

ADDINGTONHAM PRE-SCHOOL

Address	C/O Addingtonham Primary School Bolton Road Addingtonham LS29 0NR
Telephone	01943 830450 or 07435203163
Email	info@addinghampreschool.org
Website	www.addingtonhampreschool.com
Opening Times	8.00am-4.30pm Term time only
For ages	Children are able to commence with us anytime up to 2 years prior to commencing reception class
Sessions available	We are open from 8.00am until 4.30pm every day with a variety of session lengths to cater for your childcare needs. Term time only (38 weeks)

Our Ethos

Welcome to Preschool- the place where little people thrive!
Play is at the heart of everything we do.
We embark together on an inspirational journey in preparation for their next big step in life- school.
Along the way we believe we can ignite a life-long love of learning in a loving, caring and nurturing environment where we embrace and celebrate everyone's individual achievements.

Introduction

On behalf of the Staff and Committee, we would like to welcome you into our Pre-school, and hope that your child enjoys his/her stay with us! Our Pre-school is a member of the Early Years Alliance (EYA), we are also a registered charity (no 1040515), and OFSTED registered (No. EY416548/RP904514). We also have support from Bradford Early Education and Childcare Service. We are run by an elected committee, who are responsible for the Pre-school including the employment of the staff.

Our Premises

We operate from a lovely dedicated area within Addingham Primary School.

Our area is spacious, bright and colourful with lots of windows for natural light and ventilation.

We have our own entrance door leading from outside into our cloakroom, which includes our own toilet facilities. (Including disabled access and toilet facilities).

Main Room

This is a general central area which is mostly used for “messy play”, knowledge and understanding interest areas and craft activities. This room also incorporates an area used for mealtimes and snacks.

Rooms 1 & 2

These smaller rooms incorporate, various construction areas, maths area, literacy areas, IT and small world play, role play area, music corner, quiet area, book corners and lots more. A sleep area will also be created in one of the rooms as required.

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Outdoor Play Area

This is a delightful secure partially covered soft surfaced play area. This is an extension of our indoor play space where lots of different play experiences are planned.

There is water play, sand play, music, mark making, planting and growing, large physical play- slide, mud kitchen, climbing frame, obstacles courses, bikes, ball games and lots more.

We also have use of the large school play ground just outside our door where the children can develop their large physical skills using bikes, scooters, balls etc. We are lucky that the playground over looks the

green fields across The Garth where we can watch the sheep and other wildlife.

Ofsted Inspection

Our Pre-School is inspected, with a day's notice, on a recommended timescale by OFSTED.

We were last inspected December 2025 and we were thrilled to gain a **STRONG STANDARD** in all areas.

The areas being...

- Achievement.
- Behaviour, attitudes and establishing routines.
- Children's welfare and well-being.
- Curriculum and teaching.
- Inclusion.
- Leadership and governance.

Safeguarding Standards were also met.

A new inspection framework came out in November 2025 with a new grading system.

To gain STRONG STANDARD means that a setting is working above the standards expected of them and are displaying excellent, consistent work that's making a real difference to the children.

We are super proud of this!

The Inspection report is available to read on our website
in the Ofsted section
<https://addingham-pre-school.webflow.io/>

Nursery Education Grant and fees.

We are registered to accept the Nursery Education Grant. Nursery Grants entitles you to have 15hrs or 30hrs a week (dependent upon eligibility) 38 weeks per year

2-year-old “terrific 2’s” funding.

This is available for children, the term after their 2nd birthday, who meet certain criteria. To qualify, one of the following must be met:

- Eligible for free school meals
- Child who is looked after
- Low income families and earning no more than £16190 a year
- Children who have a current statement of special educational needs (SEN) or an education, health and care plan.
- Disability Living Allowance
- Children who have left care through special guardianship or an adoption or residence order.

If you feel you meet one of the above criteria please speak with our Manager.

Funding for all 3- and 4-year olds

All children from the term after their 3rd birthday are entitled to 15 hrs of nursery funding for 38 weeks of the year.

