Scotforth Breakfast & After School Club

Early Years Parent/Carer handbook

Updated Jan 2024

Introduction

During Breakfast and After school club we will deliver the Early Years foundation Curriculum by supporting children in Nursery & reception class to develop the characteristic of effective learning within in the prime and specific areas.

The prime areas Include

Personal, Social and emotional development – Self -Regulation, Managing Self, Building Relationships

Physical development- Gross Motor Skills, Fine Motor Skills, Health & Self Care

Communication & language – Listening and attention, Understanding & Speaking

The specific areas Include

Literacy – Comprehension, Word Reading, Writing

Mathematics – Numerical Patterns

Understanding the world - People and cultures, the world. Past & Present

Expressive Arts and Design – Exploring and using media and materials, being imaginative and expressive.

Although we will no longer closely track children's learning outcomes. We thoroughly support children by reinforcing learning within the prime & specific areas throughout all of the activities we provide.

Settling In:

All children are different when it comes to settling into a new setting. Sometimes adult and child pre visits to the club before attending is all that is needed to familiarise them with our play environment and understanding who their keyworker is.

However sometimes children need a little more time to adjust to the transition. In this case we will work closely in with parents and nursery or the reception class teacher to share information as to what may help children settle.

Most often smooth transitions can be achieved by:

- Children being introduced to the settling before the start date
- Children becoming familiar with their keyworker
- Information sharing with parents through your child's daily diary

- Completion of 'all about me booklets' from home & during the first week that children attend with us
- Children familiarising themselves with our daily routines
- Older children acting as buddies, to look out for reception children attending breakfast & after school club which is continued and consistent throughout school

Your Child's Keyworker

Your child will have a designated Keyworker who will take care of individual planning and assessment. All early years children are cared for in the school Reception or Nursery class where toys are equipment is best suited to their needs and our professional early years staff are at hand to deliver activities and continuous provision while recording information which provides us with knowledge of how to plan for children's individual needs.

Emma Todd- Bryce or Claire Boulton will be your child's keyworker and will be your first point of contact at the club.

Emma Todd-Bryce & Emma Flynn will oversee early years planning and care during breakfast club. Emma also works as the level 4 teaching assistant working with Nursery & reception children in school so we are fortunate enough to provide continuity of care for children.

Daily Routine:

- ***3.10pm*** – Reception children are met in their classroom and registration takes place from the Early Years Unit or the KS1 classrooms
- ***3.30pm – 4pm*** – We begin the afternoon with circle discussion time, introduction of daily theme/ show and tell & story time.
- ***4.00pm- 4.30pm*** - Targeted play activity, based on theme or individual child targets + Rolling snack
- ***4.00pm – 5.00pm*** – Continuous freeplay provision (children choose)
- ***5.00pm – 6.00pm*** –Tidy up and outdoor freeplay in Early years Playground

Please note: Young children toward to end of the day from 5.30pm may play out with older children during quieter periods.

Activities:

The daily activities we provide include circle and story time, one structured activity and a mixture of indoor and outdoor continuous provision freeplay . Our structured activities most often relate to a theme or curriculum topic, (e.g Harvest, health, people who help us, families & cultural festivals) or they can be in response to child's wishes or needs. For example, where we have identified through observation and assessment that children are

enthused and enjoy certain activities then we will plan to extend and develop activates that create new and exciting learning experiences through play. Where we identify that children are struggling with certain areas of development we will purposely create opportunities for children to practice skills. Our weekly themes will be displayed on the daily wipe board near the register along with snack details.

Our areas of continuous indoor and or outdoor freeplay provision include, Role play & dressing up, **Malleable play** such as play dough, foam, mud, oats, plastercine etc. **Construction** such as lego, building blocks, stickle bricks. **Creative & mark making**- painting, printing, drawing, colouring, gluing and sticking, **IT & quiet corner** – computer screen for interactive games or dancing, books, cushions and blankets, **Small world** – Cars & vehicles, farm & zoo animals, Insects & butterflies, snakes and reptiles, dinosaurs, play mobile, dolls house & people, dolls and clothes, action figures. **Sand & water play** and **Physical play -** outdoor bats & balls, hoops, skipping ropes, hoppers, skooters, building bricks & blocks and **outdoor heuristic play** – natural stones, mud, bricks, logs, sticks, fine gravel etc

Snacks:

Every day children are provided with snacks all of which provide at least one portion of the recommended 'five a day'. Our daily snack is displayed on the wipe board near the register for all parents to view and individual record books will give an overview of what children are enjoying while in our care.

Snacks always include fruit and raw vegetables and often include pitta breads or wraps, hummus and dips, grated cheese, yoghurts, cereals and sandwiches. We do not provide cooked or cold meats, biscuits, sweets or other food high in fat and sugar. This sort of food would only rarely be provided during a celebration, as a result of a cooking activity or during our holiday playschemes. During snack-time we establish healthy hygiene routines and promote good manners & independent skills with pouring drinks, handing out cups & plates and washing dishes. Children choose when they would like to come for snack, sit around tables, are encouraged to be sociable, listen to others and chat with friends and their keyworker.

