****

**10.1 Early years prospectus**

Waverton pre-school’s Early Years Prospectus for Parents

Scout HQ, Waverton Primary School, Common Lane, Waverton, Chester

Telephone number: 01244 332579

Email address: wavertonps@yahoo.co.uk

Welcome to Waverton pre-school and thank you for registering your child with us.

Waverton pre-school know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Waverton pre-school, our routines, our approach to supporting your child’s learning and development and how we aim to work together with you to best meet your child’s individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

**Our setting aims to:**

* provide high quality care and education for children below statutory school age;
* work in partnership with parents to help children to learn and develop;
* add to the life and well-being of the local community; and
* offer children and their parents a service that promotes equality and values diversity.

**Parents**

You are regarded as members of our setting who have full participatory rights. These include a right to be:

* valued and respected;
* kept informed;
* consulted;
* involved; and
* included at all levels.

As a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on you for your support and commitment.

**Children's development and learning**

Waverton pre-school aim to ensure that each child:

* is in a safe and stimulating environment;
* is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
* has the chance to join in with other children and adults to live, play, work and learn together;
* is helped to take forward her / his learning and development by being helped to build on what she / he already knows and can do;
* has a personal key person who makes sure each child makes satisfying progress;
* is in a setting that sees parents as partners in helping each child to learn and develop; and
* is in a setting in which parents help to shape the service it offers.

*The Early Years Foundation Stage*

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2012):

* *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

* *Positive Relationships*

Children learn to be strong and independent through positive relationships.

* *Enabling Environments*

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

* *Learning and Development*

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

**How we provide for development and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

*The Areas of Development and Learning comprise:*

* *Prime Areas*
* Personal, social and emotional development.
* Physical development.
* Communication and language.
* *Specific Areas*
* Literacy.
* Mathematics.
* Understanding the world.
* Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

* making relationships;
* self-confidence and self-awareness; and
* managing feelings and behaviour.

*Physical development*

* moving and handling; and
* health and self-care.

*Communication and language*

* listening and attention;
* understanding; and
* speaking.

*Literacy*

* reading; and
* writing.

*Mathematics*

* numbers; and
* shape, space and measure.

*Understanding the world*

* people and communities;
* the world; and
* technology.

*Expressive arts and design*

* exploring and using media and materials; and
* being imaginative.

**Our approach to learning and development and assessment**

*Learning through play*

Being active and playing supports young children’s learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

*Characteristics of effective learning*

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

* playing and exploring - engagement;
* active learning - motivation; and
* creating and thinking critically - thinking.

Waverton pre-school aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

*Assessment*

Waverton pre-school assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

Waverton pre-school make periodic assessment summaries of children’s achievement based on our on-going development records. These form part of children’s records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

*The progress check at age two*

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child’s development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child’s key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

**Records of achievement**

Waverton pre-school keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together her / his achievements and to work together to provide what your child needs for her / his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and your child’s key person will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

**Working together for your children**

Waverton pre-school maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

* give time and attention to each child;
* talk with the children about their interests and activities;
* help children to experience and benefit from the activities we provide; and
* allow the children to explore and be adventurous in safety.

The staff who work at our setting are:

|  |  |  |
| --- | --- | --- |
| **Name** | **Job Title** | **Qualifications and Experience** |
| Amanda Corbett | Manager and SENCO | BA (Hons) in Childhood and Youth Professional Studies Level 4.  Paediatric First Aid. Aug 2017.  Working Together to Safeguard Children. 2015.  Food Hygiene Level 1.  Worked in Early Years for 11 years. |
| Katie Brunt | Deputy Manager and SENCO | CACHE Level 3 NVQ in Playwork.  Paediatric First Aid Certificate.  Emergency Life Support – Child and Infant.  An Awareness of Child Abuse and Neglect.  Worked in Early Years for 5 years. |
| Rebecca Norrie | Early Years Practitioner | Level 3 Children’s Learning and Development  An Awareness of Child Abuse and Neglect. 2015.  Worked in Early Years for 3 years. |
| Steph Davies | Pre-School Keyworker | Level 2 Award in Supporting Teaching and Learning in School.  Paediatric First Aid. |
| Val Owen | Relief | Foundation Degree in Arts.  Level 2 Safeguarding Children |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Waverton pre-school open for | | | 38 | | weeks each year. |
| Waverton pre-school open for | | | 5 | | days each week |
| The times we are/ open are | | | 9am – 3pm | |  |
| Waverton pre-school provide care and education for young children between the ages of: | | | | | |
| 2 | and | 4 | | years. | |

