



Welcome to Croft Playgroup

The Place



- Croft Playgroup was founded in 1972.
- We began life as a pack away playgroup in a room in Croft Sports Centre.
- In around 2010 we moved into a room in the newly built Children's Centre next door and in 2014 we took over the rest of the building with agreed shared use of some of the space with the Council.
- We are a charity, not for profit, organisation, jointly managed by a committee.

The People

- We are lucky to have a great team of experienced and dedicated staff at Croft playgroup.
- We have a range of backgrounds and expertise which means that we have a lot to offer the children in our care.
- Most importantly, we work at Croft Playgroup because we believe in the importance of play and the early years, and in providing children with a loving and enabling environment so that they can flourish and develop to their full potential.

Our Team

Managers



Helen



Michelle

Deputy Finance & Business Officer



Jenny

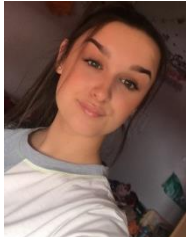


Anna

Keyworkers, Apprentice & Bank staff



Carol



Cerys



Gabi



Ghossiya



Jayne



Becki



Jennie

Admin



Jenna



Jill



Nea



Mel



Phil

Volunteers



Sarah

Committee



**Kath
Chair**



**Natasha
Secretary**



**Nicola
Treasurer**



**Karen
Parent**



**Rosie
Parent**



**Sica
Parent**



**Jason
Parent**

*Photo
pending*

**Lauren
Parent**

- Our wonderful pre-school is governed by a committee of volunteer parents and carers.
- The Committee is responsible for setting policies, managing and engaging staff, supporting with fundraising and organising social events. The responsibility for day-to-day operations lies with the staff, however the range of responsibilities that the Committee deals with has become more complex and demanding as each year has gone by.
- We need as many parents as possible to join in with the committee's work, either as a full member or by volunteering to help out at individual events (celebrations and fundraisers, for example).
- Our Annual General Meeting (AGM) is held in the Autumn term. The committee meet once a term to hear how playgroup is running and to discuss any up and coming events.

Our Playgroup Values

“How we want the world to be”

Encompassing the themes of tolerance, democracy, individual liberty, mutual respect and rule of law.

These values underpin our work with you, the children, colleagues and visitors to the setting.

Circle time sessions and stories for each term help us to think about these values and to support the children’s understanding of them.

They also inform the way that we manage behaviour within the setting. Remembering always that we are role models.

We will also let you know our focus for the terms through our values displays and newsletters.

We break the values into simpler headings as described below...

“How we want the world to be”

The values we hold and share with our children and families

Focus in term 1 (Sept, Oct)

Knowing our Golden Rules
Making friendships
Talking about our emotions
Using the language of feelings
Being respectful to one another
Valuing each other’s similarities and differences

Focus in term 2 (Nov, Dec)

Learning to share
Understanding right and wrong
Beginning to understand that actions have consequences
Learning about how to keep ourselves safe

Focus in terms 3 and 4 (Jan, Feb, March)

Talking about our emotions
Using the language of feelings
Developing our self-esteem
Feeling confident
Having a growing sense of self awareness
Taking risks
Having a go
Joining in

Focus in term 5 (April/May)

Being listened to and feeling valued
Being encouraged and allowed to make our own choices
Valuing each other’s similarities and differences
Understanding how to be healthy in mind and body
Being independent.

Focus in term 6 (June/July)

Being listened to and feeling valued
Being encouraged and allowed to make our own choices
Valuing each other’s similarities and differences
Understanding how to be healthy in mind and body
Being independent.



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Our Golden Rules

We have gentle hands and feet.

We use kind words.

We have listening ears.

When we have finished we tidy up what we have been playing with.

We walk indoors and have indoor voices.

Circle time sessions...

We have Circle time sessions during the day.

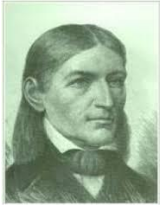
These include:

- Story time
- Learning about inspirational people
- Songs and rhymes
- Listening games
- Helicopter stories
- Maths games
- Thinking about our values and feelings
- Learning about our Golden rules



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We don't just play, we play in order to learn



Froebel's Educational Principles

Friedrich Froebel (1782-1852) was a German educator who created the concept of *kindergarten* and was an influential 19th century educational reformer. He emphasized the importance of play in relation to learning. Here are some of his ideas.



