

Welcome to St. Gabriel's Pre-school

We are delighted you have chosen St. Gabriel's Pre-school for your child. We know you want the best early years education available and we are confident we can offer this to you. We are a friendly Pre-school where each child is treated as an individual and will be learning in a safe, secure, caring and stimulating purpose-built school environment.

We provide pre-school education for children from the age of 2 years to 4 years 11 months.

The children will be encouraged to gain confidence and become independent ready for the next stage of their education.

Key Person

Each child is allocated a member of staff who will become their key person and will be responsible for their overall development and learning whilst in Pre-school.

The idea of a key person is for the child to know that one adult is taking special care of them and that this person goes on to develop a close and genuine bond with them. They also help families engage with more specialist support if appropriate.

Planning

Our planning will involve all the practitioners in the setting working together to make the children's learning effective, varied, and progressive, based on what children already know and can do. It will recognise children's different interest and needs with a range of opportunities for children to learn both indoors and outdoors.

We invite you to be a part of our Pre-school and would welcome your suggestions/views on the information we currently offer to our parents.

Yours sincerely

Theresa Miller
On behalf of the Pre-school Team

This booklet contains the following information:

1. Who is responsible.
2. How you can contact the Pre-school.
3. What you can expect from the Pre-school.
4. What the Pre-school expects from you.

5. Some essential policies which you will need to know about from the outset.

The Pre-school is run by 8 permanent staff, who are employed by the Committee of St. Gabriel's Early Years Voluntary Management Group.

Staff

Mrs. Theresa Miller Manager/Senco (Special Educational Needs Co-ordinator)

BA (Honours) Degree in Early Years Education and Childhood Studies

Level 3 Institute of Leadership and Management

BTEC Level 3 National Diploma in Childhood Studies

Designated Lead Special Educational Needs / Safeguarding/Child Protection / Health and safety / Behaviour Management

Mrs Amy Cooper Pre-school Practitioner/Assistant Manager

Cache Level 2 Certificate for Children and Young People's Workforce

Cache Level 3 Certificate for Children and Young People's Workforce

Ms Shelley Wilson Pre-school Practitioner/Admin

City & Guilds Level 3 Diploma for the Children and Young People's Workforce: Early Learning and Childcare Pathway

Miss Georgia Boden Pre-school Practitioner

Cache Level 3 Certificate in Childcare and Education

Miss Jade Thompson Pre-school Practitioner

NCFE Cache Technical Diploma in Childcare and Education (Early Years Educator)

Foundation Degree (Early Years) Level 5

Miss Julie Smith Preschool Practitioner/Out of School Club Manager

NNEB diploma in Nursery Nursing

Miss Charlie Cockbill Pre-school Practitioner

NCFE Cache Technical Level 3 certificate in Childcare and Education

Miss Mille Hall

Level 3 Early Years Educator

Our staff undergo training to keep up to date with current childcare developments and to ensure that we give the best possible care and education to your children. All staff are qualified in Paediatric First Aid. We hold regular staff meetings which provide staff with the opportunity to have an input into the running of the Pre-school and to discuss the children's progress and any difficulties. We hold annual staff performance management meetings to ensure that we all work to the highest possible standards.

Sessions

Premises

The Pre-school is a two roomed purpose-built nursery unit situated within the main primary school grounds.

Sessions are as follows:

Monday, Tuesday, Wednesday, Thursday, Friday.

Term time only:

Mornings (Only) 9:00am - 12:00 noon - Doors will open at 11.50am

Full Day Care 9:00 am - 3.00pm - Doors will open at 2.55pm

(Full day care - hot meals will be purchased from the main school's kitchen)- current price £2.50 a day - this may change. Payable on ParentPay scheme daily or weekly.

We do not have a bring your own food from home service. (NO LUNCH BOXES-ONLY FOR MEDICAL REASONS).

Please inform a member of staff if you are collecting your child earlier or dropping them in later than stated above.

Early Education Funding - Funded childcare to support your child's best start in life.

