



Registered Charity No: 1128799

# Hollies Pre-school

## Care and Education Policy

Last reviewed 30<sup>th</sup> August 2011  
To be reviewed August 2012

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### Statement of Intent.

Our aim at the Hollies is to provide a safe and happy environment where children can grow and learn under the guidance and supervision of our dedicated and caring staff. We hope to fulfill their physical, intellectual, emotional and social needs, whilst showing them kindness, consistent discipline and encouragement in a happy and informal setting.

### Working with parents and carers.

We actively encourage parents and carers to work in partnership with us and take an active part in their children's play, learning and development.

At the Hollies we operate an open door policy. This means we welcome parents/carers to join us if they wish, during the time their child spends with us. They are free to join the children during their play, whether it's doing a jigsaw, reading a book or having a cup of tea in the home corner.

Parents/carers are encouraged to share their expertise and knowledge with the children. This could be a particular interest or hobby or connected to their occupation. Parents/carers are invited to come and read to the children at story time.

Parents/carers can talk to staff during their visits or when they collect/drop off their children at Hollies. We have a shared diary system which enables us to communicate with parents and other settings the child attends and parents/carers to communicate with us. We have a learning wall which parents/carers are invited to contribute to.

Any visits can be arranged by speaking to a supervisor. All visitors attending the setting must treat anything they see or hear regarding individual children as confidential.

Parents/carers of pre-school children are invited to attend a parents evening each year to discuss their child's progress and to contribute to their learning journey.

Questionnaires are sent out to all parents who have children that attend the Hollies. This information is used to help us maintain and improve the care we offer. We have regular committee meetings to obtain and respond to feedback from parents, carers, all parents are invited to attend these meetings.

### Equal Opportunities

At the Hollies we promote Equal Opportunities by providing the opportunity for all children to learn and make progress irrespective of their age, gender, ethnicity or special needs. We value all contributions from all our children, families and staff.

At Hollies we:

- Encourage all children to develop a positive self-image and to accept and value others for who they are.
- Challenge any bullying or discriminatory behaviour that may occur in the setting (children or staff)
- Provide positive role models.
- Use resources at our disposal to promote positive images of the world around us.
- Use non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- Encourage all children to participate in a wide range of activities and to take calculated risks in their challenge to do so.
- Do not discriminate against or refuse a child entry into our setting with a disability

### Settling in.

During the half term before their child starts attending pre-school parents/carers will be invited to attend a full pre-school session with their child. During this visit the parent will be introduced to their child's key person, siblings of older children will have the same key person, unless the sessions they are attending do not match those the key person works. Following this visit, they may visit the pre-school on any other mornings/afternoons so that they can get to know the staff and the children before their child starts pre-school next term.

Every effort will be made to meet each individual child's needs and help them settle at Hollies. Before the child begins attending the Hollies, parents/carers are asked to complete a form to provide information about their child's interests etc.

When the child arrives for their first pre-school session their key person will be on hand to meet them. Parents are asked to say their goodbyes and leave their child to settle. Staying may prolong the settling process and the child may become quite distressed. The child will be reassured and we will explain that their parents/carers will be coming to collect them. The visual timetable can be used to help them with the routine and to show them when they will be collected. The supervisor will phone the parents/carers when the child has settled and parents/carers are welcome to phone during the session for an update. Every effort will be made to settle the child, but should they become very distressed a supervisor will ring the parent/carer to discuss the possibility of early pick up. If necessary a plan will be put into place to help ease the child into pre-school – e.g. staying for the first hour and building it up over a couple of weeks.

### Key Person.

Each child joining the Hollies will be allocated a Key Person. This is a member of staff designated to him/her who will help them settle at pre-school and encourage them to take part in a wide variety of activities.

All the staff at the setting observe the children as they play and write down their observations on a daily basis – to include child's full name, date, area of play (eg home corner), what they observed or heard. It is the role of the child's key person to transfer these observations into their learning journey. The camera can be used at anytime to record a child's achievements. Photographs are printed half termly so they can be added to the child's learning journey.

The observations will cover the six areas of development. These are Personal, social and emotional, Communication, language and literacy, Problem solving, reasoning and numeracy, Knowledge and understanding of the world, Physical development and Creative development.

