

Twyford Playgroup – EY484175

Care and Education Policy

Statement of intent

Working with parents and carers Equal Opportunities

Settling in

Key Person

Twyford Environment

Children's transition

Statement of Intent

Our aim at Twyford Playgroup is to provide a safe and happy environment where children can grow and learn under the guidance and supervision of our dedicated and caring staff. We aim to fulfil their physical, intellectual, emotional and social needs, whilst showing them kindness, consistent discipline and encouragement in a happy and informal setting.

Working with parents and carers

We actively encourage parents and carers to work in partnership with us and take an active part in their children's play, learning and development.

At Twyford Playgroup we operate an open door policy. This means we welcome parents/carers to join us if they wish, during the time their child spends with us. They are free to join the children during their play, whether it's doing a jigsaw, reading a book or having a cup of tea in the home corner.

Parents/carers are encouraged to share their expertise and knowledge with the children. This could be a particular interest or hobby or connected to their occupation. Parents/carers are invited to come and read to the children at story time.

Parents/carers can talk to staff during their visits or when they collect/ drop off their children at Twyford Playgroup. We can have a shared diary system which enables us to communicate with parents and other settings the child attends and parents/carers to communicate with us.

Any visits can be arranged by speaking to the manager or supervisor. All visitors attending the setting must treat anything they see or hear regarding individual children as confidential.

Parents/carers of pre-school children are invited to attend a parents evening each term to discuss their child's progress. They are also encouraged to contribute to their child's learning journal on an on-going basis. This can be facilitated using a diary, dialogue with their key person and through the Learning Journal Book.

Questionnaires are sent out to all parents who have children that attend Twyford Playgroup each Summer Term. This information is used to help us maintain and improve the care we

offer. We have regular committee meetings to obtain and respond to feedback from parents, carers; all parents are invited to attend these meetings.

Equal Opportunities

At Twyford Playgroup we promote Equal Opportunities by providing the opportunity for all children to learn and make progress irrespective of their age, gender, ethnicity or special needs. We value all contributions from all our children, families and staff.

At Twyford Playgroup we:

- Encourage all children to develop a positive self-image and to accept and value others for who they are;
 - Challenge any bullying or discriminatory behaviour that may occur in the setting (children or staff);
 - Provide positive role models;
 - Use resources at our disposal to promote positive images of the world around us;
 - Use non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
 - Encourage all children to participate in a wide range of activities and to take calculated risks in their challenge to do so;
 - Do not discriminate against or refuse a child entry into our setting with a disability.
- Settling in

During the half term before their child starts attending pre-school parents/carers will be invited to attend a stay and play session with their child. During this visit the parent will be introduced to their child's key person, siblings of older children will have the same key person, unless circumstances prevent this. Following this visit, parents/carers are encouraged to bring their child for extra visits so that they can get to know their key person, other staff and the children before their child starts pre-school next term. This is also an opportunity for the child's key person to gain information from the parent about their child's likes and development.

Every effort will be made to meet each individual child's needs and help them settle at Twyford Playgroup. Before the child begins attending Twyford Playgroup, parents/carers are asked to complete a 'Getting to Know You' form to provide information about their child's interests, etc.

When the child arrives for their first pre-school session their key person will be on hand to meet them. Parents are asked to say their goodbyes and leave their child to settle. Staying may prolong the settling process and the child may become quite distressed. The child will be reassured and we will explain that their parents/carers will be coming to collect them. The visual timetable can be used to help them with the routine and to show them when they will be collected. The supervisor will phone the parents/carers when the child has settled and parents/carers are welcome to phone during the session for an update. Every effort will be made to settle the child, but should they become very distressed a supervisor will ring the parent/carer to discuss the possibility of early pick up. If necessary a plan will be put into place to

help ease the child into pre-school – e.g. staying for the first hour and building it up over a couple of weeks.

Key Person

Each child joining Twyford Playgroup will be allocated a Key Person and co-key person. This is a member of staff designated to him/her who will help them settle at pre-school and encourage them to take part in a wide variety of activities. A co- key person will be allocated to cover if the key person is absent due to illness. This will ensure that parents have a point of contact and that regular observations continue to be made. The co- key person will not be responsible for making observations and these will be written up by the key person when they return or by a supervisor or manager if it is a long-term absence.

All the staff at the setting observe the children as they play and record their observations on a daily basis – to include child's full name, date, area of play (e.g. home corner), and what they observed or heard. It is the role of the child's key person to transfer these observations into their learning journey. Photographs are taken, so they can be entered into the child's learning journal with a written observation. The children's progress is tracked by the manager termly and any concerns raised with the key person and parents.

The observations will cover the seven areas of development. The three Prime areas are Personal, social and emotional (PSE), Communication and language (CL), and Physical development (PD). The four specific areas are Literacy (L), Mathematics (M), Understanding the world (UW) and Expressive arts and design (EAD).

The children are never tested in any way or made to feel they should be at a particular stage of their development. The children's learning journal is updated regularly so we are aware of their stage of development. The key person uses the information regarding the child's development and interests to plan activities for their 'Hello group'.

The use of observations and individual learning journals:

- Enables us to plan for individual children;
- Ensures the children are progressing in all areas of development – any lack of progression would be highlighted and planning put in place or advice sought if needed;
- Helps us to identify children's preferences;
- Help us to plan different areas in pre-school.

A requirement of the Early Years Foundation Stage is for all parents to receive a short report about their child's progress, just before their third birthday in the form of a 2 year check. A form is completed and discussed with the parent/carers and they can then share this with their Health Visitor. Parents are also asked to bring their child's red health record book in so we can add a shortened version of the 2 year check report.

At Twyford Playgroup we aim to give the children constant access to both the indoor and outdoor areas. The door to the outdoor area is closed at the beginning and the end of the session when children are arriving/leaving the building, for security and safeguarding

purposes. After morning mat time the door to the outdoor area is opened so the children have free access to both areas. Parents are asked to provide outdoor clothing for their children at all times, but we do have spare waterproof coats and wellington boots. Twyford Playgroup provide waterproof trousers and have spare wellington boots to ensure the children have suitable clothing during wet weather. Staff position themselves so that children are supervised at all times in all areas. Two members of staff in the garden and two members of staff inside.

Different activities are provided for the children, taking the children's ideas and requests into account. The toys stored in the units inside the building are changed regularly, but children can request something out of the cupboard.

Children are encouraged to look after their environment and resources.

When the children are back inside and the door is closed at mat time one member of staff checks the outdoor area to ensure there are no children still outside.

Children's transition

At Twyford Playgroup we aim to make the children's transition into their next setting enjoyable and as stress free as possible.

We invite teachers from local schools to visit us during the session, to observe and introduce themselves to the children and to read a story at story time. Information regarding all individual children is shared with the setting they will be moving to.

When the children are moving onto school we aim to have a member of Twyford Playgroup staff at their school visits to help settle them, so there is a familiar adult face they can relate to.

During the last term the children attending Twyford Playgroup will be shown a book about their new school. This will include photographs of their new teacher, head teacher, classroom, playground, etc. The children will also have the opportunity to discuss how they are feeling and express any worries. We will also read stories about school and talk about what they will be able to do at school. During this time the key person will give feedback and communicate any concerns that may arise and give parents/carers the opportunity to talk about their child's transition into school and any worries they may have.

Transition Partnership meetings can be arranged with the primary schools.