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## Pre-School Prospectus

September 2013

## **Our Setting Aims To:**

- ensure the safety of each child
- help each child to feel that he/she is valued
- provide high quality care and education for children below statutory school age
- work in partnership with parents/carers to help children learn and develop
- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity

## **Learning and Development**

Every staff member at Cheeky Chimps Pre School works in accordance with 'Development Matters in the Early Years Foundation Stage' (EYFS) which the government put into place in September 2012.

The EYFS highlights that every child is unique and therefore has different needs to be met by the setting. We start by gathering detailed information about each individual child by using Enrolment Forms, an 'All about Me' document and formal discussions with parents/carers. The information gathered is used to help each child settle as quickly as possible and to ensure that all their individual needs are met.

When your child starts pre-school they will be allocated a key person. A key person has special responsibilities for working with a small number of children, giving them reassurance to feel safe and help them to become familiar with the setting. A key person aims to meet the needs of each child in their care and will talk to parents and share records of their child's development and progress.

The document used to track each child's progress during their time with us at Cheeky Chimps is the 'Unique Child Profile' (UCP). While in our care we will observe, take notes and take photos of the children, this information will be used as evidence when highlighting each child's achievements. Each child will also have an ongoing personal 'Learning Journey' this is to ensure that all children are constantly working towards new skills and achievements. We are more than happy for parents/carers to look through and contribute towards their child's UCP. At the end of the academic year the UCP is transferred on to a 'Transition Document' this is then passed on to the child's relevant school. This document is then the starting point for reception teachers, they may also request the UCP to get more of an insight into the child.

Development Matters in the Early Years Foundation Stage reflects typical phases of development as each child develops at their own rate and in their own way therefore it is designed to be fully inclusive of all children's needs, recognising the need to respond to differences of ethnicity, culture, religion or belief, home language, family background, special educational needs (SEN), disability, gender or ability. There is significant flexibility to provide the seven areas of learning and development in a way that takes each child's needs and circumstances into account.

**Within the EYFS there are four principles that underpin all of the guidance, these are:**

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

**There are also the characteristics of effective learning which support children across all areas these are:**

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

**There are seven areas of development and learning within the EYFS, these are broken down into the three prime areas:**

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

**And the four specific areas:**

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

Please see attached documents for more information.

You can also visit [www.foundationyears.org.uk](http://www.foundationyears.org.uk) which provides guidance for parents, or take a few minutes to look through our copy located in the cloak room.

If a member of staff has any concerns about your child's learning and development we would discuss this with parents/carers and if permission is given a referral would be made to the necessary agency for further help and advice.

## **Parent Involvement**

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- Valued and respected
- Kept informed
- Consulted
- Involved
- Included at all levels

Parents can offer to take part in a session by sharing their own interests and skills with the children. We welcome parents to drop into the setting to see it at work or to speak with the staff.

## **Equipment**

All of our resources and equipment meet one or more goals within the EYFS so we are secure that the children are constantly developing. We organise the day so that children can take part in a variety of child chosen and adult-led activities both inside and outside. Our daily activities will contribute towards achievements within the UCP. Activities may have been planned around one or more child/rens particular needs/ interests, or may be to do with the changes around us or national events etc.

## **Clothing**

We ask parents/carers to provide a spare set of clothes for their children in case of any accidents or mishaps. We also ask parents to ensure that their children are dressed in appropriate clothing for the time of year and weather conditions as we always offer outside play opportunities, very often in relation to the weather or season.

Please could we ask parents to take into account that we have an obligation to offer a certain amount of sensory activities on a daily basis. This can be very messy, but it enables the children to explore different textures, smells etc. We provide aprons and do our best to stop the children getting messy but, kids just love to be kids! We therefore do not recommend that you dress your child in any of their best clothes!

We do have Cheeky Chimps uniforms ( T-shirts and jumpers) available from 'Kids & Co' in Ryde High Street (opposite Boots). The uniforms are not compulsory, but the children like to wear them and they do help to advertise our services, so if you keep your receipts we will give you a little bit of money back on each item that you buy.

## **Snacks and Lunches**

Cheeky Chimps are committed to educating each and every child about the benefits of healthy eating and also teaching them about which foods are good for you and which are not.

We try to follow the healthy eating guidelines and provide free milk at snack times and water is accessible throughout the day at any time. Snacks consist of fruit or toast or any other nutritious snacks that we feel will offer the children a variety of flavours and textures to try. We believe that children who eat healthily in their early years are far more likely to go on eating healthy food as an adult. We never provide sweets, chocolate, crisps etc unless it is a special occasion i.e, someone's birthday or Christmas party food.

