

Archibald Primary School Pre-school

Welcome Brochure
2016-2017



Tel: 01642 804101

“Believe and Achieve”



Welcome

We would like to welcome you and your child to Archibald Primary Pre-school (for 2 - 3 year olds) and hope that the time spent with us will be a happy and rewarding one.

So far you have been the biggest influence in your child's life and we hope to work with you to ensure that your child continues to develop in a full, happy and secure way.

Our Pre-school environment is an integral part of our school and we aim to provide an exciting learning environment, allowing free-flow provision where every child is considered to be unique. We aim to promote a setting where every child feels safe and secure, whilst becoming confident, self motivated, independent learners through their play.

It is through play that the children begin to understand the world around them. They explore, experiment and learn to work together with other children. They share, cooperate and help each other. They plan, make decisions, concentrate and work things out. They express themselves through language, creative activities and role play. They will grow in confidence and independence.



Staff in Pre-school

There are five full-time members of staff in Pre-school.

Nursery Teacher
Miss Wilkinson

Teaching Assistant
Mrs K. Clark

Teaching Assistant
Miss A. Fisher

Teaching Assistant
Miss V. Carter

Teaching Assistant
Miss V. Wells

Archibald Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Consequently all staff and volunteers working in school have up to date DBS clearances in place. Staff and visitors wear appropriate identification.

Admission to Archibald Pre-school

The Foundation Stage in Archibald Primary School consists of our 20 place Pre-school (morning and afternoon), a 39 place Nursery for children aged 3+ (morning and afternoon) and two Reception classes.

Our Pre-school is an exciting new venture for our school and will form part of our Early Years Foundation Stage. It will be homed in a newly refurbished specially designed room. The provision comprises of a large nursery with a variety of provision areas, a fitted kitchen and snack area, a sleep/sensory room, toilets and changing area. Outdoor play and learning will take place in the existing outdoor provision and will be shared with Archibald Nursery.

Before your child starts our Pre-school, both the nursery teacher and one of the teaching assistants will arrange a home visit for you and your child. This will allow the staff to meet with you and your child in a place that you both feel comfortable. It is important that your child sees that the people who are going to be caring for them are friendly and trusted by you.

A member of the administration team will contact you to arrange an appointment for you to visit school in order to complete the necessary admission forms. You will be offered either a morning session or an afternoon session that each run for three hours.

The children are admitted on a staggered basis over a period of weeks and initially stay for a short period. This helps to make this very important stage in your child's life as rewarding as possible

The Pre-school team works very closely with the both the 3+ Nursery and Reception Classes. This makes transitions between these bases as easy as possible for the children, however you need to be aware that admission to our Reception classes are coordinated by Middlesbrough Council and that a place in our nursery class does not automatically entitle your child to a place in one of our Reception classes when they are ready to start full time school.

Starting and Finishing Times

Pre-school sessions are:

Morning - Drop off 8.30am - Pick up between 11:20 - 11.30am

Afternoon - Drop off 12.15pm - Pick up 3.05 - 3.15pm.

It is important that you collect your child on time. Your child may become anxious if other parents begin to take their children home and you haven't arrived. Please contact the school if you are going to late due to unavoidable situations (01642 804101).

For each session your child must be brought to Pre-school by an adult. It would be helpful if you would inform us beforehand if someone else is to collect your child at the end of a session in order to allay any worries of confusion.

If you have any queries or concerns staff will be available to talk to at drop off and pick up times. Please stay and play with your child until a member of staff is available. You may have to wait until children are settled and doors are secure. We can always arrange meeting times to suit you should your query need more time.

Settling In

Children will settle into Pre-school at their own pace and we want to make their transition as smooth as possible. The staff will help and support you and your child as much as possible.

Please be willing to stay with your child until he/she feels secure and happy to be left on his/her own. When you arrive it is important that you share in your child's activities.

If your child initially finds it difficult to settle we may talk to you about staying for shorter sessions until your child's confidence grows.

At the beginning of each session children will be encouraged to find their picture card. We would appreciate your support in this daily activity.

Key Person Groups

We aim to meet all the needs of every child in our care. We use an effective Key Person system so children feel safe and secure and have a familiar adult who they can build a consistent and effective relationship with.

