

Hagley Primary School

Kindergarten

Information for Parents/Carers



Hagley Primary School Kindergarten
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About us

Hagley Primary School Kindergarten was established in September 1990 by the Head teacher and governing body of Hagley First School (now Hagley Primary School); a company limited by guarantee (HPS Care Ltd.) has overall responsibility. We cater for children aged 3 to 4 years during their pre-school year, preference being given to children in the Hagley catchment area in line with our Admissions policy. We are registered with and inspected by OFSTED. Kindergarten is situated within Hagley Primary School and functions as a self-contained unit. We are non-profit making and any surplus monies are used to further develop the Kindergarten and/or donated to the Hagley Primary School fund.

Kindergarten sessions are during term time only and are from 8.45 to 12 noon Monday to Friday with the opportunity to stay until 3 p.m. on Mondays, Tuesdays Wednesdays and Thursdays. Continuity, familiarity and a regular routine are important for not only all areas of development but also to ensure children feel settled and with this in mind we prefer attendance over at least three days and as a minimum, two.

Kindergarten offers the Early Years Foundation Stage (EYFS) Framework, which is continued in Reception. It is differentiated to suit the needs of each child, irrespective of age and delivered by a highly qualified staff, on a ratio of a minimum of 8:1 at all times.

We offer flexibility of days, which allows parents to choose the option which is most appropriate for their child, (see above). The full days enable children to experience being away from home all day, and gives them the social skills necessary for lunch times thus providing a smooth and happy transition into school.

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation in educational/early years settings to promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs."

These same values have always been an integral part of Kindergarten's philosophy and practice and will continue to be so.

Our Aim is

- To promote British values according to the age and stage of development of children in our care.
- To work within a framework which ensures equality of opportunity for all children and families in a parent-involving community based setting.
- To ensure that children are secure and happy, developing emotional stability and beginning to recognise and understand emotions in both themselves and others.
- To develop children's confidence and self-esteem helping them to become self-assured and independent; skills which will help them work/play co-operatively with others.
- To encourage the making of positive relationships and to have a sense of belonging.
- For children to exercise tolerance and understanding in matters of gender, race and religion.
- To enable children to develop an awareness of the need for rules and understand right from wrong.
- For children to develop the capacity to reason and communicate.

We will:

- Provide a safe, secure and enabling environment which is conducive to developing the whole, unique child, in order that they may become capable and resilient and development and learning is maximised.
- Provide balanced experiences appropriate to age and stage of development, realising the importance of play. Play is children's work, and in it they learn at their highest level.
- Work together in partnership with parents and carers.

We offer your child

- A specially tailored foundation stage experience leading to Early Years outcomes.
- Individual care and attention made possible by a high ratio of adults to children.
- Fun and friendship with other children and adults in a relaxed and child friendly environment.
- The support of a key person.

Opportunities exist for you and your family to be directly involved in the activities of Kindergarten and in your own child's progress.

What OFSTED said about us – May 2016

- *Robust staff performance and development procedures ensure the extremely dedicated and enthusiastic manager and staff are highly qualified, skilled and knowledgeable*
- *Their excellent teamwork and outstanding care and teaching skills ensure children are nurtured, thrive and achieve at the highest level*
- *There are excellent relationships with parents. They and staff often discuss children's activities and achievements. Parents contribute in many ways to their children's learning and children are delighted when their parents join in activities*
- *Children's behaviour is exemplary. Staff clearly express their high expectations of children's behaviour and consistently encourage and praise their efforts. Children share, take turns, help and encourage each other, and celebrate each other's successes*
- *Children have an excellent understanding of how to keep safe*
- *The manager and staff inspire children to be highly motivated learners who eagerly join in and want to do well. Through their excellent questions and explanations and innovative use of resources, the manager and staff expertly develop children's understanding*
- *Excellent links with other agencies ensure highly effective support for children who have special educational needs or disability, or who speak English as an additional language*
- *Children become really confident to express their ideas and share experiences*
- *Children are very well cared for, eat healthily and confidently manage different aspects of their personal care and good hygiene*
- *Children make outstanding progress in relation to their starting points*
- *Children thoroughly enjoy being at kindergarten. The kind, attentive manager and staff reassure and encourage children, who soon settle and eagerly explore the very inviting, well-resourced surroundings*

Full report can be viewed on the Ofsted website as well as Kindergarten's section of the primary school website.

