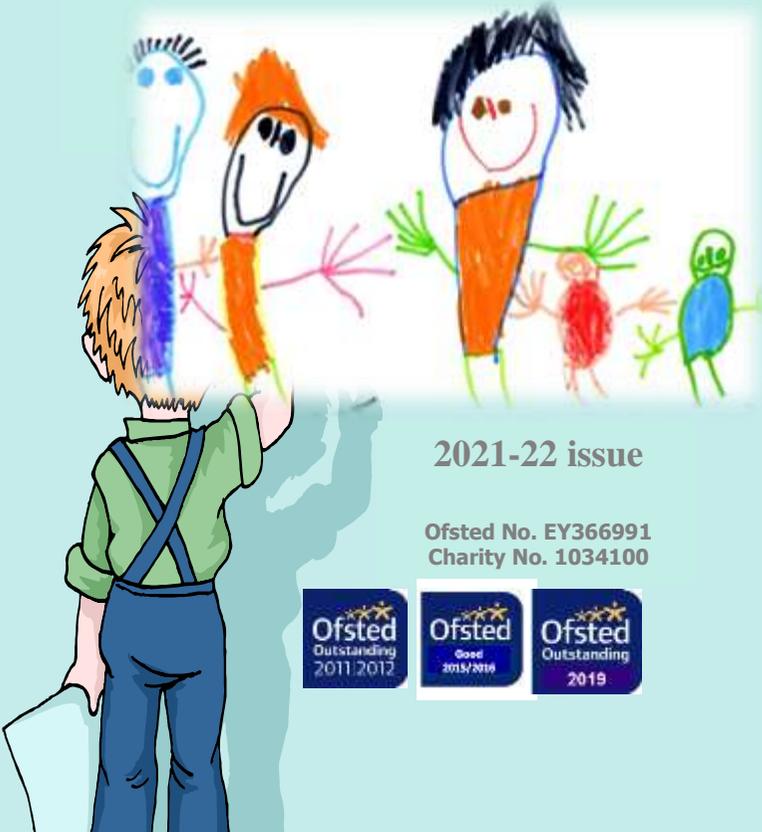




Welcome to The Kennford Playbox

Open Weekdays, during term time -
Mornings – 9.15 until 12.45
(To include lunch at 12 noon)
Afternoons – 12.45 until 15.15



2021-22 issue

Ofsted No. EY366991
Charity No. 1034100





Committee Members

Chairperson – Jessica Lewis
Treasurer – Hannah Byrne
Secretary – Lynsey Searle
Safeguarding Officer - Sarah Haworth

Other Committee Members

Fundraising Officer – Lorna Young
Communication Officer – Sam Morrison
Marie MacFarlane
Sarah England

Staff Members:

Manager - Anna Knapton
Deputy Manager - Dawn Westcott

Play Assistants - Beatrix Weaver (L3)
Judit Remenyfy (L3)
Jenna Bryant (L3)

Correspondence: Anna/Dawn
Kennford Playbox
The Kenn Centre
Kennford
EXETER, Devon.
EX6 7UE

Financial Officer - Anna Knapton
Book Keeper - Jess Price



Website: www.kennfordplaybox.co.uk

Email: info@kennfordplaybox.co.uk

Kennford Playbox
telephone no: 01392 833488
mobile no: 07745 116486

Different Roles are filled as following:

The SENCO (Special Educational Needs Co-ordinator) is **Anna Knapton**

The Safeguarding Children Officer is **Anna Knapton**

The Safeguarding committee member is **Sarah Haworth**

The Health & Safety Officer is **Dawn Westcott**

The Fire Marshall is **Dawn Westcott**

Early Years Educational Funding – **Anna Knapton**

We aim that all Staff hold relevant certificates in Paediatric First Aid and
Child Protection



To Kennford Playbox!

We hope that you and your child enjoy the time you spend with us This booklet will help you to understand the way things work at The Playbox and hopefully make you feel part of our family.

Term Dates (2021/2022)

The Kennford Playbox currently holds 10 sessions a week, during school terms. We open every day during term time, from 9.30am until 12.45pm, and 12.45pm until 3.15pm. With a breakfast club from 8.30am until 9.15am.