There is no application required- you will automatically be eligible and we will provide you with the relevant documentation.

Funding for children with working parents

From September 2025 children from 9 months are entitled to an additional 15 hrs- resulting in 30hrs of funding if parents meet the working parent criteria.

There is an application process for this 30 hr funding. Please visit www.childcarechoices.gov.uk for more information and application.

You will receive an eligibility code if your application is approved and this along with other information will be required on a form that we will hand to you to complete and return with a form of ID for your child.

Government Tax-free accounts

The governments Tax-free childcare accounts are also a good way of paying any fees not covered with the Nursery Grant. Again, see the website below for more details

www.childcarechoice.gov.uk

Nursery Funding can be split between different settings. Please do not hesitate to speak with us regarding any funding queries.

Fees

If your child attends any hours over and above the funding we claim -then fees are payable. These are requested monthly in advance and you will receive an invoice at the beginning of each month.

Fees continue to be payable if absent through illness and holidays taken during term time.

Fees can be paid by:

- Direct payment
- Employers childcare schemes,
- Government tax- free accounts
- Cash

Fees are payable at **£7 per hour** or part thereof.

Other than your child's normal weekly hours, there is usually flexibility to enable you to request ad hoc sessions/hours to meet your child care needs

Consumable/ extra charging

We do not charge for extras except from maybe a voluntary contribution towards a trip/outing/special event.

Meet the staff

We will have 5 lovely members of staff.

Penny Etchells**Lead Early Years Practitioner, Designated Safeguarding Lead and Admin Manager**

Highest qualification: Diploma in Pre-School Practice and N.V.Q.3 in Childcare and Education.

Penny joined our staff in September 1998.

She lives in Addingham with her husband and has 2 daughters.

Penny is the Nominated person for Ofsted, is a qualified First Aider , is our Designated Safeguarding Lead and our staff representative on the committee

Penny is also responsible for:

- The day-to- day running of the Pre-school
- Curriculum Planning
- Behaviour Management
- Safeguarding
- Business & Finance management
- Health & safety

Rosie Brightman**Deputy Lead Practitioner, Deputy Designated Safeguarding Lead and Sendco**

Highest Qualification: Level 6 Early Years Professional Status a B A in Education Studies and is also Montessori trained.

Rosie has also gained Early Years Senco Level 3 and is our Special Educational Needs and Disability Officer and Deputy Safeguarding lead

Rosie joined our staff in September 2019 and lives in Addingham with her husband and 2 children.

Rosie assists with the day-to-day running of the Pre-school, curriculum planning.

Rosie is also a Key Person to a number of children.

Rosie is also a qualified first aider. She is also co-opted onto our committee.

Sian Marsden**Early Years Practitioner**

Highest qualifications: National NNEB

Sian joined our staff in January 2015. She lives in Bradley with her husband and 3 sons

Sian is a Key Person to a number of children and is also a qualified first aider

Natasha Harrison
Early Years Practitioner

Highest qualification: B A honours Childhood studies and also holds an Early Years Educator level 3 qualification.

Natasha joined our staff in September 2023. She lives in Addingham with her husband and has 3 children.

She is also a Key Person to a number of children and is a qualified first aider.

Olivia Etchells
Early Years Assistant

Highest qualification: Level 2 Childcare

After volunteering with us for a number of years, Olivia became a member of staff in Nov 2023.

Olivia is a key person to a group of children and is a qualified first aider.

Further training

As well as gaining appropriate qualifications, the staff all take part in much further training to help keep up to date with the present thinking about Early Years Care and Education as well as safeguarding and child protection

This not only benefits the setting and staff's personal development but is also a requirement of Bradford Early Years and Childcare, OFSTED and of the Early Years Alliance (EYA)

The setting also keeps up to date with contact with Bradford Early Years and Childcare Quality Support Officers. Our staff have a wealth of knowledge and experience in Early Years Care & Education in various different settings.

All Staff are also trained in Paediatric First Aid, Safeguarding and Child Protection and Food Hygiene.

Committee

One of the ways in which a parent/carer is able to be involved with the running of the pre-school, is by being a member of our committee.

