

# Welcome to Little Lizards

at Landewednack School



## Nursery

## Prospectus

## **Our Daily Timetable**

### **Breakfast Club**

8.00 – 8.40      During this time children aged 2 to 11 may attend.

### **Nursery Sessions**

8.40 – 9.00      Children arrive

9.00 – 9.10      Morning group time

9.10 – 10.15      A selection of adult-led and adult-guided play-based activities to promote development, indoors and out.

10.15 – 10.30      Snack time - As a group, with a selection of healthy foods, milk or water.

10.30 – 11.45      Outdoor play, whatever the weather!

11.45 – 12.00      Music / Listening / Literacy activity

12.00 – 12.45      Lunch time - Children have a choice of a cooked meal provided by the school for an additional charge of £2.41, or a packed lunch brought from home (see below for more details)

12.45 – 2.45      A selection of child-led and adult-guided play-based activities to promote development, indoors and out.

2.45 – 3.00      Group song time

3.00 -      Home time - Parents/carers are asked to wait outside the wooden gate of Little Lizards when picking up; a member of staff will bring your child out to you. If you need to pick up early, or someone other than their parent will be picking them up, please let a member of staff know when you drop off.

### **After School Club**

3.00 – 5.00 -      After school club commences at 3.00pm for day care children and 3:15pm for the school children. A member of staff from Little Lizards will bring the children into Little Lizards for after school club. During after school club a variety of activities will be on offer as will a quiet area, should any children wish to do homework. A snack will be provided during this time. Our day ends at 5.00pm, however if a later pickup of 6.00pm is required, this may be possible if enough parents want it to make it viable.

### **Holiday Club**

During the school holidays Little Lizards offers a Holiday Club for 2-11 year olds that runs from 8.00am – 5.00pm. A letter is sent out to book your child in for holiday club. Your child will require a packed lunch as the school kitchen is closed during the holidays. If your child is funded you can bank funded hours to use during the holidays if needed.

Little Lizards is open 50 weeks of the year (only closing at Christmas), and also closes on School inset days for training and at 3:00pm on the last day of term.

## **What to bring on your first day**

Please bring your child in clothes you are prepared to get messy. Children learn by getting hands on, and it is our responsibility to facilitate this learning in as many exciting ways as possible, however this can create some mess! Please also bring:

- A bag with a set (or two) of spare clothes
- Water bottle
- Coat
- Wellies, gloves, sunhat, suncream, etc. depending on the weather
- Nappies, wipes and cream if needed (or extra sets of clothes if potty training)
- Lunchbox (If having a lunch from home)

Please remember to label everything!

We ask that children do not bring in toys from home as these can be lost or damaged or impede on children's learning.

## **Key Worker System**

A key worker has special responsibility for a group of children. Parents and children know the name of their key worker from the beginning of their involvement with the setting. A key worker will ensure that the needs of each child are recognised within the setting, so that the overall planning is devised to meet these needs. Please ask a member of staff if you don't know who your child's key worker is.

The main duties of a key worker are:

- To help the child to settle into the setting
- To provide for the emotional needs of the child, e.g. to comfort and reassure the child at any time
- To care for the child, e.g. to assist with toileting as necessary
- To plan for that child ensuring that the child's individual needs are taken into account
- Observing, keeping records and monitoring the child's progress and keeping parents/carers updated using Class Dojo and verbal feedback.
- Liaising with parents/carers and developing a good rapport with parents/carers, informing them of their child's activities
- To contribute information about individual children's needs to appropriate agencies, whilst respecting confidentiality as necessary.

When your child first starts, their key person will be June and she will be your first point of contact. After a few weeks, once your child has settled in and your child forms an attachment to a particular member of staff, this person may change and your new key person will introduce themselves to you.

# **Parents as partners**

## **Class Dojo**

Class Dojo is used to keep you updated with photos and information of what we are doing each day. We also use it to notify you of any changes, upcoming events, and to keep you involved in your children's nursery life.

