



# 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.



## Laura — Deputy Room Leader

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 6 qualified and is our SEN-Co lead for preschool and also assists the SENCO's across the nursery. 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 for Pumpkin Pie for many years and brings a huge amount of experience to our pre-school team having previously worked in school settings and in roles supporting children with special needs. Katie is just about to undertake her Forest School training to assist Kate.

## Alex — Senior Practitioner

Alex is a qualified teacher with several years experience of working in schools. She loves working with our oldest Pre-schoolers, preparing them for school and ensuring they are 'reception ready'.





### 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.



### Claire M—Senior Practitioner

Claire has a wealth of experience in child-care, having worked in private nurseries and schools with a variety of ages. Claire is also a trained Forest School Leader so enjoys getting the children out in all weathers!



### Scarlett — Early Years Practitioner

Scarlett 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.



### Amy F — Early Years Practitioner

Amy is working in our Pre-school whilst she is training to be a teacher. She already knows many of the children after volunteering at Felton school before starting at Pumpkin.



# Our Space

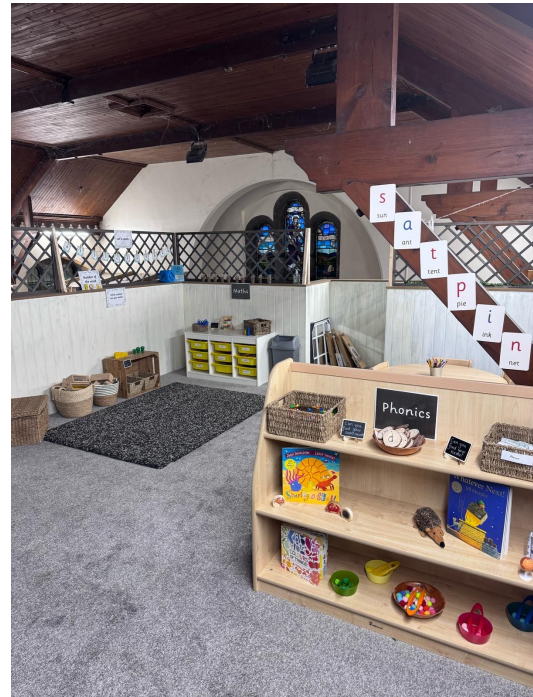
## Main Room

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.



## Upper Pre-school

We have a brand new space used for our Upper Pre-school children who will soon be going into Reception. 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 two all-weather gardens to explore, complete with climbing wall, outdoor classroom, water play and fort. The gardens are used regularly all year round.



# Lower Pre-school Curriculum



## Lower Pre-school Curriculum 2025



### Communication and language

- I am developing my listening and attention during group activities.
- I am curious about new words and vocabulary.
- I am beginning to understand 'why' questions and to use them appropriately on occasion.
- I am confident to talk to my peers and familiar adults.
- I can follow two part complex sentences, following clear and concise instructions.
- I can use 'I see' and 'I wonder'



### Understanding the World

- I show confidence through exploration of the world around me including our forest school site and on our outings.
- I show an interest in people in our community through visits and visitors from people who help us.
- I ask simple questions about our world and I talk about changes and begin to use some observational language like melting, freezing.
- I observe changes in the weather and the seasonal differences.
- I can identify who lives in my home and discuss my family with others.
- I can recognise some similarities and differences in relation to my peers.
- I show care and concern for living things.



### Physical Development

- I can demonstrate strength, coordination and balance whilst walking on obstacles of my own creation as well through play.
- I am becoming more independent with dressing and undressing.
- I am beginning to develop my fine and gross motor skills, such as, pouring, carrying and transporting materials such as water.
- I develop my mark making ability through various mediums and learning how to use a tripod grip with accuracy and care
- I am becoming more aware of recognising my toileting needs.
- I am mindful to tidy up both in and outside.
- I am beginning to create movement to music.
- I can use tools safely and appropriately at forest school with guidance from adults.



### Personal, Social and Emotional

- I need minimal assistance with resolving disputes and can play cooperatively, understanding teamwork during forest school sessions.
- I understand the importance of boundaries and rules, especially when on trips and outings.
- I am developing a sense of community, meeting people in our local area.
- I am developing confidence during group activities, showing resilience and some independence.
- I am beginning to understand my own feelings and thoughts and can start to share this with peers.



### Expressive Art & Design

- I can independently explore various resources and mediums.
- I enjoy exploring colour and textures and how I can change them.
- I am beginning to represent my own ideas through meaningful mark making.
- I can use loose parts and natural items to make transient art within our forest school.
- I can create movement to music, sing new and familiar songs.
- I can investigate new foods, working with an adult to follow recipes.



## Lower Pre-school Curriculum 2025



### Mathematics

- I am beginning to match numerals and numbers.
- I am developing an understanding of numbers up to 5 and see these in our environment.
- I can experiment with my own symbols, mark making to create my own numbers.
- I am able to compare and represent quantities, using the correct vocabulary. I can fill and empty containers with increasing control.
- I am starting to use positional language in my day to day conversations.
- I am beginning to know the names of 2D shapes.
- I build and construct creating towers and patterns, for example using loose parts in our forest school site.
- I can talk about size, shape and length.
- I can repeat the actions to nursery rhymes and songs.

