



Little Acorns Prospectus



Little Acorns Preschool Stogursey School

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WELCOME

Welcome to Little Acorns, a small but perfectly equipped term time pre-school supporting children from two years old and their families.

We are lucky to be nestled within Stogursey School where we work closely with all the staff in a warm and welcoming environment. We have a small setting which feels homely, safe and friendly. We think we are very lucky to have the best room in the school, looking out across the fields towards the Quantock

Hills, it really is quite breathtaking and brings a calmness to the class.

We hope that this prospectus will provide you with a little more information on our routine, our pedagogical approach to supporting children's learning and the importance of working with you to support your child's individual needs in an environment that is engaging, stimulating, caring and inclusive.

OUR VISION

*'WE NURTURE OUR LITTLE
PEOPLE TO GROW'*

"Grow in the grace and knowledge"

2 Peter 3:18



Our Mission Statement

whilst working with parents and the wider community we want happy, healthy (in body and mind), confident children who are kind, caring and empathetic who have inquisitive minds and wants to be engaged with what they do'.

We recognise that you are your child's first educator and we want to build a strong partnership with you; to enrich your child's love of learning where they will feel confident to make the journey into reception and school life. At Little Acorns, we value the importance of caring and being kind with an emphasis on Personal Social and Emotional Development, Self-Regulation and Communication.

and kind and to learn whilst they are playing in our well-resourced classroom or in the fresh air and open space outside. We hope that you will join us and be part of something special.



We want children to be caring

‘Coming together is a beginning, keeping together is progress, working together is success’ Henry Ford

WE AIM TO...

- We offer a caring, nurturing and happy place where everyone feels safe and valued, and individual needs are identified and supported promoting equality and valuing diversity.
- We want to value all aspects of children's life, build a strong relationship with families and the wider community
- We want children to develop confidence, and independence to be active in their learning, to ask questions and be their own little researchers and scientists.
- We want children to understand responsibility, to care and respect themselves and others, the environment and the world we live in and all living things.
- We want to continue to develop new knowledge and understanding to support our staff and continue to provide high quality care.

WHO ARE WE?

Pre School Supervisor

Sarah Dray BA Hons (EY)

I actually went to school here many moons ago, our preschool room brings back many happy memories and it feels like I am back home. I started working in Early Years 20 years ago, as a key person in Dorset achieving my level 2 and 3.

Supervisory and manager roles in Hereford and even in Germany with British Forces achieving my Foundation Degree before starting different roles as a tutor for HE and FE colleges supporting adult learners in childcare and finishing my BA Hons. It is great to be back with the children and hopefully make a difference. I have a keen interest in supporting children's language development and children's emotional wellbeing. I have this year completed my Forest School Lead qualification and excited to put this into

Pre School Assistant

Lianne Field

I have worked with children for the last eight years, originally training as a support teacher in schools but found my passion in the early years.

I have since qualified as a level 2 practitioner in the early years and have just finished my level 3 qualification and working towards my Forest School Lead qualification. I love being outdoors and think this is a key area in children's learning. Whether it is looking at the clouds or searching for bugs or running in the field, fresh air in the outdoors will always be on my list, in fact some children learn more outdoors because it is a bigger classroom with more space. Celebrating diversity and cultures is also very important to me and to support the children to have an understanding of the world we live in. We are inclusive and make sure that every child has an opportunity to be involved.



We are so lucky to be part of something special, Lianne and I both feel that Stogursey Little Acorns has so much to offer. It is small and homely and we can create that personal touch, we are able to get to know the children on a one to one basis as well as build positive partnership with the parents.

We are both passionate about early years, Lianne is full of enthusiasm and energy which makes my life easy because the enthusiasm we both share will have a direct influence on the children. A Happy setting equals Happy Children who will embrace learning.

We look forward to working with you all.



KEY PERSON

Children form attachments from those around them.

Attachments are the emotional bonds that young children develop with parents and other carers such as their key person in an early years setting.

Children with strong early attachments cry less when separated. They engage in more pretend play and feel safe. Attachment influences the child's all round development. We understand the importance of attachment and every child will have a named key person that you will be introduced to during your child's journey with us.

Because our setting is small we are able to build strong attachments with all our children and this will support your child's emotional well being.

The key person is also the point of contact for you, observations will be shared and positive relationships will be built to support you and your child's learning. We value your contribution and will always be happy to spend time to chat.

'PARENTS ARE CHILDRENS *FIRST* AND MOST ENDURING EDUCATORS. WHEN PARENTS AND PRACTITIONERS WORK TOGETHER IN EARLY YEARS SETTINGS, THE RESULTS HAVE A POSITIVE IMPACT ON CHILDRENS DEVELOPMENT AND LEARNING.' (EYFS 2012)

The setting would not run without you and that is why we take the above quote very seriously. Your involvement and feeling part of your child's journey is important to your child's outcome and to the running of our setting.

