



Pumpkin Pie Childcare

Welcome to Pre-School

(for 3-4 year olds)

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 preschool 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.





<u>Laura</u> — 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 preschool 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.



Janine — Early Years Teacher

Janine is a qualified teacher for primary school aged children, but also has experience in working in nursery and early years. She has also supported children with additional needs and is trained in Makaton level 1.





Katie—Senior Practitioner

Katie has just completed her Forest School training and is excited to start leading our pre-school forest school sessions at our site at Felton School. Katie has previous experience of working in schools and with children with additional needs.

Alex—Early Years Teacher

Alex is a qualified teacher with several years experience of working in schools. She loves working with our oldest Preschoolers, 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 preschool 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 childcare, 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

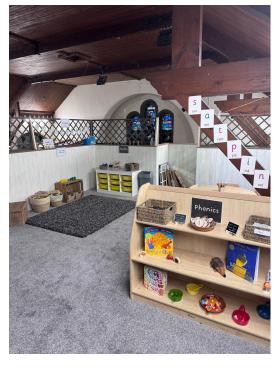


Main Room

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.

<u>ower Pre-school Curriculum</u>



Lower Pre-school Curriculum 2025

low level obstacles

Physical

Development

I can demonstrate strength, coordination

and balance whilst walking on obstacles

of my own creation as well through play.

My gross motor skills are developing further as I attempt to hop and jump over

I am mindful to tidy up both in and

outside by carrying and transporting

toys and resources of different sizes

I can use my gross and fine motor skills

I can use tools safely and appropriately

· I develop my mark making ability through

remembering to include a head and legs

learn to correctly hold scissors and make

My fine motor skills are developing as I

various mediums and learn to use the

tripod grip with support from adults

· I am able to attempt to draw a person,

and manipulate small natural objects

at forest school with guidance from

at forest school to help me climb, explore

back to their original place

Communication and language

- · I am developing my listening and attention during group activities
- · I am beginning to understand 'why' and 'how' questions and use them appropriately on occasion.
- · I am confident to talk and play alongside unfamiliar adults and my peers who understand most of what I
- · During pretend play I am able to give my puppets or play characters a 'voice' so they 'talk' to each other
- . I am starting to use more complex sentences when sharing my thoughts by using words like 'and' and 'because'
- · I am curious about new words and vocabulary
- · I can follow two part complex sentences, following clear and concise instructions.
- · I am starting to initiate play with my peers through conversation

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 am learning about different occupations and can sometimes point these out, naming their job role in
- 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 seasonal differences and can point some of these changes out on outings, at forest school or at group times
- · I can identify who lives in my home and discuss my family or people who are special to me, with others
- I can recognise some similarities and differences in relation to my peers.
- · I show care and concern for living things and I am able to make observations as plants grow
- I am learning to care and show respect for the environment, by tifying up and following a routine
- I enjoy investigating on outings and at forest school, exploring different materials, plants and minibeasts

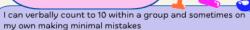
Personal, Social and Emotional

- I enjoy playing games with others, sometimes initiating play or seeking others to play with
- I am developing confidence during group
- I can tell you how I am feeling as I have started to understand my own emotions
- I need minimal assistance when solving disputes with my peers
- I am beginning to form friendships with my peers
- I am beginning to understand what teamwork is and am able to play and learn cooperatively at
- I am becoming more independent with dressing and undressing and can pull my clothes down and up when using the toilet/potty
- Washing my hands is part of my routine and I need minimal reminders to do this
- I show independence during snack and mealtimes as I help to prepare food and pour my own water
- I understand the importance of boundaries and rules especially when on outings or at forest
- I am developing a sense of community, meeting people in our local area
- I am learning to be patient, waiting when my needs are not being met straight away
- I carefully hold utensils to chop up my own fruit and veg at snack time I enjoy taking part in games that enhance
- my cognitive development, such as identifying missing items from a pile of 4 in a hiding game or matching items to
- I am beginning to recognise familiar logos in my day to day life, such as branding on a uniform
- I can copy a simple model made from blocks when given the same pieces to copy from



