

Little



Lanterns

Stoke Fleming Foundation Stage Unit
Qualified Teacher-led

Stoke Fleming Primary School
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www.stokeflemingprimary.org.uk

Stoke Fleming Foundation Stage Unit

September 2012 saw the introduction of the new Early Years Foundation Stage Framework and, in response, Stoke Fleming Primary School worked hard to transform its Early Years provision into a fully integrated teacher-led, Foundation Stage Unit for all children aged 2-5 years.



Within the new framework each area of learning and development is implemented through planned and purposeful play with a balance of adult-led and child-initiated activities. Play is essential for a child's development, building confidence as they explore, developing their thinking skills to solve problems and supporting them in relating to others. Children learn by leading their own play and by taking part in play which is guided by an adult. Our new Foundation Stage Unit allows children to develop their independence, work in small focused groups and develop skills in all seven areas of the framework at their own pace.

The benefits of working as a Foundation Stage Unit

Parents don't need to worry that their preschool aged children are 'starting school' from two years old.

- ✓ There is plenty of research which illustrates the range of benefits in mixed-aged rooms, from social interactions to symbolic play.
- ✓ All children are benefiting from increased space and shared resources with a range of activities that have been planned appropriately for their age and development.
- ✓ Groupings are more flexible to benefit the children, and staff can provide opportunities that are both challenging and meet individual needs.
- ✓ When playing, younger children benefit from playing alongside older and more experienced children. Older children benefit from working with younger children, for example by explaining how to play a game.
- ✓ The Foundation Stage Unit further benefits children as they are in the same part of the school for a longer period. This makes the first few years of education a time of emotional security which builds confidence and reduces the stress which can be caused by transition. Children have familiar routines and work with the same team of familiar adults.

Key Worker

When each child begins in our Foundation Stage Unit they will be allocated a Key Worker. This helps to ensure that in a large group each individual child's needs are met and provides a useful point of contact for parents. Each Key Worker is responsible for their key children's Tapestry online-learning journals. More information below. You will have a formal opportunity to meet with your child's Key Worker each term but we are always available to speak at drop offs or pickups.

Arrival & Collection of Children

Throughout the day our gates are locked and will only be opened by a member of staff at the start and end of your child's day. If anyone other than the parent or carer is picking up your child please ensure staff are informed. If you wish to pick your child up *outside* of our session times you will need to report to the main school office.

Late Collection Penalty

All children must be collected within 10 minutes of the end of each session. Due to insurance issues we are unable to care for any child on the premises prior to 8.30am and after 3.00pm. Should any parent/carers be late in collecting their child then we are entitled to impose a penalty of £15 per 15 minutes late. This fee is to cover extra costs incurred in caring for the child. All drop off and collection times are accurately recorded as a government requirement by the staff for reference.

Absence and Illness

If your child is unable to attend a session please let staff know as soon as possible (01803 770244). If your child has diarrhoea or vomiting they must not return to the Foundation Stage Unit until 48 hours after their last bout.

Medication

If your child is taking any medication, they must be well enough to attend the setting. All medication must be prescribed and **ONLY** prescribed medication can be administered. It must be in date and in its original bottle/container. Parents will be asked to fill out the appropriate consent form for the medication to be administered whilst the child is in the setting. This form will be kept on the child's file and staff will record when the medication was given and sign it. All medication will be kept out of reach of children and should not be kept in the children's own bags. If your child is asthmatic this MUST be stated on their registration form and they must bring their inhaler with them.

Food and Drink

As part of the school's commitment to healthy eating, we provide the children with a mid-morning and mid-afternoon snack. The children are encouraged to sit together, to pour their own drinks and develop their personal and social skills. The children are given milk or water to drink and snacks such as fruit, raisins, crackers or toast. At lunchtimes children will eat their own packed lunch in the school hall. We ask that parents and carers inform us of any dietary needs or allergies your child may have. These must be shared on your child's registration form.



Toileting and Nappies

We encourage children to become independent in their toileting needs and are happy to work closely with parents and carers to ensure a consistent approach at home and in the Foundation Stage Unit. Please ensure your child has nappies and clean clothes in their bags for our staff to use.



What to wear:

In the Foundation Stage Unit, we encourage children to take part in a variety of activities both inside and out. Part of the fun of being little is the ability to get messy in all sorts of situations, so we ask that children wear appropriate clothing. Aprons are provided.

We ask that all children have:

- ✓ Suitable shoes (no flip-flops)
- ✓ Warm, water-proof coat with a hood
- ✓ Hat/gloves and scarf for the winter
- ✓ Sun hat and sun cream for the summer.

We also ask that all children have a pair of wellington boots which can be kept in the Foundation Stage Unit throughout the week. It is a good idea to provide a spare set of clothes in case of spills or accidents (especially pants and tights).

Please ensure ALL clothing and footwear is clearly NAMED with a permanent marker or fabric name tags.