We also use Class Dojo to share pictures of your child's learning journey at Little Lizards so that you can see how their skills are developing when they are with us. You will also be able to comment and add your own photos, videos, observations and achievements, for us to see.

Class Dojo can also be used as a way to communicate with us as it has a messaging service which we check periodically throughout the day.

## **Parent Mail**

Parent Mail is used to email you important information about changes, events, etc.

## **Open Door Policy**

We have an open door policy at Little Lizards, which means you are always welcome to pop in to chat with your key person or the manager if you have any concerns, queries, or just want to find out about how your child is getting on at nursery.

## **How you can support your child at home**

As your child's parent, you are their first and most important teacher, influencing their thoughts, feelings and experiences in the world. Research has shown that if parents support and encourage their child's learning at home and at nursery, it can have a major impact on school readiness and attainment levels from birth right up to sixteen years old.

There are many simple ways you can support your child's development at home, such as reading to your child every day, singing nursery rhymes, and narrating what you are doing as you are playing together (talk, talk, talk!) to help your child's speech and communication skills. Encouraging your child to do things such as feeding themselves, washing hands, and dressing independently, teaches them vital life skills as well as offering them independence and building their self confidence and self esteem. Giving your child plenty of opportunities to be active each day will help your child's physical development.

We use Class Dojo to share information about child development and play ideas to support you with their home learning. We are also currently offering activity packs for those that would like them. These are simple activities or games that can be taken home for you to do together, that will help your child's learning development. These can be swapped for a new one each week, or as and when needed.

If you are unsure of what you can do to help your child's learning and development at home, please speak to your key person and we can share some ideas with you, or discuss your child's next steps and fun ways you can work on them together at home.

## **Two Year Old Progress Check**

In 2012 the government introduced a Two Year Check within all child care settings, which will link into the Two Year Old Health Review, which is completed by a member of the Health Visitors team. This will provide information to go into your child's "Red Book" (Personal Child Health Record) and will act as a link between health and education settings. Your child's Key Worker will complete the progress check when your child is between 2 and 3 years old, and you will be invited to meet up with them in order to discuss and add your views to the assessment. This assessment will be used to identify any areas of development which may need extra support from other agencies.

## **2, 3 and 4 year old Funding**

At Little Lizards we accept 2, 3 and 4-year-old funding. The term after your child's 3<sup>rd</sup> birthday they are entitled to 15 hours free government funding. Some 2-year olds are also entitled to this funding. Working parents can also apply to receive an extra 15 hours funding (total 30 hours). If you're eligible for the extra hours, you will sign up online and receive a code. You will need to bring this code with your declaration form to receive your funding to Little Lizards. Declaration forms are available from Little Lizards.

To apply for your 30 hours free funding please visit: <https://www.gov.uk/30-hours-free-childcare>

More information about childcare cost and different funding can be found at:  
<https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>.

## **School Meals**

A lunchtime meal is cooked on the premises and costs £2.41 at present. Children may have a hot lunch or bring a packed lunch. A menu is sent home and also displayed on the school website. Dinner money should be paid at the beginning of the week or the morning of the day the meal is required. Payment for dinners should be made via ParentPay, our secure payment system. You can find a copy of our menu on our website.

## **How to contact us.**

If you should need to contact us for whatever reason, you can do so by:

1. Phoning (01326 290337 - option 3)
2. Email ([littlelizards@landewednack.cornwall.sch.uk](mailto:littlelizards@landewednack.cornwall.sch.uk)) – Emails are checked at the end of each day
3. Class Dojo messaging – Checked once a day

All of our policies can be found on our website - [www.landewednack.cornwall.sch.uk/website](http://www.landewednack.cornwall.sch.uk/website)

