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**2019**

**Welcome to**

**The**

**Kennford Playbox**

**2019-20 issue**

**Ofsted No. EY366991**

**Charity No. 1034100**

**Open**

**Weekdays, during term time -**

**Mornings – 8.30 until 12.45**

**(To include lunch at 12 noon)**

**Afternoons – 12.45 until 3.15**

**(inclusive of breakfast club)**

**Welcome to**

**The Kennford Playbox**

# 2010/11 Issue

Charity Number 1034100

OfSTED unique reference number: EY366991



**2019-20 Committee Members**

Chairperson - Tessa Tucker

### Vice Chairperson -

Treasurer - (Julie Jefferies)

Secretary Samantha Stone

Safeguarding Officer - Michelle Addyman

Press Secretary - Moira Armstrong

## **Other Committee Members**



Tina Crisp

Emma Wood

(Alison Sydenham)

**Staff Members:**

Manager - Michele Berry

Co-Manager - Dawn Westcott

Play Leaders (Level 3) - Anna Knapton

Kathy Gilbert

Play Assistants - Beatrix Weaver

Judit Remefry

Jennifer Meynell

Correspondence: Michele Berry (Manager)

Kennford Playbox

The Kenn Centre

Kennford

EXETER, Devon.

EX6 7UE

Financial Officer - Anna Knapton

Description: bs00224_**Website:** [**www.kennfordplaybox.co.uk**](http://www.kennfordplaybox.co.uk)

**Email:** [**info@kennfordplaybox.co.uk**](mailto:info@kennfordplaybox.co.uk)

**Kennford Playbox**

**telephone no: (01392) 833488 (as from 24/6/2014)**

**mobile no: (07745 116486)**

**Structure (flow chart form).**

**Committee**

Led by Mrs. Tessa Tucker – Chairperson

Registered Person.

### **Co-Manager**

Ms. Dawn Westcott

Level 4

**Emergency Staff**

Staff cover if possible,

Then

Committee members

Then

Parent Helpers

Or

Bank Staff (if available)

### **Senior Manager**

Mrs. Michele Berry

Level 5

### **Level 2/Basic Level**

### Beatrix Weaver

### Judit Remefry

### **Volunteers**

Parents/Carers

Of children attending group

### **Level 3 Play Leaders**

Anna Knapton

Cathy Gilbert

**Level 3 Play Assistant**

Jennifer Meynell

**Different Roles are filled as following:**

The SENCO (Special Educational Needs Co-ordinator) is Mrs. Michele Berry

The Safeguarding Children Officer is Mrs. Michele Berry

The Safeguarding committee member is Annie Jinks

The Health & Safety Officer is Mrs. Dawn Westcott

The Fire Marshall is Mrs. Dawn Westcott

Health and Safety Officer – Mrs. Kathy Gilbert

Reason for Absence Co-ordinator is Mrs. Dawn Westcott

Early Years Educational Funding – Mrs. Michele Berry

We aim that all Staff hold relevant certificates in Paediatric First Aid and Child Protection

Financial Officer is Mrs Anna Knapton





### **To Kennford Playbox!**

We hope that you and your child enjoy the time you spend with us This booklet will help you to understand the way things work at The Playbox and hopefully make you feel part of our family.

Term Dates (2019-20)

The Kennford Playbox currently holds five sessions a week, during school terms. We open every morning, during term time, from 9.30am until 12.45pm, and, as from The Spring Term 2011, every afternoon session from 12.45pm until 3.15pm (take-up notwithstanding)

*Term Dates may be subject to alteration as*

* *Dependent on Devon County Council agreement, and*
* *To Reflect changes to administration of The Early Years Educational Funding (in the way it is to be applied) beyond our control*

**Spring Term 2019 (12 weeks)**

Monday 7th January until Friday 5th April

(1/2 term week beginning 18th February)

**Summer Term 2019 (12 weeks)**

Tuesday 23rd April until Tuesday 23rd July

(1/2 term week beginning 27th May)

Additional Monday 22nd July/Tuesday 23rd July are offered for bank holidays.

Autumn Term 2019 (draft dates) (14 weeks)

Monday 2nd September until Friday 13th December

(1/2 term week beginning 21st October)

Spring Term 2020 (draft dates) (11 weeks)

Monday 6th January until Friday 27th March

(1/2 term week beginning 17th February)

Summer Term 2020 (draft dates) (13 weeks)

Monday 14th April until Tuesday 21st July

(1/2 term week beginning 25th May)

Additional Monday 20th July/Tuesday 21st July are offered for bank holidays.

NOTES:

* Early Years Educational Funding is based on a 38 week year so it is not always possible to mirror school dates (although we do the best we can)
* Unused hours cannot be carried over from one year to the next. The new funding year now starts each September.

Children

We cater for 2 to 5-year-old children.

Children accessing early years funding for 2 year olds have first priority. Thereafter spaces are allocated according to our admissions policy which prioritises 3-4 year olds living in The Kenn Parish and surrounding areas

Children from outside the parish are also welcome to attend depending on space being available.

Children with Special Needs and Disabilities (SEND) are welcome. Although difficult we may be able to access additional funding to help children who are assessed as being on Early Year Action Plus. We can sometimes help parents towards achieving a Disability Living Award.

We are also able to access funding to support children called Pupil Premium. Whilst it is a small pot of money, it does enable us to target resources toward qualifying children’s possible lines of development…..in the past the funding has enabled us to buy mathematical and literacy equipment.

Children with “English with an Additional Language” are welcomed at The Kennford Playbox

Every child’s needs’ will be discussed confidentially on a “need to know” basis and the appropriate support programme arranged.

Sessions

The Kennford Playbox currently holds TEN sessions per week. Morning sessions last 3 ½ hours starting promptly at 9.15am and finish at 12.45am. Afternoon sessions start at 12.45pm and finish at 3.15pm. The Kennford Playbox is open 38 weeks per year spread over three terms – Spring, Summer and Autumn Terms. A breakfast club is available each morning opening from 8.30am.

Lunch-time

Morning session of 3.5 hours duration will include a lunch period, starting at 12 noon. You will need to ensure that your child brings a nutritious packed lunch to preschool for every morning session that your child attends.

You do not need to provide drinks as children are able to access water throughout the day & are provided with either milk or water during lunch. Children are entitled to a 1/3 pint of free milk daily.

Opening Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DAY** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Breakfast Club**  **(When viable)** | 8.30 until 9.15 | 8.30 until 9.15 | 8.30 until 9.15 | 8.30 until 9.15 | 8.30 until 9.15 |
| **AM** | 9.15 until 12.45 | 9.15 until 12.45 | 9.15 until 12.45 | 9.15 until 12.45 | 9.15 until 12.45 |
| **PM** | 12.45 until 3.15 | 12.45 until 3.15 | 12.45 until 3.15 | 12.45 until 3.15 | 12.45 until 3.15 |

**We reserve the right to cancel sessions when they become unviable due to poor attendance.**

**KENNFORD PLAYBOX FEES POLICY**

(updated April 2018)

Kennford Playbox is a charity providing early years education for the local community. We rely upon the co-operation of you, parents and carers, in the prompt payment of fees as we are self-financing and are not able to run on a loss-making basis. Fees cover staff wages, rent, insurance, food and drink for snack time, OFSTED registration fees and other subscriptions, materials and resources.

1. **FUNDING AVAILABLE**

**EARLY YEARS ENTITLEMENT (EYE)**

**The Government currently provides ALL children with 15 hours of funded hours for 38 weeks for every child from the term starting after their third birthday until they enter full time education.**

**As from September 2017, SOME children may be eligible for up to 30-hours of government funding. This entitlement is aimed at working families whom will regularly be required to prove their eligibility.**

This funding can be split between settings, however currently you cannot claim less than 3 hours at any one setting. If your child attends more than one setting, please notify Michele Berry.

Claims are submitted to Devon County Council each term following Headcount week, and cannot be amended during that term. Refunds are not given by Devon County Council.

When you sign the Children’s Information Form you enter a legally binding contract with Devon County Council to send your child to Kennford Playbox for the hours specified and in accordance with minimum attendance criteria (excluding authorised absence). If you do not, Devon County Council will seek repayment of the government funding from Kennford Playbox, who in turn will seek reimbursement from you.

**2-Year Old Funding.**

Please speak to Michele Berry to see if you qualify for **15 hours of funded care,** as the criteria are always changing.

**CHILD CARE VOUCHERS**

Working parents can benefit from Tax and National Insurance savings by using Childcare Vouchers.

**TAX CREDITS**

If you are in receipt of Child Tax Credits or Working Tax Credits you may be able to reclaim some of your childcare. Please speak to Michele Berry who will advise you of the current government contact details.

1. **CHANGES TO A CHILD’S SESSION**

All sessions should be booked in advance. Kennford Playbox require a minimum notice period of 6 weeks (half a term) for any changes (increase, decrease, change in days) to weekly sessions you have booked for your child.

We will try to accommodate any requests for additional sessions or changes to days if operationally possible.

We are unable to offer either refunds or substitute sessions in lieu of illness or holiday, as operational costs still need to be met. Absence Forms must be completed for all periods of absence.

Kennford Playbox does not accept liability or provide replacement hours lost by closures e.g. weather or illness. Any decision to do so is made by the Kennford Playbox Committee on a case-by-case basis.

**3. INVOICING AND FEES COLLECTION**

**Fees are payable each term in advance.** An invoice will be raised at the beginning of each term showing how many unfunded hours your child will be attending and the total payable. Invoices are based on the Information given to Kennford Playbox during Headcount week and/or on the Booking Form. Payment should be received before the end of each period.

No child will be allowed to use additional hours who has an outstanding account from the previous term

**Payment can be made by cash, cheque (payable to ‘Kennford Playbox’) or by BACS (Barclays Bank – Account No: 83890074 – Sort Code: 20-30-47).**

Payment must be made by date specified on the Invoice, which will be the end of the half term following issue of the invoice. If fees are not paid by this date, a £5 administrative fee may be levied and future sessions may be restricted to those covered by Early Years Entitlement or 2gether Funding.

You are liable for any bank charges incurred by Kennford Playbox as a result of any dishonoured payments.

If fees are not paid by the end of the term in which the invoice was issued, this may result in your child losing their place at Kennford Playbox. The Management Committee reserves the right to suspend or withdraw a child’s place over non-payment of fees.