**How parents take part in the setting**

Waverton pre-school setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

* exchanging knowledge about their children's needs, activities, interests and progress with our staff;
* contributing to the progress check at age two;
* helping at sessions of the setting;
* sharing their own special interests with the children;
* helping to provide and look after the equipment and materials used in the children's play activities;
* being part of the management of the setting where appropriate;
* taking part in events and informal discussions about the activities and curriculum provided by the setting;
* joining in community activities, in which the setting takes part; and
* building friendships with other parents in the setting.

**The parents' rota**

Our setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of our] setting is like and to join in helping the children to get the best out of their activities.

**Joining in**

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, and show the children their collection of shells.

Waverton pre-school welcome parents to drop into the setting to see it at work or to speak with the staff.

**Key person and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, we will help your child to settle and throughout your child's time at the setting, we will help your child to benefit from our activities.

**Learning opportunities for adults**

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read. From time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

**The setting's timetable and routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

* help each child to feel that she/he is a valued member of the setting;
* ensure the safety of each child;
* help children to gain from the social experience of being part of a group; and
* provide children with opportunities to learn and help them to value learning.

**The session**

Waverton pre-school organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

Waverton pre-school organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. Waverton pre-school cater for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

**Snacks and meals**

Waverton pre-school make snacks and meals a social time at which children and adults eat together. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly.

**Clothing**

Waverton pre-school provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

**Policies**

Our staff can explain our policies and procedures to you. Copies of which are available from the Manager or in a lever arch file for you to view on the window ledge by the door.

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

**Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’. Our employment practices ensure children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

**Special needs**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs Code of Practice (2001).

|  |  |
| --- | --- |
| Our Special Educational Needs Co-ordinator is | Amanda Corbett and Katie Brunt |

**The management of our setting**

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

* managing our finances;
* employing and managing our staff;
* making sure that we have, and work to, policies that help us to provide a high quality service; and
* making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

**Fees**

The fees are **£5.50 per hour for 2 year olds** and **£4.50 per hour for 3 year olds and over** payable half-termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time talk to Juliet Jordan who is the committee chair or Stephanie Seymour who is our manager.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

**Starting at our setting**

*The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is enclosed with this prospectus, or is available from the Manager.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.

**Safeguarding and Welfare Requirement: Key Person**

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, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

****

**4.1 The role of the key person and settling-in**

**Policy statement**

Waverton pre-school believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or work in.

Waverton pre-school want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

**Procedures**

* We allocate a key person before the child starts.
* The key person is responsible for:
* Providing an induction for the family and for settling the child into our setting.
* Offering unconditional regard for the child and being non-judgemental.
* Working with the parents to plan and deliver a personalised plan for the child’s well-being, care and learning.
* Acting as the key contact for the parents.
* Developmental records and for sharing information on a regular basis with the child’s parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
* Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child’s development with those carers.
* Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
* We promote the role of the key person as the child’s primary carer in our setting, and as the basis for establishing relationships with other adults and children.

*Settling-in*

* Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies, displays about activities available within the setting, information days and evenings and individual meetings with parents.
* During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
* The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
* We may offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
* We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
* When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
* We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.
* Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re- settle them.
* We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them/me. The child is also familiar with where things are and is pleased to see other children and participate in activities.
* When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
* We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
* We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
* We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
* Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

*The progress check at age two*

* The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
* The progress check aims to review the child’s development and ensures that parents have a clear picture of their child’s development.
* Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
* The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
* The key person will plan activities to meet the child’s needs within the setting and will support parents to understand the child’s needs in order to enhance their development at home.