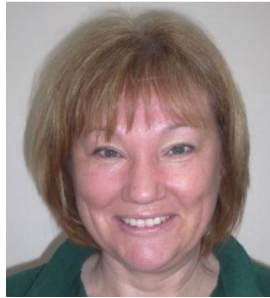
## **Staff**

June Evans



Nursery Manager

Angela Haskell



Nursery Nurse

Camilla Roberts



Nursery Nurse

## **Governors with Responsibility**

Mrs Louise Jones  
Mrs Elaine Broscumb

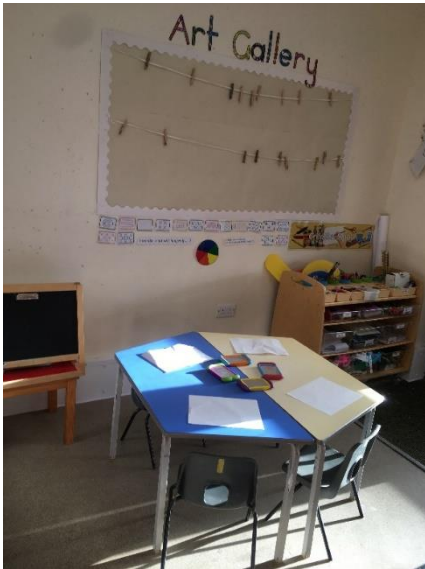
Head Teacher  
Premises Governor

The Governors with responsibility for Little Lizards report back to the school's Board of Governors when they meet each half term.

## **Our learning environment**

Our learning environment is considered “the third teacher” and is set up to cover every area of learning and to encourage children to explore these in their own way and in their own time, with the adults joining in to guide them in their learning.

Our indoor environment includes:– Role play, Book Corner, Creative area, Small world/Construction area, Fiddly Fingers, Malleable materials, Sensory, Maths and Literacy area



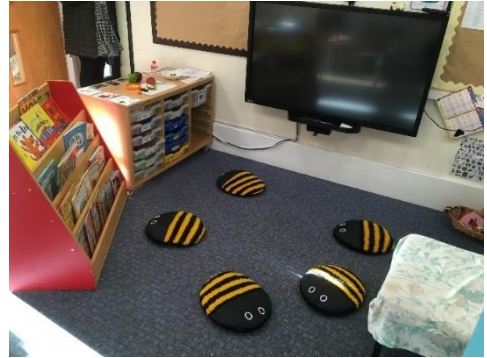
**Our Creative Corner**

We provide a wide selection of mark making tools, media and materials to enable children to explore the many different ways to make marks and to be creative. We also provide activities to teach the children new processes and techniques which they can then use in their own art.



**Our Home Corner**

Our home corner is set up as a “home away from home” where children can feel comfortable and recreate the things they see you do at home, such as cooking tea, washing the dishes, talking on the phone, etc. We provide loose parts here so children can use their imaginations freely to cook whatever they like. We also have real food items for them to cut up and use, as well as having notepads and pens to take each other’s orders or take messages, etc. This area is fantastic for developing communication skills, imagination, and social skills.



**Our Story Corner**

This area is where we meet as a group each day to talk about the day, do listening games together, read stories, and sing songs. We have a selection of stories which are rotated regularly with some topic books, some non-fiction books, and some favourite books, so children always have something new to read alone or with us. We also have a song basket with song cards and musical instruments so children can make music whenever they like.



**Our Small world and Construction area**

We have a variety of small world toys (animals, figures, cars, trains, etc.) and construction toys (wooden blocks, lego, magnetiles, etc.) in this area. Children use these to build and create their own small worlds and to pretend play with these, allowing them to explore the world around them through their imagination. An example might be building a city with cars and block buildings, or making a farm with the animals in lego paddocks, and then making up a story about the farmers day. This is great for promoting imagination and social skills.





**Our Sensory Tray**

Children learn best when they use all their senses, so this area is a fantastic space for them to get messy and hands-on to explore their sense of touch as well as other senses.

