

# ST EDWARD'S KINDERGARTEN

## *A Guide for New Parents*



# ST. EDWARD'S JUNIOR SCHOOL



Dear Parents,

We are delighted that you have chosen St. Edward's Kindergarten for the care and education of your child. Choosing a Kindergarten for your child is one of the most important decisions you will ever make. Not only is it essential that your child feels safe, confident and happy in their Kindergarten environment but you must also feel comfortable that their developmental needs are being met. We firmly believe that every child deserves the best possible start in life and the support to fulfill their potential. A child's experience in their early years has a major impact on their future life and provides the foundation for children to make the most of their talents as they grow. Our Kindergarten follows the government's Early Years Foundation Stage (EYFS), a framework which provides this assurance.

We hope this handbook will be a useful guide to help you settle your child into Kindergarten and to act as a reference document for the future.

The Kindergarten management team and practitioners will also be happy to answer your questions or to explain anything that may be unclear.

We look forward to building a strong and positive partnership with you and your family.

## **OUR MISSION STATEMENT**

The school strives to provide an environment in which each individual pupil can enjoy the opportunity to develop talents and interests to the full within a caring Christian community built upon a firm Roman Catholic foundation so that he/she is well prepared to embark upon a satisfying, purposeful adult life. Thus, we aim for all pupils to develop their maximum potential academically, personally and spiritually.

## AIMS AND OBJECTIVES

To this end, our aims and objectives are to:

- Be committed to the Gospel values through services to others and by promoting respect for religious and moral standards.
- Have a high expectation of every pupil's capabilities and to monitor and assess their progress to ensure they achieve their full potential.
- Instil a respect for knowledge and the means by which it may be acquired.
- Foster a real sense of community where pupils, parents and teachers are expected to play their full part.
- Encourage the highest standards of manners, behaviour and appearance.
- Organise the curriculum to ensure a broad and balanced education for all pupils.
- Provide personal and vocational guidance to assist pupils in making sound relationships and informed decisions about future opportunities.
- Maintain a full range of curricular and extra-curricular activities to extend the intellectual, physical and leisure opportunities available to our pupils.

## Management Team

Mrs Lynn Young  
Miss Leigh Palmer

Kindergarten Manager  
Deputy Manager

## Kindergarten Practitioners

|                        |                                       |
|------------------------|---------------------------------------|
| Miss Katie Willis      | Baby Room                             |
| Mrs Joanne Hypher      | Baby Room                             |
| Mrs Janet Lewis        | Baby Room                             |
| Miss Hayley Stephens   | Baby Room                             |
| Miss Sophie Colabella  | Yellow Group Leader                   |
| Miss Maria Potocka     | Yellow Group                          |
| Mrs Michelle Shopland  | Yellow Group                          |
| Miss Vicki Lawson      | Blue Group Leader                     |
| Miss Jessica Griffiths | Blue Group                            |
| Miss Kayleigh Spencer  | Orange Group Leader                   |
| Miss Gemma Minchin     | Orange Group                          |
| Ms Nafiseh Arzpeyma    | Red Group Leader/SENCO                |
| Miss Zoe Williams      | Red Group                             |
| Miss Maggie Ansell     | Green Group Leader/ Music Coordinator |
| Mrs Sue Robinson       | Green Group                           |

Mrs Avril Haseler  
Mrs Hayley Ide  
Miss Laura Hughes

Green Group  
Baby Room Leader (Maternity)  
Yellow Group Leader (Maternity)

### Partnership with Parents

We always aim to work with you as a partner in the care of your child, as you are your child's first educator and know your child best. The most effective and personal way to get to know you is through our open door policy, which ensures we meet and greet parents and children on a daily basis. In our opinion, effective communication and partnership with parents is key to establishing a safe, welcoming, and purposeful environment in which the children feel confident and secure and able to reach their full potential. At St. Edward's Kindergarten we pride ourselves on providing opportunities to share valuable information with parents through the introduction of children's learning journeys, daily diaries, parents' notice boards, weekly journals and parent stay and play days. The listening tree and parent suggestion box further support our belief that both children and parents have a voice and active input into the setting where their views are valued.

