



Pumpkin Pie Childcare

Introduction to Pre-School

Curriculum

Pre school is a really important step for our children.

Whilst schools, nurseries and childminders all follow the same curriculum, we have freedom to apply this curriculum in the way that best suits our children, staff and setting. We focus heavily on children having the skills to work in a group, follow instructions and communicate confidently. We also pick up a stronger focus on maths and literacy at this age. Details of the curriculum we work to can be found here:

<https://www.foundationyears.org.uk/wp-content/uploads/2018/11/what-to-expect-when-1.pdf>

Daily Plan

The children's day is now more structured, with large group times at 9AM and 1PM, then smaller group work of around 4/5 children in each group throughout the day.

We offer a range of activities which change as the day develops, following themes that we set each half term and interests shown by the children.

Children also get one to one time with their key workers daily where they complete tasks based on their next learning steps.

For some, this may be counting and number recognition, for others it may be story telling and recalling information and for others it may be letter formation and recognising sounds.

Weekly plan

Our preschoolers follow a set weekly plan, based on their interests and development steps. This will be sent out to you each half term so that you can see what their learning objectives are and support these at home.

Below, is an example of a week's plan.

Theme of the week: Food for thought

Maths

Number of the week: 8 (mark making and creative arts; real-life objects, animals and contexts associated with number; count, solve problems and simple equations; and represent in different ways).

Count and represent numbers in different ways (Number)

Literacy

Letter of the week: S (mark making and creative arts; real-life objects beginning with letter; super sounds and words; blending with other letters; and listening in story telling).

Two channelled attention – listen and do (Listening and attention)

Forest School

9:30 start. Wildlife colour sorting, story time and picnic.

Activities

Play doh nature prints, oil and ice experiment, make our own wrap face, make our own lemonade, play food and foil wrapping, scented oobleck, scissor skills with jelly, pancake making and flipping, the history of shrove Tuesday, blind fold tasting, edible arts and crafts, grocery store imaginative play, visit the village shop, colour mixing, polar bear crafts, secret reader and tuff tray messy play activity

Home Learning

Paint some pebbles and turn them into colourful creatures

(Tell us about your task at preschool or send a photo to Pumpkin Pie Preschoolers Facebook page – we would be delighted to share what you have done).

Special days

Movement and Music – Thurs 11:00

Meet The Team

Our preschool team are amongst the highest qualified within the nursery. All of the staff here are qualified to (or training towards) level 3 and beyond, bringing a wealth of experience, knowledge, passion and enthusiasm to our preschool rooms.



Lucy C — Room Lead & Forest School Leader

Lucy is a fully qualified teacher and has worked in several schools along with being a qualified Forest School Leader. Lucy enjoys working with our older pre-schoolers to get them school ready.

Laura — Senior Practitioner

Laura holds a degree in Care and Education of Young Children and Childhood Studies and has worked with us at Pumpkin for over 4 years. Laura works with our older pre-school children.



Tasha — Senior Practitioner

Tasha is a fully qualified teacher and is the newest member of the pre-school family, mainly working with our older children.

Meet The Team

Lucy W—Senior practitioner & SENCO

Lucy has been with us for 4 years and is our Special Educational Needs Co-ordinator. She holds a Level 3 qualification in Childcare and has an endless amount of enthusiasm and energy, working mostly with our youngest pre-schoolers.



Karl—Senior practitioner & Forest School Leader

Karl brings a wealth of experience in outdoor learning, having been qualified and working as an Advanced Forest School Leader for the past 6 years. Karl also holds a degree in child, Young People and Family Studies. Karl joins Lucy W in working with our youngest pre-schoolers.

Sharna—Practitioner

Sharna is Level 2 qualified with the aim to complete her level 3 in the coming months. She has previously worked with pre-school children before taking a break to have her own.



Our Space



Main Room

Our Pre-schoolers have a large space within the main church building, that they are able to explore freely and safely with their friends. There are several role play areas, Craft space, a quiet book corner and dressing up.

Mezzanine

This is a new space used for our Rising Reception (older pre-schoolers.) Here we can complete focussed activities and observations with smaller groups or one-to-one sessions.



Outdoor Space

Our pre-schoolers are lucky to have their own garden to explore, complete with climbing wall, outdoor classroom, water play and fort. The garden is used all year round.

