

**Glaisdale
Playgroup
Welcome
Book**



Welcome to Glaisdale Playgroup

We hope that your child has a pleasant and enjoyable time with our group, and you are happy and confident with the pre-school provision we provide.

Venue

Glaisdale Playgroup Building
In the grounds of Glaisdale School,
Glaisdale, Whitby YO21 2PZ

Supervisor

Helen Purfill, NVQ level 3 early years.
First aid, SENCO

Deputy

Lucy Welham, NVQ level 3 early years

Staff

Elaine Hirst NVQ level 3

Supply

Natalie Taylor NVQ level 3
Anna Lees Health and social care

Organisation

The playgroup belongs to you. A committee made up of parents elected annually manages the playgroup.

The committee is responsible for:-

- Employment of staff
- Reviewing policies and practice
- Finance management
- Safeguarding children (Child protection)
- Health and safety
- Fundraising

All parents are welcome at meetings. We are a community based, non-profit making organisation registered with the Charity commission.

We are a member of the Pre-school Learning Alliance and the North Yorkshire Early Years Partnership with the local authority we are also registered with OFSTED.

We provide government funded places for children the term after their third birthday. 2 year old funding also available. We are regularly checked by OFSTED and comply with all their guidelines.

Glaisdale Playgroup

We are a group taking children from 0 –5 years. Children over 1 year should book which day/s they wish to attend. Children under two years also need to be accompanied by an adult.

Children under 18 months old are the responsibility of parents / carers not the playgroup staff.

Children are welcome to start at any stage of their pre-school life, initially you may have to stay with your child to help settle them in. Please do not feel rushed into leaving your child before they are ready.

Playgroup Sessions

Sessions available – Monday, Wednesdays and Friday between 8.00 am and 3.15pm.

Term time only

We also run a toddler and baby group on a Monday morning 9:30am – 11:30 am. Term time only also.

Charges

Glaisdale playgroup has a hourly rate of charges these are:-

£5:30 per hour for children 18 months.

£5.30 per hour for children 2 years old and above.

Children under 18 months we ask for a donation.

Baby and toddler group is £2.50 per session.

Funding

Children become eligible for government funding the term after their 3rd birthday.

Some 2 year olds can access funding, please ask for guidance or contact The Families Information Service.

To help us understand and care for your child you are required to complete a registration form which includes health questions and contact/collection information. You are requested to update the information as and when necessary ie. New mobile phone numbers etc.

Important Points

Key person

When your child starts playgroup a member of staff is allocated as their key person, this is somebody who will be there to help settle your child into the group, help you and your child become familiar with the setting and routines. They gather observations, plan your child's learning and complete profile and record sheets. Having a key person can help children settle into the group, it also means you have someone to go to and talk to without having to wait to discuss your child with the leader.

A key person can be changed if, when settled, your child or you feel more comfortable with someone else. You can, however, approach any member of staff who will pass information on to your child's key person.

Clothes

Many of our activities are messy and although aprons are worn clothes may get marked. Therefore, we ask that you do not send your child in their 'best clothes' or clothes which may not be easily washed. Clothes if marked by paint or glue should be soaked in cold water prior to washing. As we may go outside at any time of year please ensure your child has an outdoor coat with them, hat and footwear which is appropriate to the weather. Remember sun cream in summer.

Snack time

Snack is run as a café system. Children access their drink and healthy snack ie: cheese, fruit, veg. throughout the morning.

Playgroup provide the snack. If your child has a birthday you are welcome to bring in a cake for the children to share to celebrate the occasion.

Children are encouraged to choose their cup and plate, food items they want, pour their own drink, butter crackers, cut up fruit etc. Also any parents wanting to donate snack at anytime we welcome this as it helps keeping snack costs down.

Outings

Parents are invited to accompany children on outings. These are a social event for everyone and provide the children with valuable experiences.