Lower Pre-school Curriculum 2025

Mathematics



- · I am developing an understanding of numbers up to 5 and see these in our environment
- · I am starting to point to objects and count them during my play or in activities, but I may lose track occasionally
- I am beginning to recognise some written numbers
- · I can experiment with my own symbols, mark making to create my own numbers
- · I am starting to subitise items in small groups and may be able to recognise if they are the same or similar in size
- · I am starting to use mathematical language during activities to compare and represent quantities
- · I am starting to use positional language in my day to day conversations
- · I can talk about size, shape and length
- · I build and construct, creating towers and patterns, for example using loose parts at forest school or in the room
- am beginning to know the names of 2D shapes and I can recognise some in my environment
- · I like to join in with songs and stories that include counting and often repeat the actions I see
- I am learning to make small collections that 'match' another collection when shown by an adult

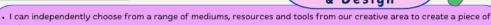
Literacy



- 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 and I am learning to spot mistakes if you read an incorrect rhyme to me and I can give you the correct word
- · I can anticipate and express what might happen next within a story and I can also demonstrate that I have listened by answering questions about it
- · I am beginning to develop my phonological awareness, understanding that some words have the same initial sound
- · I am beginning to recognise my written name and initial 'super sound' and may also be able to copy it too
- · 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 enjoy our core nursery rhymes and often join in with them during group times
- · I am beginning to understand the key concepts of print, for example reading from left to right
- I have an understanding that writing and drawing are different and I like to tell others what I have drawn or written
- I am learning to clap out the syllables in different words

Expressive Art & Design





- · I enjoy exploring colours 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 with our forest school
- I like to express myself through movement as I move and dance to music and I sing new and familiar songs I enjoy taking part in sensory activities, being creative with a variety of different textures and using my hands and body parts to make marks
- · I can explore a range of sound making instruments and try to copy sounds made with them when shown by someone else
- I can investigate new foods, working with an adult to follow recipes



pper 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, and I am beginning to use them in my own speech
- I am confident to talk to my peers and other adults. I can follow clear and concise instructions using
- words related to time, such as first or last. I am able to answer simple problem solving
- questions. I can begin to follow a story without the use of
- pictures When having a conversation, I can use a variety of
- tenses and I use language to describe what I a going to do.
- I enjoy playing imaginatively and can role play about something I have not had first-hand
- I like to play pretend with my peers, taking on different roles and using 'voices' or miming actions with each other.
- I can take part in singing and action rhymes that are familiar to me

Expressive Art & Design

- I can use my own independence to explore various resources and medians
- I enjoy exploring colour and textures and how I can
- 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 like to express myself through movement as I move and dance to music and I sing new and familiar songs.
- I can recall key parts of our termly core texts with little assistance, creating my own props and artwork
- I enjoy making models or creating my own simple instruments from recycled materials. I am starting to appreciate and find beauty in art.
- I can investigate new foods, working with an adult to follow recipes.
- I can explore a range of sound making instruments and try to copy sounds made with them, when shown by someone else.

Personal, Social and Emotional

- I am confident during group activities, showing resilience and some independence.
- I enjoy initiating play with others and like to play in the company of other children.
- I have started to initiate conversations with others and am learning to use words to negotiate rather
- I am able to consider the feelings of others by showing care and concern for them and I am able to understand that my actions can affect others.
- I can tell you how I am feeling as I am aware of my own emotions.
- I have become more confident at asking for help.
- I am able to share my toys or resources when participating in a wide range of activities.
- I am developing a sense of community, meeting people in our local area.
- I understand the importance of boundaries and rules, especially when on trips, outings or at forest school.
- I am aware of how to recognise my toileting needs and act upon this.
- I am becoming more independent with dressing and undressing and can pull my clothes down and up when I need the toilet.
- . Washing my hands is part of my routine and I need minimal reminders to do this
- I show independence during snack and mealtimes as I help to prepare food and pour my own water

