



Dear Parents,

### Welcome to Little Learners!

This brochure is designed to provide you with an overview of Little Learners preschool and to introduce you to our routines and environment.

**Our aim is to provide a safe, fun, active and challenging environment for all who work in it. We want to promote a purposeful, positive play environment where your child/children aim to reach their potential in all areas of learning.**

We want you, your child/children and the staff to:

- Enjoy working and learning together
- Keep asking questions, and investigate for ourselves
- Become independent

And above all, want to come back to learn some more tomorrow!

We work closely with the reception classes at The Meadows, and the children become familiar with all facilities, enabling them to have a smooth transition when moving on into our primary school.

We also enjoy sharing successes on your child's learning journey! Perhaps you would like to record one of your child's achievements on a piece of paper to enable your child to share their successes with their peers (we call these WOW moments).

If ever you need to discuss concerns or problems, please speak to a member of the team so that we are able to work together in finding a solution.

May I also take this opportunity to inform you that in March 2017 we were awarded *GOOD* from OFSTED. We as a staff team are extremely proud of this huge achievement. You can view the report on our website.

**We are looking forward to working with you. Any help or support we can give each other will only benefit us, and more importantly, our Little Learners!**

Thank you!

Mrs. Karen Cassey  
Pre - School Manager

**Little Learners**  
**Calder Road, Lincoln LN5 9BB**  
**Telephone 01522 721708 Fax 01522 721596**

TEACHING TEAM

Pre - School Manager/Key person: Mrs K. Cassey

Assistant Manager/Key Person: Mrs C. Bayliss

Teaching Assistant: Mrs G. Collingwood

Teaching Assistant: Mrs N. Tear



ADMINISTRATION AND SUPPORT STAFF:

Business Manager: Mrs D. Fenton

Administrators: Mrs L. Clark,  
Mrs J. Sampson,  
Mrs H. Smith

Caretaker: Mr M. Ashton

These members of our staff are often the first point of contact, and will aim to help you with any questions that you may have. They can be contacted in the main office at The Meadows Primary School.

Little Learners Aims:

1. To provide a happy, caring environment in which children are valued as individuals and encouraged in whatever they do.
2. To encourage parental involvement and partnership in all aspects of nursery life.
3. To provide for children's pastoral, physical, social and intellectual needs in a planned, organised yet sensitive way.
4. To share information with parents about their child's welfare, health and other issues.

### **Preschool Uniform**

We encourage children to wear our school uniform. Sweatshirts, t-shirts and other items displaying the school logo can be purchased via the school website: [www.themeadows.lincs.sch.uk](http://www.themeadows.lincs.sch.uk). Sensible footwear must be worn. Shoes with platforms, heels and/or strappy sandals are not allowed, in order that we can ensure safety and protection for all children.

Please contact the school office if you would like more information.

### **Development Matters in The Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) begins at birth, and continues through until the end of Reception year. All children bring different experiences with them and will have already learned a great deal by the time they arrive in Little Learners. We look forward to sharing this special time with you and your child.

Every child is unique. Young children encounter new experiences every day and try to understand them in order to extend their skills, gain confidence and build on knowledge they already have. Children also learn in different ways and we (parents, grandparents, relatives as well as, teachers, teaching assistants, the list is endless) have a crucial role in their learning. We use a wide range of teaching styles and our knowledge of child development to make the most of all these experiences.

Children learn and deepen their understanding through playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and others.

**Following children's interests** is the key way in which children learn with enjoyment, support and challenge. We aim to provide opportunities for your children to succeed in an atmosphere where they are not only cared for, but feel valued and secure. Play opportunities include lively and active moments, and also time for quiet and reflection. Children will play alone, alongside others and together.

In the Early Years Foundation Stage, we will monitor the progression of individual children as they develop and will observe their steps towards the ELGs. Children vary as to how long it takes them to reach each level of development in each area of learning.

