





# Green Lane

## Pre-School

### Welcome Pack

#### **GREEN LANE PRE-SCHOOL**

**Green Lane  
Worcester  
WR3 8NZ**

**Tel: 01905 22766**

**Email [office@st-barnabas-primary.co.uk](mailto:office@st-barnabas-primary.co.uk)**

Thank you for your interest in Green Lane Pre-School. Please find enclosed a welcome letter and registration forms for you to complete should you wish to apply for a place.

#### **ADMISSIONS**

Our Pre-School is accessible to all children regardless of gender, race, language, culture, disability or learning difficulties.

Visits to the setting are always welcome by prior appointment. The Pre-School is part of, and run by, St Barnabas C.E. Primary School. However, admission to Green Lane Pre-School does not give you automatic admission to St Barnabas School. Reception school places need to be applied for through the Local Authority Pupil Admissions [www.worcestershire.gov.uk](http://www.worcestershire.gov.uk)

#### **REGISTRATION**

Registration is for children from the term after they have their 2<sup>nd</sup> birthday to school age. Places will be allocated on a first come first served basis. The Pre-School will not exceed the agreed number of pupil places at any one time.

You will be invited to three visit sessions with your child before starting at Pre-School.

Please see the Pre-School admissions policy on the school website for full admission criteria, including over subscription criteria.

## **AIMS**

### **Inspire, Nurture and Achieve**

At **Green Lane Pre-School** we will give your child the learning experiences to prepare them for their journey to Primary School.

We believe that children learn through play and practical exploration.

We will provide a broad range of educational and stimulating activities to enrich their social, emotional, physical, intellectual and creative abilities.

Parental involvement will be actively encouraged and welcomed. Your child will develop lifelong learning skills within a safe and nurturing environment where their individuality is respected and valued.

#### **For each child we will provide: -**

- High quality care and education for all children.
- Partnership with parents and carers to help children to learn and develop.
- A safe and stimulating environment.
- Care and attention with an appropriate ratio of staff.
- Next steps in learning and development to build on what she/he already knows and can do and, share these with parent/carers.
- A personal key person who makes sure each child makes progress in line with the EYFS and, is the main point of contact for parents.

## **STAFF**

All our staff have an excellent knowledge of the EYFS and can assess and provide appropriate next steps activities so your child reaches their full potential.

The Preschool is under the management and Full Governing Body of St Barnabas CE Primary School.

Headteacher: Mrs Sarah Hanson

Early Years Leader: Mrs Marie Beesley

Pre-School Leader: Mrs Jo Margretts (a qualified teacher and responsible for the day to day running of the Pre-School)

Pre-School Deputy: Miss Natalie Gowing

Pre-School Practitioner: Mrs Sian Rowley

Pre-School Practitioner:- Mrs Sarah Cummings

Other additional qualified staff as and when needed.

***The Designated Safeguarding Lead for Green Lane Pre-School is Headteacher, Mrs Sarah Hanson.***



***We value Continuous Professional Development and ensure that all our staff regularly undertake relevant training including safeguarding, early years education and health awareness.***

***All staff have been subject to an Enhanced Police Disclosure with the DBS (Disclosure and Barring Service).***

## **FEES**

We aim to keep our fees as low as possible and any profit raised is fed back into the Pre-School for equipment, resources and further training.

Our hourly rate is currently £4.50 per hour.

Child care vouchers are accepted and welcomed. Payment for additional non-funded sessions can be made by bank transfer and ***must be paid in advance***.

Session times and fees are as follows: -

- Early Start Breakfast Club: 8.00 – 8.30 a.m. £2.50 (breakfast included)
- Morning Session: 8.30 – 11.30 a.m. £ 4.50 an hour or fully funded (fruit and milk/water included)
- Lunch Club: 11.30 - 12.30 p.m. £6.50 including hot lunch, dessert, and drinks
- Afternoon Session: 12.30 - 3.30 p.m. £4.50 an hour or fully funded (fruit and milk/water included)
- After School Club: 3.30 - 4.30 pm £5.00 ***an hour*** (high tea and drinks included)

### ***Fees are payable in advance and monthly***

**A four week notice period is needed to change/make bookings although it may be possible to make additional bookings at times with less notice. Adjustments to booked sessions may incur a £2.50 admin fee. Late collections will incur a £5 fee.**

**Funded Hours may only be used for morning and afternoon sessions, not breakfast club/lunchtimes/afterschool provision.**

**We offer a limited number of 30 hour funded places, please see attached details of our offer. These hours can only be applied for once you have provided evidence that you qualify by applying via [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) and providing us with the 15 digit code.**

## **UNIFORM**

Uniform is optional. If you would like to purchase our embroidered T-shirt, sweatshirt or waterproof coat, they are available from Schooltogs either at the Worcester shop or on-line.

