



Pre-School

# Parent Handbook





IT'S ABOUT  
the JOURNEY  
AS MUCH  
AS THE  
OUTCOME

მისასალმებელი საგზაო ყინტიტონჩა ნიჟიუნი  
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**“At Little Stars Pre School we believe play provides the most important part of a child’s life...”**

### **Everyone is a “STAR” at Little Stars!**

Little stars established in January 2012 privately owned is based on the Mill Primary School site (The Kemnal Academies Trust TKAT), with aim to deliver the best possible education all children within the community. Our dedication stems from one single goal and that is to provide the best possible care and education for you and your child, “Every child deserves the best possible start in life”.

“At Little Stars Pre School, we believe play provides the most important part of a child’s life...”

We understand that choosing a Pre School that is right for both you and your child can be a difficult decision. At Little Stars Pre School, we do our utmost to make this decision as easy as possible.

We provide an excellent level of daily care and education for our children, where they benefit from the attention of qualified and experienced members of staff or are working towards such qualifications. Our friendly, approachable staff value parents / carers views and ideas.

We have a highly motivated group of individuals happy to undertake the latest EYFS training to comply with OFSTED and to proactively participate in an on-going professional development.

Little Stars Pre School aims to provide a safe, secure and caring environment where all children are valued as individuals, developing and growing into independent learners, giving them a sense of belonging and feeling content whilst learning through play.

At Little Stars Pre School, we believe the most effective way to achieve this is to ensure your child is happy. For a child to be happy they need to be busy, and to be busy they need to be engaged in a stimulating environment.

Little Stars Pre School is accessible to all children and families from all areas of the local community.

Little Stars Pre School will admit children anytime after reaching nine months old years old.

Once a child has been offered a place at Little Stars Pre School, a place is reserved. We will arrange a visit for the family to attend. We have found that this helps enormously during this transition.

If you intend to leave Little Stars Pre School, or reduce the hours attending, we require four week’s notice in writing.

We cannot guarantee transition to The Mill Primary Academy School (The Kemnal Academies Trust TKAT)

Admissions through West Sussex School Places

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/>

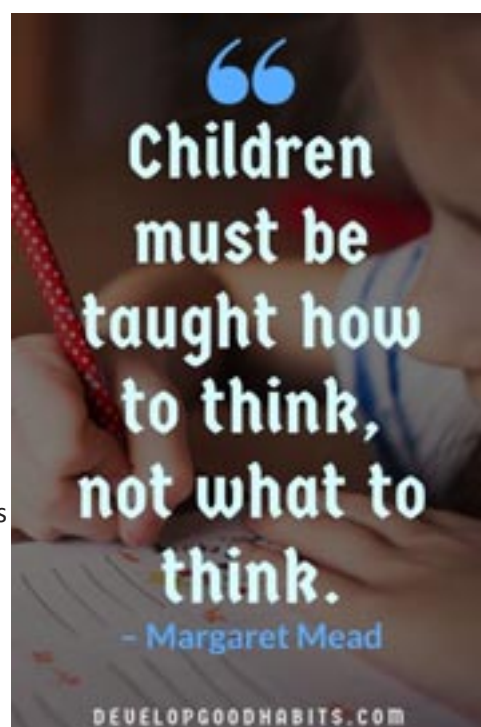
Little stars cannot refund the cost of any session due to absence through illness, hospital appointments or holidays.

Deferring from school policy

Covid please request to see policy

Little Stars Pre School reserve all rights

We operate a consumable charge for all funded hours, this forms part of our terms and conditions.



## Viewing the Pre School

You will be invited to an Induction Day to view the Pre School, raise any concerns and issues you have, and spend time with your child in the Pre School.



## Settling into Little Stars Pre School

Upon starting Little Stars Pre School each child will be assigned a dedicated Key person, this helps the child to settle in quickly with ease.

If your child finds this transition difficult and is distressed by starting Pre School, we will work closely with you to find the best possible solution for them.

We have a parent area where we will ask you to wait until your child feels comfortable to be left.



**The Key Person** role - plays an important part with both the child and the parent/carer alike. There are benefits of having a key person for both parent / carers alike. For the children it provides continuity that is invaluable in helping the child to feel safe, reassured and secure. For the parents it is equally reassuring to know their child is being cared for by a group of people the child knows and is happy to see each day.

The key person's duty will be to monitor, observe and record- Plan-review-do the progress of the child's development whilst ensuring they have fun doing so.

They will plan around the child as an individual taking into account all of the child's needs.

### **Parent/Carer Relationships**

Little Stars Pre School recognises the parents / carers are the first educator of the child's life.

Our staff strive to form a close relationship with the parents / carers by sharing information and being approachable, friendly and available to discuss their child's wellbeing or any concerns that they have at anytime.

Your child's learning journal is available via online tapestry.

Building successful strong relationships between the children, parent / carer will ensure that the child is happy coming to the Pre School.

This will enable them to achieve their full learning potential whilst having fun.

Little Stars Pre School offer play and learn with your child for activities such as cooking, creative arts and any other such activities. Our staff aims to build a trusting and supportive relationship between parent / carers within our Community.



## Languages

Information written and spoken will be clearly communicated in as many languages as necessary. All efforts will be made to provide information in Braille, audiotape, or large print, or whatever the parents / carers prefer / need.



## Uniform

There is no insistence upon your children wearing uniform in Little Stars Pre School. T-shirts and sweatshirts, with the Pre school logo are available and we hope that children will wear them.