Please contact us if there are any funding issues with your invoice as the Early Years Funding System is complex.

Please contact us if you are interested in paying monthly or would like a Payment Plan.

Please contact us as soon as possible if you are struggling financially to settle your invoice. We are understanding and we can help you find ways to make your childcare more manageable.

**OUR FEES FROM 1st April 2018 (charges are not being increased in 2019)**

|  |  |
| --- | --- |
| **Funded 2 Year Old** | **15 or up to 30 Hours Free - £4.90 p/h paid by Devon CC** |
| **Non Funded 2 Year Old** | **£4.89 per hour (as from April 2018)** |
| **Funded 3 & 4 Year Old** | **15 Hours Free - £3.98 p/h paid by Devon CC** |
| **Additional Hours for 3 & 4 Year Old (above funding hours)** | **£4.38 per hour** |
| **Breakfast Club** | **£5.00 per session** |
| **Extra Sessions** | **Charged at above rate plus £1/occasion**  **In advance** |
| **Other Charges**  **Emergency Lunch - £2**  **Nappy Charge - £2**  **Late Fee Collection - £5/occasion or reminder**  **All extras incur a £1 admin charge.** | |

Note: We reserve the right to increase the fees levied. We endeavour to provide 4 weeks notice of any increase. With the increases in pay as a result of the Living Wage being implemented it is very likely that we will have no option but to levy further increases over the next two years.

GDPR: We collect data on the families that use the Kennford Playbox to inform our billing processes; fulfil our contractual obligations with Devon County Council & meet our legal obligations through The Early Years Foundation Stage (EYFS). Please see our privacy notice for further details.

**Kennford Playbox, The Kenn Centre, Kenford, Exeter, Devon, EX6 7UE Tel: 01392 833484**

[**info@kennfordplaybox.co.uk**](mailto:info@kennfordplaybox.co.uk)[**www.kennfordplaybox.co.uk**](http://www.kennfordplaybox.co.uk)

**Charity No: 1034100 OFSTED No: EY366991**

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The Staff

Manager

Our Manager is **Mrs. Michele Berry**. Michele has three children – two boys and a girl. Michele has been involved with the Kennford Playbox since 1987 – when her own children attended the group. She became a qualified Playleader in 1989, after the completion of The Preschool Learning Alliances Foundation Course.

Michele has many years’ experience of working with both children and their parents/carers and has routinely led the preschool through several successful OfSTED inspections, the most recent being in February 2019, when we were again awarded an Outstanding Judgement.

Michele completed her NVQ IV in Childcare, Learning and Development (with Management Units) and her level 5 in Business Management in 2011

Michele regularly attends continuous professional development courses in order to keep up to date with current thinking and practises including: Paediatric First Aid, Safeguarding Children; 1st Aid; Safeguarding; Inclusion and Transition; Observation and Assessment; Sign supporting speech; OfSTED update courses; special educational needs; behaviour; ICAN (supporting speech development); eCAF; Special Educational Needs and Disability) food & hygiene; health & safety; GDPR training etc.

Michele has successfully supported several staff members through their NVQ II/III courses and has high expectations of everyone working at the preschool

*Other Staff Members Include:*.

**Dawn Westcott** joined us in 1999. Dawn was promoted to Deputy Manager in September 2007, and then to Co-manager during the spring term 2011, in order to assist Michele in managing the increasing hours. She has two sons.

Dawn completed her Early Years Childcare Qualification NVQ III in 2005 Dawn completed her NVQ 4 in Childcare, Learning and Development in 2010, and now is able to deputise and/or cover for sick-leave for Michele as needed.

Dawn has completed a variety of other courses including Safeguarding Children; Health and Safety; 1st Aid; & Sign supporting Speech during her time as a staff member of The Kennford Playbox.

Dawn has recently completed Health and Safety & Risk Assessment Courses.

**Kathy Gilbert** joined us in October 2013 after working as a volunteer for a short while. Kathy has completed her basic training courses, including Child Protection, Health and Hygiene and First Aid. Kathy attained her Level 3 in Childhood, Learning and Development in January 2016 and was promoted to a Play-leader position in 2019

**Anna Knapton** joined us in September 2016. Anna has lots of experience in looking after children both in the voluntary and private nursery sectors. She has two children of her own. Anna completed her Level 3 qualification in Early Years Childcare and Development in 2005.

Anna is returning to the workforce following her youngest child’s start at primary school in order to complete an MA in “Working with Children, Young People and their Families” which she is starting in October 2017.

Anna has successfully transitioned the accounts of the preschool into Sage in 2017 & upkeeps the day to day finances & payments for the preschool

Following an unprecedented uptake in hours by children attending the preschool, we welcome two new members of staff (who are also parents of children currently attending the preschool) to the workforce in January 2018

**Judit Remefry joined the preschool as a staff member in January 2018 as an assistant**

Judit has two children. The oldest is currently at Kenn Primary School having transferred from The Playbox in 2016. Judit has completed her setting induction; basic training (including safeguarding; first aid; prevent; FGM and DBS and begun a level 2 in Childcare in the Autumn Term 2018.

**Beatrix Weaver joined the preschool as a staff member in January 2018 as an assistant.**

Beatrix has two children. The oldest is currently at Kenn Primary School having transferred from The Playbox in 2016. Beatrix has completed her setting induction; basic training (including safeguarding; first aid; prevent; FGM and DBS and begun a level 2 in Childcare in the Autumn Term 2018.

**Jennifer Maynell joined the preschool as a staff member in February 2019** as an assistant. She came to us with a Level 3 in Childcare.

**Regular Volunteers (2013).**

The Kennford Playbox encourages new early years practitioners to the workforce, especially those who show aptitude toward working with children.

We offer school and college aged young person’s work experience placements (limited to one attendee per week). We support adults in acquiring childcare qualifications as and when we are able by offering “placements for experience” opportunities. It is sometimes possible to become a volunteer staff member, (doing a minimum of 7 hours (2 sessions) per week minimum) in order to complete level 2 and 3 childcare qualifications.

A DBS check is required for those working more than 2 weeks in the setting.

**Professional Development**

The Kennford Playbox has a commitment to ensure that its staff team keep up-to-date with current practices. We achieve this by accessing up-to-date information/training sessions via the internet; professional publications; sharing good practices with other settings; and by attending training.

All staff members are committed to updating their training when they are able (funding and suitable courses notwithstanding). From 2012 the staff have access to a range of online training workshops covering a vast range of subjects.

Staff Management

Staff meetings are held termly during term time. Time is allocated for preparation and clear up sessions, before and after each term (3 times a year)

Staff are appraised annually and supervised as required (newly appointed staff need more regular supervision). There appraisals are to recognise the hard work put in; recognise what is currently going well; as well how to support staff develop through individual study and identifying training requirements in order to improve standards.

Staff Ratios

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We use volunteer parent helpers where possible to complement these ratios. This helps us to:

* give time and attention to each child;
* talk with the children about their interests and activities;
* help children to experience and benefit from the activities we provide; and
* allow the children to explore and be adventurous in safety.

The maximum staff ratios that the Early Years Foundation Stage 2012 (Law) allows, is as follows

1:8 3-4 year olds

1:4 2 year olds

At The Kennford Playbox, we recognise that young children benefit greatly from higher staffing ratios, and therefore endeavour to reduce the adult:child ratios by utilising our volunteers and any additional funding to employ extra staff ensuring that our manager work on a “super-numeracy” basis (negating the need for emergency staffing cover as much as possible) when financially viable.

This often means that the manager is able to work as “supernumerary” and is not counted towards the ratios required to operate for some sessions per week.

(DBSC) Criminal Vetting and Barring Checks

Checks are carried out on all new members of staff, officers of the committee and regular volunteers. Adults can only supervise children on a 1:1 basis ONLY after being properly vetted and having completed a probationary period (e.g. taking children to the toilet).

General Data Protection Regulation (GDPR, May 2018)

We record, process and keep personal information about you and your child in accordance with Article 6 of the General Data Protection Regulation (GDPR) “The rights of the data subjects.

It is a requirement of our registration with the Information Commissioners Office (ICO) to provide you with information about the details we keep about you and your child.

It is a requirement of our Early Years Registration with OfSTED that we maintain our records with due regard to the statutory framework of the Early Years Foundation Stage. We have a statutory obligation to collect & process most of the information that we gather from you.

More information can be found in our privacy notice (a PN is included in every registration pack) and setting policies (can be accessed online through Dropbox or by request)

Background Information

The Playbox is a rural preschool. It is run as a charity (more following).

The Playbox moved into a purpose built setting based on the “Kenn Centre” Site in January 2008. The preschool mainly serves the villages of Kenn, Kennford, Shillingford St. George, Shillingford Abbot, Clapham and Underdown. Many of the children attend from further away – Alphington, Dunchideock and Exminster.

The group was formed in the 1970’s as an under 5’s group by parents’ and carers’ living in The Parish of Kenn.

Their main aim was to give their children (living in a rural community) the opportunity to socialise with their peer group, prior to going to school.

The Playbox has survived the many up’s and down’s associated with being a rural pre-school group, and, since moving into our new, purpose built setting in 2008, has steadily increased the sessions on offer to include afternoons...from 2011 operating 5 mornings and 5 afternoons!

The Playbox is inspected regularly by both OfSTED (Last inspection outcome in February 2019 was OUTSTANDING) and is able to claim nursery funding for qualifying children attending the preschool aged 2 (2 year old funding) and aged 3-4 (early years funding)

The Kennford Playbox is still run by parents’ and carers’ of the children attending the group. We encourage Parents/Carers of children attending the preschool to take an active role in ensuring the ongoing good fortunes of the preschool, by fund raising; participating in events & by forming a committee each October at The Annual General Meeting.

The committee of parents/carers employ staff to run the sessions and hold regular committee meetings (4 time/year) to decide how to fundraise; how to spend monies raised; make decisions affecting the future of the group; etc.



