

TOY BOX Pre-school

Long Sutton C of E VA Primary School,
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Prospectus

Starter pack information

Toybox Pre-School, Long Sutton: Prospectus.

Registered Charity no: 1027058

Introduction:

The prospectus is intended as a parent's introduction to Toybox pre-school. It aims to provide an insight into the way in which the pre-school operates and the various opportunities and experiences which it offers your children.

If you have any further queries on reading this prospectus, please contact Mrs Cheryl Park, Manager, or any staff member who will be pleased to assist you.

Toybox

We warmly welcome you and your child to Toybox; we hope that the time you share with us will be a happy and rewarding one.

Toybox is an established pre-school, which began in 1973. In the summer of 2016 it was decided to make Toybox part of Long Sutton C of E VA Primary School. We are based in a mobile classroom within the school grounds; the pre-school is very much part of the main school and are included in all aspects of school life. We work very closely with the reception class teacher; use the school's facilities such as, the hall, playing field, garden, heated outdoor swimming pool and library. A teacher from the school helps us with music and runs a weekly Music Buddies session in school which we are invited to. We attend church on a monthly basis and sometime join other assemblies or church services, where appropriate.

We have our own outside playground which is fenced off from the school playing field. Our outside area is partially covered so we have access to an outside play area in all weathers. Outside the children have access to a range of activities; large toys, sand, water, home corner, mud kitchen climbing frame, slides etc. We also have a grassed area for the children to use. We have access to the school garden and playing field.

We have a good transition into school programme as the school Early Years teacher regularly visits Toybox as well as our children joining in with learning experiences with the reception children. The staff



from both classes plan together regularly making sure that the learning journey through from pre-school to school is seamless. In the summer term there is a structured transition including play sessions, story time and activities. The teachers from the school come to see the children in Toybox, getting to know them before they start school.

Our setting aims:

- At Toybox we understand that every child is unique and individual needs and circumstances are catered for accordingly
- Provide high quality care and education for children below statutory school age
- Work in partnership with parents to help children to learn and develop
- Add to the life and the well-being of the local community
- Offer children and their parents a service that promotes equality and values diversity.

Our Staff:

Mrs Cheryl Park, Manager - NNEB. Bridgwater College, Level 3

Mrs Judith Maynard, Deputy Supervisor - NNEB. National Nursery Examination Board, NVQ Level 3 - Childcare.

Mrs Catherine Francis, Assistant - Professional nursing qualification

Staff/Child ratios are governed by law - 1:8 for children ages 3 and 4 and 1:4 for 2 year old children.

Opening hours (Term time only):

Monday to Friday from 8.45am - 3.15pm

There is also the option to extend the hours using the school Breakfast club from 8am and our after school club from 3.30 to 5.45pm.

Parents:

As a setting we believe we have very strong parent partnerships, we welcome parents into our setting and are always available to help or advise them where we can. A parent's pastoral care is as important as a child's. Parents are always welcome to share their talents with the children.

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 and included at all levels

The school has a PTFA which depends on volunteers to fund raise which enables resources and opportunities to be given to the children that our beyond the school budget. We are always looking for volunteers for help on the PTFA.

We offer your child:

- A specially tailored curriculum leading to the desirable learning outcomes.
- Individual care and attention made possible by our high ratio of adults and dedicated staff.
- Fun and friendship with children and teachers.
- The support of a personal key worker.
- Opportunities for you and your family to be directly involved in the activities of the group and in your child's progress.

We will ensure that each child:

- Feels welcome, secure and safe while away from home.
- Has a key person that will care for your child's learning and development and plan for the next steps in his/her learning journey.
- Is in an engaging and stimulating environment.
- Is given generous care and attention.
- Has the chance to join in with other children and adults to, play work and learn together.
- Is helped to take forward his/her learning and development by being helped to build on what he/she already knows and can do.
- Is in a setting that sees parents as partners in helping their child to learn and develop
- Is in a setting in which parents help to shape the services we offer.

Children's development and learning:

Our setting follows the guidance of the statutory framework for the early year's foundation stage. (EYFS). The current framework was up-dated in September 2014. For more information go to:-

www.foundationyears.org.uk/early-yearsfoundation-stage-2014

The Areas of Development and Learning as set out in the EYFS are:-

3 Prime Areas.

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

4 Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design.