(Price lists and order forms are available from the office)





# Safety

At Little Stars, staff take all children's safety very seriously. At the beginning of each session all parents / carers will need to bring their child into the Pre School's main room. This will be locked to ensure your child is kept safe and in a secure environment.

The front entrance doors will also be locked during Pre School hours. If you need to collect them early you will need to sign them out at the office. If no one is available, please ring the bell. We will also ask you to fill in a password form. If you wish for someone else to pick them up, they **MUST** know the password otherwise we will not allow them to collect your child.

Fire Drills will be carried out regularly. We call this the "Book and Whistle game", so all children are made aware of the procedures that happen during this time.

**Please keep all exits clear from obstruction such as NO buggies, bikes and scooters are to be left on site at anytime.**



**No parking on The Mill Primary site at anytime. We operate a strict no parking policy on site, unless you require disabled access, as this is for the safety and wellbeing of your children.**



## Equal Opportunities



Little Stars Pre School, believes that no child, individual or family, should be excluded on the grounds of gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief.

**Fundamental Values are promoted throughout the curriculum at Little Stars Pre-School**

Believe in yourself you can do it!

Show you know right from wrong,  
kind hands, kind feet kind words.

Contribute to your Pre-school community

Respect those who keep us safe teachers, fire services, ambulance services and many more!

Accept other people's beliefs and ideas and celebrate each other and each other's differences.

These four fundamental values:

- Democracy.
- Rule of Law.
- Respect & Tolerance.
- Individual Liberty.
- Admissions to Little Stars Pre School are open to every family in the Community.



All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination.

Appropriate opportunities will be given for children to explore, acknowledge and value similarities and differences between themselves and others.

Resources will be chosen to give children a balanced view of the world around them and an appreciation of the rich diversity of our multi cultural society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Little Stars Pre School believes we are all individuals and that all children are unique and special, and that it is important to recognise the individuality of each child.

At Little Stars Pre School we aim to promote an inclusive environment where all children, whatever their needs, can learn and develop in a happy, caring and educational environment. Children with additional educational needs (SEND) who may have difficulties or disabilities that make it harder for them to learn than their contemporaries they, may need extra support in areas of their development such as communication, physical skills, learning or behaviour. Early identification is essential in order to support your child and help them to achieve. It is important that parents / carers work in partnership with Little Stars Pre School to achieve the best outcome for your child.

Little stars aim to adapt through a detailed curriculum, planning and organising our routines, activities, resources and the environment to maximize and allow all children to participate in our Pre School to reach their full potential.

The Pre School has wheelchair access.

Parent Information

<https://www.westsussex.gov.uk/search-results/?s=sen%20information>

<https://www.scope.org.uk>

<https://www.carerssupport.org.uk>

West Sussex Early Help – provides many services centered around advice and support to children, families and young people from birth to 25 with special educational needs or disability. They also support the children and young people themselves to think through their views, wishes and aspiration. The service aims to encourage partnership between parents, their child's school, the Local Authorities, and other health and care agencies.

For more information visit west Sussex local offer website. Speak to Little Stars leaders who can also support.



IF A CHILD CAN'T LEARN  
THE WAY WE TEACH,  
MAYBE WE SHOULD  
TEACH THE WAY THEY  
LEARN.

- IGNACIO ESTRADA

KIDActivities.net



Little Stars Pre School strive to meet the needs of children with Special Educational Needs and are supported by the Local Authority to ensure all children, regardless of their specific needs, make the best possible progress in Pre School and with transition on to School. All Pre Schools are supported to be as inclusive as possible, with the needs of children with Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

**How does Little Stars know if children need extra help and what should I do if I think my child may have special educational needs or disabilities??**

Birth to five matters

What to expect when <https://www.foundationyears.org.uk/wp-content/uploads/2019/01/What-to-Expect-When-2018.pdf>



**At Little Stars every child is treated as an individual and staff are experienced in observing, assessing and planning next steps for children.**

If you have concerns regarding your child, you should speak with the Manager who will always liaise with the team and SENCO (Special Education Needs Officer) West Sussex Early Years adviser referral to children and families Centre Early Help Plan and Health visitor with your consent.

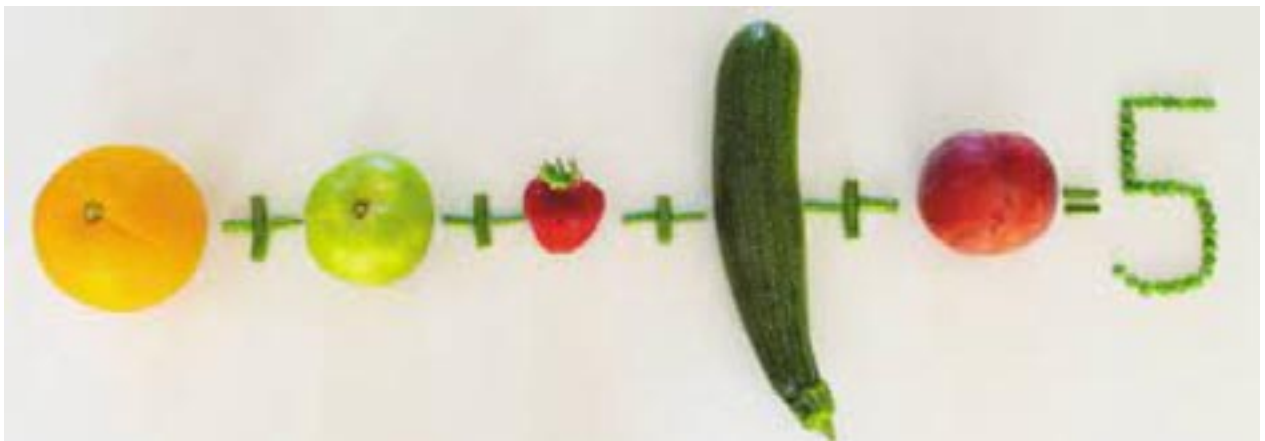
Every child has its own Key Person who will work closely with your child and you. They will make next steps plans for your child, based on your child's interest, which they will share with you. In addition, the SENCO will make a specific play plan focused on your child.