Health and safety

Please could you let us know if your child contracts an infectious disease or is in contact with one. We have an accident / incident book which is filled in as a record of any incidents which take place. You will be notified and asked to sign if your child is involved. In the event of a serious accident / incident you will be notified immediately. (This is why we need all relevant phone numbers). We carry out fire drill practices every half term to allow the children and ourselves to be familiar with the procedure. A member of the playgroup committee is nominated as a Health and Safety Officer carrying out checks every term.

Policies and procedures

We provide all parents with access to our policies and procedures, please read through these, the information is also available on our website at www.glaisdale-playgroup.moonfruit.com.

These are updated annually or as needed.

Child protection

A member of the committee is required to be a child protection officer, they attend training and are a backup for the staff in dealing with child protection issues.

Training

Through our membership of the P.L.A and the Early Years partnership we access training open to staff and any parents who wish. We attend courses provided by NYCC. Courses range from education topics, protection issues, first aid and others. Informal training is also available through local meetings and PLA conferences.

We need you

You are the most important person in your child's life. Children learn best when their parent/carer is involved and shows an interest in their education. All parents and carers are encouraged to stay at sessions.

You are most welcome to stay at any time, it could be for a whole session or even half an hour, to read a book or help with an activity.

The benefits of this are that it enables parents to become acquainted with and observe the activities their children are involved in and the interaction which their children are involved in.

Aims

It is the policy of Glaisdale Playgroup to provide a caring, safe and stimulating environment where children feel happy and secure as they make their first steps from home into the school community.

Our main aims for all children are as follows:

- To enhance learning through well planned play activities.
- To extend and support children's spontaneous play.
- To provide a stimulating and challenging learning environment.
- To extend and develop children's language and communication in their play.
- To build on each child's existing knowledge to help it develop to its full potential.
- To encourage children to behave sensibly and respect others.
- To allow children to mix with other children and adults through play and gain confidence and independence.
- To ensure that playgroup is a caring, enjoyable, stimulating and rewarding place for every child, where there are equal opportunities for all.
- To encourage children to take responsibilities for themselves and their actions.
- To work closely with parents/carers, so that we can maximise the child's potential.
- To seek ways to improve all aspects of the group by continually evaluating and improving the setting.

- Bringing together all of the above we aim to work towards the Early Learning Goals set out in the Early Years Framework and comply with inspection criteria set by OFSTED.

Objectives

We follow the Early Years Foundation Stage curriculum and plan activities which will help children to make good progress towards the early learning goals, where appropriate, and sometimes beyond. Through planning we encourage children to take part in activities that build on their interests, what they already know and their developing physical, emotional, social and intellectual abilities.

Through play, in a secure environment with adult support, we think children can:

- Explore, develop and represent experiences, which help them make sense of the world.
- Practice and build up ideas, concepts and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, alongside others and co-operate with others.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears and anxieties in a safe environment.

In line with the Early Learning Goals our curriculum is divided into:

3 prime areas of learning:

- Personal, Social and Emotional Development.
- Communication and Language.
- Physical Development.

And 4 specific areas:

- Mathematical.
- Literacy.
- Understanding of the World.
- Expressive Arts and Design.

Planning the curriculum

Helen Lucy, and Elaine meet regularly to discuss the sessions and plan the curriculum for the upcoming sessions in response to our observations.

The majority of our curriculum is child-led using children's interests and comments to develop and add to our existing resources.

All aspects of the curriculum are considered, and the children's interests are taken into account to ensure that all are given the same opportunities to achieve their potential.

Play is planned in such a way that it builds on the children's existing knowledge and experiences, developing their self-esteem and confidence enabling them to learn. We provide a wide range of opportunities to motivate, support and develop children and help them to be involved, concentrate and learn efficiently.

The play provided should ensure a safe and supportive learning environment free from prejudice, where all contributions are welcome and valued and where racial, disability and gender stereotypes are challenged.

We hope to develop challenging opportunities for children whose ability and understanding are in advance of their peers.