Our constitution allows us to have up to a max of 12 committee members. One committee member is a staff representative. They meet, along with the staff at least 3 times a year. This is usually a weekday evening that is convenient for most. Meetings also take place at other times to discuss other matters including the organisation of various events. These events include Christmas and Easter activities, as well as participation in the annual village Gala.

An AGM is held in September/October each year. All parents are given the opportunity to stand for election on the committee.

The committee are responsible for the Pre-School which includes the employment of staff. Any major decisions are made jointly with the staff and committee.

Photos of our existing committee members can be found on the noticeboards.

Fund raising

We rely a great deal on fund raising and you will find throughout the year we will organise a variety of different ways to raise funds. We would very much appreciate your vital support!

Adult resources

We ensure that we meet the legal requirements for adult: child ratio but nevertheless we always take into consideration the safety of the children in the group and often operate at a higher adult: child ratio. Our ratio is at least 1:8 for 3-5 yr olds and 1:5 for 2-3 year olds

Key Persons

Each child is allocated a key person. This role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.

The role of parents

Everyone in the childcare profession recognises parents as the first and important educators of their young children. Our Pre-school aims to support parents. Parents are welcome to:

- share their own special interests/cultures/religions/ knowledge/ work and life style with us.
- work with their child's key person in contributing to their child's developmental journey.
- help to provide, make and look after the equipment and materials used in the children's play activities.
- assist with fund raising.
- take part in the management of the pre-school by being a Committee member

Each year, we ask parents to complete an evaluation questionnaire. We use this to then evaluate our setting. These are some of the comments we have received:

“Thank you for making my children’s lives at pre-school a happy time and given them happy memories and confidence for the rest of their lives”

“Pre-school is the only place he is happy to go without me!”

“From the very first day I felt happy and relaxed about leaving her. She settled really well and I believe this was because of the combination of a happy relaxed environment along with friendly, warm and happy teachers” “A happy child makes a very happy Mummy”

“It has definitely helped build her confidence and being at this pre-school will ease her transition into school”

“Thank you for making my child’s first year at pre-school an amazing experience”

“It is a wonderful pre-school- friendly and fun where my children has loved being. I have never worried about leaving them in such good hands. As we as a family come to the end of our pre-school years- all I can say is thank you. You have made it so easy and special and has given them memories that will last. We are very lucky our children love you all and will miss you all”

Communication

Newsletters- we send out monthly newsletters via email which will advise you of anything we wish you to know or remind you about, fund raising events and the themes and topics we will be looking at during the month.

Social media -Facebook-we have a closed group for parents and carers only. This is also used to send out information, reminders, promote events and also at the end of the week, we post a write-up of what we have been doing that week.

If you are a facebook user, we would love you to join! Search for Addingham Preschool parents & carers and request to join.

We also have a public face book group which anyone can access. This is mainly used to promote our services and events. It's simply called

Addingham Pre School-please have a look and "like"!

We will gain parental consent to upload any photos of your child to these groups. We totally understand that some parents do not wish for photos of their child to be uploaded and we will respect this. Please see the Information and Consents Form which we will ask you to complete ahead of your child commencing.

Noticeboard

There is a noticeboard outside which we use for various things and one inside too!.

Health & Safety

Car parking

Primary School ask their parents not to park in the turning circle/lay-by outside school or attempt to drive into or park in the barriered staff car park. We must also ask this of our parents. For safety reasons please do not walk through the car park but use the school footpaths.

Footpaths

Please do not use the school gate leading in from half way up Back Beck Lane at any time other than at the start of the morning session and at the end of the afternoon session. Please walk all the way down Back Beck Lane and use the footpath leading up from Bolton Road. As you may appreciate the use of the paths in the school playground during school hours imposes security risks and distraction to pupils. Unless you are actually going to school with a school child, please use our pre-school footpath which avoids entering the school playground.

Dogs

Dogs must not be brought onto the school /pre-school premises. The only allowance is that of Guide Dogs

Illnesses/injury

It is important to let us know if your child is absent due to an illness/infection/injury.