# <https://fivetothrive.org.uk>

The five to thrive building blocks describe a sequence of relational activities that build healthy brains in young children and maintain healthy brain function throughout life.



Along with the five a day healthily diet. Gives your child the best start in life. What children eat and drink during their early years can affect their health for many years to come. General eating habits are formed in the first few years of life, so it is important that we encourage our children to eat nutritious food.



### Child's area of need, which they will share with you.

Little Stars Pre School will call upon West Sussex Early Years Adviser who come into Little Stars and suggest strategies that will support your child. You will be invited to be part of their visit.

### How will the curriculum be matched to my child's needs?

Every child will have an individual learning plan made for them, based on the curriculum. They will also have a Learning Journal, which will contain observations and photographs of your child to support the staff to assess and make plans to progress your child's development.



Parent/carers are welcome to see your child's Learning Journal at any time we have regular meeting to discuss progress and concerns.

### The characteristics of effective learning:



The four themes of the EYFS underpin all the guidance- within the statutory framework. The document - Five to thrive and Development Matters shows how these themes, and the principles that inform them, work together for children in the Early Years foundation stage.

**How will both you and I know how my child is doing and how will you help me to support my child's learning?**

We work in partnership with families using tapestry online journal, termly telephone calls. Face-to-face consultations Via email **plans will be shared with you as they are developed and assessed for progress, in plan, review, do.**

At Little Stars Pre School we operate an open door policy and are always available to spend time with parents to discuss their child's progress and development, and to help you support your child.

**What support will there be for my child's overall well being?**

Staff are very experienced and are able to access additional support from the West Sussex Early Years Childcare Adviser EYCA.

Should your child require prescribed medication please speak to senior team, who will be able to discuss how Little Stars can support.

We promote positive behaviour and staff are trained to support this. Should your child display unwanted behaviour then we will work with you and your child to provide a consistent and planned approach to improve their behaviour. Your child will be involved in the development of this approach.

**What specialist services and expertise are available at/or assessed by the early years setting?**

Whilst our Pre School does not offer specialist services, we are happy to work alongside specialist involved with your child and they are welcome to visit your child at the setting.

We work closely with Health visitor and other professional bodies.

The additional needs of most children and young people (CYP) can be met by inclusive quality first teaching and reasonable adjustments from the funding and resources that are already or 'ordinarily' available in their mainstream school or setting. This is known as 'Ordinarily Available Provision' 'tool for school

<https://westsussex.gov.uk/funn>

The SEN Code of Practice, 2015 links high quality teaching with ordinarily available provision, explaining in para 6:15 that "...higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support".

It is important to acknowledge the vital role that all staff can play in terms of early identification of need, providing accessible learning and reflective practice that are the foundations of 'Assess, Plan, Do, Review' (also known as the Graduated approach) for Children Young People with SEND.

- reasonable adjustments that can be made through quality first teaching for all children This includes adaptations of the environment and provision to support Learning and Development in schools and settings.
- more tailored approaches for individual CYP which schools/settings could 'ordinarily' make to meet the child's needs – these have been organised under the four areas of need as defined in the 2015 SEN Code of Practice.

**What training has the staff, supporting children with SEND, had or having?**

Staff monitor speech language and communication, early language identification measure (ELIM) working with the Health visitor, building blocks, Elkan, including all children, let's get talking, helping children to think, linking letters to sound, language and development, working with vulnerable families and autism awareness, positive behaviour, speaking clearly, SENCO and Inclusion coordination training. English as an additional language training and continuously training the SENCO regularly attends SENCO network meetings.

The Staff at Little Stars are continuously updating their training.

**How will my child be included in activities outside the Early year's settings, including trips?**

**All children are welcome to attend trips.**

Prior to the trip, the Pre School will discuss with parents the best way for their child to access the activity and a risk assessment will be undertaken. Additional staff where possible to be included to give 1:1 attention and support to the child.

**How accessible is the early years environment? (Indoors and Outdoors)**

Our building and toilets are wheelchair accessible. We are happy to work with families to access any specialist equipment needed. We use visual timetables to support routines and communications.

### **How will Little Stars Pre School prepare and support your child to join the early years setting, transfer to new setting / school?**

The Pre School is able to offer flexible entry where children can attend for limited times/sessions, with or without their parents as required, and where there is a need, parents and children can make several visits prior to starting. The type of entry is dependent on the need of the individual child.

When transferring to School the Pre school will liaise with the school to arrange the best transition for your child, this could include meetings with the school and parents / carers to discuss the best strategies to support the transition in several visits to the school by you, your child, and teachers visiting the Pre School, photographs of the school and teachers. The local Early Years childcare advisor are also able to support school transitions until the end of the first term at school.

### **Home learning**

What can I do?

You'll find some short videos and simple, fun activities that you and your children can do together. We've broken down the activities by age, but no one knows your child better than you do.