We want you to feel valued and respected, we will keep you informed and consult with you and involve you during your child's time with us.

We may sometimes ask for help,

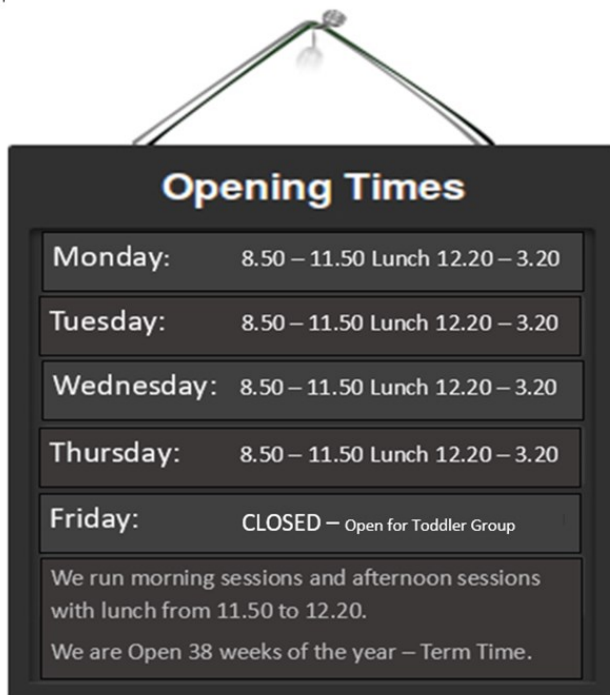
or resources that you may have at home, we may ask you to join us during activities or story time. We value your feedback and will be receptive to new ideas if it supports and enhances the running of our setting.

We are a small preschool and depend on the good will of our parents and carers and their involvement to keep going. membership of our settings carries expectations on parents/carers for their support and commitment.

"Play is the highest form of research."

Albert Einstein





Opening Times	
Monday:	8.50 – 11.50 Lunch 12.20 – 3.20
Tuesday:	8.50 – 11.50 Lunch 12.20 – 3.20
Wednesday:	8.50 – 11.50 Lunch 12.20 – 3.20
Thursday:	8.50 – 11.50 Lunch 12.20 – 3.20
Friday:	CLOSED – Open for Toddler Group
We run morning sessions and afternoon sessions with lunch from 11.50 to 12.20.	
We are Open 38 weeks of the year – Term Time.	

So the routine goes loosely like this:

The children will arrive and goodbyes are said. Some children may be confident to run off and play whilst others may need a little more time.

Free flow—where children choose activities.

Being together time —(like circle time but it is interactive) we will come together and sing songs, talk about the day ahead and things of interest and have a short story.

Snack time—We will all eat together .

Free flow—inside/outside and continuation (if needed) of adult led activity.

Lunch time—we will eat together.

Free flow—inside/outside, daily walk in the school field with an activity.

Snack time—we will all eat together.

Being together time—with songs and a book.

Home time!

OUR ROUTINES

There's lots of evidence and research that states the importance of play in children's learning. We want children to be able to be active and engaged in their learning and to think for themselves —if you enjoy what you do then you will do well (as adults, we can relate to this).

However we also understand that there is a balance that needs to be had where structure is introduced to support children's transitions during the day which will support their emotional wellbeing.

LUNCH

Meal times are an opportunity to come together as a group, we chat about the day, the food they are eating and encourage a little independence by laying the table, pouring their own drinks and help tidy their area. We use 'real' plates, cups and glasses with jugs to pour their milk or water. We have provided a recycling bin and a compost bin for food waste which encourages a greater understanding of the environment.

ORAL HEALTH - we have now introduced tooth brushes to support children's understanding in the importance of oral health.

We promote *Healthy Eating* and ask you to provide a lunch box with a drink that supports this, please avoid providing chocolate bars, sweets and crisps and include a balanced diet—we are happy to offer ideas but the link below gives lots of lunch box ideas:



“A healthy diet can have a profound effect on children’s health, helping them to maintain a healthy weight, avoid certain health problems, stabilise their moods and sharpen their minds”

SNACK

Refreshments—We will provide a healthy snack during the day which will include fruit, carbs and milk, drinking water is accessible throughout the day.



WHAT ELSE...

Clothing— We help children to gain the skills to be independent, this will include taking off and putting on outdoor clothes. Clothing that is easy for them to manage will help them do this. Sometimes they may have a little accident so please include spare clothes, pants and socks in your bag.