Term Dates may be subject to alteration as

- *Dependent on Devon County Council agreement, and*

- *To Reflect changes to administration of The Early Years Educational Funding (in the way it is to be applied) beyond our control*

Autumn Term 2021 (14 weeks)
 Monday 6th September
 until Friday 17th December
 (1/2 term week beginning 25th October)

Spring Term 2022 (12 weeks)
 Monday 10th January
 until Friday 8th April
 (1/2 term week beginning 21st February)

Summer Term 2021 (12 weeks)
 Monday 25th April until
 Monday 25th July
 (1/2 term week beginning 30th May)

NOTES:

- Early Years Educational Funding is based on a 38-week year so it is not always possible to mirror school dates (although we do the best we can)
- Unused hours cannot be carried over from one year to the next. The new funding year now starts each September.



Children

We cater for 2 to 5-year-old children. Children accessing early years funding for 2-year-olds have first priority. Thereafter spaces are allocated according to our admissions policy which prioritises 3–4-year-olds living in The Kenn Parish and surrounding areas. Children from outside the parish are also welcome to attend depending on space being available.

Children with Special Needs and Disabilities (SEND) are welcome. We may be able to access additional funding to help children who are assessed as being on Early Year Action Plus.

We are also able to access funding to support children called Pupil Premium. Whilst it is a small pot of money, it does enable us to target resources toward qualifying children's possible lines of development...in the past the funding has enabled us to buy mathematical and literacy equipment.

Every child's need's will be discussed confidentially on a "need to know" basis and the appropriate support programme arranged.

Sessions

Morning sessions last 3.5 hours starting at 9.15am and finish at 12.45am. Afternoon sessions last 2.5 hours starting at 12.45pm and finish at 15.15pm. The Kennford Playbox is open 38 weeks per year spread over three terms – Autumn, Spring and Summer.

Lunch-time

Morning session of 3.5 hours duration will include a lunch period, starting at 12 noon. You will need to ensure that your child brings a nutritious packed lunch to preschool for every morning session that your child attends. Ice packs are provided at the setting to keep lunches cool.

You do not need to provide drinks as children are able to access water throughout the day and are provided with either milk or water during lunch. Children are entitled to a 1/3 pint of free milk daily.

KENNFORD PLAYBOX FEES POLICY

(Updated April 2018)

Kennford Playbox is a charity providing early years education for the local community. We rely upon the co-operation of you, parents and

carers, in the prompt payment of fees as we are self-financing and are not able to run on a loss-making basis. Fees cover staff wages, rent, insurance, food and drink for snack time, OFSTED registration fees and other subscriptions, materials and resources.

1. FUNDING AVAILABLE

EARLY YEARS ENTITLEMENT (EYE)

The Government currently provides ALL children with 15 hours of funded hours for 38 weeks for every child from the term starting after their third birthday until they enter full time education.

SOME children may be eligible for up to 30-hours of government funding. This entitlement is aimed at working families whom will regularly be required to prove their eligibility.

Some children may be eligible for 2-year funding.

This funding can be split between settings, however currently you cannot claim less than 3 hours at any one setting. If your child attends more than one setting, please notify Anna Knapton.

Claims are submitted to Devon County Council each term following Headcount week, and cannot be amended during that term. Refunds are not given by Devon County Council.

When you sign the Children's Information Form you enter a legally binding contract with Devon County Council to send your child to Kennford Playbox for the hours specified and in accordance with minimum attendance criteria (excluding authorised absence). If you do not, Devon County Council will seek repayment of the government funding from Kennford Playbox, who in turn will seek reimbursement from you.

CHILD CARE VOUCHERS

Working parents can benefit from Tax and National Insurance savings by using Childcare Vouchers.

TAX CREDITS

If you are in receipt of Child Tax Credits or Working Tax Credits you may be able to reclaim some of your childcare. Please speak to Anna Knapton who will advise you of the current government contact details.

2. CHANGES TO A CHILD'S SESSION

All sessions should be booked in advance. Kennford Playbox require a minimum notice period of 6 weeks (half a term) for any changes (increase, decrease, change in days) to weekly sessions you have booked for your child.

We will try to accommodate any requests for additional sessions or changes to days if operationally possible.

We are unable to offer either refunds or substitute sessions in lieu of illness or holiday, as operational costs still need to be met. Absence Forms must be completed for all periods of absence.

Kennford Playbox does not accept liability or provide replacement hours lost by closures e.g., weather or illness. Any decision to do so is made by the Kennford Playbox Committee on a case-by-case basis.

