

# Layston Preschool and Nursery CIC



## Brochure

# **Layston Preschool and Nursery CIC**

## **Contact details**

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## **Introduction**

Layston Preschool and Nursery CIC is situated within a classroom in Layston First School. The Preschool and Nursery provide high quality care and education in a happy and stimulating environment. Offering children the opportunity to learn through play and a wide range of structures activity inside and out, guided by the Early Years Foundation Stage Birth to 5 Matters and Early Years Outcomes. We are registered with OFSTED.

Inside the Preschool and Nursery, we have a messy play area containing craft, free sticking, play dough, sand, water and many messy activities. We have a Home Corner, Role play area, small world play area, book corner, computers, table areas for drawing / emergent writing, puzzles and construction. We have a quiet area, small group area, cooking area and access to a larger room for cooking within the main school. We have toilets within the main room. We have a large area for physical play. We have a fenced area for inside / outside play. We use a fenced playground area suitable for bikes, balls and bean bags. We use a fenced garden containing climbing frames, slides, tunnels and balancing objects. We have access to the large school playing field, a wild nature garden and sense garden, an outside classroom and the school hall.

The children's play and Learning is guided by the Foundation Stage Birth to 5 Matters (EYFS 2021) and Early Years Outcomes, which aims to help children achieve the Every Child Matters outcomes - Staying Safe, Being Healthy, Enjoying and Achieving, making a Positive Contribution, and Achieving Economic Well-Being

## **The Preschool and Nursery aims to**

- Provide high quality care and education for children primarily below statutory School age within a secure, safe and stimulating environment.
- Work in partnership with parents to help children learn and develop.
- Encourage children to mix and behave in an acceptable manner respecting both adults and other children.
- Encourage children to communicate, express themselves and learn in their own individual ways.
- Prepare children for Pre-reading and writing skills which are needed for their next stage of education.
- Offer children and their parents a service which promotes equality and values diversity.

## **As a member of Layston Preschool and Nursery CIC, your child:**

- Is able to play and learn in a safe, secure and stimulating environment.
- Is given generous care and attention due to our high ratios of adult to children.
- Has a chance to join with other children and respect each other, play and learn together.
- Is helped to take forward their learning and development by being helped to build on what they already know.
- Follows the Early years foundation stage Birth to 5 Matters (2021) which provides each child with.

**Quality and consistency** so that every child makes good progress and no child gets left behind;

**A secure foundation** through learning and development opportunities that are planned around the needs and interests of each individual child and are assessed and reviewed regularly;

**Partnership working** between practitioners and with parents and/or carers;

**Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### **The sessions Layston Preschool and Nursery CIC offer**

Layston Preschool and Nursery CIC is open five days per week, offering two sessions per day Monday to Thursday, and one session on Friday morning. Term time only.

We can provide care and education for children from the age of 2½ until they begin the reception class at rising 5.

The Nursery session is open from 0845 to 1145

The Preschool session is open from 1245 - 1515  
(Please note only if viable)

In addition, Layston Preschool and Nursery offer a **lunch club** between 1145 to 1245. This can extend the morning or afternoon sessions by one hour.

The term after your child turns three you can access 15 hours per week of funded sessions. We offer Nursery funded sessions every morning (Monday to Friday for 3 hours between 0845 to 1145) and wrap around care for nursery children offering lunch club and afternoon sessions if needed.

Children are funded by Hertfordshire County Council from the term after their third birthday. They receive 15 hours of funding per week for the term. There is a set number of sessions funded, depending on the length of the terms.

Preschool runs Monday to Thursday afternoon during term time. If you are funded your child can attend from 12.45 to 1515

Children can also be funded from 2½ years old if the parents are in receipt of certain benefits and have certain needs. Please ask Melanie Taylor for further information.

When your child is eligible for funding you will need to fill out a form supplied by the Preschool and Nursery and provide your child's birth certificate to a member of staff. The Preschool and Nursery will do the rest.

If your child is receiving funding from other Early years settings then a form will have to be signed by all the settings, so that the child only claims fifteen hour per week across the settings.

The Preschool and Nursery have several fund-raising events during the year to raise money and update and replace resources.