The children are never tested in any way or made to feel they should be at a particular stage of their development. The children's learning journey is updated regularly so we are aware of their stage of

development. The key person uses the information regarding the child's development and interests to plan activities for their 'focus group'.

The use of observations and individual learning journey's:

- Enables us to plan for individual children
- Ensures the children are progressing in all areas of development – any lack of progression would be highlighted and planning put in place or advice sought if needed
- Helps us to identify children's preferences
- Help us to plan different areas in pre-school

All the children's learning journey's are stored at Hollies and can be seen by parents at any time.

Parents will receive a short report on their child's development every 6 months – November and May and will be invited to attend a parents evening towards the end of May. This is for parents only, childcare should be sought for the children.

### The Hollies Environment.

At Hollies we aim to give the children constant access to both the indoor and outdoor areas. The door to the outdoor area is closed at the beginning and the end of the session when children are arriving/leaving the building, for security purposes. Once children are registered and numbers confirmed by two members of staff the door to the outdoor area is opened so the children have free access to both areas. Parents are asked to provide outdoor clothing for their children at all times, but we do have spare waterproof coats. Hollies provide waterproof trousers and have spare wellies. Staff position themselves so that children are supervised at all times in all areas.

Different activities are provided for the children, taking the children's ideas and requests into account. The toys stored in the drawers inside the building are changed twice a week, but children can request something out of the cupboard.

Children are encouraged to look after their environment and resources.

When the children are back inside and the door is closed at circle time a member of staff checks the outdoor area to ensure there are no children still outside.

## Our Daily Routine.

9am/ 12.30	Welcome time and registration	Children arrive with parents/carers and find their coat hook. Staff welcome children and parents/carers. Children have free choice of activities.
9.10/ 12.40	Circle time.	We gather groups for 'circle time'. We begin by singing welcome song. We discuss the weekly topic/ memory tray/ Hollies rules etc. and the days activities / childrens plans. Encourage children to participate, share news etc.
9.20- 10.55 / 12.50 - 2.25	Child initiated activities.	This is the time when the children carry out their plans. They can plan to work anywhere - inside or outside. The activity areas include: reading area, mark making, role play, small world play, creative, construction, energetic play, jigsaws, table top games, painting. During this time the staff play alongside the children encouraging them and extending their learning. During this time staff will take their key children group for a focus/adult led activity.
10.15/ 1.45		Quick tidy outside and outdoor adult led activity - parachute etc. (optional)
10am - 10.45 1.30 - 2.15	Café.	The café is open. Healthy snacks and water or milk are available. When children are ready, they find their name on the snack board and post it in the 'tiger bin' before sitting down for snack.
10.50/ 2.20	5 minute warning	Supervisor will shake the tambourine and inform children that it will be tidy up time in 5 minutes.
10.55/ 2.25	Tidy up time.	All children are encouraged to help tidy up. And then join the circle ready for the next activity.
11am /2.30	Singing circle.	Children sit in circle with three members of staff and are encouraged to join in with singing songs and rhymes.

11.10/ 2.40	Story time.	Children go into groups for story time.
11.20	Lunch time.	Children staying for lunch wash hands and sit at the tables. One member of staff to supervise each table.
11.30/ 3pm	Tick tock time.	11.30 children wait in rainbow room to be collected, 3pm children sit at tables to be collected. Any children staying for afterschool/3.30 pick up will go to flower room with a member of staff to do activity, play game etc.

### Children's transition.

At Hollies we aim to make the children's transition into their next setting enjoyable and as stress free as possible.

We invite teachers from local schools to visit us during the session, to observe and introduce themselves to the children and to read a story at story time. Information regarding all individual children is shared with the setting they will be moving to.

When the children are moving onto school we aim to have a member of the Hollies staff at their school visits to help settle them, so there is a familiar adult face they can relate to.

During the last term the children attend Hollies their key person will give them the opportunity to make a small book about their new school. This will include photographs of their new teacher, head teacher, classroom, playground etc. The children will have the opportunity to discuss how they are feeling and express any worries. We will also read stories about school and talk about what they will be able to do at school. During this time the key person will give feedback and communicate any concerns that may arise and give parents/carers the opportunity to talk about their child's transition into school and any worries they may have.