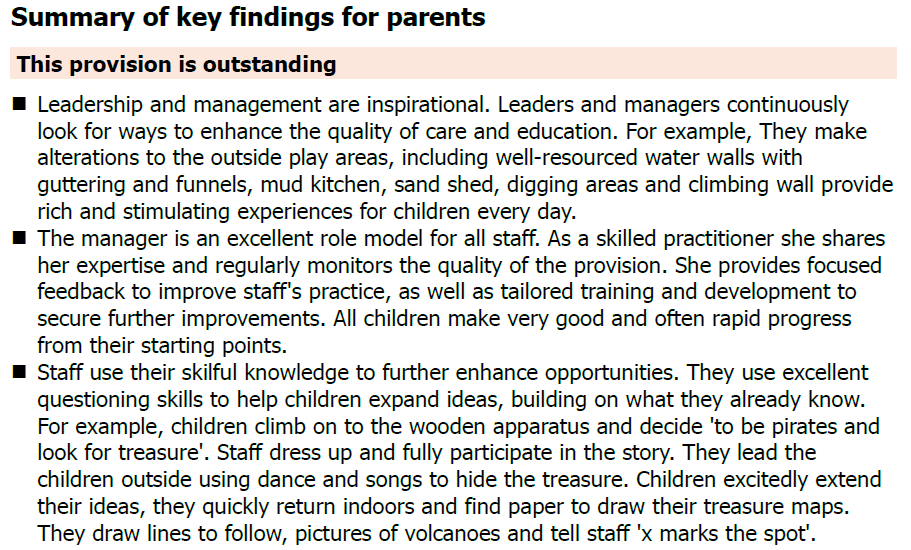
Inspections of Our Provision by OfSTED

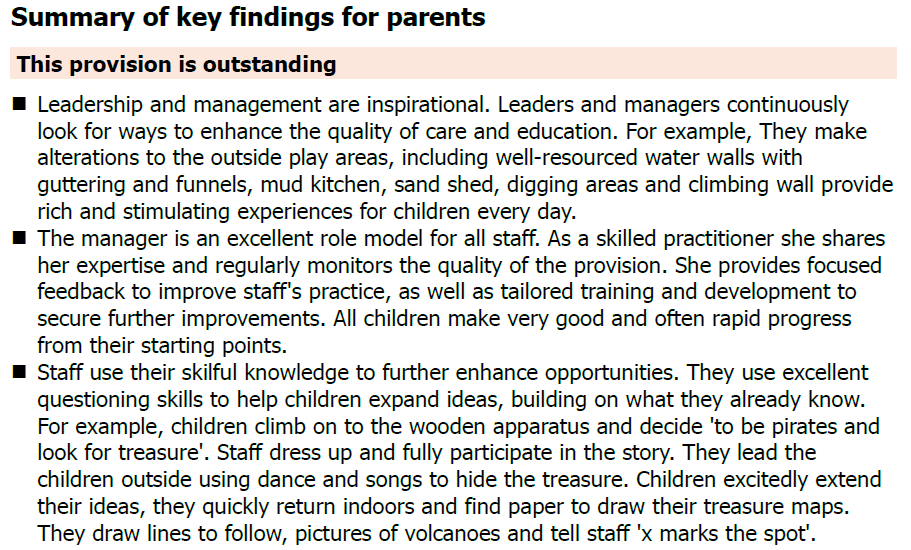
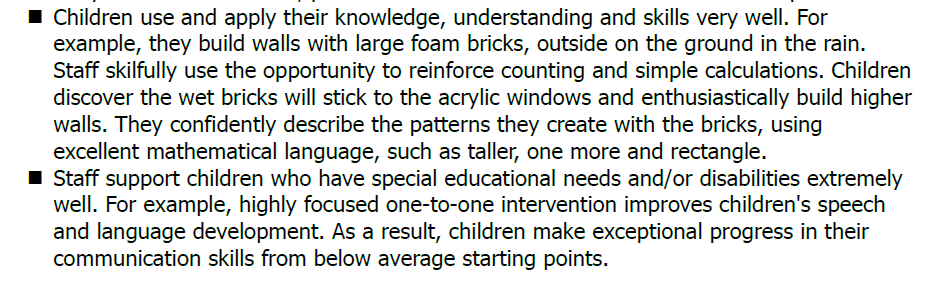
OfSTED regularly inspects all settings receiving government funding. These inspections are carried out to ensure that we maintain as safe a provision as possible, and to ensure that we deliver a curriculum that meets the needs of the children in our care.

We have a history of maintaining high standards at The Kennford Playbox. We were delighted when we were first awarded an “Outstanding” in July 2008; and were equally delighted to have been awarded “Outstanding” again in February 2019.

These results are a testament to the care and active participation of everyone connected with The Kennford Playbox – The Staff; The Committee; The Parents; The community & children

A copy of the full report is available Online at [www.OfSTED.gov.uk](http://www.OfSTED.gov.uk) - search Kennford Playbox (Setting reference: EY366991)





Preschool of The Year 2009

We are delighted and very proud, that in October 2009, The Kennford Playbox was chosen from a particularly strong field as The Nursery World Preschool of the Year 2009.

This is a very prestigious competition supported by the Department of Children, Schools and Families (DCSF) and looks for groups that can demonstrate “exceptional practices”. The award recognised the dedication and work that everyone had put in as a team in ensuring that children thrived whilst with the preschool; our outstanding Ofsted inspection; the leadership of our manager; the work that had gone into securing a new build for the preschool and thus its’ future by staff, committee, other community groups, Teignbridge District Council and Devon County Council; the staff commitment to training and self development; and partnerships held between the committee and manager.

Charity Status

The Kennford Playbox is a registered educational charity. (*Charity Number 1034100)*

It is a member of a national body called the Pre-school Learning Alliance (PLA) which offers a support network for all the running aspects of a pre-school to the staff, committee and parents should they need independent advice.

The management of our setting - Committee

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

* managing the setting's finances;
* employing and managing the staff;
* making sure that the setting has, and works to, policies that help it to provide a high quality service; and
* making sure that the setting works in partnership with the children's parents.

The Annual General Meeting (held during the first half of the Autumn Term (September/October) is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

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**Our Mission Statement**

*“To provide high quality childcare and education. A place where learning is stimulating and takes place through play; where children are kept safe, respected and cherished as individuals, and treated with kindness, patience and courtesy; where children acquire skills for life and find learning and education fun.”*

Our Aims

We aim to provide a high quality care and education for children below statutory school age which is a happy, safe and stimulating provision in which pre-school children may learn through both free and structured play

We aim to work in partnership with parents to help children to learn and develop. This starts with providing support to children and their parents/carers during the initial “settling in” period – however long this might be. Please ask for a moment of our time. We can usually find a few moments to speak after each session if required.

We aim to provide your child with opportunities to develop general life skills such as sharing, caring, listening and conversational skills in a variety of play situations, within both small and large groups and by providing opportunities where children can practise their life-skills in both large and small groups in a variety of contexts, enabling them to develop their self-confidence, enabling them to flourish and excel in their eventual school life.

We aim to offer children and their parents a service that promotes equality and values diversity. We recognise that children are all individuals. Their needs change as they develop. We are willing to use different techniques dealing with specific situations as they arise, and are always willing to discuss issues with parents/carers in order to formulate a joint action plan.

We aim to provide each child with pre-reading, emergent-writing and mathematical opportunities across a broad spectrum of activities, which are fun and build a firm foundation for their future development at school.

We aim to continually develop both our equipment base and the uses we make of it, in an effort to provide the children in our care with as wide a range of different experiences as possible.

We aim to ease the transition between the Playbox and the Kenn Primary School by following the Statement of Aims between the School and Playbox (Copy to be found in The Operational Plan on The Welcome Table). If we are able to assist other children going to other settings then we are more than happy to do so.

We recognise that staff need to access regular training in order to keep up-to-date and maintain the highest standards across all areas of the provision. We, therefore, aim to support staff members in order that they attend training, when funding allows, and when suitable courses become available.

Development Plans for the Future

Since 2008, The Kennford Playbox has expanded its’ provision from 4 sessions to 10 weekly sessions, after successfully applying to OfSTED to change from a sessional group to a full day-care group catering for 2-4 year olds

The Playbox moved into its current premises in January 2008 – Now that The Kennford Playbox has its’ own premises, we hope to develop additional services e.g. extending our hours and holiday care etc, but this is subject to being financially viable and being able to meet the staffing requirements for early years.

We have managed and achieved many improvements over the years to the outside area (see details below) and more recently to the inside environment: revamping the library area (2016) revamping the kitchen area (adding a dishwasher and fridge freezer in 2017) providing new display boards in 2017; revamping the office space to provide additional space for record storage (achieved in September 2017), and ICT equipment: new office computer in 2015; subscribing to up to date curriculum enhancements through Twinkl (2016-17); Tapestry in 2016-17; Sage & SagePay in 2017-18, revamping the website 2018; updating the preschool signage 2018. Signing a new 25 year lease in March 2018.

* We aim to support all staff members (funding notwithstanding) so that all have the chance to gain a recognisable qualification equivalent to Level 2 or higher in Early Years’ Childcare.

Future Plans might include a story sack hire for ALL families; out of hour services; revamping the entrance for “weather-proofing” etc.

Website/FACEBOOK

The Kennford Playbox website is currently undergoing a revamp.

In the meantime we encourage you to become a friend of our facebook page. We regularly post updates regarding “What’s happening!” “Fundraising” “Current advise” etc.

Successful Funding – Grants Awarded

In 2007, with the help of The Kenn Parish Council, (who are our current landlords) we managed to successfully negotiate funding (from The Kenn Parish Council, Devon County Council and Teignbridge District Council) in order to build a purpose-built pre-school setting at The Kenn Centre – our biggest achievement to date. We successfully applied for several grants prior to moving to the current site receiving £30K which enabled us to replace dilapidated equipment and upgrade facilities.

We actively continue to look, and apply for, further grant funding opportunities in order to continue to improve and enhance our provision, as the children in our care deserve the best that we can give.

In October 2016 we successfully submitted applications to our local councillors for funding towards revamping the kitchen. During the revamp we made room for a dishwasher with the aim of minimising the time a staff member spent washing dishes

In August 2017 we revamped the office providing more space for a greater number of children’s records. We also provided display boards for the setting.

In 2018 we revamped the circle time benches; repaired our outdoor equipment; replaced our climbing frame mats; improved security; built our stock of story sacks for EYPP children; secured new signage & replaced lots of smaller items of equipment.

Parents as Partners

Parents (and carers’) are regarded as members of our setting who have full participatory rights. These include a right to be:

* valued and respected;
* kept informed;
* consulted;
* involved; and
* included at all levels.

