

Pendoylan Childcare



Parent Booklet

Introduction

Foundation Phase - Childcare setting

Our Curriculum is developed from the Welsh Assembly Government Foundation Phase documentation, consisting of the following areas of learning:

Personal and Social Development, Well Being and Cultural Diversity.

Language, Literacy and Communication Skills

Mathematical Development

Knowledge and Understanding of the World

Physical Development

Creative Development

Welsh Language Development

All your child's "learning" is planned and organised within these seven areas. This booklet will outline some aspects of this planning and organisation and provide you with information about the Setting.

The Foundation Phase

The Foundation Phase is a curriculum for 3 to 7 year olds. The curriculum focuses on the developmental stage through which each child progresses.

The Foundation Phase is one phase in child's education that has one curriculum and one approach to learning. It enhances the learning experiences which enable children to be creative, imaginative and to have fun whilst learning. Also great emphasis is placed on developing your child's communication skills.

This booklet will help further to outline the Foundation Phase to you.

Pendoylan Childcare

Our setting provides the beginning of the education that will prepare your child for future learning.

In the years before your child started in our setting, they have already learnt a great deal from you, to walk, to talk and many other processes.

We at Pendoylan Childcare will develop this learning. We invite you to work together and in partnership with us to develop your child's learning.

The General Aims of Pendoylan Childcare

1. To settle your child into a secure new environment (possibly their first time away from home).
2. To provide a happy, safe, secure and stimulating environment in which your child can learn.
3. To provide a positive approach that emphasises and celebrates achievement and success.
4. To introduce new experiences to your child that encourages learning and progression through purposeful and structured play.
5. To encourage your child to make his/her own decisions and choices.
6. To promote your child's social and emotional growth.
7. To enable your child to mix easily with other children and adults.
8. To provide an environment in which your child can acquire basic social skills e.g. sharing, taking turns.
9. To provide an environment rich in language to encourage communication skills.
10. To prepare each child for a confident entry into the statutory school system.
11. To start our good relationship between home and setting "Parents in Partnership".

In the setting we provide a wide range of activities to help your child learn and develop through play.
Your child will learn through doing.

"Play is a child's work and the means whereby s/he grows and develops".

During play, children develop skills which enable them to understand and cope with the world.

Education and play helps them to:

| | | |
|------------|---------------------------------|------------|
| enjoy | concentrate | plan |
| listen | dare | |
| | | experiment |
| create | improve | |
| develop | | share |
| | reach | |
| stretch | | explore |
| | exercise | |
| socialise | | pretend |
| | challenge | |
| co-operate | | achieve |
| | imagine | |
| | imitate | |
| manipulate | | learn |
| | and relate to people and things | |

Play offers rich learning opportunities.

Play develops in the following stages:

Solitary - Plays alone.

Spectator - Observes other children.

Parallel - Plays alongside other children.

Partnership - Plays together with other children.

Group - Plays in group situations.

Adult - Responding to an adult in a directed structured play situation

Play is an essential part of all aspects of the child's life.

Here are some examples of the different types of play your child will experience in the setting.

Imaginary - home corner, cafe, hospital, post office, hairdressers, jungle, forest, garden centre, garage, snow cave, cave, under the sea etc.

Creative - modelling - with play dough, gloop, recyclable materials various painting/craft activities.

Small World - dolls house, farm, zoo, garage, cars
Play people, Poly M, animals.

Construction - large bricks, Kiddie Kinnex
block play, Duplo (Lego), stickle bricks.
train sets, tool sets

Natural Materials - sand (wet and dry), water, rice
pulses, pasta, clay, ice.

Physical - bikes, climbing frame, tube, barrel, spinning
top, scooter, prams,
pushchairs, tractor, balls,
bats, hoops, ropes.

Your child's time in our childcare setting is planned under the following headings to provide a selection of equipment and materials:

Personal and Social Development, Well Being and Cultural Diversity

This is at the forefront of Nursery Education and provides the foundation for learning. It takes into consideration -
Diversity/Equal Opportunities/Well Being - Social and Emotional

Language, Literacy and Communication Activities

Speaking and Listening

Role Play

Phonics

Writing

Literature/sharing stories/information books.

Mathematical Development

Number

Mathematical Language

Shapes and Measures

Number Rhymes

Knowledge and Understanding of the World

Technological Development (Computer; interactive Whiteboard).

Manipulative Skills.

Water activities.

Wet Sand activities.

Dry Sand activities.

Creative development

Art/Craft

Music.

Drama/Role Play

Physical Development

Large construction floor play.

Outdoor play.

Movement sessions.

Circle games.

Welsh Language Development

Speaking and Listening

Vocabulary

Phrases

Commands

Curriculum Cymreig.