Attendance

The Kindergarten entrance is off Park Road and shared with the old Children's Centre, Conkers. The route is via a dedicated enclosed pedestrian walkway. Kindergarten's green signpost is to the left of the main school entrance. Please ensure that your child remains with you during the walk to and from and whilst waiting to come into Kindergarten. Children should arrive at 8.45 a.m. and be collected promptly at 12 noon or 3 p.m. If someone different is collecting your child, please record this in our child collection book unless they have already been authorised to collect. Children should be punctual and regular in attendance. There is parking along Park Road, **please DO NOT attempt to park in the school car park**. If either you or the person dropping off/collecting your child has a mobility difficulty please note there is a disabled parking space next to the Kindergarten front door, you may arrange to use this with the manager.

Please ensure everyone who drops off/collects is aware of this information.

When your child is unwell and other absence

Parents/carers are requested not to bring their children to Kindergarten when they are unwell or have infectious/contagious diseases and to make sure that they are fully recovered, (48 hours after the last episode in the case of sickness/diarrhoea) before they return. Children should not attend Kindergarten if it has been necessary to administer Calpol (or similar) on an attendance day. If you are unsure or would like guidance please ask to see Worcestershire's guidelines which can also be found on the Kindergarten section of the primary school web site or speak to the manager. Please telephone (come through to Kindergarten, not school absence line) or email if your child will not be attending, this applies to occasional days off and holidays too.

What to wear

Kindergarten sweatshirts are optional; they may be purchased from Dancers of Halesowen. From time to time we have good quality second hand sweatshirts donated for which we ask a donation. It is good for children to practise the skills which will make them independent; simple clothing which they can handle themselves will enable your child to go to the toilet when they want to and to put on and take off their outdoor clothes without being too dependent on other people's help. We aim to spend some time outside during each session, please ensure your child has suitable clothing and during warm weather, that long lasting sun cream has been applied at home and a sun hat is in their bag. For PE sessions in the school hall (please check for day), girls are required to leggings and socks, no tights please. Please ensure that **all** items are clearly marked with your child's name.

Children access a variety of "messy" play activities including painting, gloop and outside our mud kitchen. We provide aprons for painting and other similar activities inside. Please avoid sending your child in "best" clothes or footwear. We are happy for you to provide wellingtons although not essential.

Please also ensure your child always has a spare set of clothes in a day bag which should be placed **under the bench in the cloakroom area**. Please ensure that everyone who brings your child to Kindergarten (including child minders/family members or friends) are aware of this procedure.

Starting Kindergarten

A child who is tense or unhappy will not be able to play or learn properly, it is important for parents and Kindergarten staff to work together to help children feel confident and secure. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. Please be assured that we will telephone you if your child has not settled after you leave. Our key person system aids a smooth transition to Kindergarten. A registration form is required to be completed prior to your child starting.

Wrap around care

A number of childminders drop off and collect children from Kindergarten and Ducklings Day Nursery collect at 12 noon.

Special Educational Needs

All children are special. At Kindergarten we recognise that some children may have more specialised needs than others. Our staff team are skilled in working with such children ensuring they are fully included as well as identifying where children may need additional help. Worcestershire's Inclusion team are available for additional support as well as Speech and Language drop-in clinics. Our team work together with other professionals and in partnership with parents/carers, please keep us updated where other professionals are involved, in the first instance with the Manager/SENCo.

Funding/Fees

We are registered to accept Nursery Education Funding which entitles your child to 15 hours per week for 38 weeks of the year, free of charge. An additional 15 hours funding (for 38 weeks) is available to parents who meet qualifying criteria. Where a child attends another setting/s funding can be split. You will be asked to complete a form to enable Kindergarten to claim funding. Any hours you choose to take over and above the funded entitlement, will be charged at Kindergarten's hourly rate which is reviewed each April. ***If your child attends another setting and hours change it is essential we are informed and vice versa.*** Fees are payable midway through each term; there will be no remission of fees for absence, except under exceptional circumstances and at the discretion of the Manager/Management Committee.

