



INTRODUCTION TO SOUTHOVER PRE-SCHOOL

Southover Pre-school is a private pre-school, originally established in 1968. All the staffs are experienced in caring for young children; the majority holding recognised qualifications. The Pre-school is led by an 'Early Years Professional' qualified Manager.

ADMISSIONS

The majority of our admissions are in September but we are happy to admit children at any point during the year as children reach the relevant age of admittance. We admit children from 19 months of age up to four years plus. A waiting list is in operation and children are accepted in order of application upon attaining the requisite age.

However, priority is given to siblings and odd places may be ear-marked for children who arrive late in the locality. Occasionally, a child may be admitted from lower down the waiting list if a place becomes available and they are the first of suitable age.

EQUAL OPPORTUNITIES

We aim to treat each child as an individual regardless of race, religion, sex, nationality or ethnic origin, means, disability or belief. As far as we are concerned each child has different needs and will be treated on an individual basis with equal care and attention being given to each one. Activities and equipment offer children opportunities to develop in an environment free from prejudice and discrimination.

We seek to recognise festivals from different cultures, throughout the year and encourage parents/carers to contribute to these whenever possible.

Parents are more than welcome to be involved within the setting by coming in to tell stories or explaining customs, providing materials or helping to celebrate festival. Please inform a member of staff if you are interested.

SETTLING-IN PROCEDURE

We are delighted to welcome prospective children at any time before their admission and parents have the option to spend time with their child thereby enabling the child to become familiar with the surroundings and staff. It is our aim to make the transition as happy as possible. Children need time to adjust and some settle more easily than others.

We hold a Coffee Morning once a year, so that the children can play together while their parents/carers meet and get to know one another. Everyone is encouraged to attend this as it is a good introduction for both you and your child.

We have a self-registration system in place; we ask that you always register each morning so that we know that you have arrived. We especially ask that all children are collected on time at the end of the day as they can become distressed and worried if the parent/carer is late.

We ask that you come into the setting and along with the key worker, to help settle your child at one of the many activities to ensure that he/she is feeling secure before leaving.

Your key person is always available to discuss your child's needs at the beginning or end of the day if you have any concerns, or there is something you feel we should know relating to your home situation.

We follow your child's development by keeping written records and through tapestry journals, thus, enabling us to keep you informed of their progress at all times. Tapestry is an online journal, recording all the learning and fun of children's early years of education. The key workers make one observation per week, starting from settling in, which is then documented online in the form of pictures and videos. These observations are accessible to parents and they not only see what their child is doing in the nursery, they can also comment and interact with the key worker. Tapestry provides assessments based on the observations, and the next steps used for the child's development.

BEHAVIOUR

Southover Pre-school aims to create a happy and caring environment where each child is able to achieve their full potential. We seek to be positive and consistent in our behaviour management and any action which is meant to cause pain or humiliation to a child would never be used. Wherever possible it is explained to the child why their behaviour is unacceptable when there is disruption to other children.

Staff set limits and follow these through with explanations helping children to learn the difference between right and wrong, thereafter learning self discipline. We seek to give

praise and approval wherever possible and to distract and provide other activity where appropriate.

In the event of constant unacceptable behaviour from any child, then this would be discussed with the parent/carer so that a suitable strategy could be agreed upon.

We have introduced Kimochi toys to the nursery, which helps children to identify their feelings and how to express them both in school and at home.

Children also have "Bounce Back" sessions, which develops their ability to bounce back from disappointment. We use friendship tents, various props and books which enhance positive feelings towards each other.

AIMS AND OBJECTIVES OF SOUTHOVER PRE-SCHOOL

It is our aim at Southover Pre-School to provide children with a rich and stimulating learning environment where each child feels equally valued, cared for and secure. We aim to develop children's learning by offering a well-planned and well-resourced curriculum and follow the Early Years Foundation Stage framework 2017. The key aim of this framework is to help young people achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

'Children are competent learners from birth and develop in a wide variety of ways'. Our aim is to provide children in our care with a targeted development plan which takes into account their individual learning and development needs and which will challenge and excite them and give them an enjoyable experience across the seven main areas of learning. Learning opportunities under each area will be planned with three key aspects in mind; *positive relationships* – how we as a setting, in collaboration with parents/carers, can support each child appropriately in order to move their knowledge, understanding and learning forward, *enabling environments* – how we as a setting use the space and resources available to us both inside and outside to develop children's learning and *learning and develop* – carefully planning activities which children will enjoy and which will encourage them to become active participants in their own learning and development. The seven areas of learning are outlined below.

Personal, Social and Emotional Development

At Southover we believe that this area of learning is crucial to the child's overall development and we aim to:

- Form strong relationships with the children, their parents/carers and with outside agencies who work alongside the staff team to provide children with the support they may need to develop and make effective progress.

- Encourage children's efforts through the use of positive behaviour strategies – praise, celebrate achievement and act as positive role models.
- Celebrate children's different religious beliefs and cultural backgrounds by providing opportunities for them to play and learn about each other and where they come from – inviting parents or others to come and talk about different religious festivals, providing dressing up clothes which reflect different cultural backgrounds and by providing toys and books which celebrate our differences.

