



KINGSWAY EARLY YEARS PRE-SCHOOL

Information Booklet for
Parents and Carers



Kindness **P**erseverance **S**uccess

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Introduction

Dear Parents and carers,

Welcome to Kingsway Early Years (KEY) and thank you for choosing us as your Early Years setting for your child, we hope that your family enjoys the time with us.

We are located within the grounds of Kingsway Primary School, and on the 7th September 2015 opened our doors to children from the local and wider community between the ages of two up until they start formal schooling. As at 2020, a large percentage of the children attending Kingsway Early Years become pupils at Kingsway Primary School with whom we have a close affiliation.

Our setting is committed to providing a quality environment for you and your child and will be constantly evolving new working practices and provision to continually improve our standards of care, learning opportunities and development for our children.

We believe that children have a right to grow and learn in an environment that is free from discrimination, prejudice and we welcome and offer diversity and inclusion to all. Each child will be valued and respected as an individual and we will strive to support them to reach their full potential. We do recognise the ever widening range of needs of individual children and their families within the community and will endeavour to play our part in meeting their needs.

Our staff bring a vast wealth of knowledge, qualifications and training to the role alongside quality care and supporting the children's learning and development calling on the Early Years Foundation Stage framework as guidance. All staff hold a level 3 or above qualification to support their roles as Early Years Practitioners, also Paediatric First Aid and Safeguarding certificates.

Kingsway Early Years offers childcare Monday to Friday term time only. Morning sessions are 8.45 am to 11.40 pm and 12.30pm to 3.30pm for the afternoon session. Please see further information throughout the information booklet.

This parent information booklet will inform you of how we work and give you information about us as a team and how you can become involved and be part of our nursery. This document is backed up by concise risk assessments, policies and procedures, please ask a member of staff should you wish to view these resources.

If you need any further information with regard to your child's future care and learning with us, please do not hesitate to contact us either in person or via the telephone number or email address supplied:

Telephone number: 01452 725293

Email address: nursery@kingsway.gloucs.sch.uk

Preschool website

Information with regard to Kingsway Early Years can also be found on the Kingsway Primary School website under the Early Years section: www.kingswayprimary.org.uk/kingsway-early-years/

Polite reminder, the setting and surrounding area are a smoke/vape free zone.

Kingsway Early Years Staff



Setting classrooms

The Key has two rooms and during sessions, children can free flow between both and the outdoor area allowing them lots of opportunities to learn, play and reach developmental stages.

Ducklings room

The Ducklings room has a 12 space allocation and the staff work within a 1:4 ratio with 2 year old children or 1:8 ratio with three year old children during sessions. There are currently three members of staff working in the room with the children.

Cygnets room

The Cygnets room has a 24 space allocation and staff work within a 1:8 ratio with our 3 and 4 year old children during sessions. There are also three members of staff working in the room with the children.



Outdoor areas setting and school grounds



School hall



New parent and carers meetings and visits

Show around

Parents are invited to visit the setting in the first instance. This appointment can be booked by telephone, email or by coming in to the setting to speak with a member of the management team. At the visit, parents and carers will be asked to sign in and wear a visitor lanyard whilst on the premises. A manager or a member of staff will show you round the facilities and answer any questions you may have. There will be a welcome pack given which will contain the information booklet, leaflet, business card and a registration form.

Home visits

Prior to the commencement of childcare, two members of staff will contact you to arrange a home visit. This will allow for staff to meet the children in their own home and speak with parents and carers. There will be an opportunity to look at paperwork that is required for the children to attend the setting and time to complete them with the members of staff.

Settling in sessions

Children are welcome to attend a settling in hour prior to commencing childcare with us. There is no charge for this one hour session, however, if you would like a longer settling in session, there is a charge of £5.00 per hour which is payable in cash directly to the manager prior to the session. Settling in sessions will be arranged a week before your child's start date or the last week of term if your child is starting at the beginning of the following term.

Parents and carers meetings

Parents and carers will be invited to several types of meeting during the time your child has childcare with us. The setting offers an open-door policy whereby members of staff can be available for a talk or catch up. If your child has Special Educational Needs, you will be invited to attend meetings in conjunction with any outside agencies supporting your child.