For example, a child who is good at counting may not be so confident at cutting, or a child who enjoys painting may not be able to ride a tricycle. It is our role as effective practitioners to support your child at their level and help them to develop, at their pace and to the best of their ability.

We follow the EYFS statutory framework for learning and development and for safeguarding children and promoting their welfare.

The following principles shape our practice in the Foundation Stage.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children develop and learn at different rates

### **Areas of Learning and Development**

Our curriculum in the early years is based on learning through play and using the principles of objective-led planning. We strive to create exciting environments and themes based on the children's questions, interests and next steps.

### **Objective Led Learning**

We follow Alistair Bryce Clegg's model of objective led planning.

Following observations this involves practitioners targeting a small group of children who are heading towards the same objective. Our Early Years practitioners enter the children's play, taking the objective that they want them to achieve and steer it into the play. This allows learning to be acquired without interrupting the children's high levels of learning

through play. This type of planning gives us an excellent knowledge of where all the individual children are and where they need to go.

There are seven areas of learning and development of which all are important and all are interconnected. These are categorised into the following headings and make up the Foundation Stage educational programmes.

Prime areas:

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

Specific areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Our environment and the opportunities we provide are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring - children investigate and experience things.
- Active learning - children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**Communication and Language - this underpins all areas of learning and development**

***Listening, attention and understanding*** - children are beginning to listen to stories, poems and rhymes of interest to them. It is also important that they listen and respond to their peers and adults around them. Children will learn to focus their attention on what is important. They will need to follow instructions, join in with stories and rhymes and also attend to what's happening around them. Children are keen to be busy and involved and their understanding is constantly changing and progressing. Children will begin to follow instructions, and also ask questions using `how` and `why` to gain a further understanding of what they see, hear, smell and feel.

**Speaking** - children's vocabulary increases rapidly through listening to those around them and copying and repeating these words and/or phrases. Purposeful and quality conversations have a massive impact on the development of language. It is our role to introduce new words and phrases, along with what they mean to develop children's speaking skills. They are beginning to build sentences and use these to link their thoughts together, making sense of the world around them.

### **Physical Development - vital in children's all-round development.**

**Gross motor** - Children enjoy exploring ropes, hoops, balls, wheeled vehicles and much more. This huge area is all about how children move and use their bodies, showing good control and coordination. Children will be throwing and catching balls or maybe making large marks on paper using crayons. These are all vital in developing physical skills.

**Fine motor** - Children love to touch and feel objects around them. They are keen to hold objects in their hands, such as brushes, pencils, threading tools, blocks and bricks. This helps towards developing mark making skills.

Children are beginning to use the toilet independently and they are gaining knowledge of why it is important to wash their hands. This area is very important for all children, as they begin to learn about keeping themselves healthy, following hygiene routines and good health routines.

### **Personal, Social and Emotional Development - fundamental to cognitive development**

This is such a vital part of children growing up, they need to feel safe, happy and secure within their environment in order for them to be able to learn, develop and progress.

**Building Relationships** - this is all about children building relationships with their peers and adults around them, sharing, taking turns and working together. Demonstrating friendly behaviours and forming friendships.

**Managing self** - Children are beginning to make choices about what they can do and what they like to do. They are keen to receive praise for what they have achieved and showing confidence to become more independent about selecting and carrying out a range of tasks and activities. It's also

about children having the confidence to speak to others and share their ideas.

**Self - regulation** - Children are beginning to differentiate between their own and the feelings of others, work toward simple goals and give focussed attention, responding appropriately and following instructions. They are becoming aware that their actions may harm others and understand that they should cooperate with boundaries and routines.

Below is a brief description of the four **Specific Areas**:

**Literacy: helping children to develop a lifelong love of reading with secure understanding and developing word reading skills.**

This is separated into three areas:

**Comprehension** - Children will begin to show understanding of story structures, settings, characters and much more, which will lead to developing their own imagination and creativity when developing their own story writing.