### Starting Kindergarten - The smooth transition

We recognise and understand the anxieties for both parents and children when starting at the Kindergarten. Some children will settle in on their first visit whilst others will take a little longer to adapt to their new environment. To support you and your child when settling at the Kindergarten we will offer as many settling in visits as required. The Manager of the Kindergarten will contact you a few weeks before your child's start date to discuss convenient settling in sessions. If you wish you may stay in the room with your child on their first visit and then we recommend leaving them in the room with their Key Person, this will enable the Key Person to form a relationship with the child.

### Parent Partnership Policy

#### Aims

As a setting we are fully committed to supporting parents and carers in their roles as the child's first and most enduring educators.

We fully believe that this underpins everything that we do to secure children's welfare and wellbeing and nurture their learning and development.

As a parent you are very important in the life of our setting and we want you to feel welcome and enjoy your time with us.

We will help you to support your child as they grow and learn by:

- Building strong and positive relationships between the staff of the setting and children's families.
- We will ensure that parents have up to date and relevant information about how the setting operates.
- We will share information with you about your child's progress and record this in their individual learning journey.
- We will ensure that the setting is safe, secure and friendly.
- All families are given a copy of the school prospectus when they join the setting.
- Policies and procedure files can be found in the Kindergarten reception area.
- The Manager and Deputy Manager are happy to explain what these policies mean and how they are translated into our daily practise. A Parents' notice board is located in the Kindergarten reception area and this displays the Governing bodies contact details and registration numbers.
- Kindergarten practitioners all wear uniform and their photographs are displayed in the reception area.
- Every child will have a Key Person who acts as the first point of contact between the family and the setting. The Key Person will be introduced to the parents upon the child starting at Kindergarten.
- Parents receive regular updates via weekly newsletters and emails.
- Photographs and written text are displayed around the setting to further support our commitment in helping each child to reach their full potential.
- Parents are encouraged to look at their child's individual development record at regular intervals and to meet with the child's key person for a progress review in the Summer Term.
- We will share information, consult with parents and carers, listen to what they have to say and respond to their views.
- We will address any concerns that a parent may have about their child's progress and will keep parents fully informed by discussing any issues relating to the child that we feel is significant.
- The parent suggestion box will enable parents to exchange views and share new ideas.

## Home – Setting Agreement

### Aim

To ensure parents and children enjoy their time with us at St. Edward's Kindergarten.

### **We will:**

- Make sure the setting is safe and secure by regularly reviewing and updating our risk assessments and policies.
- Provide well-trained practitioners who can help children to achieve the five national outcomes.
- Provide a stimulating environment with age appropriate resources.
- Plan and organise interesting activities and experiences to support your child's learning and development.
- Share information with you.
- Operate an open door policy and organise events that will ensure you feel part of the Kindergarten.

### **You will:**

- Keep us up to date with contact details.
- Arrive on time and collect your child at the end of their booked session.
- Ensure that your child is wearing the regulation uniform set out by the Kindergarten.
- Adhere to the policies and procedures set out by the Kindergarten.
- Inform us if your child is unwell and keep them at home until they are better.
- Inform the Key Person of any changes that might affect your child's behaviour during the day.
- Work in partnership with the setting.
- Share your ideas and views with us.



### **The Listening Tree**

At St. Edward's Kindergarten we pride ourselves on listening to the children's voices, paying attention to what they say, valuing and respecting their views. The Early Years Foundation Stage (EYFS, 2007) highlights that listening to children from birth until the end of the foundation stage, paying attention to what they say can bring real benefits as it can change practitioners' understanding of children's priorities, interests, concerns, capabilities and feelings, and enable practitioners to tailor the provision and planning to meet with each child's individual needs.