The setting offers two dates during the academic year for a parent/carer meeting to discuss your child's learning and development and to talk about next steps to support their age and stage of development.

Parent hub

We aim to work in partnership with our parents and carers. The Parent Hub was started in 2018 to allow families and members of staff to come together to support the setting. Regular communications and meetings will be held with parents and carers who submit an interest in supporting the setting with ideas for activities, sessions at the setting where parents and carers can join in sessions such as: planting sessions, Easter and Christmas activities etc. Also any fundraising ideas. Please let us know at the commencement of your child's placement if you would be interested in helping us with this project.

Starting at the setting

As mentioned earlier in the information booklet, a settling in session will have been completed prior to your child's start date. This will have given them the opportunity to investigate the setting rooms and areas and also meet staff and the assigned key person for your child. The key person will be your first point of contact should you need to have a chat or pass on any information that needs sharing with regard to your child.

Children are welcomed to the session at the front gate (outdoor area) by a member of staff and parents initially will be invited to bring their child in to their designated room. There is a board adjacent to the gates which will have either a photo of your child or a name tag. This is to add to their coat peg on entering the room. If your child (our pre-schoolers) is staying for lunch, there is a trolley to place their lunch bag on and a tray for drink bottles. Once this is done, we will ask you to leave and will contact you if your child does not settle for any reason.

If your child regularly takes medication, please hand this over to a member of staff so that it can be stored correctly and documented. If your child has had an injury since we last saw them, it must be reported to a member of staff who will supply an existing injury form for you to complete. During the session, should your child incur an injury, an accident form will be completed and you will be asked to sign it at pick up. If there has been a head bump, we will call you to advise and supply with you with a head bump form with all the relevant information on in the instance that you would have to seek further medical advice.

During the session, the children will take part in circle time where we all come together to welcome each other, chat, sing songs, play a game and listen to stories. There will be the opportunity to spend time in smaller groups with your child's key person and we also access the school hall for PE several times a week. The children will free flow between the rooms and the outdoor area and we can visit the school field weekly to enjoy the space and resources there.

The school has a Forest School area which we can access to do small sessions with the children. There is also the opportunity to use the garden area at the Beacon Centre which is also on school grounds to take part in planting and lifecycle learning.

We currently have Kim from Debutots visit once a week to story make with the children. This allows the children to learn a story, re-enact key story lines, learn refrains, use their imagination and use their fine and gross motor skills effectively – the children love this session and learn so much from it!

Please see our other pages in this information booklet on: the setting day, what they need to bring and school uniform for more information about how to help your child settle in.

Home to preschool transition

Children experience many transitions through life. This can be: moving to a new house, a new baby at home, a change in relationships of parents, or starting at a childcare setting for the first time. Children, parents and carers can find this period of time stressful and helping children to cope with transition and make it as smooth as possible can be facilitated by working together with practitioners at the setting. This process will help them build on future resilience to change such as: transition to primary school.

Parents and carers can find that talking to children about upcoming changes and transitions in a positive and exciting way can help children both acknowledge and help children express their emotions and feelings about the change that is coming. Using stories about transitions can support this process. All involved will need to appreciate that this experience for children is a process and a journey which may take time to happen.

Talk about up and coming change and transitions in a positive and exciting way, to acknowledge and help children express their feelings and emotions about the change. Also, think of ways to help children celebrate memories of their current situation as well as look forward to the future. Use story time as an opportunity to explore transitions.

Development Matters (p38) one of the non-statutory guidance documents which supports the EYFS in England suggests those practitioners:

“Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.”

The KEY staff will therefore allow time for the gradual building up of secure and trusting relationships between new children, parents and carers, forming secure attachments. Once these are in place a child will feel more confident exploring, playing, learning the Golden Rules (see information of our rules later in this booklet) of the setting, and getting the most out of their time and experiences at preschool.

On considering the need for children to build secure relationships, the EYFS 2014 in England (p21 3.27) says that each child must be assigned a key person.

“Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child’s learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate.”

A strong bond with a key person will help young children settle in. The KEY management will ensure that prior to commencement there will be an opportunity at the settling in session to meet and talk with the designated key person for children commencing childcare or during a home visit. Having a key person involved with each child ensure that children have a person to go to when they need support and that parents and carers have a connection with an adult in the setting who they can contact readily.