3- and 4-year-olds - Funding

For the universal 15 hours this will start the term after your child's 3rd birthday.

30 Hours of Funded Early Education For 3- and 4-year-olds

Working parents in paid employment or self-employed, who meet the earnings criteria could be entitled to an additional 15 hours of early education, making up a total of up to 30 hours per week.

Parents will need to apply online at the HMRC website: www.childcarechoices.gov.uk for a new Gateway Account. Successful applicants will receive a confirmation code. Parents will need information from their P60 to verify their identity, National insurance number and the date they started their current employment/self-employment. If applicable, their partner's National Insurance number and employment start date.

Parents will be able to apply for both tax-free childcare and the 30 hours online at the same time. Parents will need to give St. Gabriel's Pre-school a number code: an 11-digit reference code to claim the funding for your child. This needs updating every 3 months.

Early Education Funding

When your child turns 3 years	When they can get 30 hours from	Recommended time to apply
1 September to 31 December	1 January- you must sign up by the end of DECEMBER 31 st to qualify	15 October to 30 November
1 January to 31 March	1 April- you must sign up by the end of March 31 st to qualify	15 January to 28 February
1 April to 31 August	1 September- you must sign up by the end of August 31 st to qualify	15 June to 31 July

Early Years Pupil Premium (EYPP) for 3- and 4-year-olds - This is part of the government's objective to close the gap between children from disadvantaged backgrounds and their peers. EYPP@staffordshire.gov.uk

(EYPP) Criteria

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit Run-on (this is paid for 4 weeks after they stop qualifying for Working Tax Credit)
- Universal Credit if a parent is entitled to Universal Credit they must have an annual net earned income equivalent to and not exceeding £7,400, assessed on up to three of the parent's most recent Universal Credit assessment periods.

The free entitlement of funded 2-year-old places (children under 3-years old) is for 15 hours per week. The free entitlement is targeted at disadvantaged 2-year-olds meeting the government's criteria.

For the children who are waiting to receive funding, their fees are £17.00 per session. **Fees are still payable if a child is ill or takes holidays during term time.**

We ask you to put weekly fees into an envelope marked with child's name and give them to a member of staff or pay by bank transfer (Please ask for our bank details). **NO BAD DEBTS ARE TO BE INCURRED**

To help with the cost of providing a wider range of healthy snacks/foods, cooking activities, and food tasting activities, if your child attends 15 hours we will require **£15.00 per term or £45.00 per academic year**. And, if child attends 30 hours. **£30.00 per term or £90.00 per academic year**. This is just £1.18 per week for 15 hours or £2.36 per week for 30 hours.

Staffing Ratios

The minimum staffing ratios in Pre-school are:

Children aged 2 years	1 adult to 5 children.
Children aged 3 - 7 years	1 adult to 8 children.

Regular supply staff are considered. Pre-school also has supporting staff e.g., teachers, students, and trainee nursery nurses, to enable permanent staff to work on a one-to-one basis with the children.

Coming into Pre-school

Starting Pre-school can be very traumatic for parents and for the child especially if it is the first time that they have been separated, and we at Pre-school are aware of that. We help the child and parent/carer to settle in. Therefore, at St. Gabriel's: -

- We will give the parent/carer an entry profile and registration forms to complete, in the strictest confidence, so that we are aware of any problems and can prevent any anxiety.
- On the child's first day, because we stagger entrance over a couple of weeks, there will be someone available to talk to, encourage and support the parent/carer and child. Sometimes parents/carers do not wish to stay and sometimes they do, but usually by the end of prayer time all parents have gone. We will reassure parents that if there are any problems, we will telephone them.
- On arrival children are welcomed into the setting for breakfast and morning welcome before accessing the many activities available to them; these include: themed adult led activities and child-initiated activities in the home corner, book corner, construction, mark making, puzzles, small world and floor play.