Clothing that you don't mind getting a little dirty—We will be doing lots of messy play, encouraging the children to explore with paints and media or maybe they will be rolling down a hill outside sometimes they may miss the paper and a little paint or mud and grass stains will land on their clothes, so please dress them in clothes which you do not mind getting a little dirty, children will not be excluded from activities or being outside. This is when learning takes place.

Wellies—We do have a large selection of wellies for all weather play as we aim to spend lots of time outside, in rain, sunshine and snow.

Slippers— Slippers are to be worn inside, please provide a pair of slippers to be kept at Little Acorns.



In your child's bag please provide nappies and wipes, in the winter a hat and scarf and in the summer a cap and sun factor 50 clearly labelled.

BOOK BAGS AND STORY BOOKS

And this is why we want children to develop a love of reading. We understand the importance of reading to children, children who enjoy stories (at any time during the day) will develop a love of books and this will impact on their development through out their school years and into adult hood. This is why we encourage children to take a hosen book home with them, they will choose their book which will be logged with us, we only ask that the books are returned so that other children can enjoy them, we hope you are able to find time to look at the pictures and get the children involved in retelling the story, have fun.

"Children who say they have a book of their own are three times more likely to read above the level expected for their age than their peers who don't own a book"
Literacy Trust 2020



WHAT IS THE EYFS?

The Early Years Foundation

Stage 2021 set standards for children to learn and develop and to be kept healthy and safe. All Early Years settings must follow the statutory requirements. A copy of this framework can be found on the parents notice board in our setting.

It seeks to provide: Quality and consistency, a secure foundation for children, partnership working with parents and carers and practitioners with an emphasis on equality of opportunity for all children.

The EYFS highlights seven areas of learning which include **prime areas** (The most important areas of development for children to be secure in):

- **Physical**
- **Communication and Language**
- **Personal Social and Emotional**
-
- And **Specific areas**
- **Literacy**
- **Maths**
- **Understanding the World**
- **Expressive Art and Design**

The Prime Areas will build a foundation to secure the specific areas.

We have to use assessments to identify children's needs and interests and how best we can support children and this will be shared with you during parents meeting, daily communication during drop off and pick up and when we share our observations with you on our online journal, to gain a bigger picture of your child's progress we encourage you to be part of this progress.

When your child is aged between two and three years old we must also provide a short written summary of their progress to you. We will encourage you to share this information with your health visitor.

The EYFS also highlights how we must take steps to safeguard and keep children safe and promote their welfare. This will reflect in our policies and procedures.

“Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults” (EYFS 2021)

THINGS YOU NEED TO KNOW

Policies and Procedures

The settings policies and procedures are always available for you to read however if you would like a member of staff to explain the policies please just ask. The policies will include safeguarding and key procedures on the important things, they can also be found on the schools website or a copy can be sent to you.



Special Educational Needs and Disabilities (SEN&D)

We are an inclusive setting and welcome children of all abilities and needs. We work in partnership with parents, our school, our SENCo and other professionals to ensure the provision and care requirements of any children with SEN&D are met to help them achieve their full potential.

www.stogurseyprimaryschools.co.uk



Funding

Funding is also available through the 30 hours entitlement for three year olds whose family meet the criteria.

Funding for 2 year olds is available for 15 hours per week for families who meet the criteria.

Funding is available for all three year olds of the 3 year old universal entitlement for up to 15 hours per week.

Fees

The fees are payable half termly in advance. Fees must still be paid if children are absent without notice for a short period of time. For your child to keep her/his place at our setting you must pay the fees.

Fees are £4.25 per hour
Lunch time is 30 minutes and is charged at £2.00 per child attending.

Our approach to learning?

There are many philosophical approaches to children's learning, you may be familiar with Montessori, Steiner, Reggio Emilia, Froebel and Forest School. During my many years working within the early years I found that there is no one approach that I would want to follow. Each approach will offer something special to a child's learning. At Little Acorns we strive for a child centred approach, we value play but we understand that play needs a little adults magic. We need to be observant and reflective and have a good understanding of children's development.



***'WE NURTURE OUR
LITTLE PEOPLE TO
GROW'***



We provide an enabling, stimulating, engaging environment that is child friendly. We make use of both the indoors and outdoors to explore and investigate and learn about risks. We want children to have a love of the outdoors, of living things of flora and fauna. We understand that songs and stories and conversation will support children's cognitive development and language. We want to be part of the School and the wider community, to visit places outside of nursery, a walk to the village post office, the castle, a stroll to the park, stroke a dog and ask questions about the world we all live in. We want to get to know you, to work with parents and carers to be able to provide the best environment for your child and to give them the best foundation that they all deserve.