So you could pick and choose the ideas that feel right for you, adapt our suggestions or even Come up with your own

<https://hungrylittleminds.campaign.gov.uk>

<https://ican.org.uk>- Lots of resources to support communication

<https://literacytrust.org.uk> Website free leaflets and communication for young children

<https://foundationyears.org.uk/2019/09/resources-for-parents/> information, videos links

Little Stars will send you ideas, home learning packs, you are always welcome to take home story sacks and books, videos and toys. <http://littlestars-preschool.net> home learning

### **How will Little Stars Pre School resources have allocated and matched to the children's special educational needs?**

Little stars are able to apply for funding from West Sussex County Council Inclusion Team to enable the Pre School to staff to work with your child more closely if needed. Little stars can apply for a bursary to purchase specialist equipment or to access specific training for staff.



### **How is the decision made about what type and how much support my child will receive?**

Initially the Pre School Manager and SENCO will meet with you to discuss your child's needs. The Pre School may ask for your consent to ask for the Inclusion support at this stage or make referral for Enabling families, EarlyHelp. A plan will be developed involving you for your child's transition in to Little stars , and support will be put into place. Once your child has started, a Play Plan or Individual Educational Plan will be made which you will be involved with. This will be regularly reviewed and monitored.

### How are parents involved in the early years setting? How can I be involved?

As a community Pre School, we are happy to have parents involved with the group. This could be a parent / carer helper (and does not have to be on a regular basis). We are always pleased to have parents / carers stay for a session or part of a session to play with the children.

### Who can I contact for further information?

More detailed information is available in our policies, specifically our “Achieving Positive Behaviour”, “Diversity and Equality”, “Supporting Children with Additional Needs” and “Working in partnership with outside agencies”. All our policies you can find out more in speaking with Little Stars senior staff..

### What our daily session at Little Stars Pre School look like....

|           |                                                                                    |
|-----------|------------------------------------------------------------------------------------|
| 8:45am    | Arrival of children, Welcome into Pre School, Self Register                        |
| 9:10am    | Adult Led activities by Key person, inside/outside free flow.                      |
| 9:10am    | Rolling Snack Time with story and songs, talk about the weather, days of the week. |
| 10:00am   | Free Flow play inside/outside. Adult Led activities with Key person.               |
| 11:30am   | Show and Tell Time.                                                                |
| 11:45am   | Story/Rhymes/Music Time                                                            |
| 11:45am - | Time to say Goodbye.                                                               |
| 11:45am - | Lunch time                                                                         |
| 12:15pm   | Arrival of children, Welcome into Pre School, Self Register.                       |



|         |                                                                                    |
|---------|------------------------------------------------------------------------------------|
|         | Free Flow play.                                                                    |
| 12:30pm | Adult Led activities by Key person, inside/outside free flow.                      |
| 12:30pm | Rolling Snack Time with story and songs, talk about the weather, days of the week. |
| 1pm     | Free Flow play inside/outside. Adult Led activities with Key person.               |
| 2:30pm  | Show and Tell Time.                                                                |
| 2:45pm  | Story/Rhymes/Music Time                                                            |
| 2:45pm  | Time to say Goodbye.                                                               |

We are open Monday to Friday term time, session times:

AM session- 8.45am- 11.45am

PM session 11.45-2.45pm

All day session 8.45am -245pm

Transition into Pre School - settling in session will be offered at reduced hours until your child has settled.

### What my child will do at Little Stars Pre School

Every session, activities are changed to stimulate and engage the children in playful and fun activities to make sure they have fun, with in the moment planning, following your child's interest to can achieve their full potential.

We offer different resources from play dough, modeling, making, role-play, baking, puppet, story, rhythms, rhymes and music, computer and much more! The outdoor environment is enriched with fun resources encouraging children's physical development and creating learning.





### At Little Stars we use Tapestry

Is an easy –to –use and secure online journal helping staff and families celebrate their learning and development, please log in regularly. You will be sent an email notification from tapestry to activate their subscription when your child joins at Little Stars. Together we can share learning activities and ideas linking learning to follow your child's interest. Little Stars Pre School evidence's children's learning and development from the Early Years Foundation Stage (EYFS)

Little Stars Pre School maintains a 'Learning Journey' for each child in attendance.

Tapestry records include photographs and videos of the children, written observations of the children as well as comments shared by parents / carers. The aim of this is to build a portfolio of achievements for each child attending and document their developmental progress through the EYFS.

This is a safe and secure system and one that enables parent / carers to access and contribute to their child's learning journey from home, on joining the setting parents will be sent a link to activate their subscription. Parents logging into the tapestry system can only access their own child's learning journey. Parents may upload new observations and photographs as well as comment and like observations and photographs uploaded by the setting, learning will be shared via the setting to parents such as "shapes of the week", story time.

### Non-Payment

Parents/carers must pay two weeks at the start of term, always paying a week in advance.

**Little Stars fees list is available from the office.**

**It is our policy that we do not allow for late fees this will result in your child's place being withdrawn**

### Late collection

If you are going to be late you must inform us.

After 10 minutes, charging will apply this is our policy as two members of staff have to stay behind to look after the child.

### Uncollected

After half an hour we have to contact the local authority Children's Social Services team.

### Missing child

The member of staff who discovers the apparent missing child will alert the rest of the staff. All inside and outside areas will be thoroughly searched, ensuring all gates are still secured. The Mill Primary Academy School will also be notified.

Then the Police will also be informed, and another member of staff will contact the Parent/Carer.