- Your child will be encouraged to look for their name (or photo) in our self-registration system to develop early reading skills.
- To help your children feel secure they can bring a comfort toy, initially to help them settle. After the settling in period, we ask that children do not bring toys or special items as children become very upset if it gets lost or other children claim it as their own.

Toileting

Children will be encouraged to go to the toilet independently while under supervision. They will be taught how to ask politely and to wash their hands in an appropriate manner. The staff are always on the look out for signs that a child needs the toilet but does not like to ask.

If your child is still wearing nappies/pull-ups we will work together to help in potty training. Please supply nappies/pull ups, wipes and nappy sacks. It is more comforting for the child if they can go to the toilet on their own.

Snack Time

Milk or water will be provided for all children. If your child has special dietary needs, we may ask you to provide their drink and snack. Healthy snacks will be offered daily. Different snacks will also be provided connected to themes that we are working on. We celebrate birthdays and special occasions but ask that parents do not send sweets into Pre-school as we are promoting the "good oral health of children" which is a new addition to the welfare requirements of the EYFS 2021.

Fresh drinking water is available to children always.

IMPORTANT INFORMATION REGARDING DATA PROTECTION

To comply with GDPR we need to request your consent and explain what personal data we collect, why we collect it, how we use it, the control you have over your personal data and the procedures we have in place to protect it.

When we refer to "we", "us", or "our", we mean St. Gabriel's Pre-school Staff and Voluntary Management Group.

Record Keeping

Parents are required to complete registration forms and an entry profile when their child joins the Pre-school. If these details change, it is vital you let us know, especially changes in:

- Addresses,
- Emergency contacts,
- Parental responsibility,
- Mobile phone numbers,
- People authorised to collect your child(ren).

Any information that you have given us is confidential. We will only share it with people directly involved in your child's care.

We keep individual records of all children to record the progress that they are making and to ensure that they are all working at their own level. We will share this information on a regular basis with parents. The development and cultural needs of children will be identified through the continuous cycle of observation; their key person may be interested to know more about the children's learning styles and capabilities.

Parent Consultations

Parents are regularly given verbal reports. Staff are available at the beginning and the end of the session. Opportunities for a lengthier discussion will be given at parent consultations. These are within the academic year to discuss your child's progress. Please try to attend. Pre-school newsletters will contain dates of these days. Parents information will be displayed weekly on our notice board to let you know what your child(ren) will be learning and how you can support at home.

We would like you to feel that you can discuss any aspect of your child's education and well-being. As the child's parent or carer, we value your views.

Parent Volunteers

Parents are always welcome at St. Gabriel's Pre-school and are invited to join our Friends of St. Gabriel's Group. We may also need help with trips and parties that we have throughout the year; an extra pair of hands is always welcome.

<h2>Special Educational Needs</h2>

Inclusion

A child will never be refused a place at St. Gabriel's Pre-school because of any Special Needs, as long as all interested parties', parents and professionals agree that it is the most appropriate place to educate the child.

We liaise with professionals across the range of Special Needs. Children identified as having Special Educational Needs will have an Individual Support Plan drawn up. We will carry out regular reviews through careful monitoring and evaluate the child's progress. Parents will be involved at every stage.

Equality of Opportunities

St. Gabriel's Pre-school operates an Equality of Opportunities Policy. All children and their families are treated equally. The Pre-school welcomes values and respects all children, families, staff and volunteers. The equipment available to the children features positive images of people both male and female from a range of ethnic and cultural groups with and without disabilities.

We will through activities, attitudes, and mutual respect, seek to create an environment which is free from prejudice and discrimination.

Safeguarding Children

St. Gabriel's Pre-school recognises its legal duty under Children and Families Act 2014, Education Act 2011, s175 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children.

Our aims are to create an environment in our Pre-school which encourages children to develop a positive self image, regardless of race, language, religion, culture or home background. Help children to establish and sustain satisfying relationships within their families, with peers, and with other adults. Work with parents to build their understanding of and commitment to the welfare of all our children.

