

# Cheselbourne's Caterpillar Pre-School



Monday 6<sup>th</sup> July

# Welcome!

- Pre-School Admin
- Tapestry
- Our Setting
- The EYFS
- Questions



# Pre-School Admin...

- **Welcome Pack** – all information should be in this document. Please familiarise yourself with it. Please ask if you would like a copy emailed out, it is also available on our website.

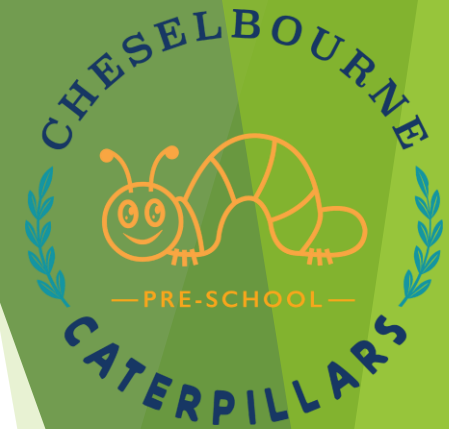


# Pre-School Admin...

- ▶ **Forms and Registration** - *please make sure all forms are completed and returned to the office as soon as possible please. These include:*
  - Registration Form
  - Parental Permissions and Consent Form
  - Booking and Funding Form
  - Tapestry Sign Up Form
- ▶ **Emergency Contacts** - *we need three emergency contacts, including one outside of the family home please.*
- ▶ **Pick Up arrangements** - *if a different person to usual is picking up then you **must** inform the school office or pre-school staff directly. We will not let any child go with anyone that we have not been informed about.*



# Pre-School Admin...

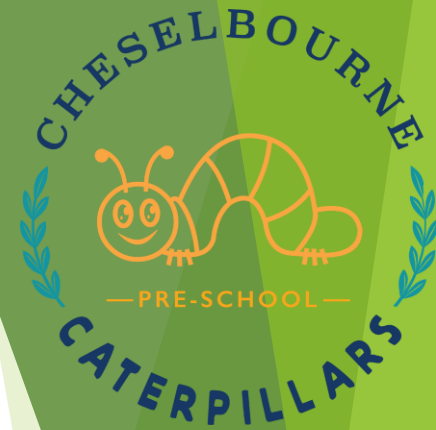


- ▶ **Caterpillar Pre-School Policy** - *this document outlines our policy on admissions to Pre-School, Booking Sessions and Fees, Funding and Invoices. Please look through this document for full details.*
- ▶ **Booking Sessions** - *sessions need to be booked the term before the sessions are due to take place so that staffing arrangements can be arranged for this covering the required Adult:Child ratios needed for each session. Bookings usually cannot be changed until the next term but please speak to Mrs See if it is a problem.*
- ▶ **Funding arrangements** – *we offer 15 hour and 30 hour funding. Mrs White organises this via the school office. Please speak to her if you need help with this. Dorset County funding forms are sent out with booking forms.*
- ▶ **Invoices** – *fees not covered by funded hours are charged at £5 per hour. Mrs White will send out invoices part way through the first half of each term. Invoices need to be paid by half term please.*

# Options for wrap around care...

	<b>Breakfast Club</b>	7:45 - 9am	£6 to include breakfast, supervision and a range of play activities.
	<b>Early Bird Drop Off</b>	8:30 - 9am	£1.50 for before school supervision.
	<b>After School Play Club</b>	3 - 4:15pm	£6 to include snack, supervision and range of play and craft activities.

- ▶ **Booking Form in welcome packs-** *please return to the school office. Bookings can be made on a weekly basis and can be made via phone or email if you need. We can also offer last minute childcare if needed.*
  - ▶ *You will be billed at the end of term for what you have used.*



# Uniform, Lunches and Milk...

- ▶ **Caterpillar Pre-School Uniform** – *children can wear their own clothes (ones you don't mind getting mucky!) but we do have an optional Caterpillar uniform- T-Shirt (£5) and Jumper (£9). Ordered through the school office.*
- ▶ **Spare Clothes** – *children need one or two changes of clothes brought in with them (particularly bottoms due to toilet training) as children do sometimes get mucky as part of their learning experience here.*
- ▶ **Lunches** – *children need a Packed Lunch or can order from Local Food Links a school meal (£2.40 each). Please to Mrs White about this too. Small, choking items such as grapes and tomatoes need to be cut in half please.*
- ▶ **Milk and Snack** – *is offered to all children as part of the government milk and snack scheme. Please let us know of any dietary issues that might affect this.*