Separation anxiety may be experienced during transition times. This is a normal stage of development in babies and can be experienced at different times in a young child’s life. From the age of two, many children will begin to feel safe and secure when their parent or carer leaves but the KEY staff will work closely with families to ensure that all children are supported if an issue arises by using supporting resources such as family photos and explaining that parents and carer will always return to collect them. A phased entry can be considered during transition for children.

Uniform

Kingsway Early Years has a uniform for the children should parents and carers wish to purchase them – there is no expectation for children to wear the uniform but it has been noted that children appear to enjoy the opportunity to look similar to the older children attending Kingsway Primary School. Children wearing uniform has practicalities: smart clothes from home will not be spoiled and children will be normally be expected to wear uniform once they start full time education.

Our uniform is not held in stock at the preschool but can be purchased via:

<https://myclothing.com/kingsway-early-years-key/25577.school>



Suggested uniform

Boys:

- Sweatshirt
- Polo shirt
- Grey trousers or jeans
- Black shoes or trainers

Girls:

- Cardigan
- Pinafore dress, skirt or trousers
- Tights or socks
- Black shoes or trainers

Please ensure that when you are ordering any uniform that you select the Kingsway Early Years uniform to ensure the correct logo. By ordering from the website the preschool will also be in receipt of funds from purchases made.

Items needed for preschool

Please find a list of useful items that we would appreciate you supplying when your child is accessing sessions with us.

- A weather-proof coat marked with child's name
- Sensible waterproof shoes or trainers – no sandals that expose toes please!
- A named rucksack or bag – please ensure that you put spare clothes in (just in case!)
- A named drinks bottle – please note that the bottle should only be filled with water
- A named lunchbox or bag if your child is accessing lunch time care

Spring and summer terms

- Sun cream in a marked bottle – please always cover your child in sun cream prior to drop off each day regardless of the weather at that time, practitioners will top this up during sessions
- A named sun hat that will cover the ears and back of neck from the sun
- Light weight layers of clothing that can be removed – if possible that cover shoulders
- A named lightweight waterproof raincoat

Autumn and winter terms

- A named pair of wellingtons – you are welcome to leave them at the setting
- Named hat, scarf and gloves
- Extra layers of warm clothes in your child's bag

Nappies and toileting

For those children that are in nappies please provide in your child's bag:

- Nappies
- Nappy cream
- Wipes
- Nappy sacks
- Change of clothes in case of any accidents

For those children who are toilet training:

- Lots of spare clothes and underwear
- Wipes
- Bag or nappy sacks to put soiled clothes in
- Any nappy cream that you use on your child

We do hold some items of spare clothing at the setting but would be grateful for you to ensure there are always clothes in your child's bag. Should you have use of our spare clothing, please can you wash it before return for us to use again.

Snacks, lunches and drinks

Snack

During rolling snack, we provide fresh fruit or vegetables and a carbohydrate based food to accompany it. The children are offered the choice of what they drink; either milk or water is provided.

Drinks

During session times, children are also reminded to drink regularly from their own water bottles which can be refilled accordingly. Please put water in their drink bottles and the setting will provide water and milk at snack times.

Lunch

For children that access lunch time care, we ask that you provide a healthy food option for your child. We are a NUT FREE setting to allow safety for food allergies and reactions in setting children.

If your child struggles to open packets, please consider small containers that have easily removable lids or placing food items in shrink wrap or zip lock bags.

For guidance on healthy food options and recipes that you could consider putting in your child's lunchboxes, please visit:

<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>

<https://www.bbcgoodfood.com/howto/guide/school-packed-lunch-inspiration>



Please speak with setting staff for any further guidance with this. For information about Food allergens please visit: <https://www.food.gov.uk/topic/allergens>

If your child stays for lunch there is a £2.50 charge

Toileting training

The KEY practitioners are here to support families whilst children are toilet training. In the first instance, we would ask that you talk with your child's key person to ascertain how you are hoping to facilitate toilet training at home and how the setting can support this. We ask that you refer to the information booklet page on what to supply during this time for your child to support training.

Please do read the following guidance from the NHS website with regard to toilet training.