This tray changes each day to incorporate a new texture related to our topic or the children's own interests. It can contain anything from sand or water, to soil, fresh herbs, or cereal, always with enhancements to allow the children to build on a particular skill, such as jugs for pouring, tweezers for developing fine motor skills, scissors for cutting, etc.



**Our Investigation Table**

This table changes every few weeks to allow children to investigate the seasons and nature in their own time, and in a hands-on way. There are always math and writing opportunities included as well as something to feel and observe, and information about the subject, building their knowledge about the natural world around them, and encouraging their curiosity and investigative skills.



**Our Quiet Room**

Although we include math and literacy in every other area within the environment, we also have a dedicated space for children to learn more. This room has a math activity, a literacy activity and a "fiddly fingers" activity each day to encourage children to develop these skills in a space where they may be able to concentrate more easily.

Fiddly Fingers activities help children to practise the fine motor skills, hand-eye coordination, and finger dexterity that will enable them to hold a pencil and be able to write as they progress to reception.







### Our Story Table

Our children love stories, and our favourites get put on the story table for the children to explore and act out with some toys, allowing them to retell their favourite stories, or even make up their own.



### Our Malleable Materials

Malleable materials such as play dough and gloop provide important sensory stimulation for children, and also encourage their scientific and mathematical thinking. It is especially good at helping children develop the muscles of their hands to prepare them for writing. Our children love play dough and use the tools to manipulate the dough creatively and imaginatively.



### Our Outdoor Environment

We are very lucky to have our own outdoor play area, as well as the school field for outdoor play. Our garden is set up to reflect and extend the learning opportunities offered indoors, but in a different way, as well as providing more opportunities for children to develop their gross motor skills, such as running, jumping and climbing. The children love playing in our mud kitchen, sand pit, water tables, and enjoy building with our many large loose parts, all of which stimulate their imagination, creativity, physical development and thinking skills. The children have access to our garden for most of the day. Each week we go up onto the school field for "bikes and trikes".



## **The Early Years Foundation Stage**

From birth to the end of reception, we are required to follow the early years foundation stage (EYFS) statutory framework and build our curriculum around the learning and development requirements set out within it.

### **The seven areas of learning and development and the educational programmes**

There are seven areas of learning and development that must shape educational programmes in early years settings, which summarise the knowledge, skills and understanding that all young children should develop during their time in the early years. All areas of learning and development are important and interconnected.

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

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Here is a little information about each of them, however more information on the Early Years Foundation Stage you can be found at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Or here: <https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

## Early Years Foundation

### Communication and Language

Meaningful interactions with adults and other children to help them build up their vocabulary and learn to understand non-verbal communication and conversation skills. Through meaningful interactions, conversation, story-telling, songs, rhymes and role play, children can learn new vocabulary, share their thoughts, feelings and ideas. They can also learn how to listen effectively and to understand language, with support and modelling from a trusted adult.

### Personal, Social and Emotional Development

Supportive relationships with adults give children the space to learn to understand their feelings, to develop a positive sense of self, develop self-confidence and self-esteem, to persevere and develop resilience. They are supported to do this by being set firm expectations and boundaries. 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.

### Physical Development

Children need to develop their core strength, stability, balance, spatial awareness, co-ordination and agility, to allow them to develop gross motor skills such as running, jumping, skipping, climbing, etc, and practicing balancing, and weight bearing. They need these skills before they can develop their fine motor skills which helps children do things like eating, mark making, manipulating objects, using small tools, getting dressed, and eventually writing.

### Literacy

Children learn vocabulary and to develop a love of reading through regular stories, songs and rhymes. They learn how stories are structured and learn early reading skills such as sound recognition, rhythm, rhyme, alliteration and how to recognise familiar words and symbols. Practising lots of mark making and fine motor activities allows them to strengthen their hand dexterity, hand-eye coordination, and control, which are the pre-writing skills they will need to master to allow them to learn to write once they start school.