## **HOW DO WE PROMOTE OUR BRITISH VALUES?**

The fundamental British values are:

- Democracy
- Rule of Law
- Individual Liberty or Freedom for All
- Mutual Respect

We teach children to be kind and respectful, to have respect for themselves and to understand that we are all unique, special in our own way. We are individuals with differences and similarities and those differences make us who we are. Respect and positivity towards each other help our children build confidence, self-esteem and security, ensuring they feel valued and listened to and that they have a voice. Boundary setting and rules establish knowledge and understanding so when a child comes across something that goes against these principals, they are secure and able to express it.

In Layston Preschool and Nursery we do the following to uphold these values:

- *Value each other's opinions and all views are equally valid*
- *Take turns, sharing and playing together enables children the value of democracy*
- *Understand the difference between right and wrong*
- *Develop personal boundaries*
- *Develop a good sense of self and who they are to develop self-worth and positive self-esteem*
- *Develop respect for their own and other cultures.*
- *Always try our best*
- *Have a Can-Do Attitude*

## **Staff**

Layston Preschool have a dedicated staff team.

### **Preschool and Nursery Leader**

Mrs Melanie Taylor	Level 6	Degree BA Hons in Early Childhood Education Early Years Professional Status
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### **Preschool and Nursery Deputy Leader/SENCO**

Mrs Clare Adkins	Level 3
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### **Preschool and Nursery Assistants**

Miss Hayley Wilson	Level 3
Mrs Marcelle Green	Level 3
Mrs Tanya Sullivan	Level 2
Mrs Emma Roberts	Level 3
Miss Jackie Phillips	Working towards Level 3

### **Team Administrator**

Mrs Anna Ottolangui	20 years' experience and training
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Staff keep up-to-date with Early Years Care and Education changes by attending courses held by Young in Herts, Hertfordshire County Council and local children's centres. All staff have safeguarding children and first aid certificates.

### **The minimum ratios are:**

1:4 Children aged 2

1:8 Children aged 3 -5

### **Layston Preschool and Nursery CIC have high staff ratios enabling us to**

- Give time and attention to each child.
- Spend more time interacting and talking to children.
- Help children to talk about and benefit from the activities we provide.
- Allow children to explore and be adventurous in safety.

### **The Timetable and Routines**

Layston Preschool and Nursery CIC believes that Care and Education are equally important in the experiences that we offer to children. The routines and activities that make up our session cover all four guiding principles of the Foundation Stage Birth to Five and shape practice in Layston Preschool and Nursery CIC. These are:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

They are provided in ways that:

- Help each child to feel they are a valued member of the group.
- Ensure safe and different stimulating environments in which to play.
- Help children to gain from the social experiences of being part of a group and learn to respect and value everyone.
- Provide children the opportunity to learn at their individual levels and help them to value learning.

### Typical Morning Session

08.45 – 08.50	<b>Children arrive</b> , find their name card, self-register, and then are encouraged to choose a table top activity.
08.50 – 09.00	<b>Carpet time</b> , the session is introduced, calendar, weather, Happy Helper chosen and risk assessment of the play areas completed with a member of staff.
09.00 – 09.15	<b>Small group time with Key worker</b> , activities, topic, phonic, marking and number practice,
09.15 – 10.15	<b>Free play</b> Child led activities according to planning, adult led craft and drawing activities, home corner, puppets, small world, dough, painting / chalk, sticking, sand, construction and many more. Free play has a free flow inside / outside.
10.15 – 10.30	<b>Tidy up time.</b>
10.30 – 10.45	<b>Rhymes</b> , Musical instruments, singing sack.
10.45 – 11.00	<b>Snack time</b> Healthy snack and drink at coloured tables, any news, showing, and sharing time.
11.00 – 11.20	<b>Outside play</b> or movement to music, PE (Tuesday).
11.20 - 11.40	<b>Story time.</b>
11.45	<b>Home Time</b> collect coats/ bags and work to take home.

The session's routine incorporates learning through purposeful play guided by the EYFS.

### Lunch Club Routine

Children bring their own packed lunch which is stored safely and hygienically. Cooked lunches are available at an additional cost.

Children arrive and sit at tables interacting with their peers waiting for all the children to arrive. Register is taken.

Children go to the toilet and wash their hands.

Children sit with the practitioners and eat their lunch.

When children have finished lunch, they wash their hands and play with activities available inside and outside.