|  |  |  |
| --- | --- | --- |
| This policy was adopted by | Waverton Pre-School | *(name of provider)* |
| On | 21.02.2019 | *(date)* |
| Date to be reviewed | 21.02.2020 | *(date)* |

**Other useful Pre-school Learning Alliance publications**

* Play is What I Do (2010)
* Statutory Framework for the Early Years Foundation Stage: With supporting documentation (2012)

****

**6.8 Individual Health Plan**

*This form must be used alongside the individual child’s registration form which contains emergency parental contact and other personal details.*

|  |  |  |  |
| --- | --- | --- | --- |
| Date completed: |  | Review date: |  |

**Child’s details:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Full name: |  | | | | Date of birth: |  |
| Address: |  | | | | | |
|  |  | | | | | |
| Allergies: |  | | | | | |
| Medical condition/diagnosis | |  | | | | |
| Medical needs and symptoms: | |  | | | | |
| Daily care requirements: | |  | | | | |
| Medication details (inc. expiry date/disposal) | | | |  | | |
| Storage of medication: | | |  | | | |
| Procedure for administering medication: | | |  | | | |
| Names of staff trained to carry out health plan procedures and administer medication: | | | | | | |
|  | | | | | | |
| Other information: | | |  | | | |
|  | | |  | | | |
| Date risk assessment completed: | | |  | | | |
| Risk assessment details: | | |  | | | |
| Describe what constitutes an emergency for the child, what procedures will be taken if this occurs and the names of staff responsible for an emergency situation with the child: | | | | | | |
|  | | | | | | |

**Child’s main carer(s)**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Name: |  | Relationship to child: |  |
| Contact number(s): |  | | |
| 1. Name: |  | Relationship to child: |  |
| Contact number(s): |  | | |

**General Practitioner’s details:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Contact number: |  |
| Address: |  | | |
|  |  | | |

**Clinic of Hospital details (if app):**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Contact number: |  |
| Address: |  | | |
|  |  | | |

**Declaration**

I have read the information in this health plan and have found it to be accurate. I agree for the recorded procedures to be carried out:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of parent: |  | Date: |  |
| Signature: |  | | |
| Name of key person: |  | Date: |  |
| Signature: |  | | |
| Name of manager: |  | Date: |  |
| Signature: |  | | |
| Date: |  | | |

For children requiring life saving or invasive medication and/or care, for example, rectal diazepam, adrenaline injectors, Epipens, Anapens, JextPens, maintaining breathing apparatus, changing colostomy or feeding tubes, you must receive approval from the child’s GP/consultant, as follows:

I have read the information in this Individual Health Plan and have found it to be accurate.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of GP/consultant: |  | Date: |  |
| Signature: |  | | |

**To be reviewed at least every six months, or as and when needed.**

**Copied to parents and child’s personal file (with registration form)**

****

**10.14 Notification of Leaving Form**

Waverton Pre-School Notification of Leaving Form

Waverton Scout HQ, Waverton Community Primary School, Common Lane, Waverton, Chester CH3 7QT

Telephone number: 01244 332579 and email address: wavertonps@yahoo.co.uk

Ofsted Registered 304995 - Registered charity number 1041090 - Pre-School Learning Alliance membership number 7563

You are required to provide us with at least one month’s notice of withdrawing your child. If insufficient notice is given you will be responsible for the full fees for your child for one month from the date of notice. Please refer to our terms and conditions for full details.

A final invoice will be issued reflecting the fees chargeable for the remaining period that your child attends - together with any previously invoiced amounts which remain outstanding.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I confirm that | |  | | | *(insert child’s name)* will be leaving | | | |
| Waverton pre-school on | | |  | | *(insert date)* and hereby give the | | | |
| required one month’s notice period. | | | | | | | | |
|  | | | | | | | | |
| Name of parent/guardian | | |  | | | | | |
| Signed |  | | | | Date | |  | | | |
|  | | | | | | | | |
| Because we are always seeking to develop and improve our services we would be grateful for a response to the questions below. All feedback is treated confidentially and is greatly valued. | | | | | | | | |
|  | | | | | | | | |
| 1. How long has your child attended our setting? | | | |  | Years |  | | Months | |

|  |  |
| --- | --- |
| 2. Which age group does your child attend? | 2-3’s / 3-5’s |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 3. Why is your child leaving? |  | Cost |  | Starting school |  | Attending another setting |

|  |  |  |
| --- | --- | --- |
|  | Other |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. How would you rate the standard of care and education your child has received? |  | Very good |  | Good |  | Satisfactory |  | Poor |
|  |  |  |  |