3. INVOICING AND FEES COLLECTION

[Fees are payable each term in advance.](#) An invoice will be raised at the beginning of each term showing how many unfunded hours your child will be attending and the total payable. Invoices are based on the Information given to Kennford Playbox during Headcount week and/or on the Booking Form. Payment should be received before the end of each period.

No child will be allowed to use additional hours who has an outstanding account from the previous term

Payment can be made by cash, cheque (payable to 'Kennford Playbox') or by BACS (Barclays Bank – Account No: 83890074 – Sort Code: 20-30-47).

Payment must be made by date specified on the Invoice, which will be the end of the half term following issue of the invoice. If fees are not paid by this date, a £5 administrative fee may be levied and future sessions may be restricted to those covered by Early Years Entitlement or 2gether Funding.

You are liable for any bank charges incurred by Kennford Playbox as a result of any dishonoured payments.

If fees are not paid by the end of the term in which the invoice was issued, this may result in your child losing their place at Kennford Playbox. The Management Committee reserves the right to suspend or withdraw a child's place over non-payment of fees.

Please contact us if there are any funding issues with your invoice as the Early Years Funding System is complex.

Please contact us if you are interested in paying monthly or would like a Payment Plan.

Please contact us as soon as possible if you are struggling financially to settle your invoice. We are understanding and we can help you find ways to make your childcare more manageable.

OUR FEES FROM 1st September 2021

Funded 2-Year-old	15 hours £5.04 per hour
Non-Funded 2-Year-old	£5.10 per hour
Funded 3- & 4-Year-old	15 or up to 30 hours - £4.14 per hour
Non funded 3- & 4-year-old	£4.50 per hour
Breakfast Club	£6.00 per session
Extra Sessions	Charged at above rate plus £1/occasion, in advance
Other Charges Emergency Lunch - £2 Nappy Charge - £2 Late Fee Collection - £5/occasion or reminder All extras incur a £1 admin charge.	

Note: We reserve the right to increase the fees levied. We endeavour to provide 4 weeks' notice of any increase.

GDPR: We collect data on the families that use the Kennford Playbox to inform our billing processes; fulfil our contractual obligations with Devon County Council & meet our legal obligations through The Early Years Foundation Stage (EYFS). Please see our privacy notice for further details.

Kennford Playbox, The Kenn Centre, Kennford, Exeter, Devon, EX6 7UE Tel: 01392 833484

info@kennfordplaybox.co.uk www.kennfordplaybox.co.uk

Charity No: 1034100 OFSTED No: EY366991



The Staff

Anna Knapton joined us in September 2016. Anna was promoted to Manager in December 2020. Anna has lots of experience in looking after children both in the voluntary and private nursery sectors. She has two children of her own. Anna completed her Level 3 qualification in Early Years Childcare and Development in 2005 and completed her Masters Degree in Working with Children, Young People and Families: A Psychoanalytic Observational Approach in June 2020 with Merit.

Anna has completed a variety of other courses including Paediatric First Aid, Safeguarding and Child Protection, Food Hygiene and Safety, Social, Emotional Mental Health & Speech Language and Communication Needs and Working with Mothers and Babies experiencing serious emotional illness.

Anna has successfully transitioned the accounts of the preschool into Sage in 2017 & upkeeps the day-to-day finances & payments for the preschool.

Dawn Westcott joined us in 1999. Dawn was promoted to Deputy Manager in September 2007, and then to Co-manager during the spring term 2011, in 2021 Dawn was made Deputy Manager, she has two sons.

Dawn completed her Early Years Childcare Qualification NVQ III in 2005 Dawn completed her NVQ 4 in Childcare, Learning and Development in 2010, and now is working in partnership with Anna.

Dawn has completed a variety of other courses including Safeguarding Children; Health and Safety; 1st Aid; & Sign supporting Speech during her time as a staff member of The Kennford Playbox.

Dawn has recently completed Health and Safety & Risk Assessment Courses.

Judit Remenyfy joined the preschool as a staff member in January 2018 as an assistant

Judit has two children. Judit has completed her setting induction; basic training (including safeguarding; first aid; prevent; FGM and DBS in 2018, Level 2 in

2019 and recently completed her level 3 (2020) Judit is a qualified piano teacher.

Beatrix Weaver joined the preschool as a staff member in January 2018 as an assistant.