Children get ready to go home, collecting bags, coats and work. Children staying for afternoon session continue to play.

Parents / guardians collect children.

### Typical Afternoon Session

12.45	<b>Children arrive</b> , find their name card, self-register and are encouraged to choose a table top activity.  <b>Registration</b> Calendar, activities, topic, introducing the room, news.
13.00 – 13.30	<b>Small group time with Key worker</b> play a game or puzzle, story or activities related to the topic.
13.30 – 14.15	<b>Free play</b> Child led activities according to planning, adult led craft and drawing activities, home corner, puppets, small world, dough, painting / chalk, sticking, sand, construction and many more. Free play has a free flow inside / outside.
14.15 – 14.30	<b>Tidy up time.</b>
14.30 – 14.40	<b>Rhymes</b> , Musical instruments, singing sack.
14.40 - 14.50	<b>Snack time</b> Healthy snack and drink at coloured tables.
14.50 – 15.15	<b>Story time</b>
15:15	<b>Home Time</b> collect coats/ bags and work to take home.

### The Session

The Preschool and Nursery organises its sessions so that the children can choose and work from a range of activities. Building up their ability, confidence and concentration to select and work through an activity to its completion. The children are encouraged to take part in adult led and child-initiated play. They experience working with others in small and large groups as well as some 1-1 activities. This



introduces them to new experiences helping them gain new skills as well as helping them to learn to interact with others and work alongside others.

Outside activities contribute to children's health, their physical development and their knowledge of the world around them. The children have opportunity for outside play with free flow inside / outside areas during free play and larger outside areas during outside play time. The children are encouraged to take part in outside play everyday taking part in child initiated, child led and adult led activities. They follow the seven areas of learning interconnected with characteristics of learning play and exploring, active learning and creating and thinking critically. During summer months please ensure your child is provided with a hat and is wearing sun screen. During winter months please ensure your child has sensible shoes and a coat.

### **Snacks and Meals**

The Preschool and Nursery provide the children with milk and water every day. There is water to drink at all times during the session. If your child does not drink milk or water, parents/ guardians can provide a named alternative drink with a written reason as to why. We provide different healthy snacks every day. Please tell us about your child's dietary needs so we can make sure they are met.

### **Policies**

Copies of the Preschool and Nursery policies are available to look at every day. The policy book is kept on the information table as you enter the Preschool and Nursery. The Preschool and Nursery policies help us to make sure our service is high quality following the Early Years Foundation Stage Birth to 5 Matters and its standards for learning, development and care for all our children. They also show how we are following government Acts, Laws and procedures. The policies outline how being a member of the Preschool and Nursery is an enjoyable, safe and beneficial experience for each child, staff member and Parents and guardians.

The staff work together to adopt and update policies. They all have the opportunity to take part in annual reviews of policies. The reviews and updates enable us to provide a quality service for its members and the community. New policies/updated policies are highlighted to parents.

### **Special Educational needs**

Part of the Preschool and Nursery aims and policies is to make sure that all provisions meet the needs of each individual child. We take account of any Special Educational Needs a child may have. We work with outside agencies, if necessary, to get the best educational programme for the child. The Preschool and Nursery work to the Special Educational Needs and Disability act (2001), The SEN Code of Practice (2001) and the Single Equality Act (2010). The Preschool and Nursery Special Educational Needs co-ordinator (SENCO) is Clare Adkins.

### **Parental Involvement**

If your child becomes upset or distressed at being left, parents are welcome to stay for as long as it takes to settle them in.

Parents have admission visits and complete admissions information before their child starts. We talk to parents about their child's interests and needs, learning about their

child before they start Information about the new children is shared with all staff members.

Parents are kept informed verbally, by newsletters, notices on the parent notice board situated to the right of the main entrance, our Web site [www.laystonpreschoolandnursery.com](http://www.laystonpreschoolandnursery.com) and via our Facebook page (Layston Preschool and Nursery).

They are kept informed about the curriculum and the themes we are following weekly. Information is posted showing how all the themes and principles of the Early Years Foundation Stage Birth to 5 Matters are being met each week and how the seen areas of learning are being covered within the sessions and the activities within it. (See daily sheets in the planning file displayed each day for further information).

