

# POLLINGTON CUM BALNE PLAYGROUP

Registered Charity No 1046836

Pollington Social Centre  
Main Street, Pollington  
Goole, East Yorkshire  
DN14 0DW



We would like to welcome you and your child to our pre-school and hope that the time spent here will be enjoyable.

Children are encouraged to develop positive attitudes towards playing together and co-operating with one another.

They are also encouraged to be sensitive to the feelings and needs of each other.

## **Our Aims and Objectives:**

- To enhance the development and education of children under statutory school age by offering a challenging and rewarding learning environment in which they can learn.
- To provide a safe, secure and stimulating environment in which your child can learn and play safely.
- To provide a balanced curriculum.
- To work within a framework which ensures equality of opportunity for all children and their families.
- To foster self help skills and independence
- To provide a firm foundation for life long learning

## **What We Offer Your Child:**

- Individual care and attention for all our children with a high ratio of adults to children.
- A specially designed curriculum in line with government guidelines for Early Years education.

## **Children's development and learning**

The provision for children's development and learning is guided by a frameworks issued by the Sure Start Unit of the Department for Education and Skills.

## **The early year's foundation stages**

Children start to learn about the world around them from the moment they are born, the care and education offered by our setting helps children to continue to do this, By providing all of the children with interesting activities that are appropriate for their age and stage of development.

For children between the ages of two and five the setting provides a curriculum for the foundation stage of education. This curriculum is set out in a document published by the qualifications and curriculum guidance for the foundation stage. We follow this guidance; this guidance is divided into four areas.

### **1A unique child**

- Child development
- Inclusive practise
- Keeping safe
- Health and well being

### **2 Positive relationships**

- Respecting each other
- Parents as partners
- Supporting learning
- Key person

### **3 Enabling environments**

- Observation and assessment
- Supporting every child
- The learning environment
- The wider context

### **4 Learning and development**

- Play and exploration
- Active learning
- Creativity and critical thinking
- Areas of learning and development

We use this guidance to divide children's learning and development into six areas

- Personal social and emotional development
- Communication language and literacy development
- Problem solving , reasoning and numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

For each area the guidance sets out early learning goals. These goals state what is expected that children will know and be able to do by the end of the reception year of their education

The foundation stage curriculum builds on each of the four entitlements as described above to further promote children's learning and development.

For each early learning goal the guidance sets out stepping stones which describe the stages through which children are likely to pass as they move to achievement of the goal our setting uses the stepping stones that lead to the early learning goals to help us to track each Childs progress and to enable us to provide the correct activities to help all the children to achieve and progress

### **Personal, social and emotional development**

This area of children's development covers:

- having a positive approach to learning and finding out about the world around them;
- having confidence in themselves and their ability to do things, and valuing their own achievements;
- being able to get on, work and make friendships with other people, both children and adults;
- becoming aware of - and being able to keep to - the rules which we all need to help us to look after ourselves, other people and our environment;

- being able to dress and undress themselves, and look after their personal hygiene needs; and
- being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.

### **Communication, language and literacy:**

This area of children's development covers:

- being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others;
- adding to their vocabulary by learning the meaning of - and being able to use - new words;
- being able to use words to describe their experiences;
- getting to know the sounds and letters that make up the words we use;
- listening to - and talking about - stories;
- knowing how to handle books and that they can be a source of stories and information;
- knowing the purposes for which we use writing; and
- Making their own attempts at writing.

### **Problem solving, reasoning and numeracy**

This area of children's development covers:

- building up ideas about how many, how much, how far and how big;
- building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
- building up ideas about how to use counting to find out how many; and
- being introduced to finding the result of adding more or taking away from the amount we already have.

### **Knowledge and understanding of the world**

This area of children's development covers:

- finding out about the natural world and how it works;

- finding out about the made world and how it works;
- learning how to choose - and use - the right tool for a task;
- learning about computers, how to use them and what they can help us to do;
- starting to put together ideas about past and present and the links between them;
- beginning to learn about their locality and its special features; and
- learning about their own and other cultures.

### **Physical development**

This area of children's development covers:

- gaining control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- gaining control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- learning about the importance of - and how to look after - their bodies.

### **Creative development**

This area of children's development covers:

- using paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- Becoming interested in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Our setting uses the Early years foundation stages leading to the early learning goals to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the early learning goals has been used to decide what equipment to provide and how to provide it.

The group is OFSTED approved and is a self-funding registered charity; a committee of parents runs it. As a parent you are automatically a member of

this group. This is your pre-school and you have a right to participate in any decisions concerning it. Any new ideas or suggestions for fundraising can be put to a core member of the committee at anytime.

Please feel free to join in with any of our social events and become involved with your pre-school. You can be assured of a warm welcome. We aim to ensure that all who wish to work in, or volunteer to help with our pre-school have equal chance to do so.