Beatrix has two children. Beatrix has completed her setting induction; basic training (including safeguarding; first aid; prevent; FGM and DBS in 2018; Level 2 in 2019; and recently completed her level 3 (2020)

Jenna Bryant joined the preschool as a staff member in January 2020 as an assistant. Jenna has three children. Jenna has a wealth of knowledge underpinning special needs and disability with Level 3 qualifications. She is recently completed her level 3 childcare qualification (2020)

Regular Volunteers

The Kennford Playbox encourages new early years practitioners to the workforce, especially those who show aptitude toward working with children.

We offer school and college aged young person's work experience placements (limited to one attendee per week). We support adults in acquiring childcare qualifications as and when we are able by offering "placements for experience" opportunities. It is sometimes possible to become a volunteer staff member, (doing a minimum of 7 hours (2 sessions) per week minimum) in order to complete level 2 and 3 childcare qualifications.

A DBS check is required for those working more than 2 weeks in the setting.

Professional Development

The Kennford Playbox has a commitment to ensure that its staff team keep up-to-date with current practices. We achieve this by accessing up-to-date information/training sessions via the internet; professional publications; sharing good practices with other settings; and by attending training.

All staff members are committed to updating their training when they are able (funding and suitable courses notwithstanding).

Staff Management

Staff meetings are held half termly during term time. Time is allocated for preparation and clear up sessions, before and after each term (3 times a year)

Staff are appraised annually and supervised as required (newly appointed staff need more regular supervision). Their appraisals are to recognise the hard work put in; recognise what is currently going well; as well how to support staff develop through individual study and identifying training requirements in order to improve standards.

Staff Ratios

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We use volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in a safe environment.

The maximum staff ratios that the Early Years Foundation Stage 2012 (Law) allows, is as follows

1:8	3–4-year-olds
1:4	2-year-olds

At The Kennford Playbox, we recognise that young children benefit greatly from higher staffing ratios, and therefore endeavour to reduce the adult:child ratios by utilising our volunteers and any additional funding to employ extra staff ensuring that our manager work on a “super-numeracy” basis (negating the need for emergency staffing cover as much as possible) when financially viable.

This often means that the manager is able to work as “super numeracy” and is not counted towards the ratios required to operate for some sessions per week.

(DBSC) Criminal Vetting and Barring Checks

Checks are carried out on all new members of staff, officers of the committee and regular volunteers. Adults can only supervise children on a 1:1 basis ONLY after being properly vetted and having completed a probationary period (e.g., taking children to the toilet).

General Data Protection Regulation (GDPR, May 2018)

We record, process and keep personal information about you and your child in accordance with Article 6 of the General Data Protection Regulation (GDPR) “The rights of the data subjects.

It is a requirement of our registration with the Information Commissioners Office (ICO) to provide you with information about the details we keep about you and your child.

It is a requirement of our Early Years Registration with Ofsted that we maintain our records with due regard to the statutory framework of the Early Years Foundation Stage. We have a statutory obligation to collect & process most of the information that we gather from you.

More information can be found in our privacy notice (a PN is included in every registration pack) and setting policies (can be accessed online through Dropbox or by request)



Background Information

The Playbox is a rural preschool. It is run as a charity.

The Playbox moved into a purpose-built setting based on the “Kenn Centre” Site in January 2008. The preschool mainly serves the villages of Kenn, Kennford, Shillingford St. George, Shillingford Abbot, Clapham

and Underdown. Many children attend from further away – Alphington, Dunchideock and Exminster.

The group was formed in the 1970's as an under 5's group by parents' and carers' living in The Parish of Kenn.

Their main aim was to give their children (living in a rural community) the opportunity to socialise with their peer group, prior to going to school.

The Playbox has survived the many ups and down's associated with being a rural pre-school group, and, since moving into our new, purpose-built setting in 2008, has steadily increased the sessions on offer to include afternoons...from 2011 operating 5 mornings and 5 afternoons!

The Playbox is inspected regularly by both Ofsted ([Last inspection outcome in February 2019 was OUTSTANDING](#)) and is able to claim nursery funding for qualifying children attending the preschool aged 2 (2-year-old funding) and aged 3-4 (early years funding)

The Kennford Playbox is still run by parents' and carers of the children attending the group. We encourage Parents/Carers of children attending the preschool to take an active role in ensuring the ongoing good fortunes of the preschool, by fund raising; participating in events & by forming a committee each October at The Annual General Meeting.