Children are innately creative inventing games, characters, activities and worlds to explore.

It should be up to children based on their interests to determine what they will learn each day.

Environments should be warm, affectionate and respectful.

Teachers may seem to be in the environment's background. They are, in fact, central to what's happening as they offer support, converse and generally help children develop and learn.

It is important for children to learn without external pressure.

Children need to move. Movement is imperative.

Meaning is created through hands-on and self-directed play.

Play is purposeful and drives learning.

The environment should promote curiosity and be intellectually challenging.

Children are individuals who develop at their own pace and can only learn what they are ready for.

Social interaction is important – children learn from peers and adults.

Teachers should adapt their approach to each child's interests and needs.

Children are intrinsically self-motivated when this drive is supported and not crushed.

Teachers should focus more on what children can do than what they can't do.

Conversation between children and teachers is important.

The environment should balance independence and interdependence, individuality and community as well as freedom and responsibility.

The environment should be thoughtfully planned to support play at the child's developmental level

Teachers are guides who help lead children to understanding



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We must remember what's happening in the brain and how much work children are constantly involved in...



Newborn



1 Month



9 Months



2 Years



Adult

Children need an efficient brain and body

- In order to build the foundations and muscle control for reading, writing and maths they need to have a full range of integrated reflexes and good postural control.
- Children need to move in different ways. They need to climb, run, swing, slide, pull, push, run, jump and have opportunities to be bare foot.
- Risk taking is important; 'learning injuries' may result!
- Developing confidence and resilience.
- Touch is also important to calm and regulate the brain and body.
- All staff had Rhythmic Movement training which we use to inform our work with the children.
- RMTi, as developed by Moira Dempsey, is a reflex integration programme based on movements and other activities that replicate our earliest movement patterns to establish, strengthen or retrain the foundations of posture, central nervous system maturity, vestibular function, sensory processing, memory, learning, emotions and behavior.



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When children are engrossed in their play their brains are making new synapse connections and they are making progress.

All Early Years settings use “The Characteristics of Effective Learning” to assess children’s play and to identify their strengths and where they need further support.

Playing and Exploring

- Investigating and experiencing things.
- Being willing to have a go.

Active Learning

- Concentrating and keeping on trying even if they encounter difficulties.
- Enjoy their achievements.

Creating and thinking critically

- Having and developing their own ideas.
- Making links between ideas.
- Developing strategies for doing things.

We use the Leuven Scale of involvement (*Professor Ferre Laevers*) to assess what the children are getting out of their play.

1) Low Activity

Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is an absence of cognitive demand. The child characteristically may stare into space N.B This may be a sign of inner concentration.

2) A frequently interrupted Activity

The child is engaged in an activity but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration but his/her involvement is not enough to return to the activity.

3) Mainly Continuous Activity

The child is busy at an activity but is at a routine level and the real signals for involvement are missing. There is some progress but energy is lacking and concentration is at a routine level. The Child can be easily distracted.

4) Continuous Activity with Intense Moments

The child's activity has intense moments during which activities at Level 3 can come to have special meaning. Level 4 is reserved for the kind of activity seen in those intense moments and can be deduced from the "involvement signals". This level of activity is resumed after interruptions. Stimuli from the surrounding environment, however attractive cannot seduce the child away from the activity.

5) Sustained Intense Activity

The child shows continuous and intense activity revealing the greatest involvement. In the observed period not all the signals for involvement need be there but the essential ones must be present: concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.



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We also use the Leuven Scale for well-being to assess the children's emotional well-being

Well-being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.

1) Extremely low: The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself.

2) Low: The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

3) Moderate: The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.

4) High: The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.

5) Extremely high: The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum or sing. The child appears relaxed and does not show any signs of stress or tension. He/She is open and accessible to the environment. The child expresses self-confidence and self assurance.

To summarise....

Children learn best when they are happy and interested in what they are doing!



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The Keyworker

The Early Years curriculum states that:

“Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs (in accordance with paragraph 1.10), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents”.