# Funding

## Overview

From September 2025 applications opened for the new 9th months old funding for working families. This offer is available for those who work the equivalent of 16 hours at the national minimum wage, or more per week.

If you apply for your code early in the year, please be aware that your code may need to be re-confirmed before 31 March for the Summer term, which starts on April . For further information and to apply, visit the Childcare Choices website.

Free childcare (also known as Funded Entitlement) is provided by the Government. It allows some nine months olds access to free, good quality, flexible early education or childcare.

**For further information for government funding please follow the link below**

<https://www.westsussex.gov.uk/information-for-childcare-providers/early-years-funding/>



Parental Guide to the Early Years Pupil Premium for eligible The Department for Education (DfE) is introducing an Early Years Pupil Premium (EYPP) for eligible children This is an exciting initiative for children whose parents/carers meet one of the following criteria:

This initiative has the potential to make a big difference to the attainment of children. Providers will receive additional funding to ensure that children are ready to succeed at Pre School, have excellent foundations for learning and are equipped well for achievement in life, no matter what their background.

If you are applying for the EYPP because your child has been adopted from care you must let your provider have evidence of the adoption (please note that sensitive information should be hidden). Information who will carry out the necessary checks to ensure that your child is eligible for the EYPP funding. Should the checks show that your child is not eligible you will be contacted to check the information received is correct. Please be aware that economic eligibility criteria will need to be checked again in the September of the academic year.

EYPP funding is paid direct to the setting to improve your child's learning experience; there is no monetary value for parents. The funding cannot be used to book additional hours at the setting.



Failure to complete the funding form and provide a copy of your child's birth certificate by the headcount date, will result in funding being withdrawn and an invoice at the funded rate will be issued by Little Stars Pre School.

If funding is refused for a child by County Hall for any reason, parents/carers will be liable to pay fees in full. Parents / carers of children who do not attend for a minimum of 80% in a single term may be asked to reimburse the Pre School if County Hall Education Finance and Business Team declined. \*\*

#### **Absence Terms and Conditions for Funded Placements**

All fees will be claimed in each period without exception.

In the event of a long-term absence, please contact the manager.



#### **If Little Stars is refused funding for a child, from West Sussex for any reason parents, guardians or carers will be liable to pay full fees within one month.**

**Fees Applicable to Children who have Exceeded Funded Sessions between Two Settings** If you use more than one childcare provider and your child attends more than 15 hours per week in total, you will be charged at the funded rate. We base the Pre School fees on an hourly rate.

See the hourly charges.

This is available from the office.

**Terms and Conditions - When accessing Funded Hours from Government** Children who take up their full funded hours with our contribution consumables charge

**Parents/carer are responsible for ALL fees in the event that funding is withheld for any reason including loss of eligibility**

Little stars operates a contribution consumable charge for all funded hours, this forms part of our terms and conditions.

This will cover; but not an exhaustive list items such as: art and craft materials, tissues, wet wipes, snack time foods, health and hygiene products etc

Website: [west.sussex.gov.uk/FundedChildcare](http://west.sussex.gov.uk/FundedChildcare)  
Email: [family.info.service@westsussex.gov.uk](mailto:family.info.service@westsussex.gov.uk)  
Phone: 01243 777807  
Write to: Early Years Funding Team  
Children, Young People and Learning  
County Hall  
Chichester  
West Sussex  
PO19 1RQ  
Facebook: @FISWestSussex  
Opening Hours are Monday to Friday 8am to 6pm



The Early Years Foundation Stage (EYFS) is the curriculum for Early Years provision registered with OFSTED. The curriculum not only sets out the education criteria for the learning and development of babies and children up to the age of 5 years, it also shapes the high standard of practice; its central aim being to help young people achieve.

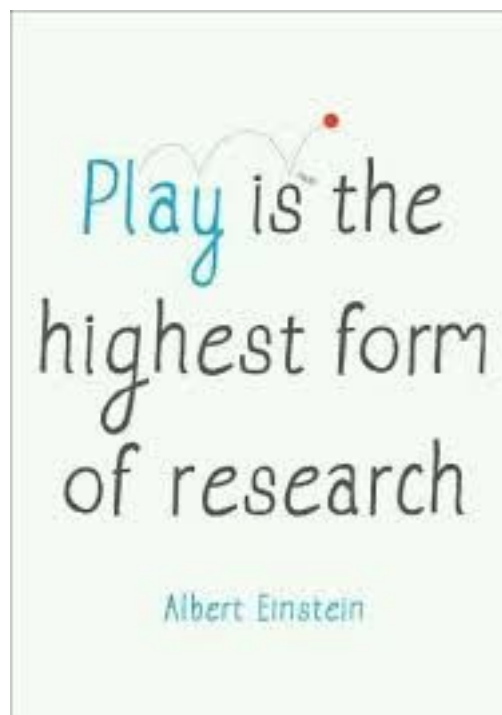


“Every Child Matters” 2008 provides the following outcomes

- Staying Safe
- Being Healthy
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well Being

It is a framework that Little Stars Pre School embraces whole-heartedly with activities, resources and staff training, through to policies, practices and leadership.

A child’s experience in the Early Years has a major impact on their future life. When parents choose their Early Years Services, they want to know that the provision will keep their children safe and help them to thrive.



The Early Years Foundation Stage is the framework setting the standard for learning, development and care for children birth to five this assurance provides.