1

3

2



### Literacy

- I can understand and recall key events within our core texts through the use of visual prompts and props.
- I am starting to develop awareness of sounds and rhyme.
- I can anticipate and express what might happen next within a story.
- I am beginning to develop my phonological awareness, understanding that some words have the same initial sound.
- I am beginning to recognise my name and initial super sound.
- I enjoy looking through books independently, beginning to create my own narratives through pictures within the story.
- I can discuss similarities within familiar stories.
- I am starting to enjoy familiar songs and poems during group times.
- I am beginning to understand the key concepts of print, for example reading from left to right.





# Upper Pre-school Curriculum



## Upper Pre-school Curriculum 2025



### Communication and Language

- I can listen with increased attention during group activities.
- I am curious about new words and vocabulary, beginning to use them in my own speech.
- I begin to understand 'why' questions and to use them appropriately.
- I am confident to talk to my peers and other adults.
- I can begin to follow a story without the use of pictures.
- I can follow two part complex sentences, following clear and concise instructions.
- I can use 'I see' and 'I wonder' statements, promoting thinking and exploring.
- I can take part in singing and action rhymes that are familiar to me.



### Physical Development

- I can demonstrate strength, coordination and balance whilst walking on obstacles of my own creation as well through play.
- I am becoming increasingly independent with dressing and undressing. My self care skills are developing.
- I demonstrate good fine motor skills with malleable materials and tools.
- I have an increasingly confident ability with mark making through various mediums.
- I am aware of how to recognise my toileting needs and act upon this.
- I am mindful to tidy up both in and outside.
- I can create movement to music.
- I can use tools safely and appropriately at forest school with guidance from adults.



### Personal, Social and Emotional

- I need minimal assistance with resolving disputes and can play cooperatively, understanding teamwork during forest school sessions.
- I understand the importance of boundaries and rules, especially when on trips and outings.
- I am developing a sense of community, meeting people in our local area.
- I am confident during group activities, showing resilience and some independence.
- I am beginning to understand my own feelings and thoughts, being able to name how I might be feeling.



### Understanding the World



- I can show confidence through exploration of the world around me including our forest school site and on our outings.
- I show an interest in people in our community through visits and visitors from people who help us.
- I can ask questions about our world and I talk about changes and begin to use some observational language like melting, freezing.
- I can observe changes in the weather and the seasonal differences and begin to name the.
- I can identify who lives in my home and discuss my family with others.
- I can recognise some similarities and differences in relation to my peers.
- I show care and concern for living things.
- I can understand how different cultures around the world may be different to our own.



## Upper Pre-school Curriculum 2025



### Mathematics

- I am beginning to match numerals and numbers.
- I can begin to subitise up to 3.
- I can count to 10 and beyond.
- I correctly identify numbers in our environment.
- I am beginning to write some numbers correctly.
- I am able to compare and represent quantities, using the correct vocabulary. I can fill and empty containers.
- I can begin to use positional language correctly in my day to day.
- I know the names of some 2D and 3D shapes and some of their properties.
- I build and construct creating towers and patterns, for example using loose parts in our forest school site.
- I can talk about size, shape and length within our environment.
- I can do the actions to nursery rhymes and songs.



### Literacy



- I can understand and recall key events within our core texts with increasing detail.
- I have an awareness of sounds and rhyme.
- I can anticipate and express what might happen next within a story within a group setting.
- I have developed my phonological awareness, understanding that some words have the same initial sound.
- I can recognise my name and initial super sound.
- I enjoy looking through books independently, beginning to create my own narratives through pictures within the story.
- I can discuss similarities within familiar stories with my peers and adults.
- I enjoy familiar songs and poems during group times.
- I am beginning to understand the key concepts of print, for example reading from left to right.
- I can begin to write some recognisable letters

### Expressive Art & Design



- I can use my own independence to explore various resources and mediums.
- I enjoy exploring colour and textures and how I can change them.
- I can begin to represent my own ideas through meaningful mark making and can then share my creations.
- I can use loose parts and natural items to make transient art within our forest school.
- I can create movement to music, singing new and familiar songs.
- I can recall key parts of our termly core texts with little assistance, creating my own props and artwork based on them.
- I can investigate new foods, working with an adult to follow recipes.



# 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.

If you have been eligible for the Working Parent Funding before your child turns three, this will automatically be updated to 30 hours in your Government childcare account and the same eligibility code will be carried on. You simply need to keep renewing your account every 3 months when prompted. If your child is new to childcare or you have not previously been eligible for working parent funding and would like to now apply for 30 hours, you can do so and find more information at: [www.childcarechoices.gov.uk/](http://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 or Sarah if you need additional guidance.

## 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 £8 per day or £5 per half day will be made and invoiced separately.