### **Why listen to Children?**

A supportive atmosphere can affect the way in which young children begin to use language for socialising, thinking, sharing and exchanging ideas. The way in which conversations take place has a huge influence on the richness of language development. When practitioners listen to children they are able to enhance the child's sense of security, their confidence and self-esteem, as it demonstrates that the listener values them as individuals. The introduction of the listening tree has enabled the practitioners to gain an understanding of each individual child's preference and make effective provision for the children they work with. This promotes sustained shared thinking with children whilst supporting the development of children's language.

## Our Key Person Approach

You will often hear the phrase 'Key Person' in the setting. Whilst children are looked after in groups it is important that we meet the individual needs of your child and ensure your child has the opportunity to bond with a 'special person' at the setting. It is also important that you have a specific person whom you get to know and are comfortable to share information with. Each child is assigned a Key Person at the settling in stage. It is the role of the Key Person to share information with you about your child and to ensure your child's individual needs are being met. They observe your child in order to be able to plan for your child's learning and development and to make assessments on their progress.

To allow for holidays, staff sickness and shift patterns the room leader will be nominated to take on this role in the absence of the Key Person. If you are not aware who your child's Key Person is, please speak to the room leader or look for the Key Person information list, which can be found on the classroom door.

### Can I choose my child's Key Person?

It is important that the Key Person duties are spread amongst the team in each room, however we are happy for you to speak to the room leader if you have a particular request regarding who your child's Key Person will be. In addition, during your child's first visits, if they show a particular attachment to a member of staff then they may be allocated as the Key Person, so effectively your child can make their own choice.

## Health Information

It is important that the Kindergarten and your child's Key Person are notified of all health related problems such as asthma and allergies. This information will enable the catering staff to provide an alternative to what is currently on the menu for the day. Incidentally, if you would like to provide homemade food to share, it is imperative that we have a list of the ingredients.

During the term the children can choose to have a hot cooked lunch which is provided by the catering staff. To enable us to adhere to the child's individual dietary requirements the catering company request the information in writing from the child's doctor.

## Snack Times

Your child will need to bring two healthy snacks each day. Please send the snacks in a sealed container and place either on the child's peg or in their drawer. We try to encourage children to eat more healthily in school and discourage the children from bringing in sweets, chocolate and crisps.

## Water Bottles

Milk is provided at morning snack time; however water is available throughout the day. Kindergarten water bottles are distributed to all children (excluding Baby Room). The water bottles are clearly marked with the child's own name. This enables children to freely access water throughout the day. Please note: the bottles must only be filled with water. Replacement bottles can be purchased at a cost.

## Snack Suggestion List

The snacks mentioned below do not form an exhaustive or exclusive list and are only suggestions:

- **All fruit and vegetables.** It is recommended that the fruit and vegetables are washed beforehand. They can also be chopped and put into containers for ease of access at break times
- **Cheese.** Cheese is a good source of calcium, especially for growing children.
- **Dried Fruit.** Raisins, apricots, etc. Mixing a selection of dried fruits can produce an interesting and enjoyable snack.
- **Bread, scones, pitta bread, chapati and plain bread muffins.** These can be eaten as they are or stuffed with healthy fillings.
- **Plain popcorn.** 'Popping corn' can be brought in most supermarkets and made at home. If buying popcorn please check that it is not pre-coated in sugar.
- **Bread sticks and rice cakes.** These can be eaten on their own or with dips.
- **Sandwiches and rolls.** These can be filled with salad, lean meats, marmite or houmous.

**Please can I remind parents not to send children in with peanuts or peanut spread sandwiches due to children with allergies.**

## What happens if my child has an accident in Kindergarten?

As children develop physically, particularly in their early walking stages, accidents can occasionally happen. With this in mind, the setting ensures that all practitioners are fully trained in Early Years First Aid.

If your child has had an accident at Kindergarten the practitioners will record the incident on the relevant forms and the management will categorise the seriousness of the accident and act accordingly. The Kindergarten adheres to the following procedure:

**Category 1** – An accident form must be completed and the parents are informed of the accident at the end of the child's session. Parents must sign the accident form and return to the Kindergarten management.