Using a potty is a new skill for your child to learn. It's best to take it slowly and go at your child's pace. Being patient with them will help them get it right, even if you sometimes feel frustrated. Children are able to control their bladder and bowels when they're physically ready and when they want to be dry and clean. Every child is different, so it's best not to compare your child with others.

When to start potty training.

Remember, you cannot force your child to use a potty. If they're not ready, you will not be able to make them use it. In time, they will want to use one – most children will not want to go to school in nappies any more than you would want them to. In the meantime, the best thing you can do is to encourage the behaviour you want.

Most parents start thinking about potty training when their child is between 2 and 2 and a half, but there's no perfect time. Some people find it easier to start in the summer, when there are fewer clothes to take off and washed clothes dry more quickly. Try potty training when there are no great disruptions or changes to your child's or your family's routine. It's important to stay consistent, so you do not confuse your child. If you go out, take the potty with you, so your child understands that you'd like them to wee or poo in the potty every time they need to go. Check that any other people who look after your child can help with potty training in the same way as you.

You can try to work out when your child is ready. There are a number of signs that your child is starting to develop bladder control:

- they know when they've got a wet or dirty nappy
- they get to know when they're peeing and may tell you they're doing it
- the gap between wetting is at least an hour (if it's less, potty training may fail, and at the very least will be extremely hard work for you)
- they show they need to pee by fidgeting or going somewhere quiet or hidden
- they know when they need to pee and may say so in advance

Potty training is usually fastest if your child is at the last stage before you start the training. If you start earlier, be prepared for a lot of accidents as your child learns. They also need to be able to sit on the potty and get up from it when they're done and follow your instructions.

Getting ready for potty training

Using a potty will be new to your child, so get them used to the idea gradually. Talk about your child's nappy changes as you do them, so they understand wee and poo and what a wet nappy means. If you always change their nappy in the bathroom when you're at home, they will learn that's the place where people go to the loo. Helping you flush the toilet and wash their hands is also a good idea.

Leave a potty where your child can see it and explain what it's for. Children learn by watching and copying. If you've got an older child, your younger child may see them using it, which will be a great help. It helps to let your child see you using the toilet and explain what you're doing. Using your child's toys to show what the potty is for can also help. You could see if your child is happy to sit on the potty for a moment, just to get used to it, when you're changing their nappy, especially when you're getting them dressed for the day or ready for bed at night.

How to start potty training

Keep the potty in the bathroom. If that's upstairs, keep another potty downstairs so your child can reach the potty easily wherever they are. The idea is to make sitting on the potty part of everyday life for your child.

Encourage your child to sit on the potty after meals, because digesting food often leads to an urge to do a poo. Having a book to look at or toys to play with can help your child sit still on the potty. If your child regularly does a poo at the same time each day, leave their nappy off and suggest that they go in the potty. If your child is even the slightest bit upset by the idea, just put the nappy back on and leave it a few more weeks before trying again.

Encouraging them to use the potty to wee will help build their confidence for when they are ready to use it to poo. As soon as you see that your child knows when they're going to pee, encourage them to use their potty. If your child slips up, just mop it up and wait for next time. It takes a while for them to get the hang of it. If you do not make a fuss when they have an accident, they will not feel anxious and worried, and are more likely to be successful the next time. Put them in clothes that are easy to change and avoid tights and clothes with zips or lots of buttons.

Your child will be delighted when they succeed. A little praise from you will help a lot. It can be quite tricky to get the balance right between giving praise and making a big deal out of it. Do not give sweets as a reward, but you could try using a sticker chart.

Potty training pants and pull-ups

Disposable or washable potty training pants (also called pull-ups) can be handy when you start potty training and can give children confidence when it's time to swap nappies for "grown-up" pants. They do not soak up wee as well as disposable nappies, so your child will find it easier to tell when they are wet. Training pants should be a step towards normal pants, rather than a replacement for nappies. Encourage your child to keep their training pants dry by using the potty.

If your child is not ready to stop wearing nappies and it's hard for them to know when they've done a wee, you can put a piece of folded kitchen paper inside their nappy. It will stay wet and should help your child learn that weeing makes you feel wet.