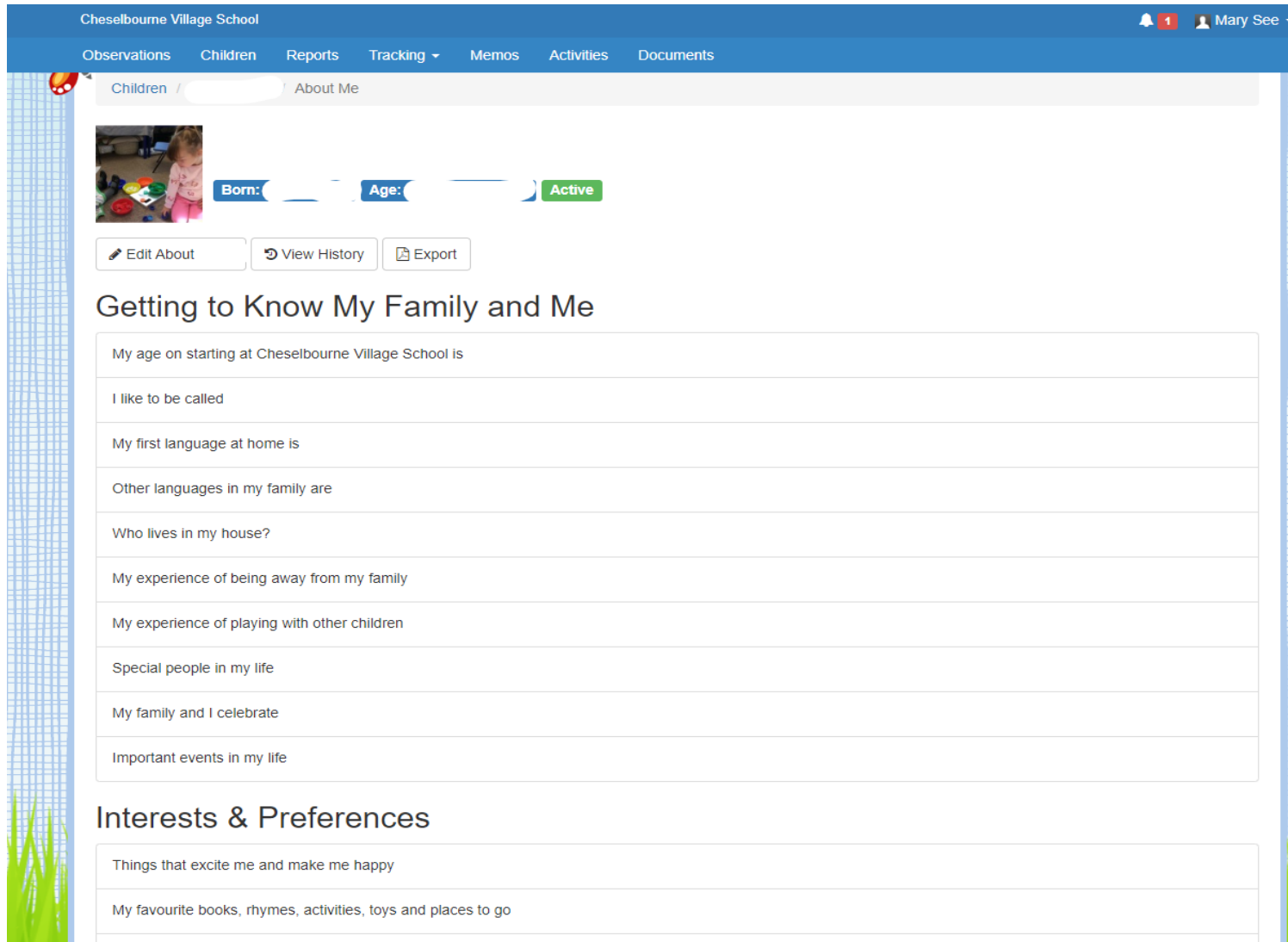


# Tapestry

- ▶ We use Tapestry, an online learning journal to record and share your child's learning journey with us.
- ▶ As your child is playing and learning at Pre School we post photos and comments about their learning which you can access through any mobile device. It is a wonderful tool and insight into your child's day which you can comment on.
- ▶ We share all our learning and themes on Tapestry and encourage you to post pictures from home of anything your children have been doing either to carry on their learning or new things they may have done. This then also helps inform us of your child's interests and build links between school and home.
- ▶ We continue to use Tapestry through the Reception Year too to record each child's whole learning journey through the Early Years Foundation Stage (EYFS).