Parents /guardians can be involved in the Preschool and Nursery curriculum and their child's learning by talking to their children about the themes and encouraging them to bring in theme related objects.

Using a system called Evidence Me, we are able to share with parents their child's progress. Parents can view reports (with photos) of what their child has been learning and the new skills they are developing. They can then send back comments and feedback which may help staff to support the child more effectively in the classroom.

We also have two soft toys, which go home each week to have adventures with different children. The parents help their child to enter what they did with the Bears in a journal.

We ask parents to collect certain objects for our activities such as yoghurt pots. We also ask for donations for tombola's, cake bake sale, or other fund-raising activities. We invite parents in to talk about their jobs if they fit our themes.

Parents are shown where staff are deployed via viewing our timetables. They are told verbally and through letters who is their child's key person and how they work with them and their child.

## **Equal Opportunities**

Layston Preschool and Nursery CIC policy on Equality and diversity is that no child, individual or family should be excluded from the Preschool and Nursery on the grounds of age, gender, sexuality, class, family status, disability, colour, ethnic origin, culture, religion or belief. We aim to ensure that all who work in our Preschool and Nursery have an equal chance to do so. For more information please read the Equality and Diversity policy and the Admissions policy in the policy book or on our website.

## **Behaviour**

The Layston Preschool and Nursery CIC policy on behaviour is that a child should behave in an acceptable manner. There is a no smacking policy. If a child's behaviour is unacceptable, we will explain to the child why. If the behaviour continues then the child is removed from the situation and encouraged to play with something else. If the behaviour continues will be given time out with an adult until they can behave in an acceptable manner. We use positive praise at all times and all stick to the same methods so continuity is met. We all stick to the same boundaries encouraging parents to do the same if necessary.

Melanie Taylor is responsible for behaviour management. For further information please see our Behaviour Management Policy in the Preschool and Nursery policy book.

## **Safeguarding Children**

Layston Preschool and Nursery CIC work within the Hertfordshire Safeguarding Children Board Guidelines. The government's statutory guidance 'working together to safeguard children'. We work with children, parents and the community to ensure the safety of children. Under the Children's Act 1989, protection of Children's Act 1999 and The Single Equality Act 2010. We have the responsibility to protect the welfare of children with a Duty to protect, refer and Share.

Melanie Taylor, Clare Adkins and Emma Roberts are designated people within the Preschool and Nursery.

For further information please read the Safeguarding Children policy in the Layston Preschool and Nursery CIC policy book.

## **Layston Preschool and Nursery CIC Curriculum**

Children start to learn about the world around them from the moment they are born. Their experiences between birth to five have a major impact on their future life changes. Their Parents and guardians being their first educators providing a secure, safe and happy childhood is important in its own right. The high-quality care and education offered by Layston Preschool and Nursery guided by the Early Years Foundation stage birth to five helps the children to continue to do this by providing them with interesting activities that are appropriate for their age and stage of development. Within safe, secure and stimulating environments. Working in partnership with their parents and guardians, learning through purposeful play and effective learning. Encouraging children to make the most of their abilities and talents as they grow up.

The Preschool and Nursery curriculum is guided by The Early Years Foundation Stage (EYFS) Birth to Five Matters (2021), using typical behaviours to inform planning and what next steps. The frameworks set standards for learning, development and care for children from birth to five ensuring all children learn and develop well and keep healthy and safe. There are four EYFS principles which shape the Preschool and Nursery practice. These are:

### **Unique Child**

**Principles** Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

**Practice Practitioners-** understand and observe each child's development and learning, assess progress, plan for next steps.

Support babies and children to develop a positive sense of their own identity and Culture.

Identify any need for additional support

Keep children safe

Value and respect all children and families equally

### **Positive Relationships**

**Principles** - Children learn to be strong and independent through **positive relationships**.

**Practice** - **Positive relationships** are warm and loving, and foster a sense of belonging

Sensitive and responsive to the child's needs, feelings and interests

Supportive of the child's own efforts and independence

Consistent in setting clear boundaries

Stimulating

Built on key person relationships in early years settings

### **Enabling Environments**

**Principles** - Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

**Practice** - **Enabling Environments** value all people and value learning.

### **They offer**

Stimulating resources, relevant to all the children's cultures and communities

Rich learning opportunities through play and playful teaching

Support for children to take risks and explore.