The children will be given the opportunity to engage in activities both inside and out.

They will benefit from experiencing a range of these activities, some of which are an enhancement of the continuous provision, and some that have a particular focus as directed by the teacher.

Our setting is divided into interesting, stimulating areas which provide continuous provision where your child uses the planned equipment and materials to enjoy many different learning activities.

Role Play

The children can become engrossed in imaginative play. Through role play they can pretend to cook meals, be a member of a family, work at different jobs, dress up and generally play out their everyday experiences.

We develop role play with a variety of themes. For example a home corner, jungle, attic, pirate ship , hospital, cafe, ambulance and a car wash.

Water

A wide variety of equipment is used for pouring, measuring, floating, sinking and creative play.

Wet/Dry Sand

Your child is given the opportunity to build, sieve, pour, mix, tunnel in wet or dry sand. Your child is also given the opportunity to create and imagine in the wet and dry sand.

Book Corner

There is an attractive book corner where your child can sit and choose to "read" a

book. Storytelling sessions take place on the carpet together.

Listening Area

A listening station enables your child to listen to stories independently while following the book. Our story phones allow your child to listen to stories whilst doing another activity.

Computer

We have a computer with software suitable for Nursery children. Your child becomes confident in using "a mouse" by using the computer. They also have an opportunity to use the interactive whiteboard on a daily basis.

Mathematical

Your child is provided with opportunities to explore and investigate in order to develop his/her understanding and knowledge of mathematical language, concept and skills.

Writing/Drawing

Your child is provided with opportunities to develop the correct grasp of a pencil, to learn left/right orientation, trace over outline shapes, colour outline shapes keeping within the line, write patterns and form letters correctly.

Construction

We have many different construction

toys, which are put out as outlined in the planned programme. When playing with these, the children have to use their imagination, solve problems and develop their social skills.

Creative Development - Craft

Your child will enjoy exploring different mediums, investigating colour, shape, line and texture. Your child is encouraged to take pride in their work but the experience they gain is far more important than the end product.

We offer a variety of drawing/writing materials which your child can experiment with as well as producing more detailed drawings.

Manipulative Table

We offer a variety of tactile experiences using materials such as play dough, clay, gloop, and the use of scissors to develop cutting skills.

Cookery

We love cooking. The children experience creaming, melting/dissolving and the rubbing in methods of cooking. This is one of the areas where children are encouraged to use all their senses. They measure, stir, mix into, pour, smell and taste lots of different ingredients.

Small World

This is a world of make believe where your child can re-enact real life situations out by themselves or with others. These toys are the doll's house, cars, animals, train set, sand and water play, the farm and many more.

Carpet Time

The children are told stories, learn rhymes and poems, have opportunities to discuss experiences and topic work, learn colours, shapes, numbers and many other things while sitting as a group on the carpet. During this time we also introduce our phonic scheme "Jolly Phonics" in a very simple way through pictures and actions. This scheme teaches your child how to relate sounds to symbols.

Outside Play

In Pendylan Childcare the outside space enables children to participate in active play but also allows children to engage in and enjoy quieter reflective play along with many other activities. The outside areas in the Foundation Phase are a reflection of the classrooms, with interesting and stimulating areas of learning. The children learn through structured teacher led activities. They have the opportunity to become involved in a range of experiences which help develop their learning e.g. planting & growing, mathematical activities, language and communication, scientific investigations, geography and physical development. There are also opportunities for imaginative play and activities where children share, take turns and play co-operatively with one another.
"There is no such thing as bad weather, only unsuitable clothing"

Home Links

This booklet has given you much information about our setting. We endeavour to work in partnership with you to support your child's learning.

How you can help your child

You can help your child to learn by playing together at home and:

encouraging them to be independent, for example in getting dressed and washing their hands before meals, and to share and join in with other children

reading to them every day, talking about books with them and reading familiar words to them, for example, the labels on their favourite foods

talking with them and answering questions and playing remembering games and guessing games like "I Spy"

helping them to match and sort things, for example, putting together fork and knives or cups and saucers, pairing up socks, sorting out big tins and little tins, putting packets in order of size

encouraging them to count and use numbers in everyday situations and in nursery rhymes

encouraging them to listen to music, songs, stories and rhymes

encouraging them to express their ideas and feelings, for example, using crayons, pens, pencils, paints, music and play

giving them the chance to use their fingers and hands, for example, building with bricks, cutting out with scissors, helping with baking and fastening zips and buttons.

Complaints procedure

In the event of a complaint please address your complaint to the Headteacher (nominated responsible individual) to resolve complaints.