# Tapestry

- **All About Me** – as soon as your form is completed we will set up an account for your child. As soon as we have done this we request that you activate your Tapestry and complete the All About Me section which really helps us prepare for your child starting with us.

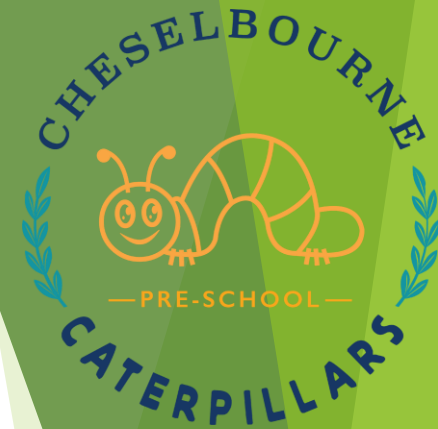


The screenshot shows the Tapestry online learning journal interface for Cheselbourne Village School. The top navigation bar includes links for Observations, Children, Reports, Tracking, Memos, Activities, and Documents. The user is logged in as Mary See. The main content area is titled 'Children / About Me' and features a child's profile picture, birth date, age, and an 'Active' status. Below this are buttons for 'Edit About', 'View History', and 'Export'. The 'Getting to Know My Family and Me' section contains a form with the following questions:

- My age on starting at Cheselbourne Village School is
- I like to be called
- My first language at home is
- Other languages in my family are
- Who lives in my house?
- My experience of being away from my family
- My experience of playing with other children
- Special people in my life
- My family and I celebrate
- Important events in my life

The 'Interests & Preferences' section contains the following questions:

- Things that excite me and make me happy
- My favourite books, rhymes, activities, toys and places to go



**TAPESTRY**  
ONLINE LEARNING  
JOURNAL

# Tapestry


## ► Observations—sharing and assessing learning:

**Our story.**  
Authorised by Miss McIntyre added 02 Jul 2020 01:19 PM  
Approved by Miss McIntyre on 02 Jul 2020 01:22 PM

Like 3 Likes

Liked by

- Adelle Jones
- Emma Collett
- Verity Huxter



Users with the "See a download media button" permission can download these photos and videos.

**Notes**

Yesterday and today we have made our own stories up. We thought about how they would start, who was in the story and what would happen to them. We made some great stories. Today's was very funny.

**Early Years Foundation Stage**

Communication and Language

**Speaking**

- ✓ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- ✓ Uses intonation, rhythm and phrasing to make the meaning clear to others.
- ✓ Uses a range of tenses (e.g. play, playing, will play, played).
- ✓ Builds up vocabulary that reflects the breadth of their experiences.
- ✓ Beginning to use more complex sentences to link thoughts (e.g. using and, because).

**Comments**  
Add a comment



# Our Setting

## ► Staff in Caterpillars:



**CLAIRE  
BAGWELL**

**TEACHING ASSISTANT &  
MIDDAY SUPERVISOR**

**PIC•COLLAGE**



**FIONA  
MCINTYRE**

**COVER SUPERVISOR &  
PRE-SCHOOL LEADER**

**PIC•COLLAGE**



**AMY  
CATRILL**

**TEACHING ASSISTANT**

**PIC•COLLAGE**



**BECKY  
TAYLOR**

**BUTTERFLY CLASS  
TEACHER**

**PIC•COLLAGE**

As we are school-based we call adults in Pre-School by their surname as the children in school would. This helps with transition to school.



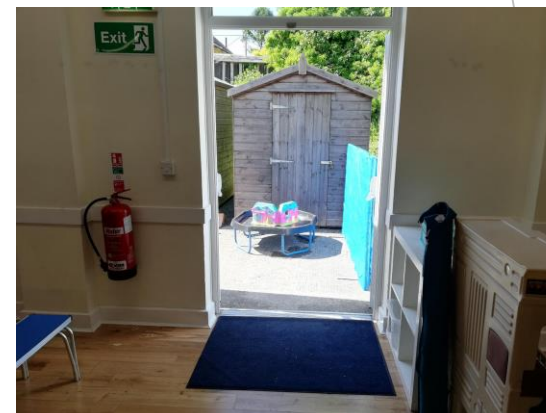
**JACQUI  
MOWLAM**

**BUTTERFLY CLASS  
TEACHER**

**PIC•COLLAGE**

# Our Setting

- Caterpillars will be based in the Pod but have some sessions also using the Village Hall.