Sweatshirt: £8.50      T-shirt: £5      Jacket: £13

Schooltogs: - Uniform Shop

Address: 31A New St, Worcester WR1 2DP



## **PRACTICES AND ROUTINE**

### **Clothing**

During play, your child will be taking part in a variety of activities, including messy and outdoor play. We do provide protective clothing for the children when they play with messy activities however, we cannot guarantee that your child will not get dirty and it is important that children do not worry about this.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking off and putting on of both aprons and outdoor clothes. Clothing that is easy for them to manage will help them to do this. Please dress him/her appropriately for play.

It is advisable for your child to wear clothing suitable for the weather at the time.

We encourage the children to go outside regularly whatever the weather so please leave a coat every day.

Any clothing that is likely to be taken off during the day including hats and coats should be clearly named.

Please provide a named bag with a spare change of clothes in case of accidents or getting wet from water play etc.

Please protect your child with sun cream and a hat in the summer.

Sun cream must be applied at home before the child arrives at Pre-School although if children are attending all day, we will re-apply sun cream at lunch time.

This must be from a **named** bottle which is brought in from home and given to a member of staff.

### **Snack Time**

Drinking water is always available to children. Mid-morning and mid-afternoon children will be offered a healthy snack option along with either milk or water.

### **Toilets/ Toilet Training**

Children have free access to toilets as they need. We offer and give help if requested and supervise and support pre-school children using the toilet.

We also encourage and insist upon washing hands as routine after toileting.

If your child is still in nappies or in the process of learning to use the toilet, please bring a named bag containing nappy changing supplies and a change of clothes. Nappies are changed using our specialist changing unit and recorded daily.

Please discuss your child's toileting needs with your child's key person.

## CHILD PROTECTION

Mrs Hanson, Headteacher, is our Designated Safeguarding Lead (DSL) with enhanced training and experience in child protection. Mrs Carey, Deputy Head Teacher, is the Deputy Safeguarding Lead.

We have a statutory duty to inform Children's Services of any child protection concern that we may have. This includes concern that a child may be at risk or subject to neglect or abuse of any sort.

The safety of children is paramount and may include a duty to share confidential information with others involved in protecting children.

All of our staff have regular Safeguarding training and are aware of Child Protection issues and Procedures.

The full Safeguarding Policy (including Child Protection) is available from our school website.

NB: As part of our Approved Safeguarding Policy ***personal mobile phones are not to be used by staff or parents, within the Pre-School room.***

## CHILDREN'S DEVELOPMENT AND LEARNING

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 stimulating activities that are appropriate for their age and stage of development.

Green Lane Pre-School curriculum is based on the principles of the Early Years Foundation Stage (EYFS).

The guidance divides children's learning and development into seven categories. These are separated into **Prime** areas and **Specific** areas of learning. At Pre-School we focus on the Prime areas first and use these as a starting point to devise areas for development for each child. We recognise that all children are on a unique learning pathway.

### **Prime Areas: -**

- Personal, Social and Emotional Development (PSED)
- Communication and Language Development (CAL)
- Physical Development (PD)

### **Specific Areas: -**

- Mathematical development (MD)
- Understanding of the World (UW)
- Literacy: -Reading and Writing(L)

- Expressive Arts and Design (EAD)

Through regular observations we will record the children's progress and achievements in their individual 'Learning Journey' document. Parent/Carers are actively encouraged to contribute to this through adding observations from home.

You will be invited to contribute to this document through observations from home and through regular meetings to share progress and areas for development.

This information will then be passed onto your child's new school when they move to Reception.

## **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 and Language**

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.
- Using our RWI scheme to get to know the sounds and letters that make up the words we use.

## **Literacy**

This area of children's development covers: -

- Listening to - and talking about – stories.



- Knowing how to handle books and that they can be a source of stories and information.
- Making their own attempts at mark making and begin to give meaning their marks.