Night-time potty training

Focus on getting your child potty trained during the day before you start leaving their nappy off at night. If your child's nappy is dry or only slightly damp when your child wakes for a few mornings in a row, they may be ready for night-time potty training.

Ask your child to use the potty last thing before they go to bed and make sure it's close by, so they can use it if they need to wee in the night. There are bound to be a few accidents, so a waterproof sheet to protect your child's mattress is a good idea. Just like daytime potty training, it's important to praise your child for success. If things are not going well, stick with nappies at night for a while longer and try again in a few weeks' time.

Using the toilet instead of the potty

Some children start using the toilet instead of the potty earlier than others. A child's trainer seat that clips onto the toilet can help make your child feel safer and more confident on the toilet. A step for your child to rest their feet on gets your child in a good position for doing a poo.

If you have a boy, encourage them to sit down to pee. If they also need a poo, sitting down will encourage them to go.

Please note that this guidance is generic and every child is different, time and patience are key! If you feel that your child is not ready after a few days, consider stopping for a period of time and trying again in a few weeks.

Reporting absence, illness and medications

Reporting absence

If you have dates that your child will not be attending one or more sessions due to: holiday, health appointments etc. Please do call to advise prior to the event or email the setting. Staff will log the information in the setting diaries as a reminder that your child will not be expected in.

Should your child be unwell, please follow the same procedure so that staff can complete the attendance register accordingly.

Illness

Should your child become ill overnight or prior to their session, in the first instance please keep them home until the illness has passed. Young children can be susceptible to new bugs until they build immunity to new germs they may incur during childcare.

Should your child become unwell during a session, staff will call you to ask for them to be picked up and kept home until they are well again. Always ensure that you give us any updated contact details to help us contact you at the earliest possible time.

The setting follows guidance from Public Health England with regard to common infectious diseases. This document advises setting staff of any exclusion periods. When parents and carers inform of illness, this document will be checked so that you can be advised of any regulations with regard to keeping your child home.

Please note that sickness and diarrhoea is excludable and the requirement is that your child does not return until a full 48 hours has passed since the last episode of sickness. This will help prevent cross infection within the setting to staff and other children and protect any child with suppressed immune systems.

Medications

Please refer to the setting policy in the first instance.

Any child that is given prescribed medication that they have not had previously will be asked to stay at home for a period of at least 48 hours to rule out any allergy or reaction to the medication. Please note that this is a requirement also when children have received any injections.

Should antibiotics or penicillin need to be taken during session times, please ensure that the container shows the original pharmacy sticker, it is in date and marked with child's name alongside showing the correct dosage to be taken.

Parents and carers will be asked to complete either a long or short term medication form prior to staff taking the medication at drop off time.

The setting is happy to store any inhalers or allergy related medications for a child such as epi-pens or allergy relief medication to support Asthma or any allergy or intolerance, again, parents and carers will be asked to complete a medication form to advise staff on administering any of the above. Please ensure that any medication is prescribed, named, it is in date and fully functioning.

Setting day

8.45 am until 9.10 am	Gates open for drop off Children will display their name tag/photo at a coat peg and hang their coat and bag before selecting a book and sitting on the mat to read and listen to music until circle time
9.10 am	Register Practitioners will complete the register with the children to ascertain attendance
9.30 am	Circle time Circle time will be led by a practitioner and the children will come together to sing a welcome song and participate in numeracy, literacy opportunities and games alongside talking about current news and interests
9.45 am	Free flow play. There will be an opportunity to take part in adult led activities provided and explore the outdoor area. Children have the opportunity to use both rooms and the outdoor area during this time.
9.45 am - 10.30 am	Rolling Snack
11.00 am (designated days)	PE School hall
11:45am	Circle time to sing a Goodbye song to those children going home and preparation for lunch period for children accessing lunch time care
11.30 am - 11.45 pm	Gates open for collection
12:30pm - 12:40pm	Gates open for drop off Children will display their name tag/photo at a coat peg and hang their coat and bag before selecting a book and sitting on the mat to read and listen to music until circle time
12:40pm	Register Practitioners will complete the register with the children to ascertain attendance
1pm	Circle time Circle time will be led by a practitioner and the children will come together to sing a welcome song and participate in numeracy, literacy opportunities and games

alongside talking about current news and interests

1:15pm

Free flow play.