**Category 2** – An accident form must be completed upon the incident happening. Parents are contacted and informed of the accident and, nature of the accident; the management may recommend that the parents seek medical advice. Parents must sign the accident form and return to the Kindergarten management.

**Category 3 – Emergency medical care required.** Parents/or emergency contacts are telephoned. Due to the seriousness of the accident an ambulance would be called or the manager/deputy manager may take the child directly to A&E.

In the event of a serious bump to the head, you will be informed by telephone. Your child will be monitored and in most cases will be able to continue with their day at the setting. In the event of a bump to the head causing concern you will be asked to collect your child and a visit to your GP will be recommended. If you require a copy of the accident form please ask the Kindergarten management.

If your child has had an accident at home which has resulted in a physical injury, no matter how small, we request that you inform the child's Key Person so this can be documented and is not mistaken for an accident at the setting.

## Medication

We are happy to administer any prescription medication at the setting on the condition that your child appears well enough to attend. All medicines brought into the setting will need to be recorded on the relevant medication form and we will require your signature to authorise its administration. Any medication brought into the Kindergarten must be in its original container and labelled with your child's full name, the dosage required and the date it was prescribed. Any medication that does not meet these criteria and is not prescribed by a

General Practitioner will not be administered. Medication must be handed to the child's Key Person and we ask that you do not leave any form of medication in your child's bag.

If you have administered medicine i.e. Calpol to your child before arriving at Kindergarten, please inform your child's Key Person or Room Leader.

### Illness

Should your child become unwell whilst at Kindergarten we will contact you, explain the situation and ask you to collect your child as soon as possible.

### DIARRHOEA AND VOMITING

We advise that no child should return to school for a minimum of 24 hours from the last episode of diarrhoea or vomiting.

However, we strongly recommend a period of 48 hours as advised by The Health Protection Agency.

External medications such as eczema creams can be applied with your written consent. We are able to administer long-term medication such as an inhaler.

### Transition from Baby Bears

At St. Edward's we hope to make your child's transition from each age group/class as smooth as possible. If your child is in the Baby Room they will move to the next group at the start of the term following their 2<sup>nd</sup> birthday. A couple of weeks before your child makes that transition, they will have a few 'taster' sessions in their new class, this will take place during their pre booked sessions.

Once your child progresses to one of the toddler rooms (Blue, Yellow and Orange) we have a minimum number of hours that need to be met. All children need to be attending for a minimum of 20 hours per week. If your child's hours do not equate to this number please speak to a member of the management team as soon as possible to discuss the extra sessions.

### Nappies and Pull Ups

Nappies and pull ups are not included in the cost for the Kindergarten children unless they attend the Baby Room. Therefore, if children are still in nappies and pull-ups and require changing during their session we will ask parents to provide these. Any nappies supplied by the Kindergarten will incur a cost.

## Rest Times

Afternoon rest time is a very important session especially for young children. Children are absorbing new things every day, and rest time allows children some quiet time to enable them to “digest” what they see, hear and experience. This important component of the day will ensure that the children have the opportunity to physically rest and emotionally relax. This midday break can go a long way in helping children stay healthy, alert and emotionally centered in the afternoon.