The committee of parents/carers employ staff to run the sessions and hold regular committee meetings (4 time/year) to decide how to fundraise; how to spend monies raised; make decisions affecting the future of the group; etc.

Inspections of Our Provision by Ofsted

Ofsted regularly inspects all settings receiving government funding. These inspections are carried out to ensure that we maintain as safe a provision as possible, and to ensure that we deliver a curriculum that meets the needs of the children in our care.



We have a history of maintaining high standards at The Kennford Playbox. We were delighted when we were first awarded an “Outstanding” in July 2008; and were equally delighted to have been awarded “Outstanding” again in February 2019.

These results are a testament to the care and active participation of everyone connected with The Kennford Playbox – The Staff; The Committee; The Parents; The community & children

A copy of the full report is available Online at www.OfSTED.gov.uk - search Kennford Playbox (Setting reference: EY366991)

Summary of key findings for parents

This provision is outstanding

- Leadership and management are inspirational. Leaders and managers continuously look for ways to enhance the quality of care and education. For example, They make alterations to the outside play areas, including well-resourced water walls with guttering and funnels, mud kitchen, sand shed, digging areas and climbing wall provide rich and stimulating experiences for children every day.
- The manager is an excellent role model for all staff. As a skilled practitioner she shares her expertise and regularly monitors the quality of the provision. She provides focused feedback to improve staff's practice, as well as tailored training and development to secure further improvements. All children make very good and often rapid progress from their starting points.
- Staff use their skilful knowledge to further enhance opportunities. They use excellent questioning skills to help children expand ideas, building on what they already know. For example, children climb on to the wooden apparatus and decide 'to be pirates and look for treasure'. Staff dress up and fully participate in the story. They lead the children outside using dance and songs to hide the treasure. Children excitedly extend their ideas, they quickly return indoors and find paper to draw their treasure maps. They draw lines to follow, pictures of volcanoes and tell staff 'x marks the spot'.
- Children use and apply their knowledge, understanding and skills very well. For example, they build walls with large foam bricks, outside on the ground in the rain. Staff skilfully use the opportunity to reinforce counting and simple calculations. Children discover the wet bricks will stick to the acrylic windows and enthusiastically build higher walls. They confidently describe the patterns they create with the bricks, using excellent mathematical language, such as taller, one more and rectangle.
- Staff support children who have special educational needs and/or disabilities extremely well. For example, highly focused one-to-one intervention improves children's speech and language development. As a result, children make exceptional progress in their communication skills from below average starting points.

Charity Status

The Kennford Playbox is a registered educational charity. (*Charity Number 1034100*)

It is a member of a national body called the Early Years Alliance (EYA) which offers a support network for all the running aspects of a pre-school to the staff, committee and parents should they need independent advice.

The management of our setting - Committee

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high-quality service; and
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting (held during the first half of the Autumn Term (September/October) is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.



Our Mission Statement

“To provide high quality childcare and education. A place where learning is stimulating and takes place through play; where children are kept safe, respected and cherished as individuals, and treated with kindness, patience and courtesy; where children acquire skills for life and find learning and education fun.”

Our Aims

We aim to provide a high-quality care and education for children below statutory school age which is a happy, safe and stimulating provision in which pre-school children may learn through both free and structured play

We aim to work in partnership with parents to help children to learn and develop. This starts with providing support to children and their parents/carers during the initial “settling in” period – however long this might be. Please ask for a moment of our time. We can usually find a few moments to speak after each session if required.

We aim to provide your child with opportunities to develop general life skills such as sharing, caring, listening and conversational skills in a variety of play situations, within both small and large groups and by providing opportunities where children can practise their life-skills in both large and small groups in a variety of contexts, enabling them to develop their self-confidence, enabling them to flourish and excel in their eventual school life.

We aim to offer children and their parents a service that promotes equality and values diversity. We recognise that children are all individuals. Their needs change as they develop. We are willing to use different techniques dealing with specific situations as they arise, and are always willing to discuss issues with parents/carers in order to formulate a joint action plan.

We aim to provide each child with pre-reading, emergent-writing and mathematical opportunities across a broad spectrum of activities, which are fun and build a firm foundation for their future development at school.

We aim to continually develop both our equipment base and the uses we make of it, in an effort to provide the children in our care with as wide a range of different experiences as possible.