We encourage you as parents to think about the contents of your child's lunch box and provide, where possible, a healthy, balanced lunch that contains protein, carbohydrate, fibre etc, and has a high nutritional value, rather than pre-packed ready meals or convenience foods. We feel that every child's lunch box should contain at least some healthy options and ask that parents are vigilant not to include any products that contain nuts due to allergies.

**The following section contains a little more information on each area of development and learning, and some of the ways in which we aim to meet the goals within the EYFS**

## **Personal, Social and Emotional Development (PSED)**

We consider PSED to be one of the most important aspects of any child's development. A child with good PSED skills will manage and deal with changes effectively, form friendships easily and develop the confidence to push forwards and achieve their full potential. There are many opportunities throughout the day for children to practice these skills, we provide a variety of circle games which are all designed to promote a child's confidence, self esteem and social skills as they involve turn taking. Every child is given the opportunity to have responsibility i.e. by being given helper jobs, as this again helps when gaining confidence and interacting, and we understand the importance of praising each child's efforts. We do try to make the children fully aware of the boundaries set and of the behavioural expectations in the setting. We make snack/meal times a social time at which children and adults eat together. Our staff provide a warm and welcoming environment to make the transition from home to pre school as smooth as possible.

## **Language and Communication (LC)**

We are committed to providing an environment where children can further develop these skills. This area of the EYFS is concerning a child's speech and communication, and listening to others and understanding. We ensure that our setting has opportunities for involvement in these areas at all times. Staff within the setting always listen to the child with intent making sure the child knows what they are saying is important. We provide times in the day which are specifically for the child to speak out and share information e.g. show and tell, everyone is encouraged to take part in this but not pushed if they do not want to. To help further develop children's language skills we provide various activities and different games throughout the day that promote both speech and turn taking allowing all a chance to speak out.

## **Physical development (PD)**

This area of learning includes developing both gross motor skills and fine motor skills for which there are ample opportunities both inside and out. Health and bodily awareness i.e. healthy eating, brushing teeth etc are also part of this area. When developing both gross and fine motor skills we also ensure the children are aware of the safety and skill involved in the activity, this is implemented through talk and sharing ideas. We have some equipment which is specifically for adult led activities, when this is the case we will ensure that all children are given the opportunity to take part. When developing children's physical skills we try to find ways to encourage each child to get involved and build their confidence in trying new things and taking appropriate risks within their capability.

## **Literacy (L)**

This area of learning is concerning the child's early stages of writing and reading, or as we call it, mark making and investigating books and stories. We provide many opportunities for the children to take part in these activities both indoors and outdoors. Story and song time happens at least twice a day, usually more when the children express an interest. We try to encourage the children to recognise their written names and play games involving the sounds of letters. There are plenty of opportunities for mark making both on a large and small scale, these may include pens/pencils, sensory marking such as in the sand or flour and using paint to print with a variety of objects/brushes.

## **Mathematics (M)**

We incorporate this area of learning into our daily routines as often as possible. Number language is constantly being used throughout each day and our staff are always encouraging counting at every opportunity. For example, if a child was making a tower we would try and encourage them to count the bricks before they knocked them over, or we may ask 'which is taller?' them or the tower etc. Many of our songs incorporate counting and we encourage the children to use their fingers to

represent the numbers. We have a dedicated maths table which encourages the children to investigate a variety of mathematical equipment; we ensure the table is set up to promote the different areas. Our maths table will include number activities, counting and calculating equipment, shape sorting and apparatus suitable for weighing and measuring etc. This table is available for both independent use and adult led activities. We also provide a wide range of different sized construction materials for the children to arrange and explore.