In all cases a written record of complaints is kept, which includes the following information:

- Name of complainant.
- Nature of complaint.
- Date and time of complaint.
- Action taken in response to complaint.
- Result of complaint investigation.
- Information given to the complainant, including the date of response.

At any time during the process of the complaint being resolved, the complainant has the right to complain to CSSIW or, where relevant, the local authority which has arranged for the care of a child at the provision.

**A full copy of our complaints Policy and Procedure can be requested from the Person in Charge or downloaded from our website-
www.pendylan.com**

Emergency Procedures

Fire Plan

On hearing the fire alarm (unless informed that it is a test) it is the responsibility of the Sessional Manager and practitioners to support children in vacating the premises as swiftly as possible- through the fire doors (following signage) and assemble on the Infant Yard at front of school.

Mrs P Vaughan, the fire Marshall will make a sweep of the premises to check that no child/staff member remains behind.

The school's Administrative Officer Mrs Jones will be responsible for telephoning the Fire Brigade.

In her absence, it will be the responsibility of the Head Teacher (Responsible Individual) Mrs P. Vaughan or the Deputy Head of School Mrs E. Harris.

The Head Teacher Fire Marshall (or Deputy Head) will be the person who meets the fire crew on arrival, if safe to do so.

Accident and Injuries:

Please see below for a summary of procedures:

Who is Responsible?

It is the responsibility of every member of staff to ensure that accidents and injuries are dealt with in a timely manner. The manager and lead practitioner ensures that all accidents are recorded and parents notified.

First Aid

- Pendoylan childcare has a first aid box, which complies with health and safety (first aid) regulations.
- It is accessible to staff, but out of the reach of children.
- A first aid kit will also be available for use during outings.
- Staff are trained in first aid in accordance with the National Minimum Standards for Regulated Child Care and other relevant regulations. First aid qualifications are renewed every 3 years.
- All incidents are documented in the accident book, which is located next to the first aid box.

How the Policy is Implemented

The manager is responsible for making sure that all medical information and emergency contact details on the children's registration documents are up to date and accurate.

When an accident occurs it is the responsibility of the first aider to determine whether the injury can be dealt with in the setting or if medical assistance is required.

Minor Injuries

If the injury is minor and does not require medical assistance the first aider should address the injury and complete an accident record, this record will be signed by the first aider and by the parent or carer of the child.

Serious Accidents and Injuries

If the injury is serious and hospital treatment is required a member of staff should call an ambulance immediately and a member of staff should accompany the child to the hospital. The child's registration form containing medical information should accompany them to the hospital. A member of staff should inform the parent or carer of the child (or an emergency contact) immediately and inform them of the accident and what hospital the child has been taken to.

CHILD PROTECTION POLICY

As Pendoylan Childcare, we are required to follow the All Wales Child Protection Procedures (amended 2008), produced on behalf of all Local Safeguarding Children Boards in Wales.

All staff will receive appropriate Child Protection training and Mrs P Vaughan is the Designated Safeguarding Person for Pendoylan Childcare (trained to Level 3).

Child abuse is the term used when an adult harms a child or a young person under the age of 18. There are four main kinds of abuse, all of which can cause long term damage to a child, including **physical, emotional, sexual abuse and neglect**.

Should a parent have any concerns about any staff members' treatment of children, they must make their concerns known. If possible, the parent should approach the DSP or Sessional Manager. Should they feel unable to confide in these team members, then parents should report their concerns to the Care and Social Services Inspectorate for Wales (See 'Reporting Abuse Procedure' following).

When a child makes a disclosure that raises the suspicion of abuse, staff will not:

- Promise not to tell anyone - this is a promise they cannot keep.
- Talk to anyone other than those highlighted in Pendoylan Childcare's

'reporting abuse' procedure.

- Ask the child to repeat what they have said, quiz, question or lead the child, interrupt.

Staff will:

- Listen to the child and confirm that they are being taken seriously.
- Action the 'reporting abuse' procedure immediately by recording the disclosure the child has made.
- Explain what actions they must take, in a way appropriate to the age of the child.
- Write down details as soon as possible, using the exact words said if possible and report to the DSP.

Prevent Duty

At Pendoylan Childcare we realise the need to prevent children from being drawn into terrorism/ radicalization as part of our duty to safeguard children and protect their wellbeing. All staff will be trained and made aware of legislation.

Pendoylan Childcare's confidentiality policy will be followed at all times.

The safety and well-being of the children in our care is of paramount importance to us.

We have further detailed emergency procedures outlined in the following policies:

- Lock Down Procedures
- Lost and Missing Children

All emergency policies are available to download as are all our policies from www.pendoylan.com

We look forward to an enjoyable successful time for your child.

