

**Information for Parents/Carers**

**Deepdale pre-school, Deepdale Lane, Boston Spa, LS23 6EH**

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**URN EY547694**

D – DREAM

E – EXCITE

E – ENCOURAGE

P – PERSIST

D – DEVELOP

A – ACHIEVE

L - LEARN

E – EXPLORE

Here at Deepdale pre-school we pride ourselves as being a small, well organised and welcoming environment for children to spend their early years.

We are fortunate to have a beautiful building with lots of light and green space around us, ample parking, and a play park for parents to visit after pick- up.

Our pre-school is delivered in one room which has many benefits, these being:

* All our practitioners get to know all the children, which helps enormously if your child’s key worker is not at work on any particular day. This also means that all our practitioners are involved with the children, enhancing their learning needs, and sharing their skills.
* Alongside this there is the mix of ages which brings together the development of spoken language and personal, social, and emotional development. There is also the reassurance that your child will have the same key person throughout their time at Deepdale with no transitions to other rooms.

The EYFS (Early Years Foundation Stage) is what all early year’s practitioners must legally abide by. It is a lengthy document but clearly sets out the guidelines which are to be followed to ensure that your child stays safe and develops their learning whilst in our care. We have a level 3 qualified SENCO in our setting who works closely with our local SENIT team (special educational needs inclusion team) to ensure that all our children with special needs receive the care and support that is needed to develop their skills. The SENCO has specialist knowledge to support the identification of need within a child. We work closely with practitioners, other agencies and most importantly parents to ensure they are closely involved throughout any actions to be taken.

At Deepdale we have a display for parents enveloping the Local offer and other areas of information to ensure transparency and clarity to help in any way we can as the

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Process to support children with additional needs is not always clear. You can find this on the wall at the bottom of the corridor. We also have lots of information with reference to speech and language. This can be found on the wall at the right-hand side of the corridor. Please take the time to have a look if it is of interest to you.

**Learning -** It’s an interesting term and a term that is repeatedly misunderstood. We often think of learning as the academics in life. Such as reading, writing, math’s etc. What is described as the early years follows a child’s development from 0-5 years. This includes a child’s first year at primary school. When a child joins us at Deepdale (usually at the age of 2) there is so much learning that lies ahead. They begin to learn how to build relationships with new adults and children, they learn how to share and take turns, they learn to be kind. They learn how to self-regulate and deal with all their emotions when things are getting a bit too much. They learn how to sit with their friends and listen to a story. They learn how to look after themselves and be hygienic by washing their hands after going to the toilet and before eating. They take part in activities that demonstrate the importance of dental hygiene. They learn to tidy up after they play and help each other to put things away and they learn that manners are important. The list goes on and on and these are all types of learning that can be taught together with parents and carers. The children learn so many life skills that will enable them to get ready for their next journey into primary and the big wide world.

**Play -** Another word that is often spoken without recognising the value of its purpose. At Deepdale we deliver our learning through **play.** The integral planning that is developed by our staff team is professionally and carefully structured to ensure that the children achieve the best possible outcome, giving them the best start in their academic journey.

**Our Curriculum**

The curriculum at Deepdale Preschool was developed by our team of practitioners and management. The process embodies all the knowledge, experiences, and practices we have used and developed over the years.

The Early years foundation stage clearly states that **four** guiding principles should shape the practice in early years. These are:

* Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
* Children learn to be strong and independent through **positive relationships**.
* Children learn and develop well in **enabling environments with teaching and support from** **adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, 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, including children with special educational needs and disabilities (SEND).

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In planning and guiding what children learn, we as practitioners must recognise and reflect on the different rates at which children are developing and adjust their practice accordingly.

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.

• Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We are aware that children’s life experiences are different and that when starting in any setting they all begin their journeys at varying stages. The term Cultural Capital used within the EYFS is about Celebrating early experiences and providing new opportunities to enable your child to be curious, to explore, try new things and experience awe and wonder. the children are able to experience and learn about today’s world with a range of focus to initiate interests in varying ways.

Our curriculum has an expanse of topics which we will let you know of on a weekly basis.

**The EYFS has seven areas of learning and development, these include**,

* Communication and Language,
* Physical Development,
* Personal, social, and emotional development,
* Literacy, Math’s,
* Understanding the World and Expressive arts and Design.

All these areas are covered within the weekly topics and are adapted to the ages and stages of each individual child. Activities are mainly child led with various adult led activities and teaching incorporated over the day. To encourage the children to expand their vocabulary, every topic has a word of the week, The word of the week and its meaning is used on a regular basis throughout the week and is also displayed on a whiteboard to enable letter/word recognition. Broadening a child’s vocabulary is key to developing language.

When each member of the team is planning their weeks activity, they do so with three guides in mind. This is known within the EYFS as the 3 I’s.