1. The EYFS seeks to provide:
  - **quality and consistency** in all early year's settings, so that every child makes good progress and no child gets left behind
  - **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
  - **partnership working** between practitioners and with parents and/or carers
  - **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported
  -
2. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:
  - the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
  - the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
  - **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)
  -
3. The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

#### Overarching principles - characteristics of effective learning.

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. "the characteristics of effective teaching and learning"
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

#### The learning and development requirements

The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.



These are the **prime areas**:

- communication and language
- physical development
- personal, social and emotional development

The **specific** areas are:

- literacy
- mathematic
- understanding the world
- Expressive arts and design

## Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

## Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

## Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



## **Progress checks**

All children from nine months onwards, practitioners will review their progress and provide parents and/or carers with feedback of their child's development.

This progress check point must identify the child's strengths and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving other professionals Health visitor, specialist health visitors or specialist nursery nurses, speech and language therapist child development Centre.

The summary must highlight areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability).

It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three, it is expected that the progress check would usually be undertaken by the setting where the child has spent the most time, Its extremely important to let us know if your child is attending dual placements.

Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home. Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor, and/or a teacher (if a child moves to school-based provision at age three).

Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. It should be provided in time to inform the Healthy Child Programme health and development review at age two whenever possible (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit). Taking account of information from the progress check (which reflects ongoing, regular observation of children's development) should help ensure that health visitors can identify children's needs accurately and fully at the health review. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals, if they consider this would be helpful.

## **Book Trust**

Early reading with your child It's never too early to start! Sharing books with them – they might not understand the words, but they will love cuddling up, hearing your voice, and looking at the pictures.

Bath, book, bed is an app from book trust that is available to download to help support and promote calm bed and sleep times.

## **Toothbrushes program - Working in parent-partnership promoting oral health**

Supervised tooth brushing programmes focus on oral health advice and education to teachers by trained professionals together with the distribution of continuous free toothpaste and brush packs for daily brushing in the early years. They form part of Public Health England's recommendations for an effective strategy to prevent early childhood decay.

**Dental Wellness Trust Live Smart supervised toothbrushing programmes have been operating in schools and nurseries <https://Little Stars work in Partnership to promote this at home and in the Pre School>.**



## Food

We will work in partnership with parents to meet the needs of our children's cultural differences with respect to food. Unfortunately due to Little Stars healthy eating policy no sweets or cakes may be brought in for celebrations.

Little Stars request that you provide healthy lunch boxes that do not contain fizzy drinks, sweets or any product containing nuts.

Grapes, olives, cherry tomatoes, should be cut length ways so that they can be passed ealiers through the throat.

If your child has any known allergies you must report this on you enrollment application form. Should your child develop any allergies you must immedialely inform Little Stars.

We will use Early Years Foundation Stage Development to teach respect of cultural differences.

Due to the food hygiene regulations of September 1995, we have adopted the following:

As the re-heating of food is regarded as unsafe, Little Stars will only serve your child food that does not require heating



## Keeping Healthy

Little stars promote keeping healthy eating and healthily choices lifestyle.

<https://www.nhs.uk/change4life/food-facts/sugar/sugar-swaps-for-kids>

Teaching the children about good hygiene washing hands aftergoing to the toilet and before rolling snack bar, cleaning their nose and covering their mouths when coughing or sneezing, brushing their teeth.



## Nappies and Toilet Training



If children are still in nappies: we will change them- but you must provide nappies and wipes in a named bag. We will assist and encourage your child with toilet training while going through this transition and work closely with you to support your child transition.

<https://www.nhs.uk/conditions/pregnancy-and-baby/potty-training-tips/>

### Procedure for children with sickness or infectious disease

We ask parents / carers to inform a member of staff if their child has any illness, so that we can display a sign to inform parents / carers, staff and visitors that we have had a case of that infection or illness in Pre School.

This allows other parents / carers to be on the look out for symptoms in their child.

Children who are unwell with an infectious disease should **NOT** attend Pre School and they should **NOT** return until the risk of passing on the infection has passed.

If your child has suffered from sickness or diarrhea in the previous 48 hours, they will not be allowed to attend Pre School. See Well child policy

Where there is a risk of an epidemic or pandemic in the Community, we will at all times follow the advice of the Health Protection Agency, including closing the Pre School if necessary to prevent the spread of infection.

If any child or adult at the Pre School contracts a notifiable disease, we will inform Ofsted and follow the advice given by the Health Protection.

Covid- We follow the latest Government guidance.

### Infectious Diseases

<https://www.gov.uk/topic/health-protection/infectious-diseases>

Parents should inform the Pre School if their child has been diagnosed with an infection like

Measles,

Chickenpox, a

serious stomach

complaint or a

contagious infection.

They **MUST** inform the

Pre School if their child has

had Rubella (German Measles)

in case they have been in contact with anyone in the early stages of

pregnancy.





### Head Lice

Head Lice are not dangerous and having head lice certainly doesn't mean your child has dirty hair. Please check your child's hair regularly every day when brushing or washing your child's hair. If you suspect head lice please let us know so we can inform other parents / carers to check their children's hair.

We understand and may be able to offer advice on treatment.

<https://www.nhs.uk/conditions/head-lice-and-nits/>

### Medical Conditions



If your child has a specific medical condition that may require emergency treatment: (For example epilepsy or if your child is allergic to Bee Stings or has an Epi-pen)

**YOU MUST** inform Little Stars, so we can arrange for a suitably qualified medical professional to train the staff in dealing with the condition.

**Please complete the forms when starting Little Stars Pre School.**

### Accidents

Any accidents that occur during Pre School will be recorded in the accident book.