Your child will be assigned a group and a 'Key Person'. The Key person will be an experienced Early Years practitioner who will form a strong relationship with your child and have in depth knowledge of his/her achievements, needs and interests. The Key person (alongside the pre-school teacher) will be your first port of call if you have any questions or queries for specific queries regarding your child and your child's development.

Our key groups are: red, blue, green, yellow and purple.

Your child will have their own special book where they can keep examples of their experiences, photographs and achievements. Staff also use an app on the iPads to gather examples of your child's learning experiences. We will share these with you on your request or on our open days throughout the year. These open days are an opportunity to discuss your child's development with his/her Key Person or the Pre-school Teacher as appropriate.

Please do not hesitate to talk to a member of our team at any point throughout the year if you have any concerns, worries or simply want to find out more.



Pre-school Fund

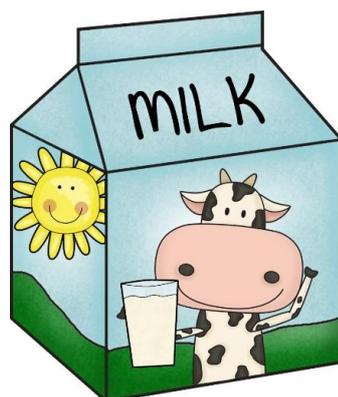
We appreciate a small weekly voluntary contribution of 50p. This enables us to make, bake and buy interesting things such as play dough, special craft materials, cakes, seeds, and foods to taste.

Snacks and Drinks

During each session children will have snack time where they will enjoy a small snack and a drink of milk with their key worker and other children. We aim to utilise snack times as an opportunity to get together, sit around a table, chat to our friends and get to know each other. It is also a wonderful opportunity to learn about health and hygiene (we will always wash hands first), taking turns, and saying 'please' and 'thank you'.

We may enjoy food we have made during the session at snack time. Please let us know of any allergies that may affect your child so we can plan accordingly.

Children will be able to access their own water bottle at any point throughout the session.



Clothing

All children are expected to wear school uniform which instils a sense of belonging and pride. Uniform also ensures children are as independent as possible with dressing and undressing. It also supports staff to conduct personal care safely and efficiently.

School colours are navy blue and grey. The uniform consists of:

- Navy blue sweatshirt
- Light blue or white polo shirt
- Grey or navy blue jogging bottoms
- Grey or navy blue leggings - **No tights please**
- Black shoes or footwear (no open toed or heeled shoes due to safety reasons)

In warm weather, alternative clothing may be worn:

- Light blue polo shirt
- Blue checked dress for girls.

Denim jeans are not part of our school uniform and should not be worn for school.

We have some spare clothes in case of accidents but our supplies are limited, we encourage you to put spares in a bag to hang on their peg in case of accidents.

It is essential that ALL clothes including coats and shoes are clearly marked with your child's name to avoid mix ups.

Whilst every reasonable precaution is taken to protect pupil's personal property, neither the school, or its employees can accept any liability for loss or damage to that property, however that loss or damage has come about.

We play outside in all weathers so children will need to be dressed accordingly. Warm coats and hats in winter months and sun cream and sun hats in summer months.

Despite providing aprons it is likely your child will come home with marks on their clothes. Please be reassured this is a sign that they have been busy, having fun and learning a lot.

Please do not allow children to bring money or toys into Nursery. It is likely other children will want to play with them and this can cause conflict.

Nappies

If your child is still in nappies can we please ask that they bring three nappies and wipes with them to each session. We will provide a drawstring bag that is to be left on your child's peg. **We would be grateful if you could ensure there are always x3 nappies, wipes and a change of clothes inside the bag at all times.**

We are willing to support you in the process of toilet training your child and understand that accidents will happen. Please inform staff of the strategies you are using at home.

Sweets and chewing gum are also not allowed in school.

Nail varnish and jewellery must **not** be worn in our nursery school. This includes rings, earrings, bracelets and necklaces. Pupils are not allowed to wear body piercings.

Pupils who have had their ears pierced may wear small ear studs which prevent the holes closing up again. **In these instances the school cannot accept any responsibility for loss or damage to the ear studs, or injury caused to either the wearer or another child or adult resulting from the wearing of the ear studs.**

To this end, parents of pupils who wear ear studs will be asked to sign a disclaimer which is available from the school office. The disclaimer will be kept on file in the school office. Parents of pupils attending nursery wearing

nail varnish will be asked to remove it.