Physical Development

- I can demonstrate strength, coordination and balance whilst walking on obstacles of my own creation, as well through play.
- I can confidently use my gross motor skills outdoors, running with changes in speed, negotiating space successfully and landing appropriately when jumping from objects.
- I am beginning to travel with more skill when I play outdoors, carefully travelling over, under and around equipment.
- I can use my gross and fine motor skills at forest school to help me climb, explore and manipulate small natural objects with ease.
- I am mindful to tidy up both in and outside by carrying and transporting toys and resources of different sizes back to their original place.
- I continue to develop my tripod grip, with support, to accurately and carefully make marks or attempt to write letters.
- I can use tools safely and appropriately at forest school with guidance from adults
- I demonstrate good fine motor skills with malleable materials and tools.
- I am becoming more confident at independently cutting straight lines using scissors
- My ability to mark make through various mediums is improving and I am becoming confident at this.
- I am able to attempt to draw a person, remembering to include a head, body, legs and sometimes arms and fingers.
- I am becoming more independent as my fine motor skills develop and I carefully hold utensils to chop up my own fruit and veg at snack time.
- I can copy a simple model that someone else has made, using 6 cubes.







Upper Pre-school Curriculum 2025

Mathematics

- I can verbally count to 10 and beyond within a group and sometimes on my own, making minimal mistakes · I am able to independently and accurately count up to 5, using 1:1 correspondence with
- objects that are similar and placed in a line · When working out how many toys or objects there are, I often recount them before I tell
- · I correctly identify several numbers in our environment.
- · I am experimenting with my own symbols, mark making to create my own numbers and I sometimes write them correctly.
- I am able to recognise numerals of personal significance.
- · I am beginning to subitise up to 3.
- I often use mathematical language during activities.
- · 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 conversations.
 I often talk about size, shape and length and I can answer some questions related to these.
- · I know the names of some 2D shapes and I can recognise some in my environment, occasionally I may count their sides or corners.
- · I build and construct towers and patterns, for example, using loose parts in our forest school site or in the room.
- I am able to share up to 4 objects between 2 people equally, giving one at a time. · I can make two small collections of different items that contain the same amount.
- I like to join in with songs and stories that include counting and often repeat the actions I

Literacy

- I can understand and recall key events within our core texts with increasing detail.
- I have an awareness of sounds and rhyme and I may be able to tell you words that rhyme with each other
- 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' and may be able to copy writing it down too.
- 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 our core nursery rhymes and like to join in with them during group times.
- 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.
- Sometimes I like to use writing in my play, for example, I may pretend to write a list on the whiteboard during role
- I am learning to clap and orally blend syllables in words.

Understanding the World



- I can show confidence through exploration of the world around me, including at our forest school site and on our outings.
- I show an interest in people in our community through visits from people who help us.
- · I am learning about different occupations and can sometimes point these out, naming their job role correctly in public.
- · I can ask questions about our world, I talk about changes and begin to use some observational language like melting and freezing.
- · I can observe changes in the weather and the seasonal differences and can point to some of these changes on outings, at forest school or at group times and I begin to name them.
- I can identify who lives in my home and discuss my family or people who are special to me, with others.
- · I can recognise some similarities and differences in relation to my peers.
- · I show concern for living things and I am able to make observations as plants grow.
- I am learning to care and show respect for the environment I am in, by tidying up and following a routine.
- I enjoy investigating on outings and at forest school, exploring different materials, plants and minibeasts and I can sometimes name them correctly
- I can understand how different cultures around the world may be different to our own.



Funding Options and Costs

Funded Education.

Importantly for you, all Children in this age group will benefit from funded education. This means that either your working parent funding will continue, with up to 30 hours funded per week, or Universal funding. Even if you have not been eligible for working parent funding previously, 15 hours will still be available for your child in the term after their 3rd birthday, with no qualifying factors.

If you have been eligible for Working Parent Funding before your child turns three, this will automatically keep rolling over 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/

We are totally flexible with how children use their funded hours. You can choose to split this between two settings, spread the hours across the full year (30 hours becomes 22.35 hours funded each week) or just limit it to term time only hours. Please speak to Lucy or Sarah if you need additional guidance.

Enhanced Provision Charges

Funding covers only the core elements of childcare.

"Providers...can charge for meals and snacks as part of free entitlement places and they can also charge for consumables, such as nappies or sun cream, and for services such as trips and specialist tuition... Providers who choose to offer the free entitlements are responsible for setting their own policy on providing parents with options for alternatives to additional charges..."

Therefore, for children accessing the funded education, a charge of £10 per day or £5 per half day will be made and invoiced separately.