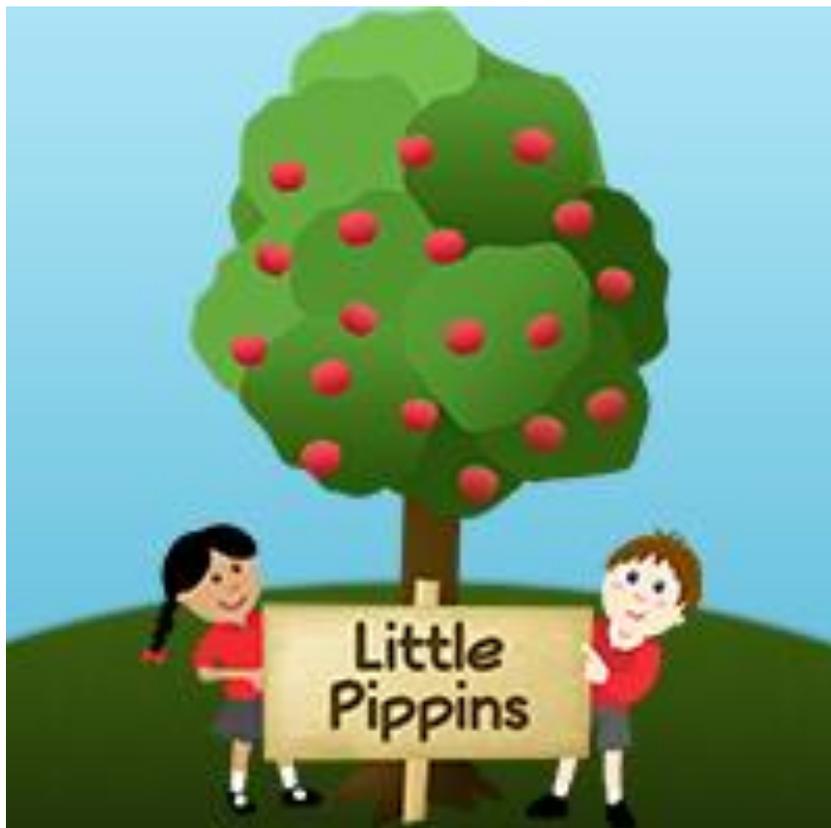


Welcome to



St Margaret's
FSU

**The following members of staff would like to welcome you
to our Foundation Stage Unit
at St. Margaret's Church of England VA Primary School,
Tintinhull**

**Ms Hayley Robinson
Headteacher/Safeguarding Officer**

**Miss Janet Young
Chair of Governors**

**Mrs Sally Maynard
FSU Lead Teacher**

**Mrs Amy Martin
Lead Practitioner**

**Mrs Amanda Hobson
FSU Assistant**

**Miss Emily Hurley
Part time FSU Assistant**

**Mrs Maxine Bambury
Part time FSU Assistant**

**Mrs Jo Cousins
FSU Administrator**

General Information

Welcome to St. Margaret's Foundation Stage Unit and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to the FSU, our routines, our approach to supporting your child's learning and development and how we aim to work in partnership with you to best meet your child's individual needs. This should be read alongside our main school prospectus which gives you more details about the whole school.

Opening/Closing Times

9.00am - 3.00pm	All day session
9.00am - 12.00am	Morning session
12.00 - 3.00pm	Afternoon session

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014):

- *A Unique Child*
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- *Positive Relationships*
Children learn to be strong and independent through positive relationships.
- *Enabling Environments*
Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- *Learning and Development*
Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

There are seven areas of development and learning as follows:

- *Prime Areas*
 - Personal, social and emotional development.
 - Physical development.
 - Communication and language.

- *Specific Areas*
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

We provide enabling environments which encourage self-initiated play and creativity tailored to the child's specific needs to support learning in the Foundation Stage. For each area the level of progress and learning the children are expected to have attained will be marked by their achievement of the Early Learning Goal at the end of their Reception Year in school. The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

Physical development

Communication and language

Literacy

Mathematics

Understanding the world

Expressive arts and design

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. Play is the most important part of your child attending the Foundation Stage Unit which is why we are dedicated to ensure your child is supported to play. Play is more than just games and activities, it helps to build self-worth and because play is fun this helps

children to build concentration as they become absorbed in what they are doing. Through play children develop emotional, social and cognitive skills which build self-confidence to engage in new experiences and environments. We provide a rich environment for children to learn through play using their senses during a mixture of activities that are child led and adult initiated which focus on the child's individual needs and interests.

Characteristics of effective learning

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them frequently. We believe that parents are the first educators and you know your children best and we will ask you to work in partnership to support your child's development by sharing information about what your child likes to do at home and what we can provide for your child together to help your child achieve their best possible outcomes.

We undertake assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. A member of staff completes the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Early Years Foundation Stage Framework. We also have volunteer parent helpers, where possible, to complement these ratios.

Key person and your child

Children thrive from a base of security and loving relationships. A key person will be assigned to your child and family to ensure your child will feel secure and safe in the setting. The key person approach enables both parent and child form a secure bond with the setting and enables us as a setting to ensure all your family's needs are met. Attachment for children is very important because when children feel safe and secure it positively influences the child's development and future relationships.

Policies

Our staff, parents, governors and armed forces, work together to adopt the policies and they all have the opportunity to take part in the annual review of them. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

All policies are available for you to see, please ask a member of staff.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is
Mrs Melanie Leeson

Fees

The fees are £4.50 per hour for 2 year olds (until the term after they turn 3) and £4.30 per hour for 3 year olds and are payable half-termly in advance. Fees must still be paid if children are absent without notice. If your child has to be absent over a long period of time please speak to the main office. Please see our Fees Policy for more details.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

The following are some of the questions you might have when your child starts pre-school.

What should my child wear to pre-school?

Reception children - school uniform

2 - 4 year olds - school sweatshirts

Please ensure your child is dressed comfortably and be advised that although protective aprons are worn sometimes they may get messy. Also clothes which are easier to get off and on for toileting would be appreciated.

What does my child need to bring to pre-school?

The children will have daily access to outside play, so wellington boots and a warm waterproof coat must be provided. Children should also bring a bag containing a change of clothes. **All** items must be clearly named.

What about toilet training?

Children do not need to be toilet trained to attend the FSU. Please provide us with a bag containing nappies, wipes and nappy sacks for your child's requirements. The FSU is happy

to work with parents during toilet training. Please provide a change of clothes in case of accidents during this time.

What do you provide at snack time?

At each session there will be a snack time. We will provide water and milk for those who have requested it, but we ask you to send a fruit or vegetable snack in a named container for your child.

How do I order my child's free milk?

We will register your child for free school milk. You will need to request this via the school office.

The milk is then delivered directly to the school.

My child is staying for lunch. What will they need?

Your child needs to bring a packed lunch into pre school. We encourage parents to provide a healthy lunch and we do not allow sweets, chocolate or fizzy drinks.

As a church school we have a daily act of Collective Worship, where the children may sing a song, hear a moral/biblical story and say a prayer. The younger children will join in when appropriate for them to do so.

School contact details

Tel: 01935 822686

Email sch.364@educ.somerset.gov.uk

www.stmargaretsceva.com