There will be an opportunity to take part in adult led activities provided and explore the outdoor area. Children have the opportunity to use both rooms and the outdoor area during this time.

1:15pm – 2pm

Rolling snack

2 pm

(designated day)

PE

Access to the school field: Trim Trail, explore the grounds and play games

2.55 pm until pick up

Circle time to sing a Goodbye song, to read a story, talk about what the setting and children may be taking part in soon or upcoming celebrations. Children prepare for home.

3.15 pm until 3.30 pm

Gates open for collection

PLEASE NOTE THAT ALL TIMES ARE APPROXIMATE

Managing behaviour

Managing children's behaviour can sometimes be a challenging task for both parents and practitioners. On promoting positive behaviour, the setting policy is based on given children lots of praise and encouragement for positive behaviour and, as far as possible, ignoring or reducing the amount of attention a child receives or unacceptable or negative behaviour.

We believe that it is extremely important to work in partnership with parents and to decide a joint approach, which is appropriate to the child's age and stage of development. A consistent approach by all parties is the key to successful management of children's behaviour.

At times of change, a child's behaviour pattern may change and their development may take a small step back. This is normal and nothing to worry about but it is extremely important for parents and carers to work with practitioners and share any changes that may be happening in a child's life currently. In turn, practitioners can inform of any changes noted whilst a child is in session. Extra monitoring of a situation can then be supported accordingly for a positive outcome.

Working in partnership with parents and carers

Parents and carers are recognised as a child's main educator and carers. Kingsway Early Years practitioners and management understand the importance of working together with parents and carers to ensure a child's needs are met and that the transition from home to setting is a smooth process for all. Please always discuss any issues or concerns with your child's key person or a member of the management team so we can all work together to support this. Also, we ask that you share information as to what your child gets up to outside of home and preschool so that we can talk with them about it, this instils a feeling of high self-esteem for a child as they share their interests and achievements.

Always ask for a meeting if you wish to seek guidance on how to support your child academically or if you would like to know how they are doing. We hold an open-door policy which enables parents and carers to communicate freely with staff members.

Throughout the setting, there are display boards showing artwork created by the children and photos of achievements and activities. Items and photos from home are welcomed such as images of a day out with the family, certificates for a sporting achievement or anything important to your child.

Practitioners are happy to work alongside parents and carers to support any additional needs of a child and can support this by informing regularly to home any aspects of your child's care and development at the setting. This could be by:

- Talking informally with parents and carers
- Displaying notices of upcoming events and activities being undertaken
- Regular newsletters
- Entries on Tapestry and notifications
- Providing information about your child's day

Should a parent or carer prefer a more formal approach to sharing information with the setting, please book an appointment with the relevant member of staff via telephone or email contact.

Early Years Foundation Stage Framework (EYFS)

The EYFS framework is how the Government and early years professionals describe the time in your child's life between birth and age 5. This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their experiences within their early years should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework. The EYFS Framework exists to support all professionals working in the EYFS to help your child and was developed with a number of early years experts and parents.

Since its roll out in 2012 the framework has been revised with changes to statutory guidance to make it clearer and easier to use, with more focus on the things that matter most. The framework also has a greater emphasis on your role in helping your child develop.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep children safe and promote their welfare
- The 7 areas of learning and development which guide professionals' engagement with children's play and activities as they learn new skills and knowledge
- Assessments that will tell parents and carers about how their children progress through the EYFS
- Expected levels that children should reach at age 5, usually the end of the reception year; these expectations are called the "Early Learning Goals (ELGs)"

This also means for parents and carers that:

- Children's safety is ensured – much thought has been given to making sure that children as safe as possible and throughout the framework there is a set of welfare standards that everyone must follow including: staff ratio to children, how many children a childminder can care for, ministering medications and carrying out concise risk assessments
- Quality provision – parents can visit the website to find out about the quality of their current provider or other early years providers by looking at the official inspection body, Ofsted, says about them.

Please visit <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report>.

The Early Years Foundation Stage is divided into seven areas of learning, of these there are three Primary areas and four Specific areas.