**Reading** -Early reading is more about children enjoying and joining in with rhymes, poems and stories, so they can begin to notice patterns in speech. They will begin to build a good knowledge of books and stories. It is important that children are encouraged to look at and use books in a range of ways. Puppets are also ideal for introducing story telling.

**Writing** - Children may be eager to draw and paint, and maybe they sometimes tell you about what they have drawn or painted. These are all early writing skills. Encouraging children to make shopping lists or take your food order are all ways of developing pre - writing skills, as children will create marks and give meaning to the marks which they make.



**Mathematics:**

This is separated into two areas: helping children to develop a strong grounding in number, confidence and understanding in skills and developing a positive attitude and interest in wanting to have a go.

**Numbers** - children will begin to use some number names and language as they speak to you and play. They will also begin to attempt counting and show some understanding of quantities by noticing when something has gone, or the group size has increased. Children may count as they climb the stairs or clap their hands. They may also begin to recognise what age they are or what number house they live at, leading on to them recognising more numbers within the environment.

**Numerical patterns** - Knowledge and understanding of this is developed through the use of activities such as, building bricks, following positional directions, talking about shapes within the environment and much more. Children begin to use shapes for tasks, building and balancing and possibly even measuring.

**Understanding the World: helping children to make sense of their physical world and community.**

This is separated into three areas:

**Past and present** - Children will begin to explore similarities and differences between the past and present, based on their personal lives and experiences and those of the people around them. They will also explore settings, characters and events through stories and the use of puppets.

**People, culture and communities** - children become curious, as they grow and develop. They like to ask questions finding out more about the world in which they live. They become interested in occupations and the cultures and beliefs of others.

**The natural world** - children will begin exploring `their world` showing curiosity about objects and living things. They will begin noticing changes in the weather and the seasons, showing understanding of time and growth. They will also explore physical forces, such as light, sound, pushes and pulls.

*Although this is no longer a specific heading technology remains important.*

**Expressive Arts and Design: development of children's artistic and cultural awareness and support creativity and imagination.**



**Creating with materials** - this is all about children using music, art and construction to develop their imaginations. Children will dance, sing and explore instruments. They will also build using various resources using their imaginations and also begin to be interested in textures describing how they feel. They will paint, draw and collage, creating their own pieces of art work.

**Being imaginative and expressive** - children have wonderful imaginations and it is important that we encourage this. They may make up rhymes and songs, stories and play scenarios. Children can use their imagination to engage in role play, therefore, developing story lines and structures.



## **Admissions**

Children are admitted in the term after their third birthday. Cut off dates for admission are August 31<sup>st</sup>, December 31<sup>st</sup>, and March 31<sup>st</sup>. They will be offered either a morning or afternoon place. The current capacity for the pre-school is 48 part time places (24 AM and 24 PM).

In the event that there are more applicants than places available, we will follow the Little Learners Admissions Policy (a copy can be found on The Meadows Primary School web-site at:

[http://www.themeadows.lincs.sch.uk/classes\\_and\\_learning/classes\\_and\\_learning/little\\_learners\\_pre\\_school/brochure.html](http://www.themeadows.lincs.sch.uk/classes_and_learning/classes_and_learning/little_learners_pre_school/brochure.html)

Our waiting list is monitored and reviewed regularly.

In the event of applications exceeding places, the following factors will be considered:

- Date of application.
- Age of child (priority given to the oldest).

- Established family connection: for instance, a sibling already attends The Meadows Primary School.
- Vicinity of the home to the setting.

In accepting the offer of a place at Little Learners, the expectation is that parents will commit to ensuring their child attends sessions regularly and on time. This forms early good habits in preparation for their transition into the Primary phase of their education. Where the allocated sessions are not being fully utilised ie: a child's attendance at Little Learners falls below 85% in a 6 week rolling term time period, the setting reserves the right to withdraw the allocated place.

All information collected about your child will be treated in strict confidence and stored appropriately in line with General Data Protection Regulations (GDPR), tailored by the Data Protection Act 2018 and Ofsted Registration requirement under The 1989 Children Act.