Positive Relationships:

At Little Lanterns we aim to develop a professional and caring relationship with children and their families and provide opportunities for parents to be involved in their child's learning and development. The time that you spend with your child is essential for their development and we aim to work in partnership with you to ensure your child achieves their best.



We actively encourage parent helpers within our setting and acknowledge the invaluable contribution this can make. Not only does this help the staff in a practical way, it allows a familiarity with the Foundation Stage Unit, with other children, and with the facilities, so that school becomes a shared experience – encouraging a sense of belonging and a community atmosphere. Activities include: Messy Art projects, accompanying us on Welly Walks, cooking, music or talking about your profession (fire fighter, police officer, vet etc).



Parent Information and Involvement

We have an 'Open Door' policy, which means we are happy to see a parent whenever you come into school. We also hold parent/teacher meetings each term, but if you would like to meet with your child's Key Worker at any other time appointments can be made. A formal written report is produced for you at two years old (the two-year-old progress check) and at the end of the reception year. If your child is not continuing into our primary school or moves settings within the year, a Transition Document will be written to pass on to your child's next setting. We keep parents informed using Tapestry (see below for more information), school letters, our own notice board, posters in public areas and phone calls home. **You child will have an individual tray which will need to be checked every day.**

Off-Site Trips and Visits

We have had some amazing trips to Dartmoor National Park, Kents Cavern, Babbacombe Model Village, Woodlands, Paignton Zoo and many more. We legally need a ratio of 1 adult to 6 children (aged 4-5) and 1 adult to 4 children (aged 3) to take them off the school site. Our 2-year olds need to be accompanied by their parent or carer. We encourage parents to join us on our adventures!



Enabling Environments

Our extensive learning environment consists of

- ✓ 2 spacious indoor rooms,
- ✓ a designated sensory area with sensory tent,
- ✓ an enclosed garden with wooden stage and play equipment,
- ✓ a tarmacked circuit with bikes, scooters and a digging area,
- ✓ a covered outdoor area with sand pit, water tray and large construction
- ✓ and age-appropriately sized toilets and a separate nappy changing facility.



Each space has been carefully designed and set up to support the seven areas of learning (see below). The environment is reviewed regularly and changes with the interests and needs of the children. Throughout the year the children will be encouraged to take responsibility for certain areas through planting projects, litter collection and having their say about future projects. They are encouraged to use the outdoor area as an extension of the indoors thereby accessing items such as books, puzzles, mark-making equipment and games outside.

Learning and Development

Children become independent learners and extend their learning through play. We have structured child-initiated play times built into our timetable and cater for all children's learning styles by planning activities that encourage children to learn by doing, watching and listening.

Areas of Learning and Development

The Foundation Stage curriculum is organised into seven Areas of Learning taken from the Early Years Foundation Stage framework (EYFS).

The Prime Areas: **Personal and Social Development,
Communication and Language
Physical Development**

The Specific Areas: **Mathematics
Literacy
Understanding of the World,
Expressive Arts and Design**

These seven areas help practitioners plan the learning environment, activities and experiences and provide a framework for the Early Years' Curriculum. Practitioners also look out for the characteristics of effective learning - how the children play and explore, their active learning and their ability to create and think critically. This does not mean that all young children's learning is divided up into areas. One experience may provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning. For example, children building with blocks may co-operate in carrying the heavy and large blocks, negotiate the best place to put them, compare the weight and dimensions of different blocks and act out an imaginary scene. Therefore, they may be developing language, mathematical, physical, personal and social competencies through this one activity.



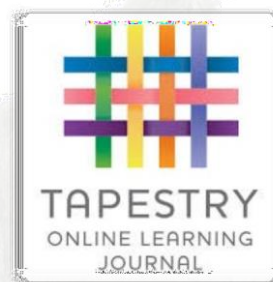
Adventure School

Little Lanterns is fortunate to have access to the school's Adventure School site. Children will spend a morning or afternoon each week exploring the woodland area taking part in activities such as den building, bug hunting, playing in the tree house or cooking on the campfire. During the summer months we also make use of our stunning local area by including some Welly Walks to Blackpool Sands, the play park and the country pathways and woodland area. Parents and carers are encouraged to share these experiences with us.



Tapestry – online Learning Journal

When your child starts in Little Lanterns they will be given a Tapestry account. Tapestry is a secure online Learning Journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. You will receive email notification when an observation has been uploaded of your child.



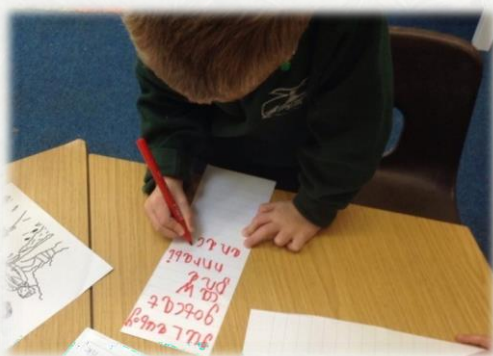
Buster the Rabbit!