Each area of learning has an Early Learning Goal. These goals are what is expected that children will be able to achieve by the end of the reception year in school.

The practice guidance is as set out in the EYFS 'Development Matters'. The guidance is set out in age development, from birth to 60 months plus. All children develop at different rates, we use the guidance to assess a child's learning and development and plan for their 'next steps' in learning.

We provide activities and experiences for the children in our setting as follows:-

Personal, social and emotional development: Helping children to develop a positive sense of themselves and others. To form relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in our setting and to have confidence in their own abilities.

Communication and Language development: A rich language environment, to develop their confidence and skills in expressive language; to speak and listen in a range of situations, to listen to the children, take note of the child's voice.

Physical development: Providing opportunities for young children to be active and interactive, to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, make healthy choices in relation to food.

Literacy development: Encouraging children to link sounds and letters and to begin to read and write. Children must be given a wide range of reading materials, books, rhymes, songs etc. to ignite their interests.



Mathematical development: Provide the children every opportunity to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to be able to know and understand shape, spaces and measures.

Understanding the world development: Children make sense of their physical world around them, within the community and their families. Give opportunity to explore and find out, investigate people, places, technology and the environment.

Expressive arts and design development: Giving the children the opportunity to explore and play with a wide range of media and materials. To provide opportunity and encouragement for sharing their thoughts, ideas and feelings through a variety of activities, art, music, movement, dance role-play, design and technology.

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 learn to think. We follow the guidance within the EYFS to plan a range of activities for the children. Some activities are chosen by the children and some are adult led, there is a balance of both.

Assessments and progress

We use observation to assess a child's development within the development matters profile. Assessments can be made from observations, photographs and talking with a child's parents. We share a child's development folder with the parents who also input information into these folders. We believe parents know their child best and we ask them to contribute to sharing information.

Formative assessments are continually made on the children; these help inform the summative assessments for the end of school year reports, folder transition into school.

Your child's key person will be responsible for keeping your child's development folder. They will share with you your child's progress and together plan the 'next steps' in your child's development. We will arrange meetings with you to show you and share their folder.

Our Day:

Our pre-school opens at:

- 8.45:** A warm welcome awaits you and your child at Toybox. Parents settle their child into the pre-school. Parents are requested to sign their child in on our daily register. We also like to be informed if anyone other than themselves will be collecting their child. A broad range of purposefully planned activities will be on offer to encourage children to feel excited, motivated and inspired to learn from the moment they arrive.
- 9:15** Registration Bell rings/Circle time. We use a visual timetable to talk through the day's activities, have time for show and tell for the children and what will be happening that day, talk about the weather, days of the week, practice counting skills and early maths investigations.
- 9:30 -10:00** Adult led focus activities or free play, all areas of the curriculum to give a balance of activities and to encourage inquisitive exploration. They are generally linked to our topic.
- 10.00:** **Snack Time:** We say a prayer before snacks; the children are encouraged to count how many plates, cups etc we need. We provide a healthy balanced snack. The children independently spread butter onto crackers or toast, pour their own drinks. After snack time the children place their cups and plates on the side, then it's quiet reading/story time
- 10:15** The children have access to a variety of activities linked to their interests and the terms topic. These activities will be carefully planned to cover all the areas of learning and to enable children to reach their own next steps of learning. The activities will involve phonics, through Jolly Phonics, maths games, painting, puzzles, construction, computing, early literacy activities, small world play and much more. The



children are encouraged to access the outside play area, for physical play, and may also use the school garden or nature area and outdoor learning. Some children will work with a member of staff on adult led

activities, in a group or individually with their keyworker to work on their next steps.

11.45: Some children go home at this time, they are escorted to the front of the school where the parents sign for them on collection.

11.45 - 12.45: Lunch Time:

Parents are able to order a hot school lunch for their children or provide a healthy balanced lunchbox. We do ask for them to have no sweets and no nut based products due to allergies. Also, in times of hot weather could you please use a cool block to help keep the food in their boxes cool.

The children wash their hands before lunch; again we say a prayer before we eat. The children are encouraged to eat sandwiches first, then fruit, yoghurt then any treat they may have.

After lunch the children have quiet time for reading or other quiet activities.

