

Welcome to the... Early Years Foundation Stage! (EYFS)



Reception day is:
Monday – Friday
9:10 – 3:10

Nursery sessions are arranged with parents according to individual need.

If you have any questions or problems you can contact Simone Parry on

01827 426125 or simone.parry@tworiversschool.net

Closure procedures

In the case of severe weather or any other emergency for which the site may need to be closed to ensure the safety of children and staff please: on the day of closure...

- ❖ Check if Two Rivers High School is closed: if so then EYFS site will be closed
- ❖ Check the school website www.tworiversschool.net
- ❖ Listen to Touch 101.6 FM

Dear Parents or guardians

We are pleased to be able to offer your child a place at Two Rivers Early Years.

This is a very exciting time for you and your child. There will be lots of new experiences and opportunities for your child to develop and grow!

- ❖ Please send a change of clothes in a named bag. Please also name all coats and hats.
- ❖ If your child is in nappies would you please send in a supply of nappies and wipes which we will store for your child. We will let you know when these are running low.
- ❖ We aim to go outside every day so please can you send your child with appropriate clothes e.g. a coat in colder weather, sun hat and apply sun cream on sunny days.
- ❖ Please ensure your child is picked up on time. We are unable to keep your child after this time and are unable to drop your child off. Should you be unable to get to us to collect your child please make alternative arrangements for collection and inform staff as soon as possible.
- ❖ If your child is ill or cannot attend for any reason, please ring to let us know on 01827 426125.
- ❖ If transport has been arranged for your child, please contact the bus escort as soon as possible to cancel it.
- ❖ Snack money is £5 per $\frac{1}{2}$ term or £10 per term which is payable at the beginning of each term. Snacks for nursery children are arranged with parents according to individual need. Thank you.

Simone Parry

Teacher in Charge

Meet the staff



Simone



Amy



Amanda

Food & Drink

We offer milk, water or sugar free squash to drink and a variety of fresh fruit and raisins and breadsticks, rice cakes, toast, yoghurt, cereal and crackers. We occasionally offer snacks such as cheese curls and pomme bears. **Allergens advice:** Snacks may contain gluten, milk, soya and sesame. Please inform us of any specific dietary needs.

The curriculum

The Early Years curriculum includes: **3 Prime Areas and 4 Specific Areas:**

Prime

Communication and Language

Speaking and listening skills are our priority and with the help of Speech Therapists we aim to give every child the opportunity to communicate effectively using their preferred mode.

Physical Development

We aim to give the children opportunities to develop physical skills, both indoors and outdoors, using a variety of large and small equipment. For children with particular developmental problems in this area we follow advice given by Physiotherapists and Occupational Therapists.

Personal, Social and Emotional Development

We support the child in developing self-help skills (dressing, toileting, feeding) as well as social skills (sharing, turn-taking, respecting each other) and helping them to develop a positive sense of themselves.

Specific

Mathematics

This area provides a foundation for later numeracy skills. By giving shape sorters, grading toys, pattern work, jigsaws etcetera. Children have the opportunity to explore, at their own pace, concepts required to develop mathematical ideas and problem solving. Play with sand, water, dough and other 3D materials also introduces mathematical language and concepts.

Expressive Arts and Design

A large variety of materials and equipment will be offered through art, music, role-play and the sensory room to stimulate senses and encourage creativity and imagination.

Understanding the World

The children have the opportunity to develop an awareness of the environment, people and features of the world around them, both natural and manmade.

Literacy

The children have the opportunity to share books and develop their reading, mark making and writing skills.

A Parent's Guide to the EYFS can be found at:

www.foundationyears.org.uk/early-years-foundation-stage

Organisation & Play

The aims of play and planned play within the setting are to:

- ❖ encourage the development of each individual child's skills through all areas of the curriculum
- ❖ develop self-help skills and independence wherever possible, for example separating from parents, feeding, dressing and making choices
- ❖ stimulate and motivate children to explore, enquire and problem solve
- ❖ build self-esteem through achieving new and harder tasks.
- ❖ develop social skills and peer relations.

On arrival children are welcomed in the main play area where many activities are available. This includes the home corner, book corner, construction, mark making, puzzles, small world and floor play. The day begins with a group welcome activity followed by child initiated and adult led activities. Creative activities offer dough, paint, mark making, collage, water play etcetera, with resources available every day indoors and outside. We offer a free flow environment to allow children the opportunity to explore indoor and outdoor learning environments.

During the day children may be withdrawn to have 1:1 work on individual targets or speech programmes. Children are toileted as appropriate to their individual needs. Snack time is offered as a group activity to enhance the opportunity of communication and social development. We provide opportunity for sensory development through the music therapist, sensory curriculum, sensory room and OMI room.

Assessment

The children are at the centre of everything we do and observations form the core part of our assessments and daily practice. Observations are made during both adult led and child choice activities and identify strengths and areas for development. Photographs are used extensively. Outcomes of observations inform future learning opportunities by identifying the next steps to move learning forward.