Develop children's independence skills so that they feel confident to explore their learning environment.

Communication and Language and Literacy

These two areas of learning encompass listening and attention, understanding and speaking under Communication and Language and reading and writing under Literacy. At Southover we aim to do the following:

- Provide opportunities for the children to develop their communication skills so that they feel comfortable expressing their own thoughts, feelings and ideas with their peers and with the staff- through circle time and small group activities, through stories and relating them to children's own experiences, for example.
- Plan activities to develop children's literacy and language skills through role play, re-telling familiar stories, sharing books, using finger puppets, asking questions, providing sensory activities which encourage discussion,
- Use music and rhymes, songs and a wide range of books both fiction and non-fiction to develop children's language and basic reading skills.
- Provide writing opportunities where children can begin to develop their writing skills through drawing, mark making, recognising their own name, watching staff writing for a purpose and providing opportunities where staff members act as scribe for the children.

Mathematics

We aim to develop children's learning in this area by focusing on two main aspects of development – 'numbers' and 'shape, space and measure'. At Southover we aim to;

- Provide a wide range of activities across the curriculum areas which will develop children's mathematical knowledge – e.g. opportunities for counting in English and in French, number songs, outside activities such as skittles, puzzles, weighing different items, sorting, matching, sharing out, imaginative and role play, water play – pouring, emptying/filling, recognising shapes in everyday

contexts, playing with shapes and making different objects using shapes and cooking and baking.

Understanding the World

In this area of learning children are learning about the world around them and developing the necessary knowledge, skills and understanding which will help them to make sense of their world. At Southover we aim to develop children's learning in this area by:

- Providing opportunities for children to explore and investigate their environment both inside and outside and by stimulating their natural curiosity – offering equipment to help them explore, such as magnifying glasses, binoculars. Using the natural environment in activities such as tree rubbing, digging for worms. Designing and making things using a wide range of tools and techniques. Using ICT equipment to support their play such as digital cameras, programmable robots and computers.
- Encouraging the children to think about, and become aware of, their similarities and differences to others around them – through role play and to observe changes in themselves and the natural world around them, celebrating different religious festivals and cultural traditions, providing multi-lingual and multi-cultural books.

Physical Development

At Southover we aim to develop children's physical skills in the way that they move in relation to the space around them, their health and bodily awareness and how they use equipment and materials. We aim to develop their confidence in their own abilities and to encourage them to be healthy and active. This will be achieved by;

- Planning appropriate physical activities which will challenge and develop children's skills – providing large equipment for children to climb, balance on, and jump over/through. Provide small equipment such as bicycles, scooters, prams, trolleys.
- Providing enough space for children to move around and engage in activities both inside and outside.
- Providing appropriate resources to develop particular physical skills – a selection of catching and throwing equipment to develop hand/eye co-ordination.
- Developing children's language of movement to accompany their actions – backwards, forwards, and sideways, up, down, under, over.
- Providing support and encouragement to children to try things independently when they are ready.

Expressive Arts and Design

This area of learning looks at how children explore and use different media and materials and develop their imaginative play. At Southover we aim to develop children's learning in this area by;

- Providing a wide range of activities which encourage children to use their senses – painting with fingers, hands, cooking, exploring different malleable materials, using different textures and materials in creating artwork.
- Using a wide range of music to explore rhythm and dance.
- Encouraging the children's imaginary play through dressing up, role playing different familiar settings such as home, shop, garden centre, doctor's surgery, finger puppets and glove puppets.

ACTIVITIES

Southover Pre-school aims to provide a full range of activities to enhance all areas of your child's development. We follow the Early Years Foundation Stage framework which was revised in April 2017. The main aim of this framework is to help children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

Each day begins with free play when the children choose their own activities from the wide choice available. They are able to use both halls and outdoor play is available each day. In addition, we run a focus activity session each day of the week in order to provide the children with further opportunities for learning which are fun, stimulating and enjoyable.

Classroom:

We offer classroom activities for children aged over 3 years, to bridge the gap from pre-school setting to school setting. One of the key features of the classroom is to help children achieve the target of identifying the sounds writing the alphabet and their names. We also pride ourselves in giving the children an opportunity in this setting to introduce Phase One phonics. The classroom also provides children with the opportunity to practice their numbers and explore mathematical skills such as numeracy and identifying shapes.

We believe in using ICT to support a child's development, they learn with the use of ipads, computers and a variety of visual materials to support their learning. It further enhances children's computer skills – they learn how to control a mouse, how to negotiate through a programme, become familiar with different types of software, e.g. educational, animation etc. Children are shown how to operate a digital camera and how to use related software to print/edit their photographs. Children have an opportunity to build on

their existing knowledge of programming a BeeBot robot and learn how to use a sequence of commands to make the robot carry out a particular function/movement.

On Mondays, we run a Language Group which helps to develop children's speech and language skills. This group is of particular benefit to children with English as an additional language.