### Kindergarten Uniform – excluding Babies

**The uniform stockist is -‘The Famous’, High Street, Cheltenham**

| <b>BOYS</b>  | <b>GIRLS</b>   |
|--|--|
| <p><u>WINTER TERM</u></p> <ul style="list-style-type: none"> <li>● Gold Polo Shirt (with crest)</li> <li>● Navy Sweatshirt (with crest)</li> <li>● Navy Jogging Trousers (with logo)</li> <li>● Result Coat Style R150 (with crest)</li> <li>● Navy Fleece Hat – <u>available from Kindergarten</u></li> <li>● Navy Fleece Gloves</li> <li>● Aigle Wellington Boots</li> <li>● Target Dry Waterproof Trousers</li> <li>● Navy Socks</li> <li>● Black or Navy Velcro shoes</li> </ul> | <p><u>WINTER TERM</u></p> <ul style="list-style-type: none"> <li>● Pinafore Dress (optional)</li> <li>● Gold Polo Shirt (with crest)</li> <li>● Navy Sweatshirt (with crest)</li> <li>● Navy Jogging Trousers (with logo)</li> <li>● Result Coat Style R150 (with crest)</li> <li>● Navy Fleece Hat – <u>available from Kindergarten</u></li> <li>● Navy Fleece Gloves</li> <li>● Aigle Wellington Boots</li> <li>● Target Dry Waterproof Trousers</li> <li>● Navy Socks/Tights</li> <li>● Black or Navy Velcro shoes</li> </ul> |
| <p><u>SUMMER TERM</u></p> <ul style="list-style-type: none"> <li>● Gold Polo Shirt (with crest)</li> <li>● Navy Sweatshirt (with crest)</li> <li>● Navy Cotton Shorts</li> <li>● Navy Ankle Sock</li> <li>● Black or Navy Velcro shoes</li> <li>● Legionnaire Hat – <u>available from Kindergarten</u></li> </ul>  | <p><u>SUMMER TERM</u></p> <ul style="list-style-type: none"> <li>● Summer Dress (optional)</li> <li>● Gold Polo Shirt (with crest)</li> <li>● Navy Sweatshirt (with crest)</li> <li>● Navy Cotton Shorts</li> <li>● White T.O.T Ankle Socks</li> <li>● Legionnaire Hat – <u>available from Kindergarten</u></li> </ul>   |

### Spare Clothing

We would be grateful if a spare set of clothing including pants and socks could be kept in the Kindergarten to enable us to keep your child clean should they have an accident.

### Sun Cream

On hot days, please apply sun cream to your child before the start of their session. We ask parents to provide sun cream for their child which can be left at the Kindergarten to enable us to reapply it during the day.

### The Early Years Foundation Stage Framework (EYFSF)

The EYFSF sets the standards for learning, development and care for children from birth up to 5 years of age. The principles which guide the work of our Early Years Professionals are grouped into four themes:

**A Unique Child** - every child is a competent learner from birth who can be resilient, capable, confident and self assured.

**Positive Relationships** - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a Key Person.

**Enabling Environments** - the environment plays a key role in supporting and extending children's development and learning.

**Learning and Development** - children develop and learn in different ways and at different times; all areas of learning and development are equally important and inter-connected.

### How do you plan for my child's learning?

The Kindergarten practitioners are trained to plan for children's individual learning needs. Practitioners will observe their key children and identify strengths, development needs and interests and build on these through weekly plans. We encourage you to contribute to these plans in various ways, including our 'Sharing Achievement Slips'. These enable you to record observations on your children at home or in various situations and share these moments with the setting to enable your child's Key Person to identify areas of learning, and use this information to extend your child's learning at the setting. Short term plans for the children are on display in each class room in the form of a mind map. The mind maps will develop and grow over the course of the

week as it follows the children's individual interest. This demonstrates an equal balance of planned and child initiated activities. If you are interested in knowing more about the way in which we plan for your child's learning please make an appointment with a member of the management team.

### **How do you assess my child's learning?**

Your child's Key Person will be responsible for completing an Individual Learning Record (ILR). This is an assessment of your child's progress and enables the practitioner to record achievements against the six areas of learning outlined under the Early Years Foundation Stage Framework. This insight provides a clear understanding as to how the practitioner can help your child to reach their full potential. The ILR's are generally introduced to you and discussed with you at parent information events. If you wish to see your child's ILR at any other time please ask the Room Leader to arrange this. ILR's must not be removed from the setting.

### **How often will my child go outside?**

We aim to use the outdoor environment as a context and a natural resource for learning. Outdoor play is a vital part of the children's development and through outside play the children can develop greater physical, social, sensory, language, mathematical and scientific skills. We include outdoor play in our regular daily planning to ensure that we offer a wide range of learning experiences that enhance the six areas of learning.

The introduction of free flow access from indoors to outdoors has further supported our theory that all indoor activities can be transferred to both areas; this includes sand, water, arts and crafts.