Forest School

We run a minimum of 2 forest school sessions for our pre-schoolers each week, heading out in all seasons!

Children learn skills such as den building, bug hunting, leaf recognition and firepit cooking, all of which are great for team building, communication skills and social development. Our forest school sessions also help children with their physical development and gaining confidence when out and about in their local area.



Outdoor Classroom

We have a brand new purpose built classroom in our garden so when we aren't exploring the local area, we can come outside any time of day to learn outdoors in the fresh air whilst being sheltered from the sun and rain.



Pumpkin Pre-school Room Aims

In the pre-school room I am working towards: .

Listening

- I can listen to instructions without stopping what I am doing.
- I can follow more complex instructions involving a two-part sequence.
- I can listen in larger groups and I am not distracted by things going on around me.
- I can take into account what others are saying to me and enjoy listening to other people's opinions and views both one to one and in groups.
- I am developing a sense of humour and enjoy listening to silly rhymes and jokes.

Language and Vocabulary

- I enjoy asking the meaning of some words and enjoy building my vocabulary by learning new words and their meaning.
 - I use positional language in my everyday play.
- I show confidence in talking to my peers and when adults are listening.
- I can speak fluently, in a grammatically correct way and make only a few errors with some phonemes.
- I can talk about things that have happened in the past in the correct order and chat about what might happen in the future.

Physical Development

- I demonstrate good gross motor skills, moving my body in a range of ways, confidently and avoiding obstacles as I go.
 - I can throw and catch a ball.
 - I can balance whilst walking along a line or plank.
- I can draw more detailed pictures adding features including hair, eyes, nose, fingers and eyebrows.
- I can control mark making tools and equipment confidently using my preferred hand. I hold my pencil using the tripod grip near the point with good control.

Pumpkin Pre-school Room Aims

Independence and Self Care

- I show independence in all I do, taking myself to the toilet when needed and show an awareness of good hygiene by washing my hands before meal times and after I have been to the toilet.
- I understand the importance of healthy lifestyles and how I can do this.
- I can confidently select activities and resources, tidying up afterwards and making sure I take good care of the resources.

Sounds and Phonics

- I can blend sounds together to make simple words and I am beginning to put some words together to create a simple sentence.
- I can recognise my name and may recognise some of my peers names too.
- I can recognise and form super sounds, remembering the RWI rhymes.
 - I enjoy looking through books and I can read some simple words.

Numbers and Shapes

- I enjoy solving number problems and recognising numerals from 1-5, sometimes beyond 5.
- I can count beyond ten and can count objects up to ten accurately.
- I enjoy selecting a named shape and finding shapes in every day life.

Personal development and Relationships

- I understand boundaries set and the expectations both in familiar and new situations, adapting my behaviour appropriately.
 - I can work out how others are feeling by their expression.
 - I can play cooperatively with others the majority of the time.
- I am caring towards others, especially others that are smaller/younger than me.

Funding Options and Costs

Funded Education.

Importantly for you, children in this age group will also benefit from funded education. This means that either 15 or 30 hours will be funded for them the term after their 3rd birthday. All children in this age band will automatically receive 15 hours of funded education with no qualifying factors. Broadly, children will qualify for 30 hours funded where both parents work a minimum of 16 hours per week and do not earn more than £100,000 individually.

You can apply for your 30 funded hours now if you feel you meet the criteria. Where you are successful, you will receive a code which needs to be passed on to us to claim this for you. If you will not qualify for the 30 hours funded education, you do not need to apply for the 15 hours as you will automatically receive this and will be dealt with by Pumpkin Pie directly.

More information and the application process can be found at: <https://www.childcarechoices.gov.uk/>

We are totally flexible with how children use their funded hours. You can choose to split this between two settings, spread it across the full year or just limit it to term time only hours. Please speak to Lucy G if you need additional guidance here.

Consumables

The *Early Education and Childcare: operational guidance*, states that 'Government funding is intended to deliver 15 to 30 hours a week of free, high-quality flexible childcare. It is not intended to cover the costs of meals, other consumables, additional hours or additional activities. Parents can therefore expect to pay for any meals offered by the provider.

Therefore, for children accessing the funded education, a charge of £6 per day or £3 per half day will be made and invoiced separately.