**Two Year old Policy**

This policy represents the agreed principles for Two year olds throughout the Preschool. All Early Years practitioners and Committee, representing Waverton Preschool have agreed this policy.

At Waverton Preschool we aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

Every day we strive to foster an environment showing love, care, respect and friendship for each other and the community we live in. To share everything, to play fair, to put things back where we found them, clean up our own mess and to not take things that are not ours.

We encourage children to wash their hands before snack, to flush the toilet and to live a balanced life in learning a little, to think a little, draw, paint, sing, dance, play and work every day.

How your child plays, learns, speaks, and acts offers important clues about your child’s development. Our aim is to ensure that the activities and play provision provide a safe, happy and fun environment in which children can grow. Developmental milestones are things most children can do by a certain age. At Waverton Preschool we undertake developmental checks on all children where possible by the time they are 2 years 6 months.

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child’s development. This should be completed when the child is aged between 24-36 months.

Young children are naturally active with an instinctive urge to move. Movement is vital to the young child’s development and starts pre birth in the womb. Physical movement supports development of the brain and nervous system and sometimes this energy and movement can be challenging to adults, BUT, we must recognise this movement is vital to children’s development. When children crawl, spin, slide, twirl etc they are finding out what their bodies can do and extending their skills.

A child does not need to be still in order to concentrate. The most advanced level of physical movement in children’s development is the ability to stay still. Children who have not been allowed to move a great deal will not be ready to be still.

**SENSORY PLAY**

We need to learn about what touches us and what we touch. There is a connection between touch stimulation and healthy development (Physical and Emotional) and this sensation promotes movement. This develops feelings of pain, heat, cold and hunger.

With this in mind we will provide opportunities for two year olds to:- **l**ook, listen, wiggle, roll, crawl, climb, rock, bounce, rest, make noise, grasp, mouth, drop things and be messy.

**HEURTISTIC PLAY**

Waverton Preschool provides opportunities for young children to explore collections of objects, which enables children to develop their creative and exploratory drive. We provide opportunities to engage in both sensory and active play, a wider range of experiences and opportunities for play and exploration and an opportunity to discover and learn through problem solving and drawing similarities between objects and materials.

Our environment is spacious and uncluttered to allow children to move freely and safely - tables and chairs kept to a minimum to reflect the need to move around. This is largely predictable to allow young children to form mental maps in order to make independent choices and decisions. A wide range of open-ended resources which include natural and free and found materials, offering children a wide range of possibilities and opportunities.

**MEAL TIMES**

During snack time we provide the children with milk and water and a healthy range of food to choose from. We have chairs specially designed for the smaller children to enable them to be part of all meal times.

**GROUP TIMES**

During the day we provide an opportunity for all two year olds to have time to play with children of a similar age to help further their development in smaller groups. This could be anything from sand, shaving foam, gloop, colours, shapes and singing nursery rhymes and much more!!

**NAP TIME**

If a child needs to have a sleep during their time in preschool all parents are welcome to leave a pram for us to put them in while they sleep or we will provide your child with pillows and blankets to have a rest on in a quiet area of the preschool room. This is usually in the book corner. Whilst your child is sleeping we will check on your child every 15 minutes, but will not let them sleep for more than 1 hour, unless stated otherwise by yourself.

**NAPPY CHANGING**

Please provide your child with nappies and wipes so we can change them during the day. We change your child standing up to aid transition to using the toilet.

**ALL A CHILD REALLY NEEDS TO KNOW ABOUT HOW TO LIVE, WHAT TO DO AND HOW TO BE, IS LEARNT IN PRESCHOOL.**