We aim to ease the transition between the Playbox and the Kenn Primary School by following the Statement of Aims between the School and Playbox (Copy to be found in The Operational Plan on The

Welcome Table). If we are able to assist other children going to other settings then we are more than happy to do so.

We recognise that staff need to access regular training in order to keep up-to-date and maintain the highest standards across all areas of the provision. We, therefore, aim to support staff members in order that they attend training, when funding allows, and when suitable courses become available.

Development Plans for the Future

Since 2008, The Kennford Playbox has expanded its' provision from 4 sessions to 10 weekly sessions, after successfully applying to Ofsted to change from a sessional group to a full day-care group catering for 2–4-year-olds

The Playbox moved into its current premises in January 2008.

We have managed and achieved many improvements over the years to the outside area (see details below) and more recently to the inside environment: revamping the library area (2016) revamping the kitchen area (adding a dishwasher and fridge freezer in 2017) providing new display boards in 2017; revamping the office space to provide additional space for record storage (achieved in September 2017), and ICT equipment: new office computer in 2015; subscribing to up to date curriculum enhancements through Twinkl (2016-17); Tapestry in 2016-17; Sage & Sage Pay in 2017-18, revamping the website 2018; updating the preschool signage 2018. Signing a new 25-year lease in March 2018. A new sensory area for 1:1 and small groups.

- We aim to support all staff members (funding notwithstanding) so that all have the chance to gain a recognisable qualification equivalent to Level 2 or higher in Early Years' Childcare.

Parents as Partners

Parents (and carers') are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;

- consulted;
- involved; and
- included at all levels.

The staff of The Kennford Playbox recognises that the parents and/or carers of the children attending our Pre-school are the main educators of the children. Pre-schools are the stepping –stones that the children use to make the transition between home life and school life as easy as possible and this is best achieved within an active partnership that can include you as parents, Kenn Primary School, Kenton Primary School and The Kennford Playbox.

While your child attends the Kennford Playbox you (as their parent/carer) become a member of our group, or family. As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

Parents have many different avenues in which to take an active role during their time at The Kennford Playbox. These include serving on the committee and joining the decision-making team; visiting or volunteering to help out; donating skills (DIY); fundraising (help, ideas and suggestions are always appreciated); cleaning the equipment etc.

We have a lot to do to run the Playbox. PLEASE come along and share your ideas/offer your services as many hands make light work – and improve the quality of our provision for all the children who attend.

We always appreciate being told of each new achievement that your child makes at home – we take pride in your children as well!

We value parents/carers support especially when they make time to attend parent's evenings.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as

partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

The day

The setting organises the day so that children can take part in a variety of self-



chosen and adult-led activities. These take account of children's changing energy levels, individual needs and interests. With an emphasis on free flow play between indoor and outdoor play. The setting caters for children's individual needs for rest and quiet activities during the day. With the recent addition of a sensory area for 1:1 activity, to feel comfy and cosy to rest or nap and explore sensory toys in a calm and quiet environment.

<p>8.30 to 9.15am</p>	<p>Children arrive for breakfast club. They might help prepare their breakfast, choosing between a variety of different grained cereal options and/or toast and spreads. They each are offered a drink of either milk/water.</p>
<p>9.15 to 9.30am</p> <p>Arrival & Settling</p>	<p>Children arrive with their parents. They are greeted & supported by the setting staff who encourage children in being independent and put their belongings in the correct place and say goodbye to their parent(s)/carer(s)</p> <p>Children are then able to practise “free-play” & choose from a variety of toys and other activities & talk with their friends independently. This helps to encourage personal and social, physical and intellectual development, whilst the register is completed</p>
<p>9.30</p> <p>Welcome & Snack Preparation</p>	<p>The children stop briefly what they are doing & are welcomed formally to the preschool by singing “Hello Everyone” in different languages. <i>Children start to appreciate that different people of the world have different languages.</i></p> <p>The Playleader will then briefly outline the days’ activities & ask for 2 volunteers to help make the snacks. <i>This gives children the opportunity to manage their time independently</i></p> <p>Children attaining continence will be reminded to go to the toilet.</p>
<p>9.40</p> <p>Group Activities</p>	<p>Whilst younger members of the group continue in their free-play and have greater access to the setting facilities (free-flow between indoors and outdoors)</p> <p>Older children may listen to a story and/or participate</p>