The staff of The Kennford Playbox recognises that the parents and/or carers of the children attending our Pre-school are the main educators of the children. Pre-schools are the stepping –stones that the children use to make the transition between home life and school life as painless as possible and this is best achieved within an active partnership that can include you as parents, the Kenn Primary School and The Kennford Playbox.

While your child attends the Kennford Playbox you (as their parent/carer) become a member of our group, or family. . As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

Parents have many different avenues in which to take an active role during their time at The Kennford Playbox. These include serving on the committee and joining the decision making team; visiting or volunteering to help out; donating skills (DIY); fundraising (help, ideas and suggestions are always appreciated); cleaning the equipment etc.

We have a lot to do to run the Playbox. PLEASE come along and share your ideas/offer your services as many hands make light work – and improve the quality of our provision for all the children who attend.

We always appreciate being told of each new achievement that your child makes at home – we take pride in your children as well!

We value parents/carers support especially when they make time to attend parent’s evenings.

How parents take part in the setting

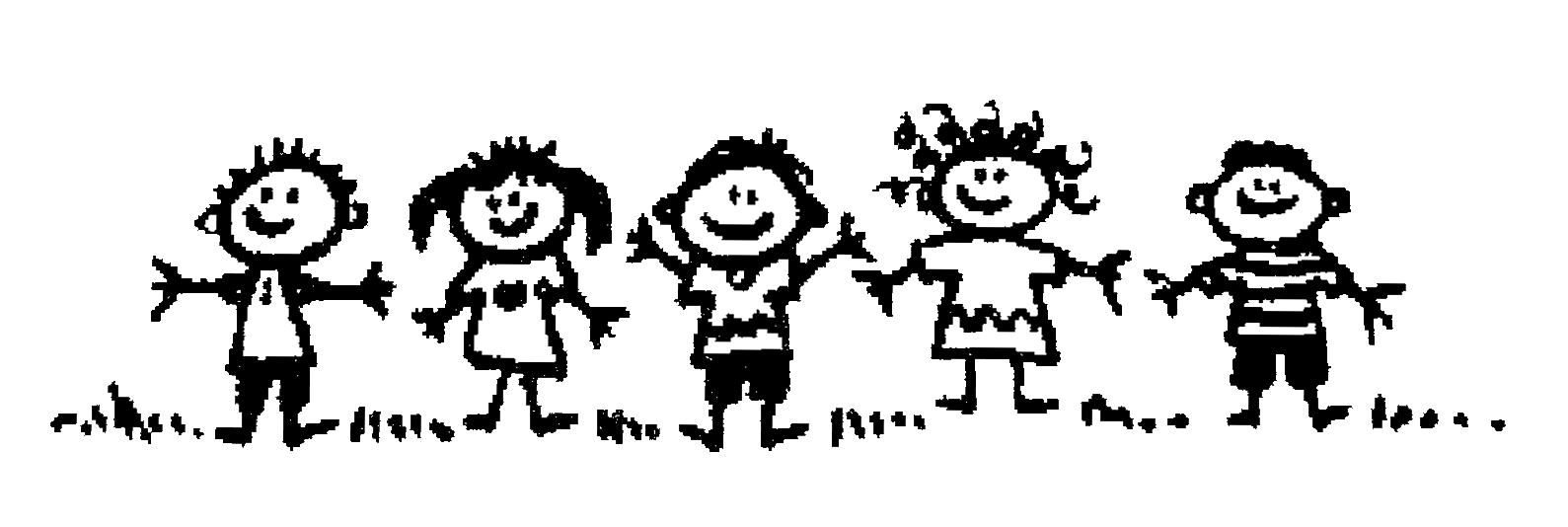
Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

* exchanging knowledge about their children's needs, activities, interests and progress with the staff;
* helping at sessions of the setting;
* sharing their own special interests with the children;
* helping to provide, make and look after the equipment and materials used in the children's play activities;
* being part of the management of the setting;
* taking part in events and informal discussions about the activities and curriculum provided by the setting;
* joining in community activities in which the setting takes part; and
* building friendships with other parents in the setting.

In 2015 we introduced an online learning journal assessment system called “Tapestry” into the setting taking advantage of the setting having broadband for the first time.

This system has had amazing reception from our current parents who enjoy seeing what their children are learning on a day-by-day basis. We have already started to add “targeted” next steps to our shared observations, giving our parents the opportunity to target their help towards their children’s next celebrated achievements.

The day

The setting organises the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

**Typical Daily Routine**

**Please note these routines are only examples. Routines remain very flexible to accommodate children’s varying individual needs.**

**Periods of rest and feed times always reflect the needs of the child and wishes of the parents and may not adhere to meal-times as detailed below.**

**(updated September 2012)**

|  |  |
| --- | --- |
| **8.30 to 9.15am** | Children arrive for breakfast club. They might help prepare their breakfast, choosing between a variety of different grained cereal options and/or toast and spreads. They each are offered a drink of either milk/water. |
| **9.15 to 9.30am**  **Arrival &**  **Settling** | Children arrive with their parents. They are greeted & supported by the setting staff who encourage children in being independent and put their belongings in the correct place and say goodbye to their parent(s)/carer(s)  Children are then able to practise “free-play” & choose from a variety of toys and other activities & talk with their friends independently. This helps to encourage personal and social, physical and intellectual development, whilst the register is completed |
| **9.30**  **Welcome &**  **Snack**  **Preparation** | The children stop briefly what they are doing & are welcomed formally to the preschool by singing “Hello Everyone” in different languages. *Children start to appreciate that different people of the world have different languages.*  The Playleader will then briefly outline the days’ activities & ask for 2 volunteers to help make the snacks. *This gives children the opportunity to manage their time independently*  Children attaining continence will be reminded to go to the toilet. |
| **9.40**  **Group Activities** | Whilst younger members of the group continue in their free-play and have greater access to the setting facilities (free-flow between indoors and outdoors)....  Older children may listen to a story and/or participate in discussion; other adult-led learning activities (learning through sounds programme/mathematical games) or opportunities. *Children learn to listen and gain confidence in speaking to and in front of others, as well as practise and learn other skills...activities are chosen based on perceived assessment needs.* |
| **10am**  **Continence** | Checking and changing nappies as required  Encouraging children (*attaining continence*) to use toilets |
| **10 – 11.20 am**  **Free-flow play across setting & between child-led & adult-led activities.** | The children will have access to a range of free-play and adult-led activities and learning opportunities both inside and outside on a “free-flow” basis, offering them learning experiences in all areas of the curriculum *Allowing children to “free-flow” activities means that they are able to access a range of activities spending as much time with each as they are able, depending on their age and current level of attainment (adult involvement encourages these skills if required)*  These might include:  Craft activities – painting/gluing/junk modelling/collage; *these activities help to promote the children’s fine and gross motor skills, and extends their experiences of different textures*  Construction play – Sticklebricks, Duplo, building blocks, den building (on both small and large scale) *these activities help the children to develop their hand and eye co-ordination; muscle building, dexterity and problem-solving skills*  Outside gross motor play – Climbing, trikes/scooters, balls/hoops, balance etc; *these activities increase the children’s physical development, increase their co-ordination and encourage their social skills*  Other outdoor activities include music wall; gardening; minibeast pit and hotel; guttering; tyre play; sand & water – and more! *It is important to allow children frequent access to these mediums as they allow them to explore properties that underpin their mathematical/Understanding of the World/ and Physical Development*  Small world play – includes train tracks; playmobil; toytown; farm, zoo etc.  Role Play & dressing up – role play scenarios take place both inside and outside (include police station/dolls/kitchen/shops/fire station/railway station/doctors/vets/garage etc) *These activities help the children’s imaginative play and allow them to re-enact familiar situations, as well as try out new ideas*  ICT – using computers/interactive whiteboards/technology toys/cameras/ recorders etc. *These activities encourage children to develop confidence in using today’s technology which is freely accessible in today’s society.*  Other inside activities include: Modelling materials – dough/clay/mud/Papier-Mache etc; playing with pulses; water;Quiet Activities – to include table top games/puzzles; mark making opportunities; etc.  Snack Time – *encourages social interaction, sharing, understanding of rules etc.*  *(Children are able to access a snack as and when they require...this provides a boost without interrupting an activity that they might be extremely interested in.). Morning snack usually consists of a bread based snack (1/4 piece of wholemeal bread/bagel); some fruit & a choice of milk or water)* |
| **11.20**  **Setting Routines**  **Continence** | Tidy-Up Time *We encourage children to help keep our environment tidy, to take pride in helping; in a job well done as a member of a team with a common goal*  Checking and changing nappies as required  Encouraging children (*attaining continence*) to use toilets |
| **11.30**  **Group Music Time** | Rhyme, song and music time....whilst adults prepare for lunchtime  *Music is very important. It is one of a few activities that involve the use of both sides of our brain. We encourage children to join in with playing an instrument and singing a song. As children grow, we make up new songs to familiar songs...great fun!* |
| **11.45-45**  **Setting Routines** | Whilst waiting to wash their hands, children are encouraged to take out a puzzle or small building set to fill their time.  Wash hands ready for lunch...sit down for lunch  *We regularly stress the importance of washing hands to the children. Whilst children are encouraged to be independent, we do regularly check that children are washing their hands effectively as an infection control measure.* |
| **11.45 – 12.15**  **Lunch Time** | Lunch time  Children are encouraged to eat bread-based food first, then fruit, yoghurts, drinks before their treat. *We encourage good eating practises as per our setting food policy.* |
| **12.15** | Finish Packed lunch...chose a quiet floor activity to do whilst others finish their lunch & adults clear away |
| **12.25**  **Story Time** | Story Time – the children can choose to join an adult for story time, reading from a selection of both popular and unfamiliar stories & non-fiction, randomly chosen by children and/or based on current theme and/or story sack  Or, continuing with their free-choice activity.  *Children will often ask for a story during the morning, and we are more than willing to oblige. It is important that children are read to regularly as this develops later reading skills. Often children will request the same story over and over. It is important that you allow them their choices as they are developing their memories – it is impressive when they recite a book word for word!*  Often an adult will offer the children the opportunity to change their books and take new ones home now.  *Encourage children to explore a range of different books. Try reading different authors interpretations of the same book (like The Three Pigs) or exploring a factual book. Try unfamiliar authors as well as famous ones.*  Check/Change Nappies after lunch and before going home. |
| **12.40**  **Home Time** | Preparing for home time (end of first session) |
| **12.45**  **PM Session Starts** | Parents arrive to collect children...*parents wait in the lobby to receive their children.*  Children collect their post (from their post pockets) before going to parent.  Children may arrive for the afternoon session. |
| **13.00**  **Quiet Time** | Rest/Nap Time...and/or Inside Free-Play Quiet Activities  Children often ask for a story; have help to complete a puzzle; play a game. *Games and puzzles have many early learning qualities....taking turns; counting; shape, space & measure....etc.* |
| **1.30**  **Free-flow play across setting & between child-led & adult-led activities.** | Free-flow Indoor-Outdoor play or group activities allow children to develop skills of co-operation when working and playing with their peers  As afternoon groups of children are generally smaller & older, we are able to do activities that aren’t suitable for bigger groups of children like...   * Playing with robotic/electronic toys (cars/metal detectors) * Playing educational games/games requiring smaller groups of children * Gardening * Cooking * Using smaller sets of toys * Creative Role Play * Crate and Gutter Play * Unusual arts & crafts (like marbling) * Experiments (Science) * Etc. |
| **2.00**  **Adult-led**  **Activities** | Activities such as craft, music and role-play are introduced to broaden children’s experiences *These activities help the children’s imaginative play and allow them to re-enact familiar situations, as well as try out new ideas* |
| **2.25**  **Snack** | Afternoon snack consists of a bread based snack & fruit with a glass of water/milk *encourages social interaction, sharing, understanding of rules etc. (In addition water is available throughout the day. When the weather is particularly hot, adults ensure that the children keep hydrated.* |
| **2.40**  **Group activities** | Older children may listen to a story and/or participate in discussion; other adult-led learning activities or opportunities. *Children learn to listen and gain confidence in speaking to and in front of others, as well as practise and learn other skills...activities are chosen based on perceived assessment needs.* |
| **3.50** | Indoor Free Play, followed by Clear up session |
| **3.10**  **Home Time** | Preparing for home time (end of first session) |
| **3.15** | End of day.  Parents arrive to collect children...*parents wait in the lobby to receive their children* |
| **3.15 until 3.45** | Afternoon Club: Children will be encouraged to settle down for a story; have a drink and biscuit and play a game etc before going home. |