The three primary areas of learning are:

- Personal, social and emotional development
- Physical development
- Communication and language

The four specific areas of learning are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

As well as the areas of learning, practitioners will look for the Characteristics of Effective Learning (CoEL) in children's play. The characteristics focus on the way in which children learn rather than what they will learn. It reflects learning styles and attitudes to learning – all being fundamental learning behaviours that children will experience through their early years education.

The Characteristics of Effective Learning are:

- Playing and Exploring - Children naturally play and explore to satisfy their innate curiosity. They manipulate the environment, test it, and draw their own conclusions without any hidden agenda.
- Active Learning - Learning is effective when it is self-motivated. Then the attention and concentration on the experience and activity is at its peak level.
- Creating and Thinking Critically - Children make sense of the world when they can explore it freely, and this is when they use their existing knowledge and understanding to experiment creatively ...

Practitioners will work together to plan for the children's learning and development experiences across the seven areas of learning in conjunction with ***In the moment planning** and will provide stimulating activities and experiences to allow each child to learn and develop against their chosen interest or play opportunity.

* The idea of In the Moment planning is to capture the interest of a child or children in the present moment. As young children have a natural desire to explore, ask questions and learn, settings can offer an environment that enables child-initiated play in order to capture moments of engagement. Careful

and concise observations by practitioners whilst children seize the moment through play allow the adult to support “teachable moments” by introducing dialogue or specific resources to enhance the moment.

This fits well with the Early Years Framework: “1.6. Practitioners must consider the individual needs, interests, and stage of development of each child in their care. They must use this information to plan a challenging and enjoyable experience for each child, across all areas of learning and development.”

For more information visit: <https://family.co/blog/management/in-the-moment-planning>

Letters and Sounds - Phonics Phase One

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Drop in information on speaking and listening from school booklet

[Tapestry on line journal](#)



Kingsway Early Years use Tapestry which is a secure online Learning Journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of children’s experiences during their time with a setting. The system allows practitioners to work with parents and carers to share information and record the children’s play and learning at the KEY.

For further information about Tapestry please visit: <http://www.tapestryjournal.com>

Tapestry provides each individual child with their own Learning Journal held online. Parents and carers are given their own log-in using their email and password (which is pre-set by a setting but can be changed by parents and carers to make it more secure). All staff are given a secure log-in. They can then upload observations, photos or videos; recording children’s achievements and assessing their learning in reference to the EYFS curriculum.

Parents and carers can change their settings so that an email is then automatically generated informing them when an observation has been added so they can have a look and add any comments of their own. The setting management will ask families to provide any email addresses that they wish to link with the system. If a child frequents more than one childcare setting, parents and carers could ask for access to be given to the other setting.

Parents and carers will be required to set up a unique PIN when logging in to Tapestry when using a mobile phone or tablet and the PIN will be required whenever the application is accessed.

Once logged in, parents and carers will be able to view observations and by selecting from a list, will be able to look at completed observations. The KEY value any contributions and comments to the journal. When Tapestry has been updated, the system will automatically send an email to confirm an observation has been sent.

Parents and carers can add an entry on the learning journal as follows:

- Choose the 'Add observation' option
- Add relevant information in the boxes on the screen
- Photos and videos may be upload by choosing the 'Add media' option.
- Remember to save the observation – parents and carers can return to the home screen at any time by choosing the 'Home' option.

Parents and carers are advised that any photos or videos that share images of other children than their own, must not be published on any social media applications or shared with others.

If parents and carers do not wish for their child to be shown in any group activities or images, please state this on the Tapestry Journal form when completing it prior to commencing childcare at Kingsway Early Years.

[Nursery Education Funding \(NEF\)](#)

If your child is aged two, three or four you might be able to get free early education and childcare. What you get depends on how old your child is, where you live, and your family circumstances.

You need to use approved childcare: this means a registered childminder, play scheme, nursery, or club, a nursery class in a school, or a home care worker working for a registered agency.

In England, Scotland and Wales you will usually become eligible in the term after your child's birthday. For example, if your child turns three on 13 October, you will be able to get free childcare from January. In Northern Ireland, you will be eligible the year before your child enters Primary One. In England:

Two year olds

You can get free childcare for a two year old if you receive certain benefits, if your child has a disability, or if they have been looked after by the local authority. If you are eligible, you can get 15 hours of free childcare a week for 38 weeks a year (570 hours in total).