### **Learning and Development**

**Principles** - **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in Layston Preschool and Nursery, including children with special educational needs and disabilities.

**Practice** - Practitioners teach children by ensuring challenging, playful opportunities across the 3 prime and 4 specific areas of learning and development.

### **They foster the characteristics of effective early learning**

#### **Playing and exploring – Engagement**

Finding out and exploring.

Playing with what they know

Being willing to 'have a go'

#### **Active learning – Motivation**

Being involved and concentrating.

Keeping trying.  
Enjoying achieving what they set out to do

### Creating and thinking critically – Thinking

Having their own ideas  
Making links  
Choosing ways to do things

### The areas of learning and development

There are seven areas of learning and development that shape the educational programmes in Layston Pre-School and Nursery. All seven areas of learning and development are important and inter-connected. Three **prime** areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

#### Prime Areas

Communication and language;

Physical development;

Personal, social and emotional development;

Layston Preschool and Nursery CIC also support children in four **specific** areas, through which the three prime areas are strengthened and applied.

#### The specific areas are:

Literacy;

Mathematics;

Understanding the world;

Expressive arts and design.

The educational programmes involve activities and experiences for children, as follows:

**Communication and language** development involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. **Development** is not an automatic process, however. It depends on each **unique child** having opportunities to interact in **positive relationships** and **enabling environments**.

Further information about the Early Years Foundation Stage Birth to Five can be viewed in our curriculum guide, on our displays and at [http:// www.foundationyears.org.uk/](http://www.foundationyears.org.uk/)

## **Assessment**

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners respond to their own day-to-day observations about children's progress, and observations that parents and carers share.

Parents and/or carers are kept up-to-date with their child's progress and development through parents' meetings with leaders and key persons. All children have a key person who interacts weekly with the parents. Layston Preschool and Nursery address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

All children have a key person. The parents are informed as to which member of staff this is. The Key person observes their children each week on a part of each area of learning and analyses the observation.

## **Progress check at age two**

When a child is aged between two and three, Layston Preschool and Nursery CIC review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, Layston Preschool and Nursery CIC will develop a targeted plan to support the child's future learning and development involving other professionals.

Beyond the prime areas we reflect the development level and needs of the individual child. High lighting: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay. We describe the activities and strategies we will adopt to address any issues or concerns.

If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time.

Layston Preschool and Nursery CIC discuss with parents and/or carers how the summary of development can be used to support learning at home. We encourage parents and/or carers to share information from the progress check with other relevant professionals. We agree with parents and/or carers when will be the most useful point to provide a summary. It should be provided in time to inform the Healthy Child Programme health and development review at age two whenever possible (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit). Taking account of information from the progress check (which reflects ongoing, regular observation of children's development) should help ensure that health visitors can identify children's needs accurately and fully at the health review. Layston Preschool and Nursery ask for consent of parents and/or carers to share information directly with other relevant professionals, if they consider this would be helpful.

## **Play**

Play helps young children learn and develop through doing, interacting and talking, research has shown this to be the means by which young children think. Layston Preschool and Nursery CIC follow guidance from the EYFS to plan and provide a range of age and stage appropriate play activities which encourage children to make progress in each of the areas of learning and development. Some activities are child initiated and some are adult led.

## **First Days**

We want your child to feel happy and safe at Preschool and Nursery CIC. To make sure this is the case, the staff will work with you to decide on how to help your child to settle in. If your child becomes distressed or upset at being left, parents / guardians are welcome to stay for as long as it takes to settle them in. Our staff have many years experience at settling children, and will offer help and advice. Some children may settle quickly yet become unsettled a few weeks later. This is not unusual and we work together to settle them again. We complete a settling in sheet so we are all aware of your child's interests and needs

## **Clothes**

The Preschool and Nursery CIC provide aprons to protect children's clothes when they play with messy activities.

The Preschool and Nursery CIC encourages the children to be independent, so please send your child to Preschool and Nursery CIC in clothing that will help your child to access the toilet quickly i.e. no belts and easy to put on and take off outside clothing. We do go outside every day so a coat must be sent in with your child. As we access the outside every day please send your child to school wearing suitable shoes for running etc. no flip flops.