Due to the number of stairs and the fact that children need to be safe whilst in the playgrounds, shoes should be flat or low heeled. 'Strappy' sandals which provide little support should not be worn.

Learning in Pre-school

The Early Years Foundation Stage Principles establish expectations for most children to reach by the end of the Foundation Stage. They provide the basis for planning throughout the Foundation Stage, so laying secure foundations for future learning.

We use the Dfe document 'Development Matters in The Early Years Foundation Stage'. This document is based on seven areas of learning.

Prime Areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

You will find that once your child has settled into 2YO Nursery they will be constantly learning.

We aim to encourage your child to be a good thinker, to solve problems, to make decisions, to be friendly towards adults and other children, to care about and look after other people and equipment.

We will provide well-planned experiences based on children's spontaneous play, both indoors and outdoors.

We will encourage your child to;

- Explore, develop and represent learning experiences that help them to make sense of the world.
- Practise and build up ideas concepts and skills.
- Learn how to understand the needs for rules.
- Communicate with others as they investigate or solve problems.
- Think creatively and imaginatively.
- Take risks and make mistakes.

Your child will work with paint, glue, play dough, clay, blocks, wood, water, musical instruments, sand, construction equipment, small world areas, books, paper, role play, ICT equipment, outdoor resources and much more!

Your Child's Development at 2 Years Old

"To spend time in the company of a two-year-old is to be given the opportunity to discover the world as if for the first time."

Kay Mathieson

Every child's development is unique and complex. Although children develop through a generally predictable sequence of steps and milestones, they may not proceed through these steps in the same way or at the same time. A child's development is also greatly influenced by factors in his or her environment and the experiences he or she has.

- Two-year-olds enjoy using their senses and motor skills to explore the world and are highly curious about unfamiliar objects, events and phenomena. They can solve simple problems with the "trial and error" method and will practice an activity many times to master it. Children this age also pretend more during play, using familiar objects and situations to process their daily experiences.
- New discoveries are also facilitated by a two-year-old's blossoming language skills that prompt many "why," "what" and "how" questions. During the year, children this age pick up most parts of speech to form more complete sentences. They can understand and say hundreds of words, but familiar adults may need to "translate" for others due to immature pronunciation skills. They also understand simple directions and many common phrases used in routine situations.
- Children this age are laying the groundwork for reading and writing. They enjoy having books read to them and may pretend to "read" as they independently look through familiar books. Two-year-olds can sing the A-B-C song, but they don't yet understand that the letter names correspond to specific graphic designs. They also make a variety of

scribble marks anywhere and everywhere and may even attempt to write the first letter of their name.

- As they play and complete their daily routines, two-year-olds learn important maths skills. They can use a toy to represent another object, recognize patterns with daily activities and understand concepts of time like, "tomorrow" and "yesterday." Two-year-olds are just beginning to use logical reasoning to solve everyday problems. They can sort shapes, complete puzzles with eight pieces or less and stack a set of rings on a peg by size.
- Physically, two-year-olds explore all the ways to travel from here to there, including rolling, crawling, creeping, walking, running, jumping and climbing. They can also kick a small ball forward, catch a rolled ball and throw a ball overhand (but with little accuracy). Two-year-olds love finger play activities (e.g., "The Incy, Wincy, Spider"), pounding and squeezing clay, shaking rhythm instruments and scribbling. They can turn doorknobs and unscrew lids and have improved their skills using eating utensils.
- Two-year-olds also use their motor skills to explore the creative arts. They make sounds by banging and shaking instruments and household items. They enjoy dancing upon request, doing finger plays and acting out chants and songs. Children this age are also gaining control over their voices and will join in singing the refrains of their favorite songs. They enjoy the sensory pleasures of the art materials and focus on the process of creating art, rather than the final product.
- Two-year-olds enjoy playing alongside other children, but usually keep to themselves. When conflicts arise, adults need to step in to prevent aggression and teach appropriate behaviors. Children this age are beginning to label feelings that they recognize in themselves and others. Controlling emotions is still difficult, however, so frustration may trigger emotional meltdowns. Comfort objects like blankets or teddy bears help two-year-olds cope with new situations or strong emotions.