**The first days (Settling In)**

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. There is no one way to settle a child into a new setting...each is an individual and there isn’t a magic way that works with all...so, if you want to spend some time with your child at the setting and leave for a few minutes at first, or, prefer to pass him/her to us and go quickly...we will do our best to support you in your decision.

The setting has a policy about helping children to settle into the setting: a copy of this policy is available on request; in the parent file; in the Operational Plan or from a member of staff.

Settings Working Together…

As from September 2008 (after the Early Years Foundation Stage becomes statutory) settings (includes preschools; nurseries; childminders) are expected to work together to ensure that “children-in-common” make good progress towards the Early Years Foundation Stage by sharing information. This might include identified “targets”; strategies for dealing with behaviour issues; children’s interests etc

Visiting and Volunteering…

The setting has a “visiting timetable” that parents and carers’ can sign if they would like to visit or help at a particular session or sessions of the setting. Visiting the setting in order to help enables you to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

Please make time (however brief your visit) to visit us occasionally (we welcome regular visitors and volunteers)…we really do appreciate the help that you can give!

Have fun during your visit.

Making the snacks and changing the children’s books is valued by us all – doing these simple chores (or others’ like them) free up staff to complete other activities; and the children really enjoy taking new books home!

Visit us to see what your child/children is/are doing…discuss their progress….any trials and tribulations…receive help and advise….maybe, just a problem shared is a problem halved. We really are interested in what you say, and we really do want to help if we can!

We appreciate every parent has a special skill to offer. Let us know what you like doing, e.g. – do you play a musical instrument? Would you accompany the children during rhyme and song time?

Please arrange your visit by putting your name on the Visitor or Volunteer calendar available at The Preschool.

Please ensure that you use the Visitors Log to BOTH sign IN & OUT – stating your name; purpose of visit & Time In and Time Out.

*Younger Children and Babies are welcome at The Kennford Playbox*

*Use the time to come along and see what your child does with us!*

*Discuss their progress!*

Policies and Procedures

The Kennford Playbox has a number of policies and procedures that are available for you to see at the setting in the Parent/Carer folder in the cloakroom; online (from September 2009); or in the Operational Plan, where the master copies are kept.

The setting's policies are working documents (are continually being updated and refined). The help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the review cycle of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

The **Operation Plan** holds additional information, plans and policies – including the following:

1. **General Welfare Requirement: Safeguarding and Promoting Children’s Welfare**

**Safeguarding Children – Group 1a**

Children’s Rights and Entitlements

Safeguarding Children and Child Protection

*(including managing allegations of abuse against a member of staff)*

Looked After children

Confidentiality and Client Access to records

Information Sharing

Uncollected child

Missing child

Supervision of children on outings and visits

Maintaining a child’s safety and security on premises

Visitor Policy

Complaints Procedure

Acceptable use of digital technologies

Internet Policy

Camera and Image Policy

ICT Misuse Policy

Mobile Phone Policy

Whistle-blowing Policy

Privacy Policy

**Equality of Opportunity - Group 1b**

Valuing Diversity and Promoting Equality

Supporting Children with Special Educational Needs

Achieving Positive Behaviour

Accessibility Plan

Inclusion Policy

**Promoting Health and Hygiene – Group 1c**

Animals in the Setting

Administering Medicine (

Managing Children with Allergies, or Who are Sick or Infectious

*(including Reporting Notifiable Diseases)*

Nappy Changing

Infection Control Policy

No-Smoking

Food and Drink

Lunch and Snack Policy

First Aid

1. **General Welfare Requirement: Suitable People**

**Employment - Group 2a**

Employment and Staffing Policy

*(including vetting, contingency plans, training and development)*

Induction of Staff, Volunteers and Managers

Student Placements

DBS Procedures

**Staff Handbook (reviewed in March 2013) includes:**

Disciplinary Procedures

Grievance Procedures

Retirement Policy

Section 1: Employment Rights

Section 2: Employment Staffing Policy and Procedures

Section 3: Safeguarding Children

Section 4: Standards

Section 5: Health & Safety

Section 6: Employee Benefits

1. **General Welfare Requirement: Suitable premises, Environment and Equipment**

**Health and Safety - Group 3a**

Risk Assessment

Health and Safety - General Standards

Fire Safety Risk Assessments

Fire Safety and Emergency Evacuation

Emergency Evacuation Procedures

Emergency Play and incident management flowchart

Fire Drill

Recording and Reporting of Accidents and Incidents

*(including procedure for reporting to HSE, RIDDOR)*

Food Hygiene

*(including procedure for reporting food poisoning)*

1. **General Welfare Requirement: Organisation**

**Administration: Group 4a**

Admissions

Application to Join

Registration Form

Reserves Policy

**Child Care Practice: Group 4b**

The Role of The Key Person in the Setting & Settling-in.

Kennford Playbox Welcome Handbook

**Partnership: Group 4c**

Parental Involvement

Working in Partnership with Other Agencies

Communication and Mutual Support (Partnership with Kenn Primary)

**Charity Documents: Group 4d**

Constitution

1. **General Welfare Requirement: Documentation**

**Record Keeping Group 5a**

Children’s Records

Provider Records

Transfer of Records to School

Disclosure Policy – DBS information

Our Safeguarding Policy is available for your perusal on our website at: [www.kennfordplaybox.co.uk](http://www.kennfordplaybox.co.uk). If you like a digital copy of our policies, we can arrange your access to our online storage through Dropbox.

Up-to-date copies “hard-copies” of these documents can be accessed in the preschool office within the Operational Plan.

We are continually reviewing these documents and are currently reviewing all the policies in order that they reflect the Early Years Foundation Stage (statutory requirement as from September 2012)

**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 settings 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 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.

Our Child Protection & Safeguarding Policy is based on the Devon Version that has been written for ALL staff and settings working with children in the county.

**Special needs**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Children’s Records

During your child’s time with us at The Kennford Playbox keeps a record of achievement for each child. This includes observations, photographs and a selection of your child’s “work” in order to show and prove your child’s gradual progress towards the six different learning areas of The Early Years Foundation Stage. These help us to set small and manageable targets together for your child’s next steps.

You are always welcome to review your child’s records, by prior arrangement. Staff and parents working together on individual children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate children’s new skills and provide the structure that helps us to work together to provide what each child needs for her/his well-being and to make progress.

Regular opportunities in the form of parent’s evenings and parent sessions are planned in order for you to review your child’s progress with The Playleader.

Opportunity arises during each of your visits to the setting (however short) for an informal chat to catch up on what’s happening at home as well as pre-school. **We need to know what progress your child is making at home!**

We can arrange a more formal, private meeting if necessary, or you are always welcome to telephone the Playleader, Michele, at home, if a more confidential discussion is needed or you aren’t able to take advantage of any other opportunities.

**Our door is always open, we will make the time to see you if you ask!**



**Kenn C of E Primary School.**

We have a close working partnership with our nearest school, which offers all our children an easy introduction to their school life.

Our first OfSTED report noted the following “the excellent informal relationship existing between the Kennford Playbox and Kenn School has great potential to become a partnership model for other settings”

Website: www.kennprimary.co.uk

**Every-day Running of The Playbox**

Parking

Please DRIVE SLOWLY in the car park and park your cars carefully.

Please avoid parking in the disabled bay.

Please remember that people are arriving and departing with their children all the time.

**PLEASE BE CAREFUL!**

Whilst dropping off or collecting children in a car park appears much safer than from the side of a road……….looks can be deceiving, it is very easy to become less cautious…little people are very small, and may not be visible to someone backing out of a car parking space.

Children should NOT be allowed free reign to run around the waiting area – whilst it is fun, it is also dangerous, as cars come and go – so, please keep an eye on your children.

*Telephone Numbers*

The Kennford Playbox cannot hand out anyone’s telephone number, without his or her prior consent, so, please do not ask staff members for others contact details.

Leaving And Collecting Children.

Children are allowed to come into the setting at 9.15am, after staff open the entry door and are able to manage a safe arrival routine. Please allow staff their time before 9.15am to prepare for your child’s morning’s activities.

Please ensure that each door is securely shut – the door acts as a barrier to a child that might decide to try to get home on his or her own!