The most common are listed below:

Respiratory illness including Covid-19

If your child has covid-19 like symptoms and not been tested, your child is able to attend preschool once they have no temperature and feel well enough to do so. If a member of the household has tested positive for covid-19- your child is still able to attend as long as they are not unwell and don't have a temperature.

Sickness and diarrhoea

48hrs must have lapsed since the last attack before your child returns

Chicken Pox

Spots must be crusted over before a child is able to attend again

Impetigo

Your child must not return until the lesions have crusted/healed

Conjunctivitis

As long as this condition is being treated and your child appears well-they may attend Pre School

Head Injury

We also ask for you not to bring your child if they have had a head injury within the last 48 hrs

Antibiotics

For the first 24 hours of taking antibiotics, please keep your child at home. This is to ensure they don't develop an allergic reaction.

Head Lice

Children are able to attend pre-school as long as a treatment has been given.

It is also important to keep your child at home and inform us if they have any other kind of infectious illness including **German measles** and **Slapped Cheek Disease** as some infectious diseases impose a risk to expectant mums.

Illness

Please phone or email us ASAP and before 10.00am for non-attendance in a morning or full day session child and 1.30pm for an afternoon session child. We would also appreciate knowing what the illness is as some illnesses are reportable to Health Protection Agency and Ofsted, and some have various exclusions periods. In some cases we have to inform other parents that there is a certain case of infection/illness due to infection control or because of cause for concern for expectant mothers.

Attendance

Whilst it is not compulsory to attend every session your child is on register for, we do require to record any absences. We take a register each session and any absences have to be recorded with a reason.

Holidays, family/friends commitments, appointments

If you know of any dates in advance, please let us know. If you choose to have a day off on the spur of the moment- that's not a problem, then just please ring or email.

Non- notification of absence

If a child is absent without notification, we will give you a call to ascertain a reason. We appreciate you may have just have forgotten to contact us. If you are unobtainable then we will attempt to contact someone on your emergency contact form or collection list.

If eventually we are unable to ascertain the reason for absence from you or anyone else within 24 hours, we may contact Children's Services as in accordance with safeguarding legislation.

Our number is 01943 830450 or 07435203163- thank you for your support and understanding.

Updating Records and information

It is very important that you keep us up to date with any details e.g. address, contact numbers, email addresses, any medical info etc

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What to wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send your child to pre-school dressed in clothes which are easily washable and not new. It is good for children to practice skills, which will make them independent. Simple clothing that they can fasten themselves will enable them to go to the toilet independently.

It would also be helpful if you could name your child's coat, wellies, any bags (no draw strings please) Please bring a change of shoes if arriving in wellies.

Toileting

At the time your child is due to start, your child may or may not be toilet trained .When they start please let us know at what stage you are at

and we will support you with the process. Whilst we have the facilities to dispose of soiled nappies/pull-ups- any soiled clothing will be bagged and you will be given these at the end of the session.

Sleep and naps

We understand that some children and especially the younger ones may still require a sleep most days. We have a room we use for sleep and naps should any child require to use it. Staff are trained in sleep safety.

Please let us know if you think your child may still require regular naps/sleeps. We also recognise that some children will require a nap now and again to recharge their batteries during their time with us and this is fine too!

Breakfast

For children who start at 8am- we will serve a breakfast of cereal and toast upon their arrival.

Snack time

We provide a drink of semi-skimmed milk as part of a mid-session snack. We make this a social time at which children can eat together. If your child does not like or is unable to drink milk, you may send in a milk substitute e.g. soya milk or we will serve water.

Drinking water is always available throughout the session as well.

We request that parents contribute to our snacks by kindly bringing in a snack once a month. We would like healthy nutritious snacks of usually fruit (lots every day!) and also breadsticks, malt loaf, cheese, rice cakes, raisins, brioche, crumpets etc

We accept that children love to bring in birthday cakes/buns and home baking/cooking etc for treats which we will have at snack time!

Please note- we are a nut-free zone!