Special Educational Needs (SEN)

Children with difficulties are identified as soon as possible and placed on our SEN Register, with the involvement of parents, our SEN Co-ordinator and the SEN Governor. This is in accordance with Special educational needs and disability code of practice: 0 to 25 years (July 2014) which gives guidance on Part 3 of the Children and Families Act 2014 and associated regulations.

The school receives support from Middlesbrough Council's Psychological Service as necessary and the Educational Psychologist will arrange meetings with parents /carers when required. These meetings are coordinated by our SEN Co-ordinator, Miss Marley.

Pupils' difficulties are discussed by staff at their group meetings and in particular with the school SEN Co-ordinator. Where appropriate pupils follow their own Individual Education Programme which is detailed on a provision map. This can include provision through the Speech and Language Therapy Service.

Parent and School Partnership

Top tips for supporting your two-year-old to build positive learning skills...

Let them choose.

Give your child a chance to make simple choices, such as what to wear or what to eat for a snack.

Help them finish what they start.

Children experience great satisfaction when they try and finish new things. Give your child a bit of support when they need it, but be careful not to take over completely.

Model Language

Model language whenever you can. Talk about what you are doing as you do them, describe the world around you. Show your child how to play and interact with toys and objects and talk to them about what they are doing.

Nurture creativity.

Encourage children to ask questions, try different ways of using materials, or offer them a wide range of new experiences.

Don't rush activities.

Children need extended periods of time to really get involved in activities and to experience the "engagement" that is such an important foundation for learning.

Provide encouragement.

All children start life eager to learn, but if adults are critical, that eagerness may disappear by the elementary grades. Look for achievements to praise and acknowledge your child's progress whenever possible.

Home Loan Packs

We offer a choice of home loan packs. The packs may contain a board book, and instrument or toy. Your child will develop his/her language skills and begin to learn 'pre-reading' skills by engaging with these resources.

Do try to look after these resources and return them to the Pre-school as appropriate.

We hope these resources support you to spend some quality learning and fun time with your child.



Medical Information

The majority of our Early Years team are trained in first aid. Every effort is made to contact you as soon as possible if we feel it is necessary, as a result of illness, injury or an accident.

Please keep the school office informed of any changes to your home or mobile telephone number as it is important that we are able to get in touch with you if we need to.

Alternative contact details (grandparents, aunts, uncles etc.) should also be given to the school in case we are unable to contact you.

Wherever possible, administration staff will leave messages on mobile telephones or answering machines if they are unable to contact you.

If we are unable to speak to the parents or carers of a child who is ill or injured, they may be taken to hospital by members of staff if it is felt necessary.

If your child has a medical condition (e.g. asthma, allergies etc.) please let us know by filling in the relevant form obtained from the school office.

If your child has had sickness or diarrhoea they need to be off school for 48hours from the last time they vomited or had diarrhoea.



Privacy Notice - Data Protection Act 1998

At Archibald Primary School we are a data controller for the purposes of the Data Protection Act. We collect information from you and your children and may receive information about you and your children from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support the teaching and learning of your child/ren;
- Monitor and report on your child's progress;
- Provide appropriate pastoral care, and
- Assess how well our school is doing.

This information includes your contact details, your child's National Curriculum assessment results, attendance information and personal characteristics such as ethnic group, any special educational needs and relevant medical information.

We will not give information about you or your children to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some information about your children to the Local Authority (LA) and the Department for Education (DfE).

Inspection of Documents

Any member of the public is allowed to look at curriculum documents (including schemes of work), Governing Body papers and policy statements, DfE (Department for Education) circulars and occasional papers that have been sent to the school, OFSTED reports for our school, complaints procedure, and Agreed Syllabus for RE.

No charge is made for viewing the documents.

A charge is made for any copies that are requested.

Our most recent OFSTED inspection was in September 2011. The report can be viewed online at:

www.ofsted.gov.uk

Our school website can be found at:

www.archibaldpri.org.uk

Twitter

You can follow us on Twitter:-

[@Archi_Primary](https://twitter.com/Archi_Primary)



Thank You

Thank you for reading this booklet. We hope it has been useful to you. Archibald Pre-school staff are always willing to discuss the way in which the children are working and will provide you with further information if required. We will send home regular newsletters and ensure you are kept informed of Pre-school activities.

Do tell us if you have any problems at home which may cause your child to be unhappy, as we may be able to help. We look forward to developing a long rewarding partnership as your child takes the first steps along the school learning journey.