* **Intent:** What learning do we want to deliver, what do we want the children to get out of it? (considering the 7 areas of learning)
* **Implementation:** How are we going to deliver the activities to ensure that all the children’s needs are met. (considering the 7 areas of learning)
* **Impact:** What is the desired outcome? And on reflection of the success of the previous 2 I’s

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**Through play the children learn within all aspects of the EYFS:**

**The Pre-School has various areas of activities, and these are broken into.**

* **Construction** – Using bricks, Lego, mobile, Duplo etc.
* Enhancing their creativity and imagination
* Developing their problem-solving and mathematical skills
* Improving their fine motor skills, hand-eye coordination, and spatial awareness
* Boosting their emotional and social skills
* Helping them to make sense of the world.
* **Small World** – Train track, Fire station, Cars, and Garages etc.
* It nurtures children's imagination and creativity.
* It enables children to explore new materials and learn about the world around them.
* It builds children's language, vocabulary, and communication skills.
* It supports children's social and emotional development, as they interact with others or express their own feelings and experiences.
* It develops children's motor skills, coordination, and spatial awareness.
* **Sensory (messy tray)** – Water, sand, jelly, flour, mud, playdough etc.
* [It helps children develop fine-motor skills](https://playmatters.org.au/blog/the-benefits-of-messy-play).
* [It allows children to explore materials, shapes, colours, and textures](https://www.twinkl.com.au/blog/five-benefits-of-messy-play)
* [It helps children express themselves creatively](https://www.twinkl.com.au/blog/five-benefits-of-messy-play).
* [It is a sensory experience that helps children understand how things feel, smell, and taste](https://www.twinkl.com.au/blog/five-benefits-of-messy-play).
* [It reinforces concepts and skills learned at nursery in a tangible way, improving a child's understanding of scientific concepts, vocabulary words, art, foundational math skills, etc.](https://messyplaykits.com/blogs/resources/8-benefits-of-sensory-play-and-messy-play-for-kids)
* It facilitates learning by allowing children hands on exploration of concepts that are hard to understand.
* **Imaginative play –** Roleplay, dressing up, kitchen area, babies, tool station, puppets etc.
* Enhancing overall development
* Encouraging independence
* Fostering creativity
* Developing problem-solving skills
* Grasping social skills
* Fostering emotional competence and empathy

Growing research confirms the importance of imaginative play in early childhood language development.

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* Giving children the opportunity to learn practical life skills, such as dressing themselves, how to cooperate and share with others and problem-solving skills, which will be formative to them growing up.

**Mark making –** Sand, pens, crayons, paint, shaving foam etc.

* Investigation and problem-solving
* Self-expression and imagination
* Storytelling
* Development of physical skills
* Development of creative skills and imagination
* Expression of feelings
* Stepping stone into writing
* Development of fine motor skills and hand-eye coordination
* **Creative** – Sticking & gluing, painting, modelling etc.
* Hand-eye coordination
* Sensory development
* Exploring the imagination
* Concentration & attention
* Individual confidence
* Social confidence
* Understanding different environments
* Making sense of things that they have seen or experienced.
* **Gross/Fine motor skills –** Scissors, threading, playdough, connecting cubes, pegs & boards.
* Gain strength and confidence in their body
* Get exercise and physical activity, which is important for a healthy lifestyle.
* Develop gross motor skills, which helps a child’s ability to do more complex skills in future activities, such as playing a sport with a team.
* Develop fine motor skills, which involve the use of the small muscles that control the hand, fingers, and thumb, and help children perform important tasks like feeding themselves, grasping toys, buttoning and zipping clothes, writing, drawing, and more.
* Increase muscle strength and coordination, preparing children for more advanced skills, from writing with a pencil, using a computer mouse, or playing a musical instrument.
* **Childrens extended interests -** Child-led learning is a wonderful way to encourage **critical thinking**. When a child is given the opportunity to build their
* own adventure – they will plan their activity, gather materials, and decide on their own next steps.

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**ROUTINE OF THE DAY**

At Deepdale we believe in routine which benefits the child in many ways as detailed below Here is an example of a typical day at Pre-School, every day is subject to change with regards to timings and activities.

* Routines provide structure, a sense of security and help children develop self-discipline.
* Consistent daily schedules and step-by-step routines give children a predictable day.
* Routines help children feel in control of their environment, feel safe, secure, and comfortable, and know what is happening now and what comes next.
* Routines help children learn to take charge of their own activities and engage in learning.
* Regular routines help children get on a schedule and build independence.

9.00am – Welcome children and parents into nursery

9.15am – Morning circle time – which includes talking about:

The weather, month, day of the week. Show and tell and the topic of the week including the day’s activities. Movement to music (stretch, wake up, motivate, have some fun).

9.40 am – Sessional play both inside and outside.

10.30 am – Tidy up time. Story time

10.45 am – Snack time.

11.15am – Sessional play both inside and outside.

12 pm – Lunchtime

1.00 pm – Afternoon sessional play

2.30pm tidy up time, Story time

2.45 pm – Snack-story time

3.00 pm - home time