On Tuesdays, we have French lessons for the children, run by a qualified French teacher who teaches them basic French words, phrases, songs, rhymes and counting. Our French Teacher has a great deal of experience working with pre-school children and knows how to gain and hold their attention. Also on Tuesdays, the children have a cooking class, they make cookies, biscuits, pizzas, ice cream and smoothies and take them home at the end of the day. It helps to promote not only their mathematical and sensory awareness but all areas of development.

On Wednesdays, we continue to offer our Music sessions with our Pianist, Maureen. The children work in small groups giving them a more intimate experience where they learn about rhythm (good for early reading skills development), play a range of musical instruments, learn how to describe sound and tone (helps to develop speaking and listening skills and early reading skills) and learn many different types of songs. Music sessions help to develop children's confidence and performance skills. Twice a year we have a musical concert which is very popular amongst our parents.

On Thursdays we offer a Movement and Drama session which has proved very popular with the children. This session combines music, story, dance and movement to provide children with a huge range of learning opportunities, particularly in 'Communication, literacy and language', 'Creative development' and 'Physical Development'. The session uses repetition in the form of rhymes and songs to familiarise children with how the session runs and enables them to feel part of it. The session finishes with a 'cool down' where the children listen to soothing music as bubbles are blown over them.

On Fridays we have trained Youth Fitness Instructors who come in to run a 'Stretch-n-Grow' session with the children. The children are taught about the basics of proper exercise, nutrition and related health issues. The session is structured in the same way each week so that the children become familiar with the routines and the exercises. The teachers use a mixture of music, stories and hand-held exercise equipment, such as large balls, pom poms and bean bags, to encourage the children to join in. It is a fun, energetic session which the children really enjoy.

All activities that we offer are planned to take account of children's individual learning needs and styles and children are encouraged to initiate activities themselves.

After the free play session we have a circle time during which we sing songs together and celebrate any birthdays or festivals. The next part of the morning is devoted to activities within small groups with the children's key person. This incorporates a general chat time, news giving and individual activities which are tailored to the needs of the children in each particular key group. These activities promote development in seven main areas of learning; *personal, social and emotional development, communication and language, literacy, mathematics, understanding the world, physical development and expressive arts and design*. Children are also given the opportunity to use a range of ICT equipment such as computers, digital cameras and programmable robots.

FOOD AND NUTRITION

We offer the children breakfast, which consists of cereal and toast, and a mid-morning snack of either vegetables or fruit (a small charge applies for this). The children have the choice of milk and water to drink. Water is available at all times of the day and children are free to help themselves. If children are staying for lunch then parents provide lunch boxes containing ice packs to keep lunch fresh and we ask that they contain healthy and nutritious food. Lunch is eaten with their key group and key person and this provides children with another opportunity to socialise with their friends. A leaflet is provided in our parent pack for all the parents to get an idea of what a healthy lunch contains.

Each session finishes with a story time before the children prepare for home time. Children are encouraged to collect their own coats and bags from their pegs and to return to their groups until they are collected.

Southover Pre-school is a member of the Pre-school Learning Alliance.

HEALTH AND SAFETY

The premises have been passed by the Environmental Health & Safety Officer and the Fire Officer, and the premises, staff and children are covered by public liability insurance. Equipment is checked daily to make sure that it is safe. Precautions are taken to ensure safety at all times and regular fire drills are held.

The attendance register is marked as each child arrives with the time of their arrival and kept available throughout the morning in case of evacuation of the building. The main door is kept locked throughout the day and the children are always supervised during outdoor play.

Staffs are on duty at all times during the day. At the end of the session the key persons ensure that their own group of children are collected safely. We operate a 'password system' whereby each child's parent is given a unique password which they must pass on

in the event of someone collecting your child who is not known to Southover staff. If the person collecting your child does not have this password, your child will not be released to them without first checking with you. We cannot let a child leave with someone we do not know. Parents are asked to inform staff of any changes to normal collection routines and these are entered into the Collection Book.

There is a well stocked first aid kit available in both halls and outside along with trained staff. In the event of an accident, a child would be taken to Finchley Memorial Hospital and accompanied by their key person until a parent or carer arrives. All accidents are recorded in the Accident Record Book which the parent/carer will be asked to sign. A copy of the entry is then given to the parent/carer.

All infectious diseases should be reported to the staff immediately. If a child has suffered a high temperature, diarrhoea or vomiting he\she should be kept at home for 48 hours to ensure that they have recovered and to prevent the spread of infection to the other children or staff. Smoking is strictly prohibited.

CLOTHING

Clothes that are easy to manage will help your child's independence. Clothing which is likely to be removed in the school must be clearly marked with your child's name.

The children wear aprons when engaging in messy activities; however, spills and splashes do happen so please remember this when dressing your child for school.

FREE NURSERY PROVISION

From September 2017, 30 hours of free child care is available for eligible children. Parents can go on the <https://www.childcarechoices.gov.uk/> to check for eligibility. Families have been able to pre-register for the 30 hour scheme by checking their eligibility through the Department for Education website. Eligible families receive a code, which they will present to Mrs.Sayed.