Packed Lunches

For children attending the full day session- a packed lunch will be required. Please bring a well-balanced lunch in a labelled lunchbox and a drink. Any drink containers to be named too please. Any grapes to be cut in half lengthways and please remember again- we are a nut free zone- thank you

Toys

We have lots of toys at pre-school and toys bought have to meet strict safety standards. We ask that if a child needs to bring a toy to pre-school, then it must be a soft toy, definitely no beads, money or chockable items. They must also meet the British Safety Standards.

Please remember though- toys brought from home often get lost or are forgotten to be taken home after session which then results in upset.

Safeguarding children

Safeguarding of children is our highest priority.

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. We have robust procedures and training for recruiting staff ensuring safe recruitment and suitability to work with children.

We always work within our legal adult: child ratios and have high regard to our Safeguarding, Welfare, Health & Safety Policies and procedures.

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

In the event that staff are concerned about a child's welfare they will act in accordance with safeguarding procedures and record keeping and this may mean reporting to Bradford Safeguarding Partnership. We all have a duty of care and any information we become aware of, of any child, even if they do not attend this setting will be acted upon.

We also have a Whistle blowing Policy in place for staff and volunteers to enable them to raise concerns about any member of staff, volunteer or committee member. We have also procedures in place to be followed in the event of any allegation made against a member of staff.

Additional Needs and Disabilities

Each child is able to progress at his/her own rate in all areas of development, and this is also true for children with or without disabilities

or learning difficulties. We are experienced, in working with children who have additional needs. If you would like to discuss the group's ability to meet your own child's additional needs, please talk to our Special Needs and Disability Co-ordinator (Sendco)

Induction sessions

Before your child actually starts Pre-school, we will send you lots more information and documentation to complete along with an invitation to an introductory session. This is when your child comes along, to become familiar with their new surroundings, meet other children and the staff. They may well have attended open day sessions too beforehand.

We can also arrange for new parents to have a look around, meet staff and ask any questions they may have, at a time which is convenient to us both.

Drop off and collection of children before and after sessions

Upon dropping off and collecting your child, again due to safety procedures, please bear in mind that parents/carers are responsible for their child(ren)once they have been picked up and for any other non pre-school children present at this time.

We do appreciate that parents cannot always collect their child at the end of a session, therefore we have a "collection form" that we ask you to complete prior to commencing with us, naming other people that may collect your child.

If at any time the staff have a welfare concern regarding your child and the person picking- up whether or not they are on the collection form, we will need to contact you to arrange an alternative arrangement

The start of a Pre-school session

Children and parents/carers will be greeted at the door by staff. It is at this point we ask you say your "goodbyes". Each child will have a named coat peg, and racks for outdoor footwear e.g. wellies. If your child wishes to bring a bag, please ensure it is not a draw string bag and it can be hung on the coat peg or placed on the shelf above their peg.

All lunch boxes to be placed in the large black container which has ice packs in it and drinks in the drink tray.

If your child is particularly unsettled when dropping off, staff will work with you to help settle the child. We don't mind, if you would prefer to come into the cloakroom with your child- that is fine.

Time to speak with parents/carers

We welcome time for parents to speak with their child's key person or another member of staff and we feel this is important.

Brief chats can be carried out at pick and drop off times.

When dropping off, if there is something we need to know about, please use this as an opportunity to talk to us,

It may well be about changing situations at home, e.g. a parent working away, deaths of relatives or pets, new babies expected, as sometimes these things may affect the way a child behaves. It may well be you need to tell us about a different person picking your child up, problems you are encountering, child's well-being, the fact they have had an unsettled night, toilet training etc- anything!

It is important for parents and Pre-school staff to work together to help the child feel confident and secure in the group.

If at any time you want a more confidential area or a longer period of time other than a quick chat on the door- please do let us know.

Appointments are always available if you, or us would prefer to speak at another time, at a mutually convenient time.

We are always available on the phone during session times. Emails are checked periodically throughout the day. At weekend and outside of term time- emails are still checked but not quite as often. Nevertheless we will still respond to emails at this time as far as practicably possible.