### Mathematics

Children learn about numbers through number rhymes, counting objects, and through real-life situations. They learn counting, recognizing numerals, size, weight, length, capacity, time and comparing quantities. Aside from number, another part of mathematics is learning to recognize patterns and routines, learning shapes, routes and spatial reasoning. All of these skills can be learned through play and with adult guidance and role modelling.

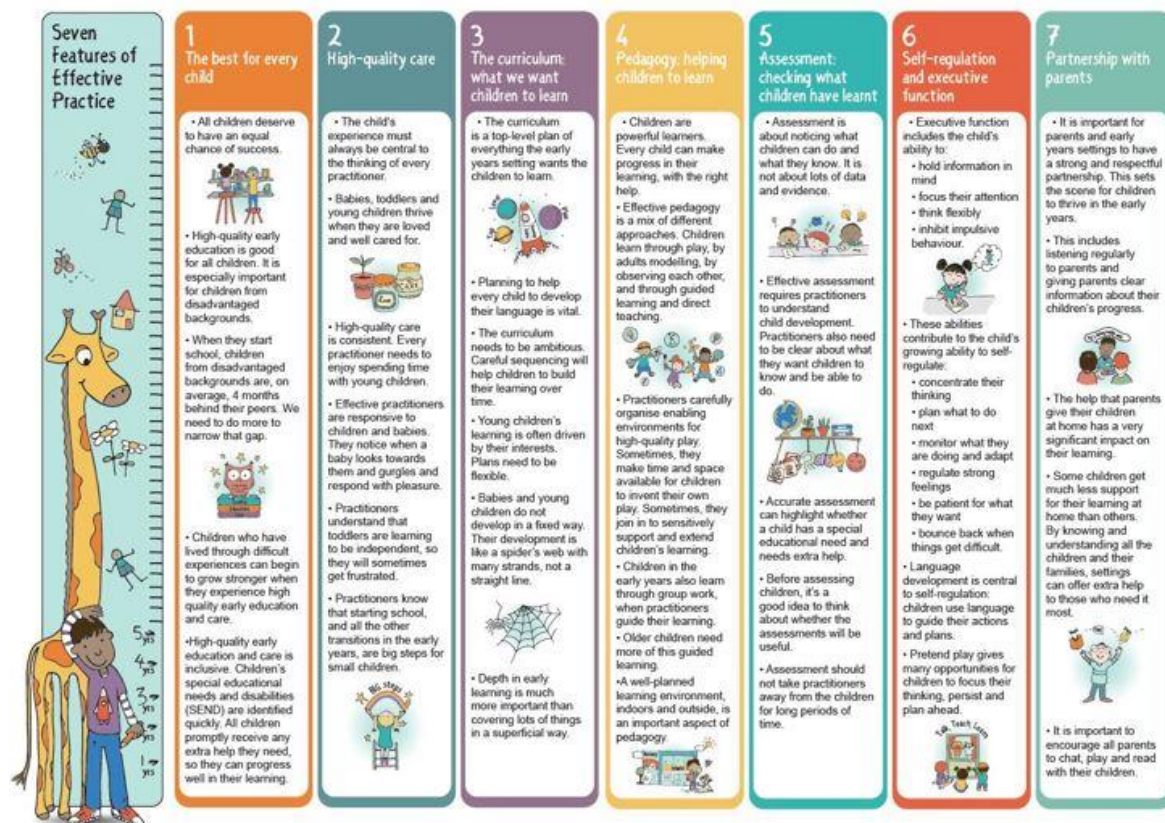
### Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. Going on trips or having visitors in to speak to them about their lives or occupations increases children's knowledge. To further enrich the child's knowledge and sense of the world, we help them to learn about the natural and built environments around them. animal habitats, including sea life, birds and minibeasts, weather, the seasons, towns and cities, places in the world, such as, forest, woodland, farms, desert, jungle, seaside and oceans, different homes, different countries, cultures and ways of life.