We are constantly monitoring the children's progress, identifying areas of concern and taking action to provide support, ie: adult support, different approaches or outside agencies.

Our long-term plan consists of all our activities which are available at most sessions. We comply with the latest EYFS guidelines. Therefore, all children, ages and stages are catered for.

The medium-term planning provides a variety of learning experiences which should appeal to all children. We try to follow the children's interests where the children lead the next step. We include seasonally appropriate topics ie. Snow, Christmas, Easter, lambing etc.

Our short-term planning is related to our observations of the children. These enable us to access where children are at, at the moment and plan activities to help them progress and expand their knowledge.

We believe it is important for all children to have the chance to participate in the activities, therefore some activities may be on offer for more than one session to allow those only attending once a week to take part and have the same learning opportunities as the others.

Assessment and Monitoring

We acknowledge that all children are different and develop at different rates within the group. We collect information, in the form of observations, we then put these onto our online learning journeys, the one we currently use is Tapestry, where parents and relatives can access these observations. The ongoing assessment of children will be mainly observational, through interaction and discussion with the child. This is undertaken in order to recognize the child's present stage of development, identify any specific learning needs and aid further planning.

Our recording is realistic and manageable and we find it useful in order to inform parents about their child's progress, we always welcome parental comments and are here to discuss any issues with parents at any time.

We follow the Early Years Foundation Stage and use North Yorkshire Assessment record forms. These are passed onto school when the child leaves playgroup.

We carry out 2-year checks in conjunction with parents/carers, discussing our and their thoughts about the child and combining these to fill out a record sheet. This highlights the child's development and enables us to access outside agencies if development is not as expected.

Younger children are not formally assessed but observations are kept enabling staff to plan further learning experiences to develop the child's potential. Most observations are carried out through photographic evidence and uploaded to their individual learning journeys on Tapestry.

Further information

As parents/carers you are valued as members of our group whether you join the committee, attend meetings, help at sessions and fund raisers, or give us your views, we acknowledge you are your child's main carer and know your child better than us. We welcome your observations and experiences.

The learning journeys are also printed out and stored in your child's tray. These are always available for you to look at, parents/carers are encouraged to write comments regularly in the back of the books and on the online journeys-Tapestry observations and make verbal comments whenever they wish. If you require a confidential talk with a member of staff, we will make sure that there is a quiet place, we can arrange a suitable time and venue to meet.

We look forward to your continued help throughout the year and welcome any additional help, which may arise due to our activities.

We welcome others into the group to help such as firefighters, doctors, local musicians, people with pets etc. Please tell us of your talents or those of your relatives, as all experiences will benefit your child and others in the group.

We take part in community events and use local venues, shops etc. We attend church and chapel to celebrate festivals.

We hope you and your child enjoy your time at playgroup. Please feel free to make comments which could enhance your and others experiences of the group.

Thank you for your support.

The following page is taken from Glaisdale school brochure we like this item as it sums up the learning objectives, we strive to attain here at Glaisdale playgroup therefore making your child's transition into main stream school as smooth as possible.

Free Flow Snack Routine

In line with Ofsted recommendations and in order to promote best practice for children in their early years, the snack routine we adopt supports independence, social development, thinking skills and allows time for thinking.

The main aim behind a **FREE FLOW** snack system is that the **children choose** when to come to it. We no longer ask/tell children to come but a prompt /reminder will be given at 11.15am and 2.45pm. By allowing them to choose 'when' a child has time to follow their activities through without interruption, which in turn develops crucial thinking skills and concentration. It is not practicable or beneficial to the children to clear away activities and make all children sit together to have snack, as this disrupts play and learning.

The snack area is open and ready for children by 9.30am. It is then left until 11.00am. In the afternoon snack will be available from 1.30pm until 3pm. Clearing away is done at the end of snack time to prevent interruption of the free flow opportunities it provides.

Adults can sit at the table in order to support social interaction and give practical help. This can be a member of staff or a parent. It is alright to suggest to a child that they have had enough, if they continue to help themselves for a prolonged period of time.