Any child on reaching 2 years of age is eligible to have a place at pre-school. If all 25 places are full, vacancies will be filled on a first come, first served basis. The pre-school is an equal opportunities unit and believes that no child, individual or family should be excluded from the pre-school activities on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief.

From the age of 2 we do operate a flexible settling in policy. This is for parents who feel their child would benefit from accompanied sessions at the pre-school. Unaccompanied sessions are available from the term in which your child turns 2 years old.

If any child has Special Education Needs, we would hope to work in partnership with the parents and any other bodies, to provide the child with a broad and balanced education. Our pre-school has a special needs co-ordinator,( Lynda Parkin)to work with child, parent and staff to ensure that all necessary aid is sought.

### **Lunch Club**

Children bring a packed lunch to these sessions. Please provide a small quantity that your child would normally eat. A small sandwich, yoghurt, few grapes and a biscuit is more than adequate also you may want to provide a small drink or we will provide water. Children do struggle with a full bag of crisps, a few in a container does the trick. Your child will be encouraged to eat all the lunch you provide and so if they normally leave the crusts it is best to cut them off, then we are not giving mixed messages. Lunch time is a social occasion and the children do enjoy bringing their pack ups.

### **Times of Sessions:**

Pre-school

Tuesdays /Thursdays 9A.M -11.30

Lunch club Tuesday/Thursday 11.30am to 12.30pm

Tuesday/Thursday 12.30pm to 3.00pm

Wednesday/Friday 9.15A.M -11.45

### **Staffing:**

Pollington cum Balne Playgroup is a 25 place pre-school currently staffed by 3 people; 1 Setting Manager, and 2 assistants. All our staff are currently studying at college to upgrade their qualifications

### **Key-workers:**

Our key-workers system gives each member of staff a particular responsibility for just a few children. Each child in the group has one special adult to relate to, which can make settling into the group very much easier. In addition, the key-worker is in a position to tailor the group's curriculum to the unique needs of each child. The key-worker maintains links with the child's home setting working with parents through shared record keeping to ensure that all children are supported in reaching their full potential.



### **Record Keeping:**

#### **Your child and Assessment/Reporting:**

**Your Question:** Will my child be assessed and monitored within their setting?

**Answer:** Yes.

- **Why?** All Early Year Settings are required to “meet the diverse needs of children”. To help all children make the best possible progress we must assess their development.
- **How?** Through observations, practical activities, questioning, specific tasks, speaking to parents.
- **Where?** During normal activities with in the setting. Your child will rarely realise that they are being observed and we will ensure that your child feels safe and secure.

- **When?** This is an ongoing process and will begin even before your child starts when you provide information about your child and will continue until they leave. We must assess and then evaluate that assessment to help decide what is the next step to develop your child's learning.
- **What?** An Early Years Practitioner had "curriculum guidance for the foundation stage" published by the Department for Education and Skills (DfES) which identifies 6 areas of learning and early learning goals and it will be against these goals and the stepping stones towards these goals that your child will be assessed.

**Your Question:** Will I be informed about the assessments?

**Answer:** Yes.

- **Why?** "Parents are children's first and most enduring educators". For effective education parent and practitioners must work as partners.
- **How?** We may report back to you on a formal or informal basis, in verbal and/or written form. You are always welcome to enquire about your child's progress but it may be advisable to arrange a suitable time to meet.
- **When?** You will be informed about your child's progress within the group both termly and yearly. But if you have any concerns then any time is appropriate.
- **What?** These are the areas of learning your child will be assessed against.
  - Personal, social and emotional development
  - Communication, language and literacy
  - Mathematical development
  - Knowledge and understanding of the world
  - Physical development
  - Creative development

**Basic Rules and Guidelines:**

1. Pre-school opening times are 9.15am to 11 45am Wednesday,/Thursday/ Friday and 9.00am to 11.30am Tuesday&12.30pm to 3pm Please do not leave your child before the relevant opening time as we are not insured to take children before that time, and the room may not be fully set up.
2. When collecting your child, please wait in the entrance hall until your child is brought out to you. As you will appreciate, children of such a young age find it difficult to concentrate, and people coming in early can disrupt the children a great deal.

3. Should your child need to be absent from pre-school due to illness, it would be appreciated if you could inform a member of staff. If your child is suffering from an infectious disease, it is important you inform us as soon as it is diagnosed.

We appreciate that from time to time coughs, colds and tummy upsets happen. Our experience tells us that it is always better to let your child have the extra day off to recover. They are much happier on return. Illness can soon spread through pre-school.