A small voluntary charge is made on entry to cover the cost of consumables such as art/craft and other similar resources which are used to enrich our curriculum together with essentials.

Please note from September 2020 we will accept payment only by bank transfer or childcare vouchers, including for lunch.

Pupil Premium

This additional funding was extended to 3-4 year olds in April 2015, details are included in the funding form.

Altering attendance/Leaving Kindergarten

Once allocated it will be necessary to give a term's notice if sessions are declined or cancelled or failing that, payment in lieu. Once a child commences attending Kindergarten and it becomes necessary for them to leave for any reason other than transfer to primary school then a minimum of one month's notice is required or alternatively one month's fees in lieu. For further information please refer to our Payment Policy and Procedure.

Key Person system

Our key person system gives each member of staff particular responsibility for a group of children; children are allocated to a colour group. Each child together with their parents/carers has this key person to relate to in addition to the Kindergarten manager and/or deputy, which can make settling into our setting very much easier.

Learning Journeys

Each key person maintains links with home settings and works with parents/carers through this shared record-keeping system to ensure that each child is supported in reaching their full potential. The learning journey includes observations of children in group activities or play situations together with developmental notes, next steps and photographs, the journey will be regularly shared with parents by email at the end of each half term.

Staff record learning journeys electronically using the 2Simple app. Parents/carers will have the opportunity to contribute their own notes by replying to 2Simple emails with learning journey attached.

A review takes place during the year which we will ask you and your child to contribute towards.

In addition to permanent staff we have weekly help from volunteers and from time to time students on college/school placement. Other adults are invited into Kindergarten, i.e. nurse, doctor, Fire fighters, vet and parent/carer helpers. All visitors are supervised by a member/s of staff.

Training

We are constantly in touch with new thinking in the field of child education and care and regularly participate in training arranged by our local partnership group, Worcestershire's Early Years team, Hagley Primary School and other training providers. In addition, we regularly hold in house staff training days.

Links with Hagley Primary School

Kindergarten has close links with the school, especially the Foundation stage. Children visit the school hall for P.E. and concerts then during the last half term, assembly. Outside children experience Forest school and play activities on the field and playground. Lunch on our full days can be provided by the school kitchen. **Please be aware there is no link between attending Kindergarten and your child being offered a place in the primary school.**

Forest School

The primary school set up a Forest School site in the woodland area which is situated in the corner of the playing field. Forest School originated in Scandinavia in the 1950's and has been an integral part of Early Years education in Denmark since the 1980's. The Forest School concept was brought to Britain around the late 1990s and is an inspirational process that offers children opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland environment. During the year children will visit the woodland area to take part in a variety of activities.

Communication

We communicate via email, newsletters and in person. Please ensure we have up to date contact details and **check emails regularly**. Also see below – web site. Please share information in emails and newsletters with everyone who drops off/collects your child.

Web site

We have our own section within Hagley Primary School's website where newsletters, holiday dates, this prospectus and other news/information/useful publications/help can be found. **You will also find a transition booklet to share with your child and other family members prior to joining us, its aim being to bridge the gap between the induction visit and starting Kindergarten.**

Under "Useful Information" there are guides for parents/carers such as to the Early Years Foundation Stage (September 2012) including how you can support your child's learning and development and **"What to expect when?"** which is guidance to your child's learning and development in the early years foundation stage as well as a guide to applying for a place in a primary school.

Security

Kindergarten is located in the grounds of Hagley Primary School which is a secure environment. There is no access to the Kindergarten building outside opening hours without prior arrangement. The outer door remains locked at all times once children have arrived and parents/carers left.

Lunch arrangements

We are able to offer your child the option of either bringing a packed lunch from home or having a meal prepared by the school kitchen. Children eat together in Kindergarten. The lunch provider is 'Alliance in Partnership' (AIP) who offer a choice of main, vegetarian, jacket potato, sandwich or pasta bowl together with various deserts each day. Payment for lunches can be made either half termly or for the whole term in advance.