We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect. When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern, the Pre-school investigates. Where, a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals, to **Staffordshire Children's Advice and Support Service 0300 111 8007**. If there is concern about a child, we will make a referral with or without your consent.

Our policy has regard to the statutory guidance 'Working Together to Safeguard Children 2023', [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/98281/Working_together_to_safeguard_children_2023.pdf) and is in keeping with Staffordshire Safeguarding Board (SSCB) 'local safeguarding partners' www.staffsscb.org.uk/professionals/procedures/

Complaints Procedure

St. Gabriel's Pre-school believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our Pre-school and will give prompt and serious attention to any concerns about the running of the Pre-school. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If you do not achieve the desired outcome, you should refer the complaint either verbally or in writing to the Pre-school Manager theresa.miller@st-gabriels.staffs.sch.uk

The complaint and subsequent process will be completed within 28 days from the date the complaint was first made.

We are registered with Ofsted (raising standards improving lives) as a provider of childcare on non-domestic premises on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. **Our Registration Number: 218233.** You can get in touch with Ofsted on 0300 123 1231 or Website: www.ofsted.gov.uk/early-years-and-childcare

Mobile Telephone Policy/Camera and Photographs/Smart Watches

To ensure the safety and welfare of children in our care the Pre-school operates a mobile phone policy which stipulates that:

Members of staff, committee members, parents and visitors are not encouraged to use mobile telephones on Pre-school premises.

Visitors to the premises may be asked to leave their telephone in a secure location.

Staff should leave their personal mobile telephones in a secure location (staff room/office). The setting telephone number can be given as an **emergency contact number 01827 250903**. Staff must never use personal mobile telephones to photograph children within the setting.

Mobile telephones must not be used in any environment where children are present. This policy supports Safeguarding Policy.

Camera and Photographs

Photographs taken for recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in line with the New Early Years Foundation Stage that came into effect from December 2023

- Only the designated Pre-school camera is to be used to take any photographs within the setting or on outings.
- Permission is obtained from parent.

Smart Watches

Staff are able to wear smart watches to receive notification of calls or messages. Their mobile phones are kept in their bags in a cupboard. If the smart watch has a camera, this is not to be used.

<h2>Social Networking Policy -Online safety</h2>

The Voluntary Management Committee recognises the right of every member of staff, committee member and parents to enjoy their personal time and to use social networking websites as part of this personal time. It also recognises that it is inappropriate for Pre-school business to be discussed online.

As a result:

1. Staff and committee members must not discuss Pre-school business via social networking sites.
2. The discussion of any confidential information relating to families, their children or the financial situation of the group will be deemed to be gross misconduct and will result in appropriate action being taken. (Cross reference Confidentiality Policy, Data Protection, Safeguarding).
3. Pictures of children within the Pre-school setting must not be posted on social networking sites. (Cross reference Safeguarding Policy).
4. Staff and committee members should be mindful of posting photographs and posts which may bring the Pre-school into disrepute.
5. Parent must not post any Pre-school pictures of other children on social networking sites.

This policy should also be considered within the context of other policies and documents relating to our work with children.

Health and Safety

Clothes

Could you please send your child with a bag clearly named, containing a change of clothes in case of accidents, and pumps or trainers only for P.E., which we will keep in the Pre-school. If your child wears nappies we will need you to provide nappies and wet wipes.

Please ensure all items of clothing are clearly labelled with your child's name.

May we request that your child comes to Pre-school in suitable clothing to promote self-help skills, clothes with easy fastenings.

We provide aprons for craft sessions but please bear in mind that paint and glue can still find a way onto their clothing.

We have our own St. Gabriel's sweatshirts and t-shirts available for purchase from S. K. School Uniforms 44-46 Chartwell, Riverside, Tamworth B79 7UG. Telephone number: 01827 705779
skschooluniform@outlook.com

Jewellery

For Health and safety reasons, only stud earrings are allowed in Pre-school.

Collecting of children

Children will not be allowed to go home with anyone other than the designated person unless we are informed otherwise. No one under the age of 16 years old will be allowed to collect your child.