### **Organisation**

Adult to child ratio is 1:8, with children being allocated to a colour group and a key worker. There may also be students helping at other times. Other support agencies, such as educational psychologists, speech and language therapists, early years specialist teachers and health visitors work with the school to provide specialist needs. It is our policy to keep parents fully informed should their child require such specialist help.

### **Pre-school Sessions:**

Morning      8.45am - 11.45am

Afternoon    12.30pm - 3.30pm

Due to Covid-19, arrival and departures may need to be amended nearer the start date in September. We will notify you if this is the case.

There is no organised supervision before this time and children should not be left unattended in the school grounds. Pre-school sessions finish at 11.45 a.m. and 3.30 p.m. Children then exit from the pre-school door. Children must be collected by parents wherever possible. Kindly notify Mrs Cassey or another member of staff if someone, other than yourself, is collecting your child.

### **Visitors to pre-school:**

Visitors may come into pre-school to speak to or work with children. Visitors such as the fire brigade, local police officer, local church representatives and health visitors will enrich the curriculum on offer by their contribution.

### **Visits out of the pre-school**

At various times during the year groups may be taken out of pre-school on visits to enhance the work of the topic being studied. These may be short local walks to houses, shops or to the post box.

### **Healthy snacks**

Healthy snacks are provided whilst your child is in preschool. Milk is provided free for under 5s and as part of a government initiative. We also offer each child a piece of fruit daily; this contributes towards a healthy and balanced diet. Your child will also be doing regular baking too and bringing some treats home!

Parents may be asked to make a contribution towards the cost of certain events. We will let you know by email if a voluntary contribution is required.



### **Personal Accident Insurance for pupils and Personal Property**

Whilst in the care of the pre-school, pupils are covered under the school's public liability insurance arrangements. However, the insurance market offers personal accident cover for pupils. Please make enquiries with insurance companies if you require this protection.

**Pupils are responsible for security of their personal possessions.**

### **Equal Opportunities:**

The aim of promoting Equal Opportunity at Little Learners is to ensure that all are treated fairly and justly regardless of disability, gender, religion, racial, ethnic, national or social origins. The pre-school strives to ensure that all pupils fulfil their potential and develop a positive attitude towards an image of themselves.

**Uncollected child procedure:**

- Staff will remain with the child and be given reassurance
- Attempts will be made to contact the parents/carers
- In the event that the parents/carers cannot be contacted, attempts will be made to contact those persons named as emergency contacts on the child's registration form
- If no contact has been made within an hour, the safeguarding children's board will be informed

Little Learners reserves the right as part of their duty of care to retain a child within the setting, if they believe that a parent or carer, who arrives to collect their child, is under the influence of alcohol or any other substance.

**Missing child procedure:**

Little Learners take the safety of children very seriously and will take every precaution necessary to ensure that the children in their care do not leave a session unaccompanied. If in the event of a member of staff not being able to account for a child's whereabouts, the following action will be taken:

- Search systematically - check all rooms in the building and outdoors, whilst ensuring the safety of all other children
- Parents will be contacted and if they are unavailable, emergency contacts will be tried
- If the above steps do not locate the child, then the police will be called.

**Complaints Procedure:**

- Any parent/carer who has a concern about any aspect of the setting are encouraged to discuss this with the pre-school manager.
- A copy of the school's Complaint's Procedure (which also includes Little Learners), can be found at:

<http://www.themeadows.lincs.sch.uk/documents/%5B382627%5DComplaints Procedure January 2020.pdf>

**Safeguarding: Children learn best when happy, safe and secure.**

The welfare of the children attending the setting is paramount and concerns about child abuse will be taken seriously at Little Learners. Staff have the right to share their concerns directly with the Lincolnshire Safeguarding Children's Board or the police if they feel this

appropriate. A new initiative within the new framework is to promote the good oral health of children

Thank you for taking time to read through our preschool brochure. We hope you have found it useful and informative, and we look forward to working with you and your children in the future.