The setting's routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines that make up the session in the setting are provided in ways that:

- help each child to feel that he/she is a valued member of the group.
- ensure the safety of each child

- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning.

The session's activities

We organise our sessions so that the children can choose from, and work at a range of activities. We have a balance of both adult-led and child initiated activities which introduce the children to new experiences and help them to gain new skills, allow them to further explore their individual interests, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom.

Curriculum Planning

Our planning is open ended and is based on individual children's needs and interests. We also follow various seasonal topics providing exciting and varied learning opportunities for the children.

The provision for children's development and learning is guided by the Early Years Foundation Stage (EYFS). This sets the standards for learning to accommodate the varying ages and stages of development of all children birth to 5 years. We have put together the following information which explains the EYFS in more detail.

Activities can also be spontaneous depending upon what the children wish to do that day!

An introduction to the Early Years Foundation Stage for parents

(Revised Sept 2021)

What is the Early Years Foundation Stage (EYFS)?

The EYFS was introduced in 2008 and is how the Government and professionals working with young children describe the important stage in a child's life between birth and age 5.

The EYFS has been updated several times over the years, to take account of current research into how young children learn and develop, and government policy related to children and families. The most recent version of the EYFS came into force on 1 September 2021

Nurseries, pre-schools, and childminders (early year's providers) registered with Ofsted or a Childminder agency, **must** follow the EYFS framework. They are registered and inspected by Ofsted to ensure the quality and standards of their provision. Because the EYFS goes up to age 5, this includes Reception classes in school too.

The EYFS is a legal document and any failure to meet a requirement of the EYFS may result in action being taken by Ofsted.

Why do we have the EYFS?

Children learn and develop rapidly from the moment they are born.

The home is the first environment where play and learning take place, supported by parents and other family members. Babies learn to crawl, walk, talk and begin to interact with people and the environment around them.

Their brains develop rapidly in the early years and create vital foundations for learning throughout life.

Research confirms that the experiences that a child has in the early years has a significant impact on their future life chances and that high quality early years care and education makes the biggest difference to every child.

The EYFS provides a framework that..... 'sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good progress through school and life'. (EYFS 2021)

What is in the EYFS?

The EYFS has three sections:

Section 1 Learning and development describes what early years educators must do to promote the learning and development of all children in their care in seven areas:

- Communication and language
 - Listening, attention & understanding
 - Speaking
- Physical development
 - Gross motor skills
 - Fine motor skills
- Personal, social & emotional development

- Self-regulation
- Managing self
- Building relationships

The above first three areas listed are described as the **prime** areas of learning and development because they are closely linked to a child's brain development in the first three years of life.

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - number
 - numerical patterns
- Understanding The World
 - Past & present
 - People, culture & communities
 - Natural world
- Expressive art & design
 - Creating with materials
 - Being imaginative & expressive

The above four areas are described as **specific areas** of learning that develop when parents and early years educators know what they want children to learn and create the right opportunities for learning to take place.

The activities and experiences (educational programmes), that early years settings provide based on a child's individual needs and interests. We here in Pre School will also have "themes /topics" running alongside. These are carefully chosen, taking into account what we want children to learn and then plan activities within that particular theme or topic.

There is also emphasis on learning through play because 'play' is essential for children's development, building their confidence as they learn to explore and relate to others.

We also carry out lots of what is known as "In the moment planning"

“In the moment” planning is a very simple idea – observing and interacting with children as they pursue their own interests by extending/scaffolding their play with the intention of moving their learning forward through that activity or interest at that time.

Section 2 Assessment describes how children’s progress is recognised.

There is additional guidance that supports the EYFS to help educators to recognise and interpret where a child is in their learning journey. The additional guidance is not intended to be a checklist that we use to track a child’s development by ticking off one stage after another.

Learning does not progress in a set sequence of events which is why we observe children constantly and use our professional knowledge to identify the areas of learning that a child is secure in, what they need to know next, and any areas where they may need additional support.