Absences

Please inform Pre-school if your child is unable to attend on a particular day for any reason. If we do not hear from you, we will make first day contact - courtesy telephone call to enquire about your child not attending the session. Also, could you provide us with your holiday dates if they are to be taken in term time.

Fire Drill

We have a fire drill at least once a term so that the children become familiar with the procedure should the need arise.

Illness

Parents are asked to keep their children at home if they are unwell or have any infection, and to inform a member of staff as to the nature of the infection. We can then alert other parents when necessary and make careful observations of any child who seems unwell. N.B. if your child is sick (vomits) or suffers from diarrhoea please keep them at home for 48 hours until it has cleared up.

Medicine

As a rule, medicine will not be administered in Pre-school.

In exceptional circumstances, we will administer medicine if they are prescribed by a doctor/dentist/nurse with a pharmacy label clearly showing your child's name and the dose of medicine to be given. This will need to be discussed with Mrs. Miller beforehand and parents will need to sign a medication form

First Aid

There is a first aid box in the main room, the contents of which are checked frequently and replaced if necessary.

A record is maintained, signed by the parent, of any accidents/incidents or accidents that happened at home. This is a mandatory requirement in our regulations.

Emergencies

If your child is taken ill in Pre-school, or if an accident occurs, the parent or carer will be notified immediately. If you are not at home, we shall contact the person named on your child's information form.

Outings

You will need to fill in a permission slip when your child goes on Pre-school outings.

These outings will always be well supervised, and you will be informed well in advance of the intended visit.

Parking around school

Parents are asked not to bring cars onto the school premises at the beginning or the end of the sessions. We ask you to park with consideration for our neighbours and other road users.

Aims and Objectives

The Pre-school aims to work in close partnership with parents and carers to develop the whole child in terms of intellectual, creative, social, emotional, physical, language and moral awareness.

1. To provide a lively, attractive, stimulating, and caring environment where each child can develop to his/her full potential.
2. To develop language and literacy skills so that children can listen attentively and ask questions, express themselves and to instil in them a love of books.
3. To develop children's mathematical skills such as number recognition, pattern making and methods to problem solve which they can use at home and later at school.
4. To provide a variety of creative, aesthetic, physical, scientific, technological, musical and educational activities.
5. To give children the opportunity to gain observation and investigation skills crucial to raising awareness of knowledge and understanding of their environment and world in which they live.
6. To provide the children with the opportunity to develop personal, social and emotional skills to be aware of their own needs and of the people around them. To respect and consider the consequences of their words and actions.
7. To lead children gently towards independence.
8. To prepare the children for entry into school.

The Early Years Foundation Stage

What is play?

Children are the foundation of the world's future. Children have played at all times throughout history and in all cultures. Play, along with the basic needs of nutrition, health, shelter, and education is vital to develop the potential of all children.

Play is communication and expression, combining thought and action; it gives satisfaction and a feeling of achievement. Play is instinctive, voluntary, and spontaneous. Play helps children develop physically, mentally, emotionally, and socially. Play is a means of learning to live, not a mere of passing of time.

Early Years (EYFS 2023 Framework)

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The EYFS (2023) sets the standards that all early year's 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 future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early year's settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured

- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

There are seven areas of **learning and development** three **prime** and four **specific** that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three **prime** areas:

Communication and Language now only has two goals instead of three (Listening, Attention, and Understanding is one; Speaking is the other). It includes more focus on adult-child interactions.

How parents can help at home- examples: Encourage your children to talk about their experiences and give them time to put their thoughts into words. Sing nursery rhymes, do action songs and share daily story time with your children and books from other cultures using a rich range of vocabulary.

Physical Development is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. With a greater focus on the link between gross and fine motor skills. A range of equipment and opportunities both indoors and outdoors allows children to develop confidence and enjoyment in the use and development of their own bodily skills. While increasing control and co-ordination and an awareness of space and others.