### **Safeguarding Children Policy**

As childcare professionals, we have a duty to safeguard and promote the welfare of children. The Kindergarten has trained members of staff who are responsible for the implementation of our safeguarding policies and procedures. We are also bound by the Local Authority child protection procedures and have a legal duty to discuss with, and obtain advice from, the local Social Services Child Protection Team relating to any concerns we may have about any child in our care. In extreme circumstances, if we deem a child to be at risk, we are duty bound to contact the local Children's Safeguarding Board to raise our concern without seeking consultation or permission from the child's parent.

All staff in the Kindergarten are aware of their duties regarding child protection

matters and hold up to date certificates in child protection safeguarding training. To ensure our own practitioners are suitable to care for children they undergo an enhanced Criminal Records Bureau check prior to recruitment. In addition to this a member of staff will not commence employment at our Kindergarten until two suitable written references have been obtained.

### **How will you ensure my child is secure?**

To enable us to monitor people entering the building the Kindergarten has a secure entrance system and visitors to the setting must ring the bell. In the event of anyone other than the parent collecting a child a password previously agreed and recorded with the parent must be given. Identification will be requested by the Key Person or a member of the Management team. All members of staff who do not recognise a person will ask them their full name and who they have come to collect. Staff will ensure they ask the Room leader or Management to check the information before releasing the child and the person will not be left unattended in the Kindergarten.

All visitors must report to the Kindergarten reception, sign the visitor's book and be accompanied at all times.

It is vital that all parents inform the Kindergarten of any personal changes to their or their child's personal details, particularly emergency and collection contacts. The Kindergarten management team will not change a child's personal details unless authorised or requested to do so by the parent.

We ask all parents to refrain from letting anyone in or out of the Kindergarten, for example, when you are leaving the building please do not hold the door open for someone else who may be coming through. All visitors to the Kindergarten must be let in by the Kindergarten Management.

### **Who are Ofsted and what do they do?**

The Office for Standards in Education (Ofsted) is the governing body who set the standards for care and education for all children's day care settings including schools and nurseries. The Kindergarten will undergo a full inspection by either Ofsted or the Independent Schools Inspection team (ISI) approximately every 3 to 4 years. All parents will receive a copy of the Ofsted report.

We aim to offer you as much information as possible about the Kindergarten. In the reception area you will find extensive information for parents/carers. Parents can also access further resources from our parent information library.

## FAQ

- **What happens if I am late collecting my child or have been unable to get to the Kindergarten before the Kindergarten closes?**

*In the event that you do not collect your child from the Kindergarten at the agreed time, and no contact or prior arrangement has been made with the setting to inform them of the alternative arrangements for collection, every attempt will be made to contact you. If we are unsuccessful we will contact your nominated emergency contact and request that they collect your child. A late charge will occur in these situations.*

- **What should I do if I have a concern?**

*If you have a concern that you wish to address in relation to the care your child receives at the Kindergarten this should be raised immediately with the Kindergarten Manager. The Manager will listen and endeavour to work with you and the team to reach a resolution. The matter will be logged on a concern or complaint form depending on what the matter relates to.*

*In the unlikely event that you are not satisfied that your concern has been addressed please see the parent notice board for our complaints procedure. Alternatively you can also raise a complaint with Ofsted by contacting them on 0845 404040.*

- **Notice Period**

*A term's notice of your intention to cancel your child's Kindergarten place or reduce your child's sessions is required. If a term's notice is not given you are liable to pay the outstanding fees.*

- **Extra sessions**

*Should parents require an extra session we will try where possible to accommodate this, however we operate on a child to staff ratio and should the required session be full to our maximum capacity we will have to decline.*

- **Holiday Club**

*The Kindergarten operates as a term time only setting, however during the holiday period we are able to offer a holiday club. A holiday booking form will be sent home via your child's drawer prior to the holidays to enable parents to select their required sessions.*

**Kindergarten contact number – 01242 538910**

**St Edwards Junior School contact number – 01242 5389**