### 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 multi-sensory experiences and opportunities to experiment with a broad range of materials, tools and techniques, with a focus on the process rather than the finished product. This allows them to explore and inquire in an active and participatory way, expressing their thoughts, actions and ideas in many different ways. Self-expression is children's way of showing what they understand and know, through exploring: materials, painting, sculpting, constructing, exploring musical instruments, singing, dancing, and roleplaying.





In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three characteristics of effective teaching and learning focus on HOW children learn as opposed to what they learn, and these are:

### The Three Characteristics of Effective Learning of the Early Years Foundation Stage



For more information on the Early Years Foundation Stage you can go to:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## Landewednack CP School – Nursery and wrap around care charges

Breakfast Clubs (school aged children to 11)		£4.20 per hour	
After School Clubs (school aged children to 11)		£4.20 per hour	
Holiday Clubs (school aged children to 11)		£4.20 per hour	
Nursery 2-3 Year Olds		£5.25 per hour	
Nursery Over 3's		£4.75 per hour	
Nursery Provision for 2 year olds			
Description of Provision	Provision Time	Length of Provision Provided	Charge for Provision
Breakfast Club (for 2 year olds)	8:00am-9.00am	1 hour	£5.25
AM Day-care Session	9.00am - 12 noon	3 hours	£15.75
Lunchtime Day-care session	12 noon – 1pm	1 hour	£5.25
PM Day-care Session	1.00pm – 3.00pm	2 hours	£10.50
ASC (for 2 year olds)	3.00pm – 4.30pm	1 hr 30 minutes	£7.88
½ hour additional time (booked)	½ hour between 4.30pm and 6.00pm*	½ hour	£2.63
Holiday Club (for 2 year olds)- Whole day	8am – 5pm*	9 hours	£47.25
Holiday Club (for 2 year olds)- Half day session	8am – 1pm or	5 hours	£26.25
	1pm – 5pm*	4 hours	£21.00
Holiday Club (for 2 year olds) – Short day session	9.00am -3pm	6 hours	£31.50
Bolt on Hours (for 2 year olds)	Anytime	1 hour	£5.25
Nursery Provision for 3 and 4 year olds			
Description of Provision	Provision Time	Length of Provision Provided	Charge for Provision
Breakfast Club (for 3 and 4 year olds)	8:00am-9.00am	1 hour	£4.75
AM Day-care Session	9.00am - 12 noon	3 hours	£14.25
Lunchtime Day-care session	12 noon – 1pm	1 hour	£4.75
PM Day-care Session	1.00pm – 3.00pm	2 hours	£9.50
ASC (for 3 and 4 year olds)	3.00pm – 4.30pm	1 hr 30 minutes	£7.13
½ hour additional time (booked)	From 4.30pm	½ hour	£2.38
Holiday Club (for 3 and 4 year olds) Whole day	8am – 5pm*	9 hours	£42.75
Holiday Club (for 3 and 4 year olds) Half day session	8am – 1pm or	5 hours	£23.75
	1pm – 5pm*	4 hours	£19.00
Holiday Club (for 3 and 4 year olds) – Short day session	9.00pm -3pm	6 hours	£28.50
Bolt on Hours (for 3 and 4 year olds)	Anytime	1 hour	£4.75
Wraparound and Holiday Provision for School Aged Children.			
Description of Provision	Provision Time	Length of Provision Provided	Charge for Provision
Breakfast Club (for school aged children)	8:00am-9.00am	1 hour	£4.25
ASC (for school aged children)	3.15 – 4.30pm	1 hr 15 minutes	£5.31
½ hour additional time (booked)	½ hour between 4.30 and 6.00pm*	½ hour	£2.13
Holiday Club (for school aged children) - Whole day	8am – 5pm*	9 hours	£38.25
Holiday Club (for school aged children) - Half day session	8am – 1pm or	5 hours	£21.25
	1pm – 5pm*	4 hours	£17.00
Holiday Club (for school aged children) – Short day session	9.00 - 3pm	6 hours	£25.50
Bolt on Hours	Anytime	1 hour	£4.25