When your child joins us, we gather as much information as possible about them to help us to meet their needs. We will assess your child's level of development by observing him/her in the group and by asking them to attempt some activities. These assessments cover all the Early Years Foundation Stage areas.

This will help us to set specific learning targets that we feel will be appropriate for your child to be working towards. Activities will be planned to help your child achieve these targets and may involve working with an adult in a one to one situation, or working as part of a small group.

We celebrate each child's achievements and record them in their individual online learning journals on Tapestry using photographs and observations to support your child's progress.



Tapestry is a secure online learning journal and is our assessment tool. This is where we record the observations and assessments of your child.

- ❖ **Tapestry** can only be accessed by logging into our web address. We will give parents an individual account and password. This login will give you permission to see only your own child's journal allowing you to be involved in your child's learning. Once logged in you will be able to see all the entries for your child and you can comment on new entries and even add your own sharing your child's achievements at home. Tapestry can be found at www.eylj.org

Speech Therapist's Role is to...

- ❖ review and assess children at their setting.
- ❖ provide a programme to parents and settings agreeing targets. (Please note that the programme may not necessarily include direct 1-1 work with a speech therapist.
- ❖ demonstrate activities to a key worker.
- ❖ offer classroom observations and practical ways to support children.
- ❖ meet with parents on request to discuss progress and demonstrate targets.

Health

- ❖ If your child is ill and has an infection you are asked to keep them at home and inform school daily.
- ❖ Children who have had infectious diseases will be allowed to return to school once the infection period has expired
- ❖ Parents are asked not to bring their child to school if they have had sickness or diarrhoea or **until 48hrs after the last attack.**
- ❖ If a child becomes ill at school, we will speak to the school nurse for advice and then contact you if necessary to collect your child.

Administration of Medicines

- ❖ A form for general medicines is included in the school welcome pack for plasters, nappy creams etcetera for you to sign if you wish.
- ❖ A permission slip must be completed in order for the school nurse to administer medicines including asthma inhalers.
- ❖ All medicines must have a pharmacy prescription label on if they are to be administered during the school day.
- ❖ **All children with a known medical condition will have a care plan produced by the school nurse.**

Bullying

We will not accept bullying in any form by either children or adults. The unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

Any complaints should be dealt with following the procedure identified in the complaints policy.

Bringing and Collecting Children

- 1 Transport can be provided for children who meet the criteria subject to approval by Staffordshire LEA.
- 2 The bus company is responsible for the safe carrying of children on the bus and a regular escort is supplied.
- 3 If parents are not at home to receive the child after the school day, and cannot be contacted, then the emergency numbers will be tried. If

this fails then children will be taken back to school and First Response will be called.

- 4 The school day is from **9.10am to 3.10pm***. Children are expected to be dropped off and collected at these times. (*Nursery sessions will be arranged with parents to meet their child's individual need.)
- 5 If children are to be collected by somebody new then we require **IN WRITING** the name of the person who will be collecting them. In the case of an emergency this can be a verbal arrangement. The use of a password is recommended.

Transfer to other settings - see also transition policy

Whenever children leave the setting for a place in another educational establishment - nursery, mainstream School, Special School or unit - records of the child's progress will be sent preferably prior to the child moving.

Where transfer is planned ahead, staff from the child's new placement will be invited to visit us to introduce themselves to the child and make observations which will inform their planning. Transition meetings are held with parents and staff from both settings along with other relevant professionals.

Physical Support

Whilst we acknowledge that we cannot take the place of parents/carers and that physical contact must be appropriate giving due respect to age, sex and ethnic background or culture; it is of great importance for a small child to feel secure, valued and cherished. As a result, physical support and encouragement plays a vital part in our daily practice. This may be an encouraging smile or rewarding pat or hug, to the need to be placed on an adult's knee for comfort if upset.

It is the responsibility of the parent/carer to inform us if you object to this policy.

Physical support is particularly important for those children with a physical impairment who may need 1:1 help to move, sit correctly or position themselves using equipment such as a standing frame. This will be undertaken by staff, allocated 1:1 workers or visiting Health Professionals. Staff will demonstrate good manual handling at all times and will be encouraged to take advantage of courses and training available in this area.

In some circumstances it may be necessary to remove a child from danger to either themselves or others. This will be done with care, respecting dignity and safety of the child. If this is necessary it will be recorded and parents informed.

Management

Tamworth Nursery and Two Rivers Early Years is staffed and managed by Two Rivers School and detailed school policies can be found at www.tworiversschool.net. Information **specific** to Early Years can be found in this booklet.

Complaints Procedure

In the unlikely event of a complaint arising parents are asked to:

- 1 Discuss the problem with the Teacher-In-Charge. At this point every effort should be made to resolve the problem and the complaint will be recorded.
- 2 If the problem is not resolved the parent should then put the complaint in writing and send to Two Rivers School.
- 3 Parents wishing to complain to OFSTED, contact details are:
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel: 03001231231

The Early Years Setting