The Playleader will mark your child as present at the start of each session. Please Note: We are not responsible for your child until 9.15am.

Description: C:\Users\Michele\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IQB3ACS5\MC900116336[1].WMFPLEASE tell a member of staff AND make a note in the carer’s diary detailing who will be collecting your child if you are unable to do so yourself. In the interests of safety a child can only be released to a parent or another responsible person ONLY IF we have first received the parent’s authority.

NOTE: Children will only be released into a responsible adults hands – please do not send a minor (under 16) to collect your child

At the end of the session/day (at 12.45am or 3.15pm), please wait outside or in the little lobby for your child to come out to you. A staff member will call for your child so that she hands him or her into your care. Safety is our prime consideration – we do not want any children escaping during these vulnerable times.

***A Plea From the Heart***

***(for all parents and collectors)***

*We love to have your child here*

*We love to help them play*

*We love to guide them*

*Teach, provide them*

*With a fun and worthwhile day.*

*We gladly give our time up*

*We enjoy all that we do*

*But when it’s home time*

*Coats and go time*

*What we need is YOU!*

*Please be on time as often*

*As it’s possible to be*

*The children need you*

*Love to see you*

*And so, most days do we!*

*Key-worker/Group system*

*EYFS (March 2012) Each child must be assigned a key person5 (a safeguarding and welfare requirement - see paragraph 3.26). Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child’s learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate.*

*Your child is assigned to a Key-worker, as he/she starts preschool. The primary role of the key-worker is to give children the reassurance to feel safe and cared for and to help children become familiar with the setting and to feel confident and safe within it.*

Your child’s key-worker will explain the various systems we use to keep the pre-school functioning. They will show you around and go through the “welcome initiation” with you. They should be able to answer questions that you might have.

Sometimes young children pick their own “special” member of staff (outside of our usual expectations) that they initially feel more secure with, and find easier to relate to and that’s fine too!

The grouping system blurs, as the children grow older and begin to relate more confidently with all the staff. In the long term, your key-worker will act as a friendly face for you to contact; up-date you on any achievements your child makes; and ensure the day-to-day happiness of your child by providing support as needed.

Your child’s key-worker may also set simple targets for children on a termly basis Your child’s group, key-worker, and our expectations will change as your child progresses and grows.



Michele Berry has overall responsibility for ensuring that all children’s needs are met, for the staff and the setting.

*Library Books*

Every child has the opportunity to take home LIBRARY BOOK(s). Please make sure that you encourage your child to take care of their books, returning them to The Playbox when they have finished to get another book. This is good practise towards eventual school life.

Your children need to return any borrowed books before selecting new ones.

At this stage, it is important to encourage children to listen to words from a wide variety of fiction and non-fiction books. Children often request the same story over and over – don’t worry – this is actually very good for them, as they memorise favourite stories.

We have several activity/information books available to loan to parents. Please ask. If you wish to borrow something please ask the Playleader.

**Clothing**

Please remember to name your child’s possessions to avoid losses.

We provide protective clothing for the children when they play with messy activities. However, accidents do happen; children do sometimes get extremely messy (and very wet)– so send them in clothing that a stain won’t matter.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

The children attending The Kennford Playbox will spend a lot of time outdoors. Please ensure that you provide clothing suitable for prevailing weather conditions:

**Sunny and Hot** – SLIP SLAP SLOP....slip on a T-shirt (with sleeves); Slap on a hat and slop on the sun cream protection.

**Rainy and Wet** - ....fleeces; wooly hats and coats are the order of the day!

**Footwear -** Boots, Flip-flops, Sandals and crocs are a health and safety nightmare...they are not designed to run around, climb or balance in. So many accidents have been caused as a direct result of wearing these types of ill-fitting shoes in the past, that we ask you to avoid sending your child to preschool in them.

Wearing **well fitted,** **new** canvas or leather shoes is best. If your child is wearing hand-me-downs, please ensure that those shoes have plenty of wear left in them (e.g. the heel isn’t showing signs of wear) and that they are the right size to fit your child’s feet (not too big or too small)

We do not allow children to wear “wellies” inside. Wellies are designed to keep feet dry in wet weather – outside! Prolonged, day-to-day are not advised as they inhibit natural foot growth and are the ideal environment for medical complaints like athletes foot to thrive.

**Toileting** – please provide additional clothing if your child is likely to have accidents. An emergency supply of clothing is available at the setting for “unexpected emergencies”

**Playbox Sweatshirts, T-shirts, Sun Hats and Book Bags.**

You are welcome to purchase your Kennford Playbox sweatshirts, t-shirts, book bags

and legionnaire sun hats from The Kennford Playbox.



Whilst the wearing of The Kennford Playbox’s uniform is optional, we do recommend that your child wear something similar that is both robust and washes well.

Your child will have access to a lot of really messy activities whilst at the preschool, including gardening; splatter painting; printing; clay; gloop; cooking; water etc. which inevitably means that your child will get covered in something in spite of wearing protective aprons and coveralls. (Children will be children)

Whilst the materials the children use are chosen carefully and shouldn’t mark or permanently stain, that’s not guaranteed

**SO if your child has clothing that you want to keep nice,**

**…….then don’t send them to preschool in it, because, WE PROMISE, that they WILL COME HOME MESSY at least once during their time with us!**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item**  Prices correct as of April 2012 | **Colour Options** | **Price** | **Some 2nd Hand uniform available**  **Mainly 3-4 years old.** |
| **T-shirt**  (please circle requirement)  Size 2-3  Size 3-4  Size5-6 (limited supply) | Royal Blue | £6.00 | £2.00 |
| **Sweatshirt**  (please circle requirement)  Size 2-3  Size 3-4  Size 5-6 (limited supply) | Royal Blue  (please circle requirement) | £10.00 | £4.00 |
| **Sun Hat** (one size)  (Legionnaire Style) | Royal Blue | £5.00 | £2.50 |
| **Book Bag** | Royal Blue | £6.50 | £3.00 |

The uniform that we provide has been chosen carefully to meet the following criteria:

* Comfort
  + Easy to wear
* Safety
  + T-shirt has capped sleeves to protect children’s shoulders from sunburn.
  + Legionnaires cap has a long flap of material to protect your child’s neck from sunburn.
  + Sweatshirt is warm enough for spring-autumn outside wear
* Close Fitting
  + Minimises children’s clothing impeding movement whilst climbing or balancing.
* Robust
  + Hard wearing
  + Book bag has been chosen to withstand the rigors of young children!
* Wash ability
  + Easy Care
  + Stain resistant

*Show Items and Belongings*



**Please label** everything that your child brings into The Playbox “to show” so that we know who to give the item back too, at the end of the session.

*Outings*

We occasionally arrange outings during the year – forest walks, the butterfly farm, farm visits, beach trips, etc.

Your active participation is appreciated during these times, as adult/child ratio of 1:2 is needed and transportation is required.

**Food & Drinks** *-* HEALTHY EATING POLICY!

Snacks

In line with current Early Years’ Policy we encourage children to try and eat healthy snacks by providing different snacks and choices that might include a variety of different fruits (e.g. apples, bananas, grapes, grapefruit, mangoes, pineapples, dried fruit etc); bread based savoury snacks (e.g. French sticks, sandwiches, bagels, toast etc.); salad snacks (e.g. carrot sticks, salad pita pockets etc.) dairy products (cheese, yoghurts, fromais frais) and a choice between milk and water.

We only provide sweet biscuits or snacks with sugar in them on very rare, and very special occasions.

**Additional Dietary Requirements and Allergies:** Please let us know if your child has any additional dietary requirement. It is especially very important to let us know if your child has any particular allergy toward one food group or another.

Packed Lunches (see our lunch and snack policy)

Please ensure that your child has a balanced packed lunch that includes –

* A flour based main part – sandwiches, pasta, wrap etc,
* Fruit (fresh or dried) or vegetables
* And a drink
* (As well as the extras – cheese; yoghurts; cereal bars)

**Please only include one small after-lunch treat!**

Fruit Juice, or pre-prepared Juice Drinks are very acidic for little tummies, why not decant them into a beaker, and water them down?

Milk and Water are available at Playschool.

Allergies

As part of the registration system you are required to give us your child’s details. It is important that you ensure that you tell us if your child has any dietary specific requirements or allergies.

Sickness

Please do not bring your child to Preschool if they are ill. Please do not put our Staff in the position where they have to turn your child away! If you are unsure please ask.

If your child has any infectious disease, please notify the pre-school, so that other parents can be made aware of the symptoms in order to try to contain the infection.

**Sickness Bugs**

**“Infectious Diarrhoea and Vomiting”**

*According to recent advice…*

*Young children with a sickness bug should be regarded as infectious and kept away from school* ***at least 48 hours*** *(minimum) after the last symptoms occurred.*

*These bugs are usually spread through poor hygiene regimes i.e. not washing hands after going to the toilet properly, either by hand contact, on toys, or indirectly through food or water.*

*It is very important for children to wash their hands after using the toilet and before eating*

*to minimise the possibilities of spreading these infections.*

*Promote and supervise a rigorous hand-washing regime that will minimise the chances of your child picking up one of these bugs!*

Only prescription medicines will be administered at Preschool after either a short term or long term medicine form has been completed. Adequate training for our staff, by a health official, may be required before your child comes to The Playbox. Please make staff members aware of your child requirements so that this may be arranged.

**Please Note**: Children should NOT attend preschool within the first 48 hours of commencing a new course of anti-biotics. This ensures that children have rest to recuperate from the illness that the antibiotics have been prescribed and limit the time that other children are in contact minimising the spread of the complaint.

**Please Note:** YOU need to provide explanation notes for all sessions that your child misses. If your child fails to attend regularly enough, and an acceptable explanation is not forthcoming, then your child’s government funding may be withdrawn – and more importantly, you may be asked to pay back any funding you have received to date!

Notices

Please refer to the notice area in the Main Play Room for all the BUSINESS notices (Insurance Certificate; Registration Certificate; Fire Drill etc)

Please refer to the outside notice board and/or lobby for day-to-day notices.

There is a range of publications available to “borrow” in the lobby.

We deliver notices and newsletters via a “posting” system. We would ask you to make sure that you regularly check to make sure that you collect any papers left for you in the hanging pockets.