Partnerships with parents:

The EYFS establishes the importance of parents as children's first and most enduring educators. Where parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning. An effective 2 way flow of information, knowledge and expertise between Breakfast & After school club and parents is essential *for* the identification of children's learning needs and to ensure a quick response to any area of particular difficulty.

When working with parents and families we are committed to respecting diversity, communicating effectively, providing role models and positive images, offering support and responding to feedback.

Parents can share information with us through:

- All about me booklets
- Your child's daily record book
- Completing the planning for children's interests form (each term)
- Registration on the IPAL system
- Medical forms
- Keeping us up to date with any changes at home
- Daily Informal discussion
- Wow cards reporting your child's achievements at home

- **We will share information with parents through-**
  EYFS Handbook
- Parents meetings
- Newsletters /emails
- Leaflets
- Sharing club policies and procedures on the website and via email
- Notice boards
- Displays
- Posters
- Accident and Incident forms (electronic via the Ipal system)
- Informal discussion & daily feedback

Information sharing:

In addition to sharing information with parents, where children have received education and care in other settings we may share relevant information with each other. Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and learning and promotes their welfare. For children who attend Breakfast & After school club, school or nursery class is their primary provider of the Early Years Foundation Stage. The role of Breakfast and After School club is to complement what school & nursery provides not to replicate it. As *such,* we have established links with the Foundation Stage class teachers and teaching assistants in order to promote a 2 way flow *of* information, knowledge and expertise.

In practice this process involves:

- Weekly information exchange using your child's daily record book to comment. The last day of the week your child attends we will complete a weekly report for you to read. If parents could then share their comments with us and or sign to say they have received our comments it would be very helpful.

- Completion of WOW cards when your child achieves something at home, e.g, using a knife and fork correctly, riding a bike, reading words, increased knowledge of the world around them.
- Termly reports exchanged between the EYFS Key workers and the Reception & Nursery class teacher (These are carried out in the first half term of starting school September/ October)
- Breakfast & After school club staff attending parents school induction events.
- Daily liaison with Foundation stage teachers & teaching assistants when collecting children
- Writing daily memos in the settings green book to ensure information is shared between Breakfast, After school, Nursery and Reception Class
- Obtaining the reception class yearly planning and Incorporating current topics and areas *of* focus from school into our planning to extend and compliment the children's learning in a different context and environment.
- Developing links with local organisations and individuals in the community who can offer support, advice and expertise.
- Sharing appropriate information with relevant organisations and individuals about children's achievements, progress and any areas which may need further support.
- Obtaining EYFS reports through school from nurseries/pre-schools that children have/are attending before starting school/Breakfast & Afterschool Club

Daily Evaluation:

In order for us to plan for children's needs and requests we evaluate our practice in our daily evaluation books. Here we also track children's achievements and comment on areas where extra support may be needed. This compiles an essential record of our observations, enables us to assess children's needs and plan for individual children in our care. We are happy to share this information with you anytime and will use this information as part of your child's termly report.

Inclusive practice & Special Needs:

We are aware that some children have special needs in terms of their development or level of ability. We will offer appropriate support and take appropriate action in order to ensure that such children are able to make full use of our services and gain the maximum benefit from their experiences. We will safeguard and promote the welfare and development of

each child in partnership with their parents and other relevant agencies. We believe that the inclusion of children with special needs is beneficial to all children who attend, promoting their social development and raising their awareness. Inclusive practice and equal opportunities is of primary importance throughout our setting. We will continually ensure that we are assessing and evaluating inclusion throughout our practice.

Contacts:

Emma Todd-Bryce can be contacted during breakfast club hours 7.45am – 8.45am on 07785527007, Marie can be contacted between 7.45- 2pm then from 4pm to 6pm Monday to Thursday Tel: 07796569719 or email: admin@scotforhtplayschemes.co.uk or face to face in school. **Claire Boulton can be contacted during after school club on 07785527007 between 2.30pm – 6pm.**

Please do not hesitate to speak with us if you have any questions, queries, compliments or complaints.

The Scotforth Breakfast, After School Club & holiday Playschemes organisation operates a no smoking and vaping policy and asks users to respect this. We also have a strict no use of personal mobile phones while in the setting and ask if parents can refrain from use during collection. If you or your child have a comment, compliment or complaint to make about our organisation please do so in the parent comments book or in writing to:

Marie Smith-Managing Director
Scotforth Breakfast & After School Club
Scotforth St Paul's School
Scotforth Road
Lancaster
LA1 4SE

We do have a complaints procedure outlined on our website under policies & Procedures should you wish to read this along with other important policies.