4. Please do not allow your child to bring money, sweets or small toys to pre-school.
5. Every child is entitled to receive milk and a piece of fruit or vegetable halfway through each session. If your child dislikes milk or cannot drink it, please advise us of a suitable alternative and we will try to accommodate them.
6. Your child will be painting, using clay, play-dough, glue etc., so please do not send them in best clothes. Most of the materials we use will wash out, but some do adhere to certain materials more than you would like. We encourage children to be as self-sufficient as possible, so please avoid dungarees, braces and belts where possible.
7. Volunteers to help in the session are most welcome. If you feel you can help occasionally, please inform a member of staff or committee member.

8. The fees for Pre-school are;

1 Session -2 year olds (unaccompanied) £ 6.00

3 and 4 year olds £ 5.50

Afternoons £ 5.50

Lunch Club £ 2.50

Absences Charged at full rate (except when  
Holiday entitlement is used)

9. Funded places should be available for children from the term after their 3<sup>rd</sup> birthday. For full details please ask any member of Committee or Staff.

10. When your child accompanies the family on holiday, please let us know two weeks before you go and ask to use all or part of a holiday allowance. The holiday allowance in any year is the equivalent of 2 weeks attendance.

1 day per week attendance	=	2 days holiday per year
2 days per week attendance	=	4 days holiday per year
3 days per week attendance	=	6 days holiday per year
4 days per week attendance	=	8 days holiday per year
5 days per week attendance	=	10 days holiday per year

11. Any parent finding pre-school fees a problem, please do not deprive your child of a place. We may be able to help obtain assistance for you. This matter will be dealt with in the strictest confidence. Please contact the treasurer.
12. Discipline – We aim to give a sense of responsibility in the children and develop self discipline and good manners at all times. We believed discipline is a shared responsibility with the parents and we will contact parents should we be concerned about the behaviour of any child.

We hope the time your child spends with us is happy for all the family. If you experience any problems in any aspect of pre-school please discuss this with the manager/supervisor at the end of the session or contact the chairperson, either in person or in writing. They will be happy to help in anyway.

**Current Members of the pre-school Committee:**

Chair: Simone Peavoy 01405 861217  
Vice chair Position Vacant  
Treasurer: Lynn Tupling  
Secretary: Sarah Webb  
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**Members of Staff:**

Setting Manager: Lynda Parkin (child protection coordinator & SEN)  
Playgroup practitioner Joanne Blackburn  
Playgroup Practitioner: Jack Monks  
: Deputy/relief manager Lucy Kirk

**The Mobile Phone contact numbers for Pre-School are:-07549185513**

**Lynda Parkin manager 01757 618044/ 44772533862**

### **First Day At Playgroup**

**ARRIVING:** Pre-School actually opens its doors at 9.15am or 9.00am depending on which day you come. Until that time, the door will be locked.

**GOING IN:** Please sign your child into the building. Help your child find their Name Card, this is a shaped piece of card with each child's name on, stick this on the playgroup house.

**COATS:** If your child needs help with their coat take your child through into the Function Room, although a member of staff will be here to help them.

**SNACK:** At around 10.15am each morning, the children sit down have a drink of milk or water with a choice of healthy snack at the café bar. They will be encouraged to pour their drinks and choose a snack.

**STORY:** Each day, around 11.30am, the children will sit down as a whole group and enjoy a story before returning to the Function Room to get their coats.

**PICKING UP:** Pre-School will usually be open from around 11.45am or 11.30 for you to come and pick up your child. You are asked to come in and wait until your child is delivered to you.

**WORK:** Your child's toy and any work that has been done and is to come home together with any Newsletters will be ready to pick up while you are waiting for your child. These will be in their busy boxes on the tables by the wall near to the toilets. PLEASE do not take this home

**LEAVING:** At 11.30am or 11.45when staff identify you are here, your child will be brought out to you ready to go home.

**PAYING:** . please put fees in a sealed named envelope indicating the amount enclosed and give to a member of staff. Fees are due weekly and receipts will be issued on a weekly basis by the Treasurer.

**QUESTIONS:** If you have any questions on a day-to-day basis, please feel free to ask any member of staff who will be only too pleased to try and help.

Your child's Keyworker will be available to talk about any concerns you have about your child and will regularly keep you informed of your child's progress. A list of the key workers is on the notice board.

PLEASE NOTE THAT OTHER THAN THE TIMES STATED ABOVE, ALL DOORS AT PRE-SCHOOL WILL BE SECURED TO PREVENT ANY UNAUTHORISED ACCESS AND THE POSSIBILITY OF ANY CHILD LEAVING. IF YOU NEED TO GAIN ACCESS FOR ANY REASON PLEASE RING PRE-SCHOOL FIRST AND IF NECESSARY KNOCK HARD ON THE WINDOW TO MAKE YOURSELF KNOWN TO THE STAFF BEFORE ANY ACCESS WILL BE ALLOWED.