### **Understanding the World (UW)**

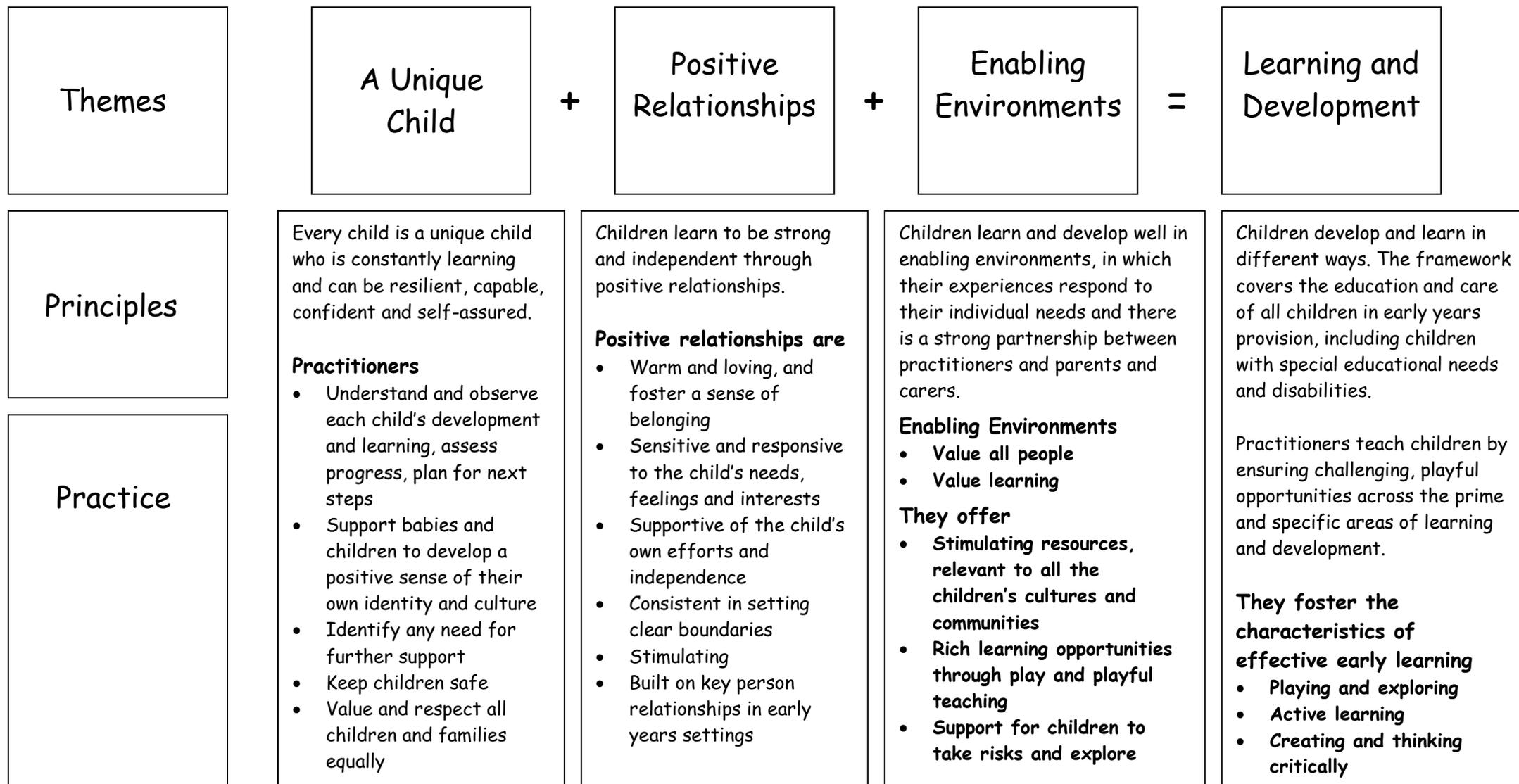
We have many opportunities within our setting for children to further develop this area of learning. This area looks at how children explore and investigate the world around them, ICT (technological toys and computer skills) and their understanding of time and place as well as their family and the community. The targets within these areas may be met through adult led activities or various learning opportunities throughout the setting. All children are encouraged to access our outside areas allowing them to investigate the objects and life around them, e.g. bug hunting and mini beasts, gardening etc. Magnifying glasses and interest tables are provided so the children are able to share their ideas and findings. The children have access to a variety of ICT equipment from remote control toys to PCs which are loaded up with specific pre school software. Opportunities are given for the children to share their thoughts and feelings on events and the community. Picture books are made of outings and school transitions to encourage discussion.

### **Expressive Arts and Design (EAD)**

Throughout the setting there are many opportunities for the children to express their creativity. We have a wide range of equipment available for the children to access freely including musical instruments and sensory activities such as water, sand, play dough and paint. These resources may be used for adult-led activities or linked to the children's personal interests. This area also looks at developing the children's imagination. We have a wide variety of dressing up clothes and a large home area, we also try to set up different role-play areas around the room e.g. doctors, vets etc. In addition to this, there is a range of small world play which again helps with developing imagination. We also encourage the children to join in with ring games and music and movement activities.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document - development matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



## Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating  
Keeping trying  
Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas  
Making links  
Choosing ways to do things

## Area of Learning and Development

## Aspect

### Prime Areas

Personal, Social and Emotional Development

Making relationships

Self-confidence and self-awareness

Managing feelings and behaviour

Physical Development

Moving and handling

Health and self-care

Communication and Language

Listening and attention

Understanding

Speaking

### Specific areas

Literacy

Reading

Writing

Mathematics

Numbers

Shape, space and measure

Understanding the world

People and communities

The world

Technology

Expressive Arts and Design

Exploring and using media and materials

Being imaginative