You will also be asked to sign Little Stars accident book.

In the unlikely event of any serious accidents, you will be contacted immediately. If we are not able to contact you, a member of Little Stars will contact the emergencies services.

**Mobile Phones are prohibited in Little Stars Pre School.**



### Camera Policy

Photos only to use for personal use at events not to shared on face book or social sites. No mobile phones are to enter the setting during normal sessional hours.

**Working together to safeguard children.**

**Keeping Children Safe in Education**

Smoking is strictly prohibited at the site of Little Stars Pre School and on The Mill Primary Academy School site.



**We operate a zero tolerance to abusive or threatening behaviour on the school premises**

- All members of the Pre School community have a right to expect that their Pre School is a safe place in which to work and learn.
- Violence, threatening behaviour and abuse against school staff or other members of the Pre School community will not be tolerated. There should be zero tolerance of such behaviour within the school grounds.
- Where such behaviour does occur, action will be taken to deal with the person or persons concerned.
- Any defamatory comments on social media (ie facebook, twitter) parents / carers need to speak to the setting first should there be any complaint and any public domain could be libelous.

**Please ask to see the policy on excluded from Pre School and School premises.**



**General Data Protection Regulation – Parent/Carer information**

Little Stars follows the **General Data Protection Regulation** (GDPR) is a legal framework that sets guidelines for the collection and processing of personal information from individuals.

Please help to keep your child's records up to date by informing us of any change of circumstances.

Rights to see your child's records if you wish. Please request in writing at the office if you would like further details. An appointment will be required.

The Children Act 1989. Education Act 2002. The Education (Child Information) (England) Regulations 2005. The Children and Young Person's Act (2008). The Designated Teacher (Looked After Pupils etc.) (England) Regulations 2009

Children and Families Act (2014). The Counterterrorism and Security Act 2015.

Working Together to Safeguard Children (2018):

Keeping Children Safe in Education (DfE 2020):

**Keeping children safe in education: for schools and colleges** Behaviour policy, Friendship and anti-bullying policy.

**Safeguarding**

The purpose of this policy is to inform staff, students, parents / carers, and volunteers, about the Pre Schools responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

Staff takes seriously their responsibilities to safeguard and promote the welfare of children in their care.

We recognize that all adults working at the Pre School whether permanent, temporary or training have a full active part to play in protecting children from harm and that a child's welfare is our paramount concern.

All staff members know that our setting should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child. Staff working with children are advised to maintain an attitude of "it could happen to a child we know" where safeguarding is concerned. When safeguarding about the welfare of a child, staff members should always act in the interests of the child.

We work together with all multi agencies to ensure better outcomes for children and families

In certain circumstances we will share these concerns in accordance with the Local Safeguarding Children's Board Procedures. This means we will contact the **Multi-Agency Safeguarding Hub (MASH)** in West Sussex. They will make a decision as to whether the concern warrants further assessment or investigation. MASH is the first point of contact with children's social work services.

### At Little Stars we will:

- Support the child's development in ways that will foster security, confidence and independence.
  - Provide an environment in which children feel safe, secure valued and respected. One in which they feel confident and know how to approach adults if they feel worried about being listened to.
  - Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the Pre School contribute to assessments of need and support packages for those children.
  - Maintain good levels of communication between all staff and other agencies.
  - Regularly review a structured procedure within the Pre School which is followed by all staff in suspected cases of abuse.
  - Develop and promote effective working relationships with other agencies, especially police and children's services.
- Ensure that all adults at our setting have substantial access to children have been recruited checked as to their suitability with keeping children safe

### We do this by:

- Having review meetings
- Having clear procedures and actions to follow when handling suspected cases of abuse children.
- Having a clear induction procedure for new staff.

Little Stars Pre School operates according to the local safeguarding board, to comply with the welfare for the child. **"Working Together to Safeguard Children"** and **"Keeping Children Safe in Education"** Little Stars Pre School is responsible for liaison with local statutory Multi Agencies Safeguarding Hub and with the Local Safeguarding Children's Board.

### Safeguarding GDPR

It is important to remember that the UK GDPR allows for data to be shared without the subject's consent when necessary to protect a child from neglect. The Data Protection Act 2018 allows all organisations to protect data for safeguarding purposes lawfully without consent if necessary, for the purpose of:

- Protecting an individual from neglect or physical and emotional harm or
- Protecting the physical, mental or emotional wellbeing of an individual

This covers situations where a child may be at risk of significant harm due to neglect or abuse and also applies to referrals made to the local authority for any child considered to be a "child in need".

Practitioners will follow safeguarding procedures at all times.

### EYFS

The Statutory Framework for the Early Years Foundation Stage requires Pre Schools to have a safeguarding policy and procedure which includes the use of mobile phones and cameras in the Pre School to minimise the risk of inappropriate sharing of images – please see Mobile Phone and Camera Policy.

### Parents

Parents are encouraged to share minor problems with their child's key person or appropriate member of staff. If appropriate, the problem will be taken to and dealt with by the manager. Problems of a more serious nature should be raised either orally or in writing with the manager.