Another adult may support each child to follow the clearly defined routine, using the photographic prompts available to support the children's understanding. It is important that this area does not become

congested with too many adults, who may be able to help in other areas of the setting eg. play dough, reading stories, outdoor.
Thank you for your continued support and understanding of this requirement at Glaisdale Playgroup

Breakfast

Children attending the early session starting at 8.00 am will if required be provided with breakfast - consisting of cereal, toast and a cup of milk.

Lunches

These are provided from the school kitchen and are healthy meals.

Payment for these can be made termly in advance, credits will be noted and adjustments made.

Parents will be given the menu beforehand (3 week rolling programme).

All children and staff will sit together, and be provided with plates, bowls and cutlery.

Packed lunches

Should parents wish to bring packed lunches for their child, we

- ensure perishable contents of packed lunches are refrigerated;
- inform parents of our policy on healthy eating;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or creme fresh. We discourage sweet drinks we can provide children with water or milk;
- we discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- we discourage nuts and provide information about other items to which we may have children who have allergies;
- we provide children bringing packed lunches with plates and cups and cutlery;
- we ensure staff sit with children to eat their lunch so that the mealtime is a social occasion

Glaisdale Playgroup

HELPFUL HINTS FOR PARENT HELPERS

Parents are encouraged to be involved in playgroup. This is the fundamental idea behind the playgroup movement. As parents you are the most important educator of your child. Children in the early years are very special, and all are different and unique. We aim to create a happy, secure environment where children receive effective support as they experience feelings, take risks and learn to co-operate and negotiate. We want to help the children be able to:

- be confident, interested, excited and motivated to learn.
- have a developing understanding of their own needs, feelings and those of others.
- form good relationships with adults and children.
- work as part of a group, taking turns and sharing, and following the codes of behaviour of the group.
- have an understanding of right and wrong.
- consider the consequences of their actions and words for themselves and others.

To do this all adults involved in the group, both paid staff **and** parents, must behave towards the children in ways which:

- encourage them to think for themselves more positively.
- help them understand what is expected of them.
- develop a positive behaviour to gain adult attention
- help develop a positive trust in adults.
- motivate and develop an interest in learning.
- ensure they are successful learners.
- develop independence and self management.

Any parent involved in the group has a responsibility to behave towards the children in ways, which help them achieve these aims.

We therefore expect that all adults will:

- respect the children and speak to them politely.
- remember the age of the children and use appropriate language.
- praise children who have behaved in a positive manner; have followed instructions, have shared and taken turns, have been kind to others or have tried their best.
- talk gently to children who are fighting, calming them down and

helping them understand the others point of view. It is best to get down to their level and use eye contact. Never assume that you know what has happened, ask both the children. Very young children only see the world from their point of view they need our help to understand that others also have needs and feelings.

- remember that young children can experience powerful emotions which can overpower them. They need adult support to learn to control their emotions. We must not assume that a child is being deliberately naughty. Never tell a child that he/she is naughty. Simply say that we do not behave like that and explain why.
- never label children, assuming that having behaved in a certain way they will always behave that way.
- do not have unrealistic expectations. For example we may expect a 4 year old to sit quietly at story time, but a 2 year old needs adult support as they are at a different developmental stage to the 4 year old.
- give simple, clear instructions, helping a child step by step. For example, do not just say 'tidy up', instead say 'put the car in the yellow box. Help the child understand what is expected of them, and then praise them for behaving accordingly.
- do not talk about the children in a negative way.
- use lots of conversation to expand the children's vocabulary.

Always remember that we are dealing with very young children who are learning about their world and need our help to make sense of their experiences. Playgroup should be a happy place where all children feel secure and valued. The adults within the group should treat all children kindly and with consideration.

Thank you for your time in reading through our Welcome Pack. If you have any queries or questions please see our Playgroup Manager Helen Purfill.