



# Pumpkin Pie Childcare

## Introduction to Pre-School

## Ratios

Although qualified teachers are able to work on a 1:16 basis with the preschool age range, we stick to the 1:8 ratio within Pumpkin Pie Preschool regardless of the staff members qualifications. We find that working in this way provides more support and flexibility in what we are able to offer our children throughout the day, such as outings around the village and more variety in the structured activities on offer. The enhanced ratios that we operate under allows us to carry out more risky activities, providing a vast range of experiences for our preschool children.

## School Readiness

We aim to support each child in becoming 'school ready' during their time with us in preschool, preparing them for stepping up into reception when the time comes. This includes building up independence in using the toilet and dressing routines, as well as supporting them in developing social skills. We also aim to foster a curiosity within our preschool children that leads to them having the desire to learn as they go on to start their school journey.

# 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.

## 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.



# Meet The Team

Our preschool team are amongst the highest qualified within the nursery. All of the staff here are qualified to a minimum of a level 3, bringing a wealth of experience, knowledge, passion and enthusiasm to our pre-school rooms.

## Jenny—Room Leader

Jenny is a qualified teacher and brings a wealth of knowledge and expertise to the role. Jenny carries out fantastic one-to-one sessions with our preschool children, helping them to grow and develop.



## Emily —Acting Room Leader

Emily has worked on and off at Pumpkin for many years and took a year out last year to qualify as a teacher. When Jenny goes on maternity leave next month, Emily will step into the Pre-School Room Leader role.

## 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 7 years. Laura is consistently amazing at providing a warm and welcoming environment for our pre-school children to thrive and flourish.





### Nicola—SENCO

Nicola is level 5 qualified and is also our SENCO lead for preschool. Nicola has been SENCO with our two year olds for many years and has recently moved over to pre-school to provide continuity for the children. Nicola gets the best out of each child by following their individual interests and understanding how they learn best.

### Kate — Senior Practitioner

Kate is Level 3 Qualified and is our Forest School Leader. She has endless patience, loves to get the children outdoors on adventures and leads our Forest School sessions twice per week. Kate also helps other rooms to incorporate Forest based practice into their daily activities.



### Katie—Senior Practitioner

Katie has worked on and off for Pumpkin Pie for many years, between home relocations and starting a family of her own. Katie brings a wealth of experience to our pre-school team having previously worked in school settings and in roles supporting children with special needs.



### Hanna—Senior Practitioner

Hanna is level 3 qualified is full of ideas for how to inspire and engage our pre-school children. She also helps to lead our Forest School sessions with Kate, often taking the children out and about on adventures.



### Abi—Senior Practitioner

Abi has worked in the Patch since qualifying as a teacher last year and has recently made the move over to Pre-school. Abi is enthusiastic, fun and excited to start working with the older children at nursery.

### Scarlett — Early Years Practitioner

Scarlett is our youngest employee and is training for her Level 2 qualification alongside work. She loves keeping the children busy with messy play and enhancing learning opportunities through various new activities.



### Caitlin — Early Years Practitioner

Caitlin volunteered for a few months in our pre-school team and proved herself to be invaluable so we offered her a permanent position!



# 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.

# Pumpkin Pre-school Room Aims

## Our pre school curriculum 2024.

| Communication & language  | Physical Development  | Personal, social & emotional development   |
|---|---|--|
| <ul style="list-style-type: none"> <li>I can show that in some cases I can listen to instructions without stopping what I am doing.</li> <li>I can follow more complex instructions involving a two-part sequence.</li> <li>I can demonstrate that I enjoy listening in larger groups.</li> <li>I can take into account what others are saying to me and enjoy listening to other people's opinions and views.</li> <li>I notice when I am exposed to new words, and I am curious about their meanings.</li> <li>I can demonstrate that I have approximately eight favourite nursery rhymes.</li> <li>I can confidently communicate to my peers and adults in my setting.</li> <li>I can typically speak fluently, in a grammatically correct way and make only a few errors.</li> <li>I can talk about things that have happened in the past in the correct order and chat about what might happen in the future.</li> <li>I can demonstrate a deep understanding of a rich vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>I can throw and catch a large ball.</li> <li>I can balance whilst walking along a line or plank.</li> <li>I demonstrate accurate fine motor skills such as drawing more detailed pictures, adding features including hair, eyes, nose, fingers and eyebrows.</li> <li>I enjoy being physically challenged using my gross motor skills in a range of ways.</li> <li>I can control mark making tools and equipment confidently using my dominant hand.</li> <li>I am developing my tripod grip and will typically use it with good accuracy.</li> <li>I understand the importance of healthy lifestyles and how this affects my body</li> <li>I can confidently select activities and resources.</li> <li>With the tools provided, I can demonstrate good hygiene.</li> <li>I am mindful to tidy up after myself.</li> </ul> | <ul style="list-style-type: none"> <li>I need minimal support to find solutions to conflicts and rivalries.</li> <li>I understand boundaries set and the expectations both in familiar and new situations, adapting my behaviour appropriately.</li> <li>I take pride in being able to help myself in <u>self care</u>. E.g. zipping up my coat and putting on my own shoes.</li> <li>I can play cooperatively with others the majority of the time.</li> <li>I show that I can be caring towards others, especially others that are smaller/younger than me.</li> </ul> |

| Mathematics   | Literacy   | Expressive arts & design   | Understanding the world  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>I am able to link numerals to amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Most of the time, I can recognise up to three objects without having to count them individually.</li> <li>I can experiment with my own symbols and marks as well as numerals.</li> <li>I am able to compare quantities using language: 'more than' and 'fewer than'.</li> <li>I am able to solve real world mathematical problems with numbers up to 5.</li> <li>I enjoy talking about and exploring 2D and 3D shapes using informal mathematical language.</li> <li>I often use positional language in my play.</li> <li>I am able to describe a familiar route, using positional language to add to my description.</li> <li>I enjoy making comparisons between objects relating to their size, length, weight and capacity.</li> <li>I am confident creating ABAB patterns and I can recognise patterns and occasionally errors in them too.</li> </ul> | <ul style="list-style-type: none"> <li>I enjoy engaging in extended conversations about stories, learning new vocabulary.</li> <li>I am able to write some letters accurately, including my own supersound.</li> <li>I enjoy trying to write some or all of my own name using my print and letter knowledge.</li> <li>I am beginning to understand the five key concepts about print. Print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the name of different parts of a book and page sequencing.</li> <li>I enjoy recognising words with the same initial sound, especially those that start with my supersound.</li> </ul> | <ul style="list-style-type: none"> <li>I like to take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>I enjoy making imaginative play using small world equipment such as a dolls house, animals or building blocks.</li> <li>I can use my independence to explore materials freely. Showing an interest in different textures.</li> <li>I am able to draw with increasing complexity and detail. representing emotions on a face <u>ie.</u> by drawing a smile to show happiness.</li> <li>I enjoy colour and colour-mixing.</li> <li>I can show that I can enjoy music by remembering songs and singing along to them. As well as being able to create my own when given the tools to do so.</li> <li>I am able to listen with increased attention to sounds.</li> </ul> | <ul style="list-style-type: none"> <li>I can show confidence through the use of my senses in hands-on exploration of natural materials.</li> <li>I show an interest in people who help us and different occupations.</li> <li>I am beginning to make sense of my own life-story.</li> <li>I am beginning to understand the need to respect and care for the natural environment and all living things.</li> <li>I enjoy exploring differences and similarities within my surroundings.</li> <li>I am continuing to develop positive attitudes about the differences between people.</li> </ul> |



# 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.