	<p>in discussion; other adult-led learning activities (phonics/mathematical games) or opportunities.</p> <p><i>Children learn to listen and gain confidence in speaking to and in front of others, as well as practise and learn other skills...activities are chosen based on perceived assessment needs.</i></p>
<p>10am Contenance</p>	<p>Checking and changing nappies as required</p> <p>Encouraging children (<i>attaining continence</i>) to use toilets</p>
<p>10 – 11.20 am</p> <p>Free-flow play across setting & between child-led & adult-led activities.</p>	<p>The children will have access to a range of free-play and adult-led activities and learning opportunities both inside and outside on a “free-flow” basis, offering them learning experiences in all areas of the curriculum</p> <p><i>Allowing children to “free-flow” activities means that they are able to access a range of activities spending as much time with each as they are able, depending on their age and current level of attainment (adult involvement encourages these skills if required)</i></p> <p>These might include:</p> <p>Craft activities – painting/gluing/junk modelling/collage; <i>these activities help to promote the children’s fine and gross motor skills, and extends their experiences of different textures</i></p> <p><i>Loose Parts play</i> – <i>Using a variety of large and small equipment to build, role play and challenge their imagination and physical skills.</i></p> <p>Construction play – Stickle bricks, Duplo, building blocks, den building (on both small and large scale) <i>these activities help the children to develop their hand and eye co-ordination; muscle building, dexterity and problem-solving skills</i></p> <p>Outside gross motor play – Climbing, trikes/scooters, balls/hoops, balance etc; <i>these activities increase the children’s physical development, increase their co-ordination and encourage their social skills</i></p> <p>Other outdoor activities include music wall; gardening;</p>

minibeast pit and hotel; guttering; tyre play; sand & water – and more! *It is important to allow children frequent access to these mediums as they allow them to explore properties that underpin their mathematical/Understanding of the World/ and Physical Development*

Small world play – includes train tracks; Playmobil; toytown; farm, zoo etc.

Role Play & dressing up – role play scenarios take place both inside and outside (include police station/dolls/kitchen/shops/fire station/railway station/doctors/vets/garage etc) *These activities help the children's imaginative play and allow them to re-enact familiar situations, as well as try out new ideas*

ICT – using computers/interactive whiteboards/technology toys/cameras/ recorders etc. *These activities encourage children to develop confidence in using today's technology which is freely accessible in today's society.*

Other inside activities include: Modelling materials – dough/clay/mud/Papier-Mache etc; playing with pulses; water; Quiet Activities – to include table top games/puzzles; mark making opportunities; etc.

Snack Time – *encourages social interaction, sharing, understanding of rules etc. (Children are able to access a snack as and when they require...this provides a boost without interrupting an activity that they might be extremely interested in.). Morning snack usually consists of a bread-based snack (1/4 piece of wholemeal bread/bagel); some fruit & a choice of milk or water)*

11.20

Tidy-Up Time *We encourage children to help keep our environment tidy, to take pride in helping; in a job well done as a*

Setting Routines	<i>member of a team with a common goal</i>
Continence	Checking and changing nappies as required Encouraging children (<i>attaining continence</i>) to use toilets
11.30 Group Music Time	Rhyme, song and music time.... whilst adults prepare for lunchtime <i>Music is very important. It is one of a few activities that involve the use of both sides of our brain. We encourage children to join in with playing an instrument and singing a song. As children grow, we make up new songs to familiar songs...great fun!</i>
11.45-45 Setting Routines	Whilst waiting to wash their hands, children are encouraged to take out a puzzle or small building set to fill their time. Wash hands ready for lunch...sit down for lunch <i>We regularly stress the importance of washing hands to the children. Whilst children are encouraged to be independent, we do regularly check that children are washing their hands effectively as an infection control measure.</i>
11.45 – 12.15 Lunch Time	Lunch time Children are encouraged to eat bread-based food first, then fruit, yoghurts, drinks before their treat. <i>We encourage good eating practises as per our setting food policy.</i>
12.15	Finish Packed lunch...chose a quiet floor activity to do whilst others finish their lunch & adults clear away
12.25 Story Time	Story Time – the children can choose to join an adult for story time, reading from a selection of both popular and unfamiliar stories & non-fiction, randomly chosen by children and/or based on current theme and/or story sack Or, continuing with their free-choice activity. <i>Children will often ask for