Refreshments

We operate a café style system where children can access a drink of milk or water, plain biscuit and a variety of healthy snacks independently. Our "**healthy snack contribution**" scheme enables us to offer a wider range of snacks at the café, if you are able to support this us by contributing such items as fresh fruit, carrots, cucumber, dried fruit, cheese, breadsticks etc. we will be able to offer more variety. NO NUTS PLEASE or meat items. It is not necessary to provide an individual snack for your child, for further details please speak to a member of staff. Cafe is supervised by an adult and has a self-registration system which ensures each child has a drink and something to eat during the morning. Cafe is a relaxed social occasion where children can access their refreshments when they choose.

We welcome parent/carer help to prepare fruit/vegetables for the cafe.

In preparation for life in school please send your child with a named water bottle each day. Additional water is available during the whole day and children may help themselves or ask an adult.

The Role of parents/carers

We recognise that parents are the first and most important educators of their young children. Our Kindergarten aims to support parents/carers and parental participation is actively encouraged.

Research shows that children learn better when their parents are involved. Our system is open to all parents/carers who would like to join us in Kindergarten on a single occasion or more regularly. It also gives parents the opportunity to take an active part in the setting, to see what happens and to talk about it afterwards with their child. In addition, it provides a valuable opportunity for all children to see their own parents/carers in a new role. Please speak to the manager if you'd like to join us, Grandparents and other carers are very welcome too.

Encouraging Independence

All children have their own named peg for their coats. We encourage children to take off/put on their own shoes, socks and to put on/take off and hang up their own coats, however, we're always there to lend a helping hand. At the café children are encouraged to pour their own drinks and tidy away after themselves. Children are also expected to tidy away activities, we label most resources and equipment with photographs as a visual aid. We would like to work together with parents and carers in consolidating and building independence which is a major stepping stone towards the skills needed in primary school.

Whilst adults are available to assist, children are required to feed themselves at lunch time and we ask parents to support us in preparing their child prior to starting Kindergarten.

Rockets – Self Registration

Each morning parents/carers are asked to encourage their child to find their name card and place it on the relevant 'rocket' to self-register (formal registers are also taken). Names can be found on the unit next to the sand tray and the two rockets on the wooden dividing doors. There is a rocket for each room – please refer to the lists (with room photographs) above each rocket. It is necessary to ensure everyone who drops off is aware of this procedure.

Star Person

Each day a different child is our 'Star Person', this helps boost the child's confidence and feeling of self-worth. A list on the notice board tells you when it is your child's turn. Being a star person involves being asked to help with special tasks, being first in a line and bringing in a special item/toy to tell us about during "Star Person" time. Please encourage your child to bring in one item rather than a bag of toys.

Library

Children are invited to choose a book from the Kindergarten library each week, commencing from beginning of the spring term. Books should be returned the following week to enable another to be chosen. In the unlikely event that a book is lost or damaged then a replacement charge will be made.

French

Mrs Jayne Foster visits weekly to deliver fun activities, including songs and games. Participation is parents' choice as it is necessary to make a small for this extra-curricular activity.

Yoga

Mrs Emma Cartwright visits weekly to practise yoga with the children, there are many benefits to this gentle form of exercise. Again, participation is parents' choice as it is necessary to make a small charge for this extra-curricular activity.

Snow closure

In the event of heavy snowfall or other extreme weather conditions the Kindergarten will be closed as per Hagley Primary School. Details of school closures will be broadcast by local radio stations: Radio Wyvern, BBC Hereford & Worcester, BRMB, Heart and The Bear. This information may also be found on the school website.

Our session

Our sessions start with children being welcomed by staff and self-registering. Please ensure that your child has registered by selecting their name and placing it on the relevant rocket. During this time, which lasts for approximately 10 minutes (to 8.55 a.m.), parents and carers are welcome to stay. A tambourine is sounded as the signal for children to gather together for formal registration, news and to set the scene for the session. Following registration children may choose their own activities, visit Cafe or participate in focus activities. Towards the end of the session we have a group "tidy up" time, celebrate our "Star" of the day and enjoy story time.