- At Croft Playgroup we want to ensure that close attachments are made between individual children, their families and individual staff.
- Each child will have a keyworker and a buddy.
- We will try to ensure that their settling in period is tailored to their needs.
- As part of that process the role of the key person and their ability to engage with the children in their care is vital.



As part of their role the key person will:

- Engage in dialogue with children;
- Watch, listen and respond to children;
- Model language well;
- Read aloud and tell stories to children;
- Encourage children to sing songs, nursery rhymes and musical games;
- Encourage children to express their thoughts and use new words;
- Support independence and confidence;
- Encourage children to speculate and test ideas through trial and error;
- Enable children to explore and solve problems;
- Behave as an excellent role model for children;
- Support children to recognise and respond to their own physical needs;
- Attend to children's personal needs;
- Deal with children's care arrangements, including intimate care, the levels of privacy afforded to children and the supervision arrangements when undertaking personal hygiene tasks.

From the Ofsted Inspection Handbook

Settling in

- We consider a child to be settled when they have formed a positive relationship with a key person, are familiar with the environment and able to engage and play in a relaxed and happy manner.
- We suggest a timetable for settling in which involves shorter sessions with an accompanying parent/carer initially (e.g. for the first week), then on their own for shorter sessions.
- From there on in we extend the length of time they attend to suit their levels of energy and enjoyment and as agreed with each family.
- Settling in is different for every child dependent on their personalities and previous experience of child care. We will communicate with you fully throughout this period to ensure we are doing what is best for your child. Children tend to need different levels of support from parents so we are happy to adapt our approach to suit them.
- Too much distress is harmful to a child's well being so it is important to give them ample time to attach to their keyworker and other adults at playgroup, as well as to understand how they express themselves, before they can cope with you leaving. Sometimes this means that children need a parent or carer to stay with them for longer.
- It is often the case that children have wobbles and feel tearful and we understand this. It is one of the many ways in which preschool provides an invaluable opportunity to practise being away from home before school.

Our curriculum...In the moment...

Based on everything we know about how children learn and develop we follow an “In the Moment” approach to supporting the children’s learning.

This involves us enabling the children’s play through:-

- a calm and enabling environment with open ended, high quality resources across the curriculum both inside and outdoors,
- adults who go to the children to support their play and learning,
- opportunities to excite and engage,
- giving the children time to express their emotions and supporting them to understand their feelings,
- keeping their emotional and physical health and well being at the heart of everything we do,
- establishing and maintaining positive relationships

You can find out more by looking up Anna Ephgrave, In the Moment Planning <https://eyfsmatters.wordpress.com/2015/04/16/anna-ephgrave-guest-blog-in-the-moment/>

A Guide to the EYFS

The Early Years Foundation Stage is the statutory framework for all Early Years providers in England. We explain a little more on the next few pages...

The Early Years Foundation Stage (EYFS) sets the standards to ensure that children learn and develop well and are kept healthy and safe. It states that:

- ❖ “Every child deserves the best possible start in life and the support that enables them to fulfill 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”.

The EYFS seeks to provide:

- ❖ **quality and consistency**...so that every child makes good progress and no child gets left behind
- ❖ **A secure foundation**, through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- ❖ **partnership working** between practitioners and with parents and carers
- ❖ **equal opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.





These guiding principles from the Early Years Foundation Stage shape our practice...

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from strong partnership between practitioners and parents and/or carers.
- **Importance of learning and development.** Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special needs and disabilities (SEND).

Areas of Learning and Development

- There are seven areas of learning and development that must shape educational programmes.
- All areas are important and interconnected.
- The **3 prime areas** are particularly important for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving:
 - *Communication and Language*
 - *Physical*
 - *Personal, Social and Emotional*
- and **4 specific areas** through which the 3 prime can be strengthened and applied:
 - *Literacy*
 - *Mathematics*
 - *Understanding the World*
 - *Expressive Arts and Design*
- **We will outline them in more detail in the following slides...**

Communication and Language:

Listening and attention, Understanding and Speaking

“This area underpins all seven areas and forms the foundations for language and cognitive development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.”