Throughout a term you might expect to receive the following:

*½ termly Long-Term Activity Plan*

*½ termly Rhyme Sheet*

*Monthly Newsletters*

*Letters – e.g. Trips out; lice alerts etc.*

*Fundraising Dates*

*Notices*

*Committee minutes (committee members)*

*Activity sheets (various)*

These will also be posted on our website: www.kennfordplaybox.co.uk

Complaints

Our Manager (Michele Berry) and her deputy (Dawn Westcott) always welcome constructive criticism – your insight as parents and comments are valued.....we are always willing to try new ideas and make changes - especially if these are for the better.

From time to time, more serious complaints need to be made. These can either be made in confidence to the Manager (Michele Berry) or the Chairperson. Please ask either for a quiet moment of their time in order to discuss any issues confidentially. Please don’t allow things to fester. Misunderstandings happen and none of us are perfect.

Should a more serious complaint need to be made about any child-care professional (Play Staff, Childminder etc) OfSTED operate a Complaints, Investigation and Enforcement Policy – You can contact OfSTED on **0300 123 1231**.

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

**General Rules for Playbox**

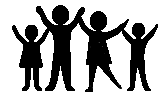
It is necessary for you to know and understand the rules at Playgroup both as a parent with a child at the group and as a helper during rota duty. Consistency between adults and sessions is very important so that the children know what is/not allowed during all sessions.

* Children must not be allowed to act in a way that is harmful or disruptive to him/herself or anyone else.
* An adult with a valid Criminal Record Check may only escort children to the toilet or wash facilities.
* Children can only be released from the setting to a suitable adult (aged 16 or above)
* The setting main door must be secured at all times – shut properly & safety chain secured.
* Children MUST WALK in the Setting room.
* The Paint Area needs to be supervised by an adult at all times. Messy painting is allowed as long as clothes are covered and the activity is supervised.
* Children must be supervised when using scissors or doing woodwork (tools and wood).
* Children are only allowed on climbing apparatus when an adult is directly supervising.
* Children are not allowed in the work area of the kitchen an only in the seating area in small, supervised groups for specific activities.
* Smoking is not allowed.
* HOT drinks must be consumed in THE KITCHEN
* No physical punishment is allowed e.g. no smacking or shaking.
* No shouting, unless necessary to stop a harmful situation. When you check a child’s behaviour please explain why you have stopped them (children will generally respond better to this).
* Adults and Children MUST WALK down the steps leading to the outside play areas.
* Adults and Children should avoid stepping over equipment; gates; barriers; benches as these represent a tripping hazard – go around!

Disruptive Behaviour

We have a range of policies and strategies to deal with inappropriate behaviour. We are able to access help and advise from Early Years Professionals and Health Visitors. Generally, children should be redirected to a more constructive behaviour e.g. suggest other things to do.

The Playleader will deal with discipline when needed, explaining to the child why their behaviour is not permitted at Playgroup and notifying the parent if necessary.



**Early Years Foundation Stage (EYFS) September 2018**

**The EYFS framework is a mandatory framework for all early years providers ...that means that we have a legal duty to uphold the framework under Section 39(1)(a) of the Children Act**

**There are a variety of different resources for both parents and practitioners at:**

[**http://www.foundationyears.org.uk/eyfs-statutory-framework/**](http://www.foundationyears.org.uk/eyfs-statutory-framework/)

PLAY IS IMPORTANT!

The Early Years Foundation Stage states that…

“Play underpins the delivery of ALL the EYFS. Children must have opportunities to play indoors and outdoors.”

“Play underpins all development and learning for your children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, physically, socially and emotionally.”

“Providing well-planned experiences based on children’s spontaneous play, both indoors and outdoors, is an important way in which practitioners support young children to learn with enjoyment and challenge. In playing, children behave in different ways; sometimes their play will be responsive or boisterous, sometimes they may describe and discuss what they are doing, sometimes they will be quiet and reflective as they play”

***(The Early Years Foundation Stage 2007)***

**The following information has been taken from the Statutory Framework for The Early Years Foundation Stage (published in March 2012)**

*“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 Early Years Foundation Stage (EYFS) 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 future progress through school and life.”*

“The EYFS seeks to provide:

• **Quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;

• **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed 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.

“The EYFS specifies requirements for **learning and development** and for **safeguarding children** and **promoting their welfare**.

The **learning and development requirements** cover:

• **The *areas of learning and development***which must shape activities and experiences (*educational programmes)* for children in all early years settings;

• **The *early learning goals***that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and

• ***Assessment arrangements***for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

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

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
2. Children learn to be strong and independent through **positive relationships**;
3. 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 and parents and/or carers; and
4. **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.

**The Areas of Learning and Development**

“There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the ***prime areas***, are:

* **communication and language;**
* **physical development; and**
* **personal, social and emotional development**.

Providers must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The ***specific areas*** are:

* **literacy;**
* **mathematics;**
* **understanding the world; and**
* **expressive arts and design.**

Educational programmes must involve activities and experiences for children, as follows.

• **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

• **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

• **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

• **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

• **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

• **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

• **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

**“PLAY is essential for children’s development....**

“Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

**Characteristics of Effective Learning**

In planning and guiding children’s activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

* **Playing and exploring** - children investigate and experience things, and ‘have a go’;
* **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
* **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

*Table 1.2 (Table taken from The* ***Development Matters in the Early Years Foundation Stage (EYFS) 2012***

*Each area of learning (both Prime & Specific) is further divided into* ***Aspects of Learning*** *(as shown in table 1.2)*

**The Early Learning Goals**

**PRIME AREAS**

1. ***Communication and Language***

**Listening and attention**: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

*Table 1.3 (Table taken from The* ***Development Matters in the Early Years Foundation Stage (EYFS) 2012***

**Understanding**: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

**Speaking**: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

hm00416_*Our programme supports children to develop:*

* *conversational skills with one other person, in small groups and in large groups to talk with and listen to others;*
* *their vocabulary by learning the meaning of - and being able to use - new words;*
* *their ability to use words to describe their experiences*
* *their ability to explain how or why something happened*

1. ***Physical Development***

**Moving and handling**: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

hm00416_**Health and self-care**: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

*Our programme supports children to develop:*

* *increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;*
* *increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and*
* *their understanding about the importance of, and how to look after, their bodies.*

1. ***Personal, Social and Emotional Development***

**Self-confidence and self-awareness**: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

**Managing feelings and behaviour**: children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

hm00416_**Making relationships**: children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

*Our programme supports children to develop:*

* *positive approaches to learning and finding out about the world around them;*
* *confidence in themselves and their ability to do things, and valuing their own achievements;*
* *their ability to get on, work and make friendships with other people, both children and adults;*
* *their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;*
* *their ability to dress and undress themselves, and look after their personal hygiene needs; and*
* *their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.*

**SPECIFIC AREAS**

1. ***Literacy***

**Reading**: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing**: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

*Our programme supports children to develop:*

hm00416_

* *their knowledge of the sounds and letters that make up the words we use*
* *their ability to listen to, and talk about, stories;*
* *knowledge of how to handle books and that they can be a source of stories and information;*
* *knowledge of the purposes for which we use writing; and*
* *making their own attempts at writing.*

1. ***Mathematics***

**Numbers**: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures**: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

*Our programme supports children to develop:*

* Description: hm00416_*understanding and ideas about how many, how much, how far and how big;*
* *understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;*
* *understanding that numbers help us to answer questions about how many, how much, how far and how big;*
* *understanding and ideas about how to use counting to find out how many; and*
* *early ideas about the result of adding more or taking away from the amount we already have.*

1. ***Understanding the world***

**People and communities**: children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world**: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology**: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

hm00416_

*Our programme supports children to develop:*

* *knowledge about the natural world and how it works;*
* *knowledge about the made world and how it works;*
* *their learning about how to choose, and use, the right tool for a task;*
* *their learning about computers, how to use them and what they can help us to do;*
* *their skills on how to put together ideas about past and present and the links between them;*
* *their learning about their locality and its special features; and*
* *their learning about their own and other cultures.*

1. ***Expressive arts and design***

**Exploring and using media and materials**: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative**: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

hm00416_

*Our programme supports children to develop:*

* *the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and*
* *their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.*

At The Kennford Playbox we meet the ELG’s in the six areas of learning in five ways.

1. By providing the children an environment (including equipment chosen specifically for preschool children) that encourages children to use as many different skills as possible in both child-led and adult-led usage.
2. By having a timetable of events e.g. Registration, story-time, rhyme time etc. So the children have the opportunity to develop listening and speaking skills within different group situations.
3. By planning a variety of different adult-led activities which are specifically based on children’s observed individual needs and interests which increase and build on the range of experiences we offer to your child
4. By assessing the needs of individual children and adapting the educational programme to include practise in a particular skill as the needs’ occur.
5. By rotating different equipment groups

The educational programme is always under assessment to ensure each area’s effectiveness. We are always looking for fresh opportunities and ideas and will make changes to the curriculum as needed in order to provide your child with as challenging a curriculum as we can.



*In 2016-17 we started to use an online child assessment tool called Tapestry. We initiated this endeavour in order to manage the increasing amount of information that we are asked to keep on each child attending the preschool.*

*Parents have been very complimentary of the system which allows them easy access through their phone/internet services to the records that we keep on their child. Parents can make comments/ask questions/upload their own observations to the system – in effect sharing information with the setting.*

*Tapestry is a tool that helps staff members assess how young children are learning and developing. It gives staff an overview of how each child is doing. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.*

*We make periodic assessment summaries of children’s achievement based on our ongoing development records called PLODs (possible lines of development). Tapestry outlines ways that we can help children attain their next goals or stepping stones. PLODS form part of children’s records of achievement.*

*We undertake these assessment summaries at times of transition – we complete 2 year old checks and provide a summary called the Devon Learning Journey which is a summative report prior to children transferring from the preschool into another setting.*



Equipment

The Kennford Playbox has a range of high quality educational equipment chosen carefully by our staff, to ensure that children enjoy and achieve whilst using it.

During your child’s time with us, they will be able to explore the following equipment across the indoor and outdoor provision –

* Water
* Sensory Play: e.g. Sand or alternatives (wet/dry sand have different properties, compost, sawdust, beads, rice)
* Paint (Free-style, pictures, printing etc)
* A range of small and big blocks
* Crate & Gutter Play
* Role Play (Home play, Flower Shop, Café, Bakery, Doctor’s Surgery, Office, Vets etc)
* Dressing Up
* Books & stories
* Dough or Clay
* Cutting and Sticking
* Fine Motor coordinative and manipulative toys (nuts and bolts)
* Gross Motor Physical Play Equipment (Climbing Frame, hoops, ball play, bikes etc)
* Floor Play ( trains, cars and garages)
* Construction Play (duplo, sticklebricks etc)
* Small World Play (farm and zoo animals, miniature people, doll’s house, garage)
* Rhyme, Music, Singing, Dancing (World Music, different sounds, percussion instruments)
* Outdoor Play (Parachute; Balls; Gardening; Play house)
* Mark Making Equipment (felt tip pens, pencils, wax crayons, tracings, rubbings, finger drawing)
* Heuristic Play – natural substances: corks, shells, etc.
* Games (Lotto, dominoes, board games, sound games etc)
* Puzzles
* IT Equipment (computers, music centres; whiteboard, cameras, remote control cars etc)
* Outdoor play (trikes, gardening, big blocks, climbing and balance equipment, sand and water

Make your own!

Description: MCj02500940000[1]Playdough Recipe

1 mug Flour

1 mug Salt

1 mug Water

1 tsp. Cream of Tartar

1 tblsp. Oil

Colouring

Measure all the ingredients into a large saucepan

Mix well – adding water a little at a time.

Cook on a low heat, stirring all the time to prevent sticking.

When the mixture resembles Playdough – cook a little longer!

Remove from the heat

Knead well.

When cool, store in an airtight container in the fridge.

Rhymes and Songs

“Picking up and repeating the particular language of rhymes is another form of play for young children. They learn rhymes unconsciously and effortlessly; it is not the laborious task it can be for some adults.

By playing with the short texts of rhymes, children explore the mechanics of the English language. They find out how language works and become familiar with the relationship between the 44 sounds of English and the 26 alphabet letters – information which helps them when they begin reading to decode the sounds that make up words. The value of this type of language-play with rhymes in early learning is both underestimated and undervalued.

There is a difference between rhymes and simple poems for young children. Rhymes, in general, are short and depend on the melodic use of the voice to recite the text that includes rhyming words, and the repetition of sounds and words in attractive, easy-to-copy rhythms. The traditional and well-known rhymes are sometimes classified as Mother Goose rhymes or nursery rhymes. Many, like ‘Twinkle, Twinkle, Little Star’ and ‘Humpty Dumpty’, are considered part of British culture.”

**Remember you can change the words to traditional rhymes to suit your child’s interests…giving new life to old favourites!**

**Baa Baa Black Sheep**

Baa Baa Black Sheep

Have you any wool?

Yes Sir, Yes Sir,

Three bags full.

One for the Master,

One for the Dame

And one for the little boy who lives down the lane.

**Once I caught a fish alive**

1,2,3,4,5, once I caught a fish alive, 6,7,8,9,10 then I let it go again.

Why did you let it go because it bit my finger so which finger did it bite this little finger on my right.

**Here is the beehive**

Here is the beehive

Where are the bees?

Hiding away where nobody sees

Watch them come creeping

Out of their hive

One, two, three, four, five.

**Five Currant Buns**

Five currant buns in a bakers shop,   
Round and fat with sugar on the top.   
Along came (choose a child),   
With a penny one day.   
Bought a currant bun and took it away.   
  
Four currant buns in a bakers shop…

**Ten Fat Sausages**

Ten fat sausages, sizzling in the pan,   
Ten fat sausages, sizzling in the pan,   
And if one went POP!   
and the other went Bang!   
There'll be eight fat sausages,   
sizzling in the pan.

Eight fat sausages, sizzling in the pan…

**Ten in the Bed**

There were ten in the bed,   
And the little one said, 'Roll over, roll over'.   
So they all rolled over,   
And one fell out,   
  
There were nine in the bed…8,7,6….  
   
There was one in the bed,   
And the little one said, 'Roll over, roll over'.   
So he rolled over,   
And he fell out,   
There were none in the bed,   
So no one said,   
Roll over, Roll over.

**Five little men in a flying saucer,**

Five little men in a flying saucer  
Flew around the world one day.   
They looked left and right,   
But they didn't like the sight.   
So one man flew away.   
ZOOOOOOOOOM!   
  
Four little men in a flying saucer......

Continue until they've all gone.

**Five Little Ducks**  
Five little ducks went out one day

Over the hills and far away  
Mama duck said, "Quack, quack, quack, quack,"  
but only four little ducks came waddling back...  
*(repeat in descending order…)*  
  
No little ducks went out one day  
Over the hills and far away  
Mama duck said, "Quack, quack, quack, quack,"  
and all five ducks came waddling back.

**Humpty Dumpty**

Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall

All the Kings horses and all the Kings men

Couldn’t put Humpty together again

**Five green and speckled frogs**

Five little speckled frogs  
Sat on a speckled log  
Eating some most delicious bugs  
YYYYUUUUMMMM YYYYUUUUMMMM  
One jumped into the pool  
Where it was nice and cool  
Then there were  
Four green and speckled frogs  
GGGGLLLLUUUUBBBB GGGGLLLLUUUUBBBB  
(*Repeat in descending order.)*

**Twinkle Twinkle Chocolate Bar**

My dad drives a rusty car

Start the engine, pull the choke

Off we go in a cloud of smoke

Twinkle Twinkle Chocolate Bar

My dad drives a rusty car!

**Horsey, Horsey don’t you stop!**

Just let your feet go clippety-clop

Your tail goes swish,

And the wheels go round

Giddy up! We’re on our way

Horsey, Horsey on your way

We’ve done this journey many a day

Your tail goes swish

And the wheels go round.

Giddy up! We’re homeward bound.

**Dingle Dangle Scarecrow**

When all the cows were sleeping

And the sun had gone to bed

Up jumped the scarecrow,

And this is what he said,

I’m a dingle dangle scarecrow

With a flippy floppy hat

I can shake my hands like this

I can shake my feet like that!

When all the hens were roosting

And the moon behind a cloud,

Up jumped the scarecrow

And shouted very loud

I’m a dingle dangle scarecrow

With a flippy floppy hat

I can shake my hands like this

I can shake my feet like that!

**5 Hot Cross Buns**

5 Hot Cross Buns in a bakers’ shop

Big and Round

With a cross on the top

Along came….with a penny one day

Bought a hot cross bun

And took it right away.

**Teddy Bear, Teddy Bear**

turn around.

Teddy Bear, Teddy Bear

touch the ground.

Teddy Bear, Teddy Bear

climb the stairs.

Teddy Bear, Teddy Bear

Say your prayers.

Teddy Bear, Teddy Bear

turn out the light.

Teddy Bear, Teddy Bear

Say good night.

**Twinkle Twinkle Little Star**

How I wonder what you are

Up above the world so high

Like a diamond in the sky

Twinkle Twinkle Little Star

How I wonder what you are.

**Incy Wincy Spider**

Climbing up the spout

Down Came the Rain

and Washed poor Incy Out

Out came the sunshine

That dried up all the rain

And Incy Wincy Spider

Climbed the spout again.

**Hickory Dickory Dock**

The mouse ran up the clock

The clock struck one

The mouse ran down

Hickory Dickory Dock

**Old MacDonald had a farm**

E-I-E-I-O

and on that farm he had a duck

E-I-E-I-O

with a quack quack here and a quack quack there,

here a quack, there a quack

everywhere a quack quack

old MacDonald had a farm

E-I-E-I-O!

**Climb Aboard The Spaceship…**

Climb aboard the spaceship

we’re going to the moon

Hurry and get ready,

We’re going to leave quite soon

Put on your Space Suit

Buckle up real tight

Here comes the countdown

Count with all your might

10,9,8,7,6,5,4,3,2,1, BLAST OFF!

**Round and Round the Garden**

Round and round the garden

Like a teddy bear

one step, two steps,

we tickly under there!

**An Elephant**

An elephant walks like this and that

He’s terribly tall

and terribly fat

He’s got no fingers

He’s got no toes

But goodness gracious

What a nose!

**Row, Row, Row your boat**

Row, Row, Row your boat

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream

**She’ll Be Coming Round the Mountain**

She be coming round the maountain when she comes

She’ll be coming round the mountain when she comes,

She’ll be coming round the mountain

Coming round the mountain

She’ll be coming round the mountain when she comes

Verse….

Singing…… I,I Yippee Yippee I

Singing I, I Yippee Yippee I

Singing I, I Yippee

Singing I, I yippee

Singing I, I yippee yippee I

She’ll be driving six white horses when she comes……

Oh, we’ll all go out and meet her when she comes…

And we’ll all have chicken and dumplings when she comes….

She’ll be wearing red pyjamas when she comes…..

**Peter Rabbit**

Peter Rabbit has a fly upon his nose

Peter Rabbit has a fly upon his nose

Peter Rabbit has a fly upon his nose

and he flips it and flaps it

until it flies away

Floppy ears and curly whiskers

Floppy ears and curly whiskers

Floppy ears and curly whiskers

He flips it and flaps it

until it flies away!

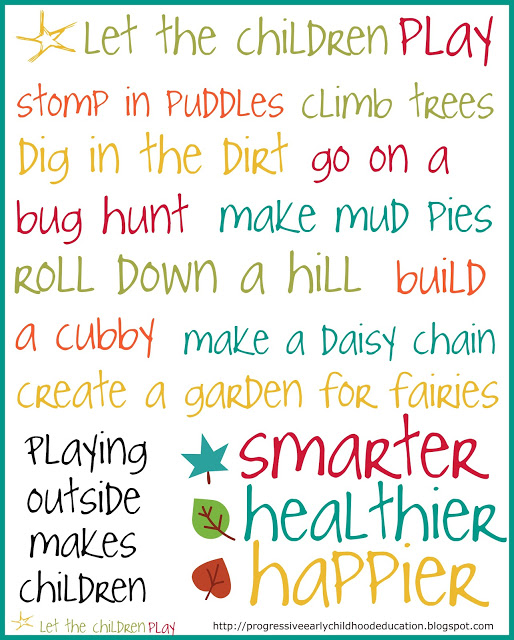
**Ring a ring a rosies**

Ring a ring a rosies

A pocket full of posies

A-tish-yoo, A-tish-yoo, we all fall down!





**We all hope that you enjoy your time with us at**

**The Kennford Playbox!**