Children are able to initiate their own play within the following areas:

- | | | |
|---|----------------------------------|--|
| *Creation Station | *Painting | *Malleable materials |
| *Discovery | *Music area | *Dressing up |
| *Role play | *Sand and water | *Games and jigsaw |
| *Large scale building centre | *Cafe | * PE – school hall |
| *Quiet library area | *Mark making area | *Listening area |
| *Floor play such as farm, garage, trains, dolls house etc. | *Small scale construction | *Mathematical activities and concepts |
| | * Outside | |

Outside there are opportunities to use climbing equipment, bikes, other PE resources and a digging area/mud kitchen together with activities that are mirrored from the inside environment.

As far as possible, each week we forward details of what children have been engaged in and broken down into the areas of learning. This communication includes details of how parents/carers may help to consolidate learning that has taken place and is particularly helpful to those working parents who are not able to drop off or collect.

Learning opportunities

Within the group, all children are supported in developing their potential at their own pace. Our Key person system enables us to provide a learning environment tailored to the needs of each individual child. By means of developmentally appropriate play activities and a high level of individual adult input, we offer experiences which lead to nationally approved learning outcomes within the Foundation stage which is from birth and completed at the end of the primary school Reception year.

Most of our planning is taken from children's interests and ideas and enhanced by topical events such as the seasons, celebrations, looking after ourselves. Children are encouraged to bring in books, objects or pictures (labelled please) relating to the current area of interest for display and discussion.

The Early Years Foundation Stage consists of three prime areas and four specific areas. The prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, which are applied and reinforced by the specific areas.

Prime Areas

1. Personal, Social and Emotional development

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to play and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

2. Communication and Language

- Listening and attention
- Understanding
- Speaking

In both small and large groups, children are encouraged to extend their vocabulary, fluency and understanding by talking and listening, and by hearing and responding to stories, songs and rhymes.

3. Physical Development

- Moving and handling
- Health and self-care

A range of equipment and opportunities, both indoors and out of doors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. A very high level of adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills

required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

Specific areas

4. Literacy

- Reading
- Writing

Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and aware of their uses, both for reference and as a source of stories and pictures.

We work with a phonics sound scheme, Letters and Sounds, concentrating on Phase 1. We place emphasis on items starting with the letter sound, for example 'i' for igloo rather than ice-cream, 'a' for apple rather than aeroplane, 'g' for gate rather than giraffe. For further advice please speak to a member of staff.

When children are ready to progress to forming letters, they are only required to form lower case letters, apart from the first letter of their name. Please refer to handout regarding letter formation and effective 'pincer' grip when holding mark making implements.

Mark making ability evolves through the development of gross motor skills. Children are offered opportunities to use a range of large and small equipment. They begin to handle tools, objects, construction and malleable materials safely and with increasing control. Using one-handed tools and equipment they draw circles and begin to use anticlockwise movement, eventually holding pencils and crayons effectively to make marks for themselves.

5. Mathematics

- Numbers
- Shape, space and measure

By means of adult-supported practical experience, children become familiar with sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding. Each fortnight we talk about a different number, shape and colour.

6. Understanding the world

- People and communities
- The World
- Technology

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and living things (including animal visitors), recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

7. **Expressive Arts and Design**

- Exploring and using media and materials
- Being imaginative

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct in two and three dimensions. Within our "Creation station" a wide variety of art equipment is accessible for children to work with independently, for example paint, glue, sellotape, crayons and pencils as well as natural and discarded resources all of which provides for open-ended exploration of colour, shape and texture whilst facilitating the development of skills in painting, drawing, model making and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative play, both individually and as part of a group.

School Readiness

We work in partnership with other local pre-school settings including primary schools, day care nurseries and childminders. This partnership group have collaborated to produce a leaflet (which can be found on the Kindergarten section of the primary school website) for professionals and parents regarding what constitutes school readiness.

Policies and Procedures

Our policy and procedure statements, which are reviewed regularly are available for your perusal. If you would like to read these documents please speak to the Manager.

We hope that the year your child will spend with us in Kindergarten will be a very happy and productive one. If you have any queries or if we can be of any help, please speak to the manager and/or a member of staff at any time.

*"Childhood is a unique and precious time to be
experienced and valued for itself.
It must not be regarded as merely a preparation
for adulthood"*

Tina Bruce