, and how to look after, their bodies.

Creative Development

This area of children's development covers:

Using paint, materials, music, dance, words, stories and role-play to express their ideas and feelings;

Become interested in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Mrs Smith is usually available at the beginning and end of each session for a quick chat, however if you would like to time to talk in more depth please ask to make an appointment.

Policies Available

- ✘ Early Years Policy
- ✘ Child protection/Safeguarding
- ✘ Complaints
- ✘ Admissions
- ✘ Out of School Care
- ✘ Behaviour
- ✘ Administration of Medicines
- ✘ Equalities/SEN/Inclusion
- ✘ Risk Assessment
- ✘ Information & Communication
- ✘ Sun

- ✘ Equipment & Resources
- ✘ Food and Drink
- ✘ Outings
- ✘ Missing Child
- ✘ Late/Non Collection of a Child

Please can you ensure we have the following information

- full name;
- date of birth;
- the name and address of parent or carer;
- which of these parents or carers the child normally lives with;
- the child's special dietary requirements, preferences or food allergies the child may have;
- the child's special health requirements;
- information about who has legal contact with the child; and who has parental responsibility for the child;
- written parental permission, to seek any necessary emergency medical advice or treatment in the future.

Ofsted may be contacted on:

Tel No - 0300 123 1231

e mail- enquiries@ofsted.gov.uk

www.ofsted.gov.uk