They are supported in the development of fine motor skills required to use appropriate tools including pencils and scissors and to handle small objects, construction and malleable materials safely and with increasing precision.

How parents can help at home- examples:

Encourage your children to play throwing, rolling, and catching a ball Encourage your children to have a go at threading - cotton reels, beads, or pasta on to string/wool or playing with dough to help develop their fine motor skills and pencil control. They can also increase their independence as they get dressed and undressed like putting on their own coats and doing up zips.

Personal, Social, and Emotional Development Within a supportive environment children will be encouraged to develop a positive sense of themselves, and others to form positive relationships and respect. self-care, cognitive development and healthy eating.

How parents can help at home- examples:

Share your children 's social as well as practical achievements enabling them to understand their own feelings and those of others. Children should be supported to manage their emotions, to develop a positive sense and confidence in their own abilities of self like - learning to look after their bodies, toileting needs, sleeping in their bed, going dancing, football or swimming. Encourage your children to play games that involve turn-taking.

Four specific areas:

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

How parents can help at home- examples:

Encourage your children to recognise their own name.

Encourage your children to model mark-making and writing - shopping lists, messages and listen and support what children tell you about the marks they make.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

How parents can help at home- examples:

Encourage your children to count things and repeat the last number. For example: "1, 2, 3 cars". Point out the number of things whenever possible; so, rather than just chairs, apples or children say two chairs, three apples, four children. Provide objects in different sizes and encourage to talk about shapes and patterns.

Understanding of the World

Our safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to explore and observe features of objects and substances, recognising similarities, differences, patterns and changes and to talk about their findings and sometimes to record them, also to ask questions to find out how and why things happen and work.

Children talk about where they live, their community, their families, important members of society such as police officers, nurses and firefighters. Children to visit parks, libraries and museums, talk about the past and present events in their own lives and learn the purpose of some features in the area. Children are encouraged to care for and to show respect towards the feelings of others.

Children learning English as an additional language and will have the opportunity to express themselves in their home language.

Children use technology skills such as joining, folding, cutting and building.

We support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them. We use parents' knowledge to extend children's experiences of the world. Enriching and widening children's vocabulary will support later reading comprehension.

How parents can help at home- examples

Talk to your children about the natural world changing season- Spring, Summer, Autumn, winter. Make treasure baskets with different textures, sounds smells and tastes. Explore different places like the beach, woodlands, walking through tall grass, splashing in puddles and looking for minibeasts.

Encourage your children to talk about differences they notice between people and families, skin colour, hair types and taste foods from other cultures

Expressive Arts and Design

All children are given the opportunity to use a wide range of resources in order to express their own feelings and ideas and to create something that is special to them. Art equipment such as glue, paint, crayons, pencils, clay, play dough, natural, discarded and man-made resources provide the children with opportunity to explore shape, colour and texture and develop their creative skills.

Children are encouraged to develop their imagination and to listen and observe and develop creativity through activities such as: - music, art, imaginative play, music and movement and drama.

How parents can help at home- examples:

Encourage your children to sing songs about routines such as washing hands, or when you are out for a walk. Encourage your children to listen to and investigate environment sounds and collect twigs, leaves, and grasses. Talk to your children about artists from across times and cultures. Let them have ago at painting with different material and try colour-mixing techniques.

Self-Evaluation

We complete an 'Self Evaluation Form', to look at our progress, development and learning to determine what we do well and what areas still need improvement. We would also appreciate your input, so from time to time we may ask you to complete questionnaires.

Thank you for reading our Information Booklet. If you have any questions or comments concerning the information that you have read, we will be pleased to hear from you. Please contact: -

Mrs. Miller	Manager
Mrs Amy Cooper	Assistant Manager

Pre-school - 01827 250903 email: theresa.miller@st-gabriels.staff.sch.uk

The full copies of our Policies and Procedures are available for Parents to read at anytime, some policies are available on St. Gabriel's Catholic Primary School website - link Pre-school for parents to read.
(July 2024)