# Our Setting

Parent Events- we try to hold a parent event every term with an opportunity for parents to come into the setting and see what the children have been doing.



# Our Setting

**EYFS Links** – *as we are a school-based Pre-School we like to make the most of being linked with school and use the opportunity for children to play and learn together across the whole EYFS phase.*

*This means sometimes children will be with just their pre-schools groups or be working alongside Reception age children. This helps supports children feeling comfortable and familiar with different age children but also supports role-modelling of learning at different stages and ages.*



# Morning Timings...

*We try to keep a consistent time table each day as not all children are in every day and it helps keep children feeling settled knowing what the day entails. Below is an example of how we structure the day:*

- 9am – Welcome and settling for the day
- 9.15am – Register, weather, days of the week, months and Theme
- 9.25am – Brain gym
- 9.30am – Learn through play
- 10.10am – Phonics/ Listening and attention games
- 10.15am – Snack, story
- 10.30am – Outside play
- 10.45am – Funky Fingers
- 10.55am – Learn through play
- 11.30am – Rhyme time
- 11.40am – Toilet, wash hands
- 11.45am – Lunch



# Afternoon Timings...

12.30pm - Outside play

12.50pm - Story

1.Pm - Quiet time/ circle time

1.10/15pm - Choosing time

2.15pm - Bikes and large play ground time

2.40pm - Story and singing/ Show and tell

2.55pm - Ready for home

3pm - End of day/ Pick Up



# The EYFS

Early Years  
Foundation Stage



# The Early Years Foundation Stage (EYFS)

## The areas of learning are:

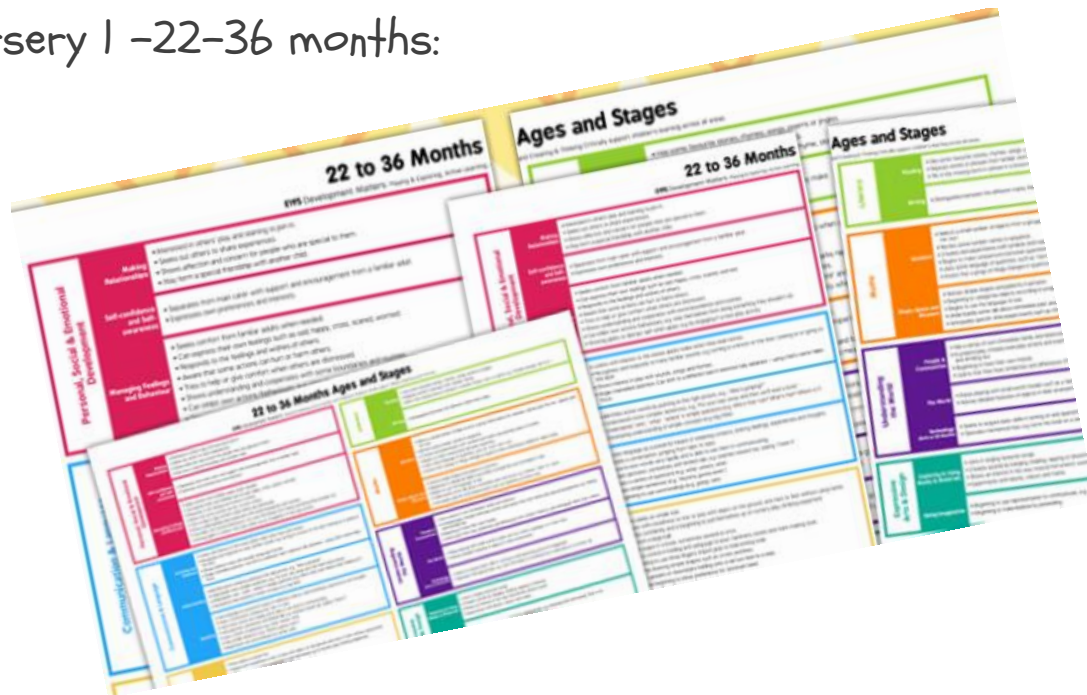
- Communication and Language
- Physical development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



# The EYFS

Our Pre-School Covers two phases of the EYFS:

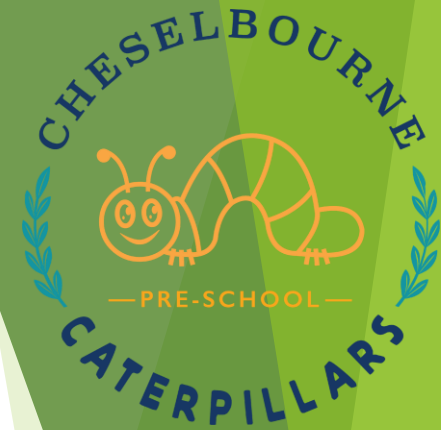
Nursery 1 -22-36 months:



Nursery 2 - 30-50 months:



All activities are planned to have a progressive element so skills are developed in line with the development stage and needs of each child.



# Development Matters...

<https://www.early-education.org.uk/sites/default/files/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage%20-%20FINAL.pdf>



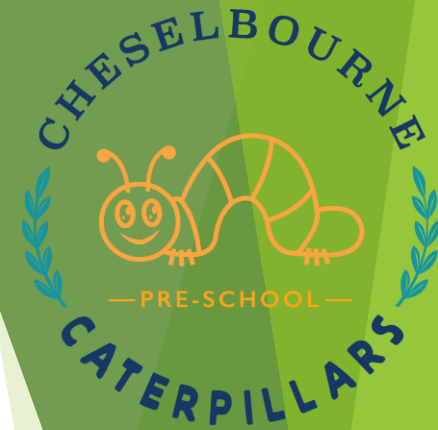
# Learning to be gained from everything we do...

- ▶ **Morning Welcome** is a time to settle children and comfort any new children and become familiar with the setting.
- ▶ **Register Time** supports Knowledge and Understanding of the world and often allows for discussion time.
- ▶ **Brain Gym** provides activities to promote physical movement, language skills, attention and listening.
- ▶ **Learn through Play** is often child-initiated but adult guided. It is purposefully designed to support children develop their social relationships including learning about working with others and sharing. It helps develop their language and communication with other children and through adult led talk. Specific learning areas are set up to encourage this, such as role play areas for imaginative play and adult led small group or 1:1 activities.
- ▶ **Snack and Story** the children will hear a different story read to them at least three times a day and one of those times is whilst they have their snack. This is to promote and develop, early on, that passion and interest in reading and stories. Snack time is also a dedicated, calm time for shared conversation and learning about healthy eating and developing social skills.
- ▶ **Outside Play** is an opportunity for children to develop and hone their gross motor skills, such as running, climbing, hopping and jumping. It is also good to promote games that develop social skills further, such as turn taking and to see the older children play.



# Learning to be gained from everything we do...

- ▶ **Funky Fingers** is about developing fine motor skills and is a precursor to learning to write and use tools such as scissors. It is about developing children's dexterity, build up hand strength and develop manipulative skills and hand eye coordination.
  - ▶ **Rhyme Time** is a key part of our day, we encourage lots of rhymes and singing. This helps build up language skills, increasing breadth of vocabulary, understanding rhyme and hearing specific sounds.
    - ▶ **Lunch** is another key part of a young child's day as it helps develop their social skills and understanding of health and well being. We do lots of talking at lunch and what the children are eating is often a key point for discussion.
  - ▶ **Choosing Time** is an opportunity for children to have free choice of what they want to play which promotes all the areas of learning in a less structured way. We monitor what the children choose and plan for learning around their interests. We also try to encourage children access areas of learning that they may be less inclined to go to.
- Tidy Up Time** is a time to learn the joint responsibility and understanding of the importance of looking after and being responsible for our toys.
- Show and Tell** this is a key part of the EYFS throughout as it promotes children to develop confidence in talking in front of a group as well as encouraging listening and attention and asking questions/giving answers.
- Home Time** we encourage independence in all that we do and the children to collect all their home things and put their own coats on as part of this.



# Key Workers and Parent Contact...

Each child is assigned a Key Worker out of the staff working in Pre-School. This adult oversees (along with the Pre-School and EYFS leader) the child's development and helps plan activities specific to the needs of their key child.

At the end of each term we hold a Parent Meeting with Miss McIntyre or your child's Key Worker to discuss how your child is getting on.



# Any Questions?

- ▶ 1:1 Welcome Meetings offered with Miss McIntyre before your child starts with us.