We have spare clothing in case of accidents, but if you want your child to wear their own clothes please supply a change in their school bag.

## **Points to help the Preschool and Nursery run smoothly**

If your child is absent from school with sickness or stomach upset please do not let your child return until they have been free from sickness etc for 48 hours as it is not fair to your child, staff and other children.

Please let us know if your child has an infectious disease eg chicken pox, measles or a case of head lice so we can inform other parents (names will not be mentioned).

No child will be allowed to leave the Preschool and Nursery with a person other than the Parent / guardian unless the Preschool has been informed. Where possible please inform us in writing.

If you are going to be late collecting your child please inform the Preschool and Nursery by telephone where possible and your child will be cared for until you arrive. Please ring to inform us if you have asked someone else to collect them because you are running late.

Please keep the Preschool and Nursery informed of any change of address, telephone number, land line or mobile, so we can contact you when necessary. Please talk to a member of staff about any changes that may affect your child's behaviour eg new baby, death in family etc. If you need us to administer any medication eg inhalers, please talk to Melanie Taylor and complete appropriate forms. The medication must be given to a staff member and placed in our first aid cupboard for safety.

## **Nursery Information**

The Nursery is a Community Investment Company CIC run by Melanie Taylor, within a classroom of Layston First School. It is registered with OFSTED Early Years Directorate. We follow the guidelines from the Early Years Foundation Stage Birth to five. We work in liaison with the Layston School reception teacher.

**Main Nursery opening times are 8.45 am – 11.45 am Monday to Friday.**

We offer a lunch club 11.45 to 12.45 and afternoon sessions 12.45 to 3.15 pm

## **Staff Ratios**

The child / staff ratios are 1:8 in Nursery and 1:4 in Preschool for under 3s.



## **Funding**

When a child starts Nursery, they are entitled to 15 hours of funding per week. The School funding unit based at County Hall, Hertford are responsible for funding. To access funding Parents / guardians complete forms containing name, date of birth, and number of hours claimed for. A copy of the child's birth certificate will also need to be provided. We need this information by the first week of term to enable us to complete the funding return to receive the funding. This procedure is repeated at the beginning of each term you child attends Nursery.

Your child can use their 15 hours funded sessions in 5 x 3-hour sessions, across the morning for nursery. Layston Preschool and Nursery can also offer sessions for 30 hour funded places (dependant on availability). More information can be found by visiting <https://www.childcarechoices.gov.uk/>

Please speak to Melanie Taylor about how you would like to use your funding. We can also take children for split sessions with other settings.

If you require your child to attend for more than the 15 hours, that is possible but, a payment will be charged for any time attending after 15 hours.

## **Groups**

Each child will have a coloured name card which they find and give to the staff member on the desk in the morning. This corresponds to the group they work with at circle time and table they sit at for snack and small group time. During circle time the children meet with the teacher in their groups and complete planned activities for all area of learning (see circle time planning). The small group time also has planned activities for each table at their development level.

Children are able to choose books from our book corner to take home and share with their Parents / guardians who can then comment on their child's enjoyment etc of the book they have chosen and a member of staff will comment also.

## **Phonics Practice File**

Phonics is taught guided by the Letters and Sounds Programme in combination with Jolly Phonics and Read, Write Inc. Starting with phase one during small group time, registration and rhyme/ story time. When the children are ready to start phase two of the programme, which is usually their last term within the Nursery class, they will be given a letter and a Jolly Phonics sound of the week. This is advertised on the Preschool and Nursery Facebook page. This is voluntary and no pressure is placed on the child to take part. When all the letters and a selection of words have been learnt, children can start the Layston School book scheme. A record of the letters, words and books completed is given to the reception teacher with the assessment levels of each child before they start reception.

## **Transition into the school and reception class**

The children get to know the layout of the main school walking to the hall, play areas and the reception class.

The children get to know the reception class and teacher as we celebrate festivals with reception during the year. The children attend assemblies once a week with the reception class and teacher.

The children will have transition sessions to the Reception class, playing with the toys and activities and interacting with the teacher. Getting to know the layout of the room and the rules. If a child is attending another school, then they are able to visit their school in the same way.

Layston Preschool and Nursery CIC staff will make every effort to ensure that your child has an enjoyable learning experience with us.