Buster the Rabbit is the Foundation Stage Unit pet. The children researched how to care for a rabbit and then held a fundraising event to raise the money to buy him and all the things he may need, such as an indoor hutch, water bottle and food. He was adopted from an animal sanctuary and loves his life with us. Buster also enjoys visiting children at the weekends and for school holidays!



What happens when my child enters the reception class?

Children enter the Reception class in the September after their fourth birthday. Children will be expected to wear the Stoke Fleming School uniform and take part in more activities with the main school, including assembly and Family Groups. The reception aged children will also require something to carry their books and letters to and from school. Book bags can be purchased at the school office.



The class teacher(s) become the Key Person for all the reception children. Children still have access to all areas in the Foundation Stage Unit and access their learning through play. They will take part in more focused activities and follow the Read, Write Inc programme for learning their phonics skills.

Children in the Reception class can have school lunches if they want to. A fortnightly menu is available in advance. This is free for all children in Key Stage One (Reception to End of Year 2).

What our parents think.

“My daughter always looks forward to school starting and it is a joy to see her come home with a smile on her face. She was shy to begin with but with encouragement from the staff and by joining in planned activities she has really come out of her shell and made some lovely friends.”

Parent of child aged 4

“The staff in Little Lanterns take the time to get to know my child- what makes him tick, what his interests are and make the time to engage with him in these things. It’s invaluable, it keeps him interested in school and he likes his ‘teachers’. Thank you for treating my son as an individual and not just another child.”

Parent of child aged 3

What our children think.

“I like playing on the scooters and going on the Welly Walks to the park.”

J, age 5

“I like it when we do Adventure School because we can cook marshmallows on a real fire!”

B, age 3

“I like all the teachers because they are fun and help me. They are good at phonics!”

M, age 4

Session Times and Fees:

We charge £4 per hour, except our lunch club which costs £2 per hour. A usual day (without the early bird session) is £22.

Monday - Friday: (term time only)	Early Bird Session	8.30am - 9.00am	£2
	Morning Session	9.00am - 11.30am	£10
	Lunch Club	11.30am - 12.30pm	£2
	Afternoon Session	12.30pm - 3.00pm	£10

Your child can attend as many or as few sessions as you wish, though we suggest a minimum of 2 sessions per week to help with integration. Starting at pre-school is obviously a big step in a child's life and the way in which a child responds will vary. Some will feel at home immediately, whereas for others it may take some time until they feel comfortable. We therefore encourage parents and carers to stay with their child, if necessary, until they feel confident in their new environment.

Places of pre-school aged children are strictly allocated and are not refilled when non-attendance occurs, therefore if your child is not able to attend the half or full day this must still be paid for. In cases of prolonged absences, parents should contact the school office about payment of fees. Dates of invoices and payment dates are sent out each term with a contract of the hours requested.

Funding for 3 and 4-year-olds

The term after your child's third birthday they will qualify for **15 hours** government funding a week. You could be entitled to 30 hours. Check your eligibility at www.gov.uk/30-hours-free-childcare.

Funding for 2-year-olds

You could be entitled to 2GETHER funding*

*Devon is part of a national scheme to offer flexible, free childcare places for two-year olds living in households with low incomes. Please ask a member of staff for more information or see our school website.

Lou's Little Movers (Baby and Toddler Sessions)

Stay and Play

Tuesday 9.00 - 11.30 am

Come and join us for music, stories, messy art and cooking

Only £3 a session

Meet our Staff



Paul Girardot
Head Teacher of
Stoke Fleming
Primary School.



Amy Yeo
Early Years Lead Teacher
PGCE Primary Mathematics
BA (Hons) Education Studies



Kelly Barraclough
Early Years Lead Teacher
BEd (Hons) Primary
Education with English.
Safeguarding Officer



Laura Malley
Little Lanterns
Supervisor
NNEB Diploma



Ellie Malley
Little Lanterns Assistant
NVQ3 Childcare
& Education



Zoe Dart
Little Lanterns Assistant
NVQ3 Childcare
& Education



Lou Bruckner
Little Lanterns Assistant
Baby and Toddler Leader
NVQ3 Childcare
& Education



Claire Tozer
Little Lanterns Assistant

Karen Bryant – Teaching Assistant Class Challenger

Staffing Levels

We have high staff levels due to child ratio requirements with a minimum of three members of staff working on the Foundation Stage Unit at any one time. Our team of experienced staff, led by a qualified Early Years teacher, are dedicated to maintaining a high level of teaching and learning. Staff attend relevant training to extend their knowledge and to keep up to date with new initiatives thus ensuring that the Stoke Fleming Foundation Stage Unit provides the very best learning experiences and opportunities.

Contact Us

We hope this guide provides all the information you need, but if you have a queries please ask any member of staff or contact Lisa Callard in the school office on 01803 770244 or via email

parent@stokeflemingprimary.org.uk. More information about Little Lanterns can be found at **www.stokeflemingprimary.org.uk**.