12.45: Again the children are delivered to their parents at the front of the school.

The children staying for the afternoon have the option to play on the school field with brothers, sisters or older friends. They wear high visibility jackets so that they can be easily seen and supervised at all times.

1.30 Rest time - should your child require a rest/sleep please provide a sheet and blanket from home and any comforter

they like to have as this is more comforting and homely for each individual. A mattress is provided for them

2.00 Again the children will have the opportunity to access a variety of carefully planned activities to develop all areas of learning these may involve science, maths, English, outdoor learning and environment learning as well as more traditional play activities.

3.15 Again the children are delivered to their parents at the front of the school or to the schools after school club.

Our time table is flexible and may not always run to times. Spontaneous play occurs which may take more time. We take every opportunity to explore any unplanned activities especially with our outdoor learning and exploring the outdoors.

Sickness:

*Children who are not well should not be brought into Toybox. It is best for them to be at home to recover; this will also avoid them passing on their illness to other children and staff. If your child is suffering from vomiting and or diarrhoea please **do not** bring them to pre-school until **48 hours after** the last episode. Please inform us as soon as possible if your child has something contagious such as chickenpox. It is important to advise all female staff and parents of this condition. Please see in the cloakroom the information board containing information about childhood illnesses.*

Sun Cream:

In sunny weather please ensure that you have applied sun cream to your child. If you forget, we have a supply at Toybox, also please send your child with a sun hat.

Starting Toybox:

We aim to help your child feel comfortable at Toybox, the first days can be very daunting for a young child, especially if they have not left their parents before. Every child is different; some settle without any problems, breeze in and confidently play with other children. Other children can take a long time to settle. They may need a comforter, toy or blanket, something from home. We will work very closely with the parents to settle a child into our setting. It may take a long time to establish new attachments with us. Parents are most welcome to stay for as long as it takes to help their child.

We will always contact you if your child is unhappy or unwell.

Could you please provide a change of clothes for your child labelled with their name? There may be a need to change them after messy or water play, or they may have an accident. (We provide aprons for messy/water play)

We provide wellington boots for your child, we have a large selection ready to use for outside play during the winter months.

We would ask that during the colder months that your child brings a coat to wear.

Valuables

We would prefer that no valuables or precious items are brought into Toybox in case they get lost or are broken.



Policies:

Policies are reviewed and signed annually by the School Governing body. Policies are available on the school website or please ask a member of staff for a copy.

Safeguarding Children:

Our staff and committee all have (CRB) (DBS) checks.

We take all the necessary steps to keep the children in our care safe and well. Ensure the suitability of adults working with children; promote good health, manage behaviour, maintain records policies and procedures.

Special Educational Needs:

Toybox pre-school makes provision for all children, including those with additional needs. We work closely with all multi-agencies to ensure that your child has an opportunity to be part of a group, included within our setting. We have a separate document providing details of how and what care your child can expect at Toybox. The Special Educational Needs Code of Practice 2014 has been published. Go to:- www.education.gov.uk

Our Special needs co-ordinator is Kirstie McKenzie.

Fees:

Our fees are payable termly. Invoices will be issued at the beginning of a term, payment arrangements can be made with the manager of our setting. Please ask for details.

Our setting is registered to take children who are in receipt of Two year funding, please ask for details, information can be found in the cloakroom.

We are in receipt of Early Years Entitlement. Three and Four year old children who are entitled will be able to access 570 hours during the year over 38 weeks. Please ask for details or see the information in the cloakroom.

To register for Early Years Entitlement a copy of your child's birth certificate or other relevant documents must be submitted to Toybox, who will then register your child with Somerset County Council.

Currently our fees are £3.75 per hour for children not in receipt of Educational Funding. Early Years Entitlement is available for your child from the term after their 3rd birthday. The funding periods are:-

| | |
|--|--------|
| 1 st September - 31 December | Autumn |
| 1 st January - 31 st March | Spring |
| 1 st April - 31 st August | Summer |

The maximum number of hours that may be claimed in each week is 15 hours, any hours attended above will be charged at the current rate.

Snack money:

We provide the food for the children's snacks in the morning. We ask that parents pay £15.00 per term.

Should you wish to access the Breakfast or After School Club please see the fees structure available on the school website www.longsuttonprimaryschool.co.uk