Assessment is not all about paperwork and written reports any more. Nevertheless, the EYFS expects that parents and/or carers should be kept up-to-date with their child’s progress and development and discuss any additional needs with us and any relevant professionals. For example, if your child appears to be struggling with their speech and language, we may suggest that your child would benefit from being referred to a Speech and Language Therapist.

Assessment

There are three formal assessment points in the EYFS and the one which we will carry out in preschool will be:

- **The progress check at age 2** when you will receive a short, written summary of your child’s development in the prime areas. This is carried out between the ages of 2-3 yrs. If your child is still to have their development check with their health visitor- this report could be shared with them as well.

The Reception Baseline Assessment and Assessment at the end of the EYFS will be carried out in school.

Your child’s key person will carry any 2 year checks. This report will include indications as to whether it is felt your child’s progress in each area is on track for their age or whether it is felt perhaps they need some support in any area.

If it is felt there is something we can work on to help your child in any area(s) e.g. any learning area where it is felt they are not on track- this will be mentioned in the report and your child’s key person will talk to you about this.

In addition to the report- each child will have a file put together by their key worker. This will be handed to you, and will include the report and a selection of photos which your child’s key person has chosen to share with you. These will give you an idea of the activities your child

will have been experiencing during their first few weeks/months with us. There may be a piece of work they have produced too- but please don't worry if there isn't!

After reading and looking at your child's file- please feel free to talk to your child's key person about anything! In turn-as mentioned above- if your child's key person has any concerns, they will arrange to have a chat with you at a mutually convenient time.

Observation and record keeping at all other times

There is great emphasis now from September 2021 for staff not to spend time writing up observations as previously required.

It has been recognised that there is greater importance for early year's educators to spend the time interacting and talking to the children than writing up records. This enables staff to gain a deeper understanding of how each child learns and how they are developing.

Our staff are very experienced in child development and expectations of children at various stages and don't need formal observations, assessments etc. We are professionals who understand how children learn and develop, they are appropriately qualified for the role they undertake and continue to update their skills and knowledge. They have a wealth of experience in child development and what to expect and when.

At the end of each term we will present parents with their child's file. Included with the photos will be a short written summary of what they have been doing, have been interested in, how they are learning developing and what they have achieved that term.

If it is felt your child isn't progressing quite as they should be. we will then let you know of any plans to try and help your child. This may be through activities which will be planned specifically for their individual need or by referral to another professional e.g. speech therapy for a language and communication concern.

How are parents involved?

We understand that you as parents/carers make a vital difference to children's outcomes which is why the EYFS places a strong emphasis on the importance of working in partnership with parents.

A two-way flow of information between you and your child's key person helps to ensure that your child gets the best possible care and learning.

Hope this document explains about the EYFS 2021- any questions please do not hesitate to speak with us!

Transition to Schools and other Early Years settings

To Addingham Primary School

- We have excellent contacts and relations with the Primary School
- The teachers visit our setting to meet the Pre-school children
- The Pre-school children visit the school and usually spend a few hours in the reception class without parents, prior to commencing
- Leading up to transition, on occasions we may visit the school during a pre-school sessions e.g to attend an assembly, to visit the reception class for a particular interest etc
- We also pass on any records required by the school on the child's development.

To other schools

- We are often contacted by other schools and work with them providing visits and records as required.
- We also pass on any records required by the school on the child's development.

To other Early Years settings ahead of starting school

- We would work with other settings to provide as much information as possible.

For children with additional needs:

- Discussions take place between school or the Early Years setting with our Senco/ key person and parents in advance of the child moving on.

Policies

We have a wide range of policies for you to read.

All our policies are available on the website and some on the noticeboard. If you wish to take away any of those policies to read, please ask a member of staff. All our policies are designed to offer the best possible experience for the children and families in the group. Our policies are reviewed on a regular basis and comments and suggestions from parents are always welcome.

Our policies can be found on our website <https://www.addinghampreschool.co.uk/policies-2/>

We hope that your child's time in Pre-School will be a happy and productive one!

If you have any queries or we can be of any help at any time, please contact us!