## Mathematics

This area of children's development covers: -

- Singing counting songs, number stories and rhymes which help to develop children's understanding of number, such as, 'Two Little Dickie Birds.'
- Playing games which relate to number order, addition, and subtraction, such as hopscotch and skittles and target games.
- Using number language, e.g., 'one,' 'two,' 'three,' 'lots,' 'fewer,' 'how many?' and 'count' in a variety of situations.
- Talking about and help children to recognise patterns.
- Use descriptive words like 'big' and 'little' in everyday play situations and through books and stories.
- Demonstrating the language for shape, position, and measures in discussions, e.g., 'sphere,' 'shape,' 'box,' 'in,' 'on,' 'inside,' 'under,' long, longer,' 'longest,' 'short,' shorter,' 'shortest,' 'heavy,' 'light,' 'full' and 'empty.'



## Understanding the World

This area of children's development covers: -

- Talking to children about their friends, their families, and why they are important.
- Encourage children to talk about their own home and community life, and to find out about other children's experiences.



- Celebrate and value cultural, religious and community events and experiences.



## 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 hold and use a pencil and scissors effectively.
- Learning about the importance of - and how to look after -their bodies.



## Expressive Arts and Design Development

This area of children's development covers: -

- Explore, using their senses, a variety of materials and media.

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



## Nature Area

Our Nature Area allows children to play, explore and discover and have fun through first -hand experiences.

Activities such as building dens, creating in the mud kitchen, searching for mini beasts, digging, and climbing inspire children with confidence and a sense of independence. It will also promote their coordination and fine and gross motor skills.

It develops their social skills through working together and helps children to create bonds and build friendships. It also makes them aware of how to care for one another and the plants and animals they see.

It promotes a connection to nature, a love of the environment and a respect for our natural world.





Play helps young children to learn and develop through doing and talking, which research has shown to be how young children think. Our setting uses the Early Learning Goals to plan and provide a range of play activities and provocations 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.

### **WORKING TOGETHER FOR YOUR CHILDREN**

In our setting we maintain and often exceed the ratio of adults to children that is required by the Statutory Guidance.

3–4-Year-olds 1:8

Children under 3 1:4

This helps us to:

- Give time and attention to each child.
- Talk with the children about their interests and activities.
- Help children to experience and benefit from the activities we provide; and allow the children to explore and be adventurous in safety.

### **HOW PARENTS AND CARERS TAKE PART IN THE SETTING**

Our setting recognises parents as the first and most important educators of their children.

All staff see themselves as partners with you in providing care and education for your child.

There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff.
- Sharing their own special interests with the children.
- Taking part in events and informal discussions about the activities and curriculum provided by the setting.
- Joining in community activities in which the setting takes part; and
- Building friendships with other parents in the setting.

### **KEY PERSON**

Our setting has a key person system. This means that each member of staff has a group of children for whom she/he is particularly responsible. We do not allocate a key person straight away but allow time for children to settle and build positive relationships. We then decide on which staff member would be most suitable.

Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. If you would like to speak to your key person at any time please just ask.

### **TIMETABLE AND ROUTINES**

The routines and activities that make up the session/day in the setting are provided in ways that:

- Ensure the safety and well-being of each child;
- Help children to gain from the social experience of being part of a group.
- Provide children with opportunities to learn and help them to value learning.

**Example timetable:**

8.30-9.00: Arrive; child-initiated learning activities inside and out, focus tasks with an adult.

9.00-.9.10: Mat time- Visual timetable, weather chart and news.

10.00-10.30: Snack, story, songs, and music time

10.30-11.20: Child initiated learning activities inside and out, focus tasks with an adult.

11.20: Story, songs, and music time/ Ring games

11.30: Home time or lunchtime

**Pre-School Meals and Snacks**

Mid-morning or Mid-afternoon snack: Healthy snacks including fruit platters, milk or water.