Three and four year olds

All three and four year olds can get 15 hours of free childcare a week for 38 weeks a year (570 hours in total) until the child starts reception year at school. Contact your local authority or speak directly to your childcare provider to find out more.

You might be able to get an additional 15 hours of free childcare a week if you are in work, giving you a total of 30 hours a week for 38 weeks a year (1140 hours in total). To be eligible for this, you must be a single parent in work, or part of a couple where both parents are in work, and:

- You, or you and your partner, must earn at least 16 hours per week at the minimum wage (if you are under 25) or the Living Wage (if you are over 25)

- Neither of you must earn more than £100,000 per year

If you do not meet the earnings criteria, you may still be eligible if:

- You are in a couple and your partner earns enough, but you do not because you are a carer, you are ill or disabled, or you are on parental leave, annual leave or sick leave.
- You are self-employed and you started your business in the past 12 months.

Your eligibility may be affected by your immigration status if it means that you do not have access to public funds.

You can choose the provider where you want to use your free childcare, and you may be able to 'stretch' your childcare hours through the year, for example to get 11.4 hours per week for 50 weeks a year. You can split your free childcare between different providers, and you may be able to pay your provider for extra hours of childcare beyond the free entitlements.

For further information please visit: <https://www.gov.uk/help-with-childcare-costs>

Early Years Pupil Premium

From April 2015, nurseries, schools, childminders and other childcare providers have been able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care.

What is Pupil Premium and who can claim it:

National data and research tells us that children eligible for free school meals tend to do less well, for example in 2014, 45% of children eligible for free school meals achieved the expected level at the end of the early years foundation stage compared with 64% of other children, the Early Years Pupil Premium provides settings with extra funding to close this gap.

The Early Years Pupil Premium provides an extra 53 pence per hour for three and four year old children whose parents are in receipt of certain benefits or who were formerly in local authority care but who left care because they were adopted or were subject to a special guardianship or child arrangements order. This means an extra £302 a year for each child taking up the full 570 hours funded entitlement to early education, this means additional money for settings that can be a significant difference to supporting learning and development.

Settings can choose the additional funding to improve the quality of the early years education that they provide for children. This could include:

- Additional training for staff on early language and communication
- Sourcing high quality resources to support learning and development
- Supporting staff to specialise in areas such as speech and language
- Welcoming outside partners such as Zoolab, Debutots for story making to settings to support children's experiences
- Trips and explorations to the local and wider community visiting attractions to support interests and give children experiences they may not normally have the opportunity to join in with.

It is well documented that high quality early education can influence how well a child does at both primary and secondary school so settings will make the best use of this additional funding.

For more information please visit: <https://www.gov.uk/get-extra-early-years-funding>

Golden rules

At Kingsway Early Years we have a set of Golden Rules which we teach the children daily for the duration of the time they are with us for childcare. These simple rules have been created to give children the understanding of how to act responsibly during sessions.



Our Golden Rules

Walking feet inside

Sharing our toys

Looking after our toys

Gentle hands

Kind words

Finally.....

Just a couple of other pieces of information for parents and carers

Birthdays and celebrations

Children enjoy celebrating birthdays and other special days with their peers. If your child has a birthday we would love to celebrate with them. There is no expectation for parents and carers to supply treats but we are happy for you to bring in cakes or sweets to share out – please do be mindful of children’s food allergies and intolerances.

Toys from home

We do understand that children are excited to share new toys with their peers but we ask that they are kept safely at home as children can be very upset if a precious toy is broken or lost. We have lots of lovely resources to keep them interested during sessions.

On settling, we recognise that some children may use a comforter which may help them during the settling period. We will keep them safely in your child’s bag and only use them to support your child should they become distressed.

Useful websites

The Department of Education

<https://www.gov.uk/government/organisations/department-for-education>

Foundation Years

Is a site supporting professionals, parents and carers with children in the foundation years

<https://www.foundationyears.org.uk>

Ican

Is a communication charity which offers resources and literature to support child language development

www.ican.org.uk/parents

Families Information Service

Is a site that allows you to check eligibility for funding and source childcare in the local area

www.glofamiliesdirectory.org.uk

