



Green Lane

Pre-School

2023-2024 Pre-School Welcome Pack



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Welcome Pack

GREEN LANE PRE-SCHOOL

**Green Lane
Worcester
WR3 8NZ**

Tel: 01905 22766

Email office@st-barnabasprimary.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

REGISTRATION

Registration is for children from the term after they have their 2nd 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.

Whole School Christian Vision and Aims:

Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and Pre-School **all** are **valued, encouraged** and **cared for**:

- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

We aim to:

Inspire a positive approach to life and learning;

Value and **nurture** each child as an individual: developing **resilience, independence**, and an **understanding** of what they bring to the world;

Create a rich, stimulating environment where **achievements** are celebrated and **team work** and **co-operation** are expected;

Promote **high expectations** and **self-confidence** for each individual;

Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;

Develop and foster **motivation** for learning and **enthusiasm** for life;

Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.

Help every person understand their **unique purpose** and **place in God's world**.

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 has an excellent knowledge of the EYFS and are able to assess and provide appropriate areas for development so your child reaches their full potential.

The Pre-School 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 of 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 cash or cheque 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. £ 5.00 an hour or fully funded (fruit and milk/water included)
- Lunch Club: 11.30 - 12.30 p.m. £7.50 including hot lunch, dessert and drinks
- Afternoon Session: 12.30 - 3.30 p.m. £5.00 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, monthly, and within 7 days of invoice

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.

Funded Hours may only be used for morning and afternoon sessions, not breakfast club/lunchtimes/after school 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 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 and Kitruk, either online or at the Malvern shop.

See websites for up to date prices.

Schooltogs

Address: 31A New St, Worcester WR1 2DP

<https://www.schooltogs.com>

Kitruk

Address:-128a WorcesterRoad,Malvern Link,WR14 1SS

<https://st-barnabas.secure-decoration.com>



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 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 available to children at all times. Mid-morning and mid-afternoon children will be offered a healthy snack option, with either milk or water to drink.

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 2021).

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 for our areas for development for each child.

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

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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.



Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

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

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

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

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

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.



Expressive Arts and Design Development

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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 the means by which young children think. Our setting to plans and provides 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 of the 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 before deciding on which staff member is appropriate.

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
Monday	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
Tuesday	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
Wednesday	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
Thursday	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
Friday	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, pizza slices, sandwiches, toasted 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 Cotton, based at St Barnabas Primary School.

Please speak to either your child's key person, the Pre-School Leader/Deputy or make an appointment to meet Mrs Cotton 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:

<https://st-barnabas-primary.worcs.sch.uk>

Find the Pre-School under 'Nuture' 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 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 £3.00	8:30-2:30 = 6 hours Hot Lunch & Snacks charged at £3.00	8:30-2:30 = 6 hours Hot Lunch & Snacks charged at £3.00	8:30-2:30 = 6 hours Hot Lunch & Snacks charged at £3.00	8:30-2:30 = 6 hours Hot Lunch & Snacks charged at £3.00
TOTAL if 8:30-2:30 = £3.00 per day / £15.00 per week	£3.00	£3.00	£3.00	£3.00	£3.00
TOTAL if 8:30-3:30 = £8 per day / £40 per week	£8.00	£8.00	£8.00	£8.00	£8.00