Children are given the opportunities to:

- Engage in frequently in conversation, story-telling and role play with the adults and children around them,
- Play in an exciting and ‘language rich’ environment,
- Read frequently engaging actively in stories, non-fiction, rhymes and poems,
- Be given frequent opportunities to talk and extend their language and thinking,
- Share their ideas and reflect on those of others,
- Develop their confidence and skills in expressing themselves,
- Speak and listen in a range of situations.



Talking and developing language through imaginative and role play with adults responding, encouraging and extending vocabulary.



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Personal, Social and Emotional Development

Self-Regulation, Managing Self and Building Relationships

“Children’s personal, social and emotional development...is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn and how to understand their own feelings of those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persists and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.”



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Playing games, sharing, taking turns, talking to others to communicate through play.



Collaborating in play, sharing interests and communicating ideas.
Learning to share and enjoy the company of others.

Physical development

Developing core strength, co-ordination, positional awareness, gross motor skills and fine motor skills

“ Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing health bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.







Literacy

Developing a life long love of reading

“It is crucial for children to develop a life long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension...starts from birth. It only develops when adults talk with children about the world around them and the books...they read with them, and enjoy rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.”

We support this through...

- Sharing stories throughout the day,
- Encouraging story telling,
- Ongoing talk and discussion to extend vocabulary,
- Circle time sessions including songs, rhymes, stories,
- Helicopter stories,
- Listening games,
- Rhyming,
- Hearing sounds and syllables in words,
- Encouraging use of our library, puppet theatres,
- Frequent and varied opportunities for mark making.



Re-enacting each other's stories in Helicopter Story sessions

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Sharing
stories with
adults is
invaluable...



The children
love to visit
our library...





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Mathematics

“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles...children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationship, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.”

We support this through:

- Ongoing interaction through play, circle time sessions including songs, stories, rhymes and counting games, resources and activities which stimulate mathematical play and the language of number, shape and quantity.





Encountering different forms of number and quantity.



Cooking is a great way to develop mathematical understanding and language. It's tasty too!





Understanding the World

“Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.”

We support this by:

- Family photos, map display, digital frames;
- Stories about people who inspire us;
- Circle time discussions;
- Being healthy project;
- Celebration of Nations Days
- Exploring in the garden, observing plants, insects and animals including caterpillars;
- Encouraging discussion and sharing of ideas about what we observe around us, sharing experiences;
- Visitors and visits.



Expressive arts and design

“The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding , self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

We support this by:

- Sharing songs and music;
- Using instruments and various resources to respond to music e.g. scarves;
- Providing a range of materials for children to investigate and use such as junk modelling, clay, paints, shaving foam, play dough, slime, mud, baking shelves;
- Role play, small world play, puppet theatre;
- Staff observe, support and participate in imaginative play.



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How do we assess your child's progress?

Parent partnership: sharing information

- Parent/carer partnership is vital and your contributions are valued and encouraged.
- We will talk to you about your child and ask you to complete a detailed "All about me" questionnaire.
- We will have a review meeting roughly 6 weeks after your child has started to review their settling in.
- We have parent meetings in November, March and June.

Class Dojo, Books, Best bits boards and Wow moments

- Assessment is on going and starts the minute the children join us.
- We use assessment criteria from 'Birth to Five Matters' and 'Development Matters' as a useful guide. Keyworkers record children's capabilities and progress throughout each term.
- Keyworkers record and share childrens play, learning and progress using the Class Dojo App. Please sign up!
- Children and staff can use their books to record any special creations and achievements during their time at playgroup.
- We celebrate achievements on our 'Best Bits boards' and with Wow Moment cards which family members and staff can record to celebrate specific achievements or progress.

Monitoring & Additional Support

- Managers monitor the children's learning and progress three times a year (November, March and June).
- Where children appear to need greater support we put additional strategies in place, make referrals as appropriate (e.g. for speech and language support) and, where necessary, begin the 'Early Help' process; which involves setting targets for children's development which we monitor and review on a termly basis. This is vital in identifying children who may need additional support at school.

How can we work together?