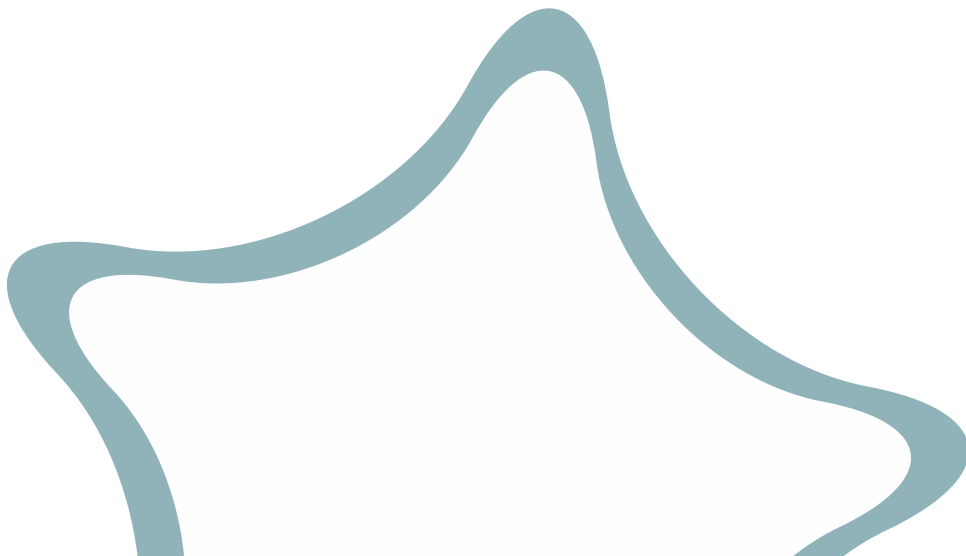
**If you require Policies: please speak to a member of the Little Stars team.**



### **Transition from Pre School to School**

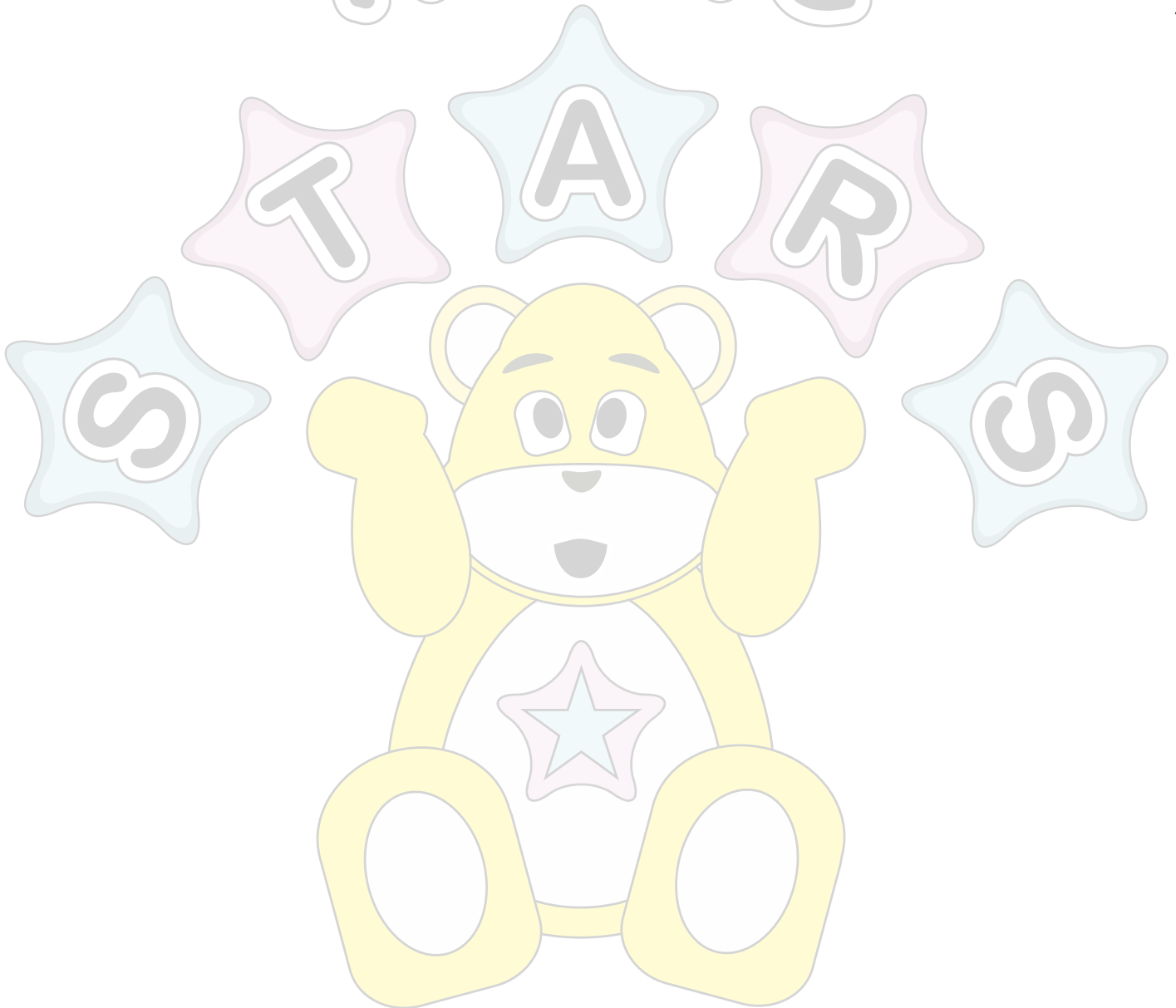
We endeavor to work alongside all local Primary Schools and involve parent, carers & families this will help to ease pressures that come during transition.

If require more information, please do not hesitate to contact us:  
[office@littlestars-preschool.co.uk](mailto:office@littlestars-preschool.co.uk)



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Pre-School

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