**Lunch: Example menu**





## PRE-SCHOOL SAMPLE MENU

	Week One	Week Two	Week Three
<b>Monday</b>	Children's Fish Cake Served with Potato Wedges and Baked Beans Dessert: Fruit Fromage Frais	Spanish Style Minced Pork in a Homemade Tomato Sauce Served with Rice Dessert: Fruit Flavoured Jelly	Homemade Creamy Cheese Sauce with Mushrooms Served with Pasta and Garden Peas Dessert: Homemade Dutch Apple Stew with Custard
<b>Tuesday</b>	Macaroni Cheese Pasta Served with Garden Peas Dessert: Homemade Peach Sponge with Custard	Beef Bolognaise In a Homemade Tomato and Basil Sauce With Pasta and Garlic Bread Dessert: Homemade Apple Cake with Custard	Two Pork Sausages Served with Roast Potatoes, Carrots and Gravy Dessert: Homemade Lemon Drizzle Cake
<b>Wednesday</b>	Two Pork Sausages Served with Mashed Potatoes, Carrots and Gravy Dessert: Apple Compote and Ice Cream	Fish Fingers Served with Mashed Potatoes and Baked Beans Dessert: Homemade Chocolate Mousse	Savoury Beef Mince With Potato Wedges and Sweetcorn Dessert: Vanilla Ice Cream
<b>Thursday</b>	Homemade Beef Mince and Tomato Sauce Served with Penne Pasta and Sweetcorn Dessert: Homemade Iced Chocolate Cake	Two Pork Sausages Served with Roast Potatoes, Garden Peas and Gravy Dessert: Homemade Carrot Cake with Orange Icing	Slow Cooked Roast Gammon Served with Mashed Potatoes, Garden Peas and Gravy Dessert: Fruit Flavoured Jelly
<b>Friday</b>	Roast Chicken Served with Roast Potatoes, Garden Peas and Gravy Dessert: Fruit Flavoured Jelly	Homemade Tomato & Basil Sauce Served with Pasta and Sweetcorn Dessert: Pear and Apple Crumble with Cream	Tuna Pasta Bake with a Cheese and Tomato Top Served with Sweetcorn Dessert: Homemade Apple Crumble and Custard

High Tea (After School Club only): e.g., crumpets, tea cakes, sandwiches, beans or spaghetti on toast, fresh fruit or pudding, milk, squash, or water.



***Please ensure you let your child's key worker know about any dietary requirements or allergies.***

## **POLICIES**

Copies of the school and Pre-School policies/guidelines are available to read at any time. These are available on request from the school office or via the website.

## **BEHAVIOUR MANAGEMENT**

Children respond best to praise and encouragement. All staff will encourage and reward age-appropriate positive behaviour and share successes with parents and carers.

Some children need more support to develop positive behaviour and good social skills.

Managing children's behaviour is done on a one-to-one basis, by using distraction techniques, modelling, and praising good behaviour, talking calmly with the child, and if necessary, removing them from the immediate situation in line with our behaviour policy.

Small children sometimes have tantrums. These will be managed in a positive way, while making sure that all children are safe.

We use the simple phrase 'kind hands, kind feet, kind words.'

Parents will be informed of inappropriate incidents of behaviour.

## **SPECIAL NEEDS**

We welcome **all** children to Green Lane Pre-School regardless of their physical or educational needs. We have a dedicated team of staff committed to ensuring inclusive practice for all children and their families.

Our Special Educational Needs Co-ordinator is Mrs Sarah Carey, based at St Barnabas Primary School.

Please speak to either your child's key worker, the Pre-School Leader/Deputy or make an appointment to meet Mrs Carey if you would like to discuss any concerns you have.

The setting works to and supports the requirements of the Equality Act 2010.

## **STARTING PRE-SCHOOL**

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting.

We hope that you and your child enjoy coming to Green Lane Pre-School and that you both find taking part in our activities interesting and stimulating.

The staff are always ready and willing to talk with you about your ideas, views, or any questions you may have.

If you would like to visit us, please call the school to arrange a convenient time.

More information is available on: [www.st-barnabas-primary.worcs.sch.uk](http://www.st-barnabas-primary.worcs.sch.uk)  
Find the Pre-School under 'Nurture' or on the main bar.

*We look forward to welcoming you and your child to our school community.*

***Green Lane Pre-School is registered with Ofsted on the Early Years Register and the Child Care Register***

## **30 hour Funded Arrangement**

(Valid code needed from [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) before 30 hour funded place will be confirmed. This code needs to be resubmitted every term)

*30-hour funding is only for eligible 3- and 4-year-olds.*

30 hours TERM TIME ONLY 38 weeks per year	Monday	Tuesday	Wednesday	Thursday	Friday
30hrs per week	8:30-2:30 = 6 hours Hot Lunch & Snacks charged at £2.50	8:30-2:30 = 6 hours Hot Lunch & Snacks charged at £2.50	8:30-2:30 = 6 hours Hot Lunch & Snacks charged at £2.50	8:30-2:30 = 6 hours Hot Lunch & Snacks charged at £2.50	8:30-2:30 = 6 hours Hot Lunch & Snacks charged at £2.50
TOTAL if 8:30- 2:30 = £2.50 per day / £12.50 per week	£2.50	£2.50	£2.50	£2.50	£2.50
TOTAL if 8:30- 3:30 = £7 per day / £35 per week	£7.00	£7.00	£7.00	£7.00	£7.00