- An open door approach: you are always welcome to make contact either in person or by phone or email.
- Regular newsletters
- Class Dojo
- Website and Facebook page
- Sharing “Wow” moments to celebrate what your child has achieved at home.
- “Parent Pitstops” – surveys which allow you to give us feedback.
- Parents reading week, bring a family member to playgroup, celebration of nations days
- Books to borrow or recommend – we have several books you might find useful and are welcome to borrow and vice versa.
- Join the Committee and/or help with fundraising.
- Support us on outings or events if you are able.
- Let us know if you have further thoughts about how we can work more collaboratively with you.

Safeguarding is at the heart of everything that we do...

- Safeguarding and child protection is about ensuring children are able to thrive and are free from any form of harm and neglect.
- No mobile phones in the rooms.
- Children are signed in and out on entry and leaving.
- We will ask for a password for each child, which any adult who isn't known to us must use if collecting.
- We will record any accident and incidents on forms which will be shared with you at the end of a child's session.
- We are very cautious about using photos of children and will ask for permissions before using for publicity or on our website or social media.
- Where appropriate we work with families and external agencies to monitor and support the well-being of children.
- Where there are concerns, we will raise them sensitively to ensure that we are able to work collaboratively for the benefit of the children's health and well being.
- Where children are at immediate risk of harm we have a duty of care to follow procedures to safeguard them. Wherever possible we will seek parental consent.



Daily rhythm



- We keep the flow relaxed to allow the children to play with as few interruptions as possible.
- The basic timetable is:
 - Hang coat up and put water bottle and lunch box on the rack.
 - Wash hands.
 - Find your leaf and hang on the room tree (self registration).
 - Tidy up time and circle time/singing/story session before lunch or home time.
- Lunch is a packed lunch eaten in the rooms with the staff.
- **We ask that no nuts or chocolate are included.**

Practical Information

- Please bring in your child's birth certificate or passport (if you haven't already). We need this information before they can start.
- Dropping off and collecting: is either 9am or 12pm (9:30 for initial settling in visits)
- Please let us know if you are running late. Charge for late collection (£5.50 per 15 minutes).
- Parents are invoiced 3 times a year and we request payment within 28 working days. Parents and carers are welcome to request a payment plan. Failure to pay can result in loss of a child's place.
- Pupil Premium funding. We can discuss the best ways to make use of this funding for your child.
- Sundries charge of 25p per 3 hour session (excluding breakfast and afterhours sessions) and 25p charge for snack if child attends for a morning session.
- Breakfast club (8-9am) is £5:50 plus £1, Tea is £16:50 plus £3, 3-4pm one off charge £6:50 outside of funded hours.
- Zumba is £1 per week (every Tuesday), Forest School is £2.50 per session
- We keep you up to date with termly Newsletters and Dates for the diary.
- 'Our Journey' board is open for your contributions too. Let us know what we're doing well and how we could improve.
- You can buy T shirts (£8 or 2 for £15) and
- Please supply spare clothes in a bag (name everything please!)
- Please bring in wellies, to leave at Playgroup. We have waterproofs which the children can use or you can send your own in.
- Children need a water bottle and lunch box (if/when staying for lunch).
- Scooters and buggies can be left in the cycle/buggy park outside.
- Policies available on the website and in playgroup. Please feel free to let us know if you have any questions.
- There are a number of other notifiable illnesses that will need to be reported to us. In particular, any case of sickness and diarrhea. For your information, all guidance on infection controls is found on the www.gov.uk website under Guidance on infection control in schools.

Helping your child to be ready for school

- During your child's time at Playgroup we will support them to develop their independence and confidence so that, when the transition to school comes, they feel mostly happy and excited.
- Being school ready is about more than helping children to begin to read, write and count. These areas are hugely important and we always take account of children's capabilities and assess them carefully.
- In supporting children to be school ready we also focus on the prime areas of Personal, Social, Emotional Development, Communication and Language and Physical Development.
- Your child needs to feel confident and happy, be able to articulate their interests and ideas and be physically capable and strong. These are the skills that underpin later success in Literacy, Mathematics and in general at school and out in the wider world.
- It is important to us that we know your child well through our knowledge of them in the setting and by keeping in touch with you.
- We have more information which we can share with you nearer the time. Lets get them settled into Playgroup first!

Any questions?

Thank you for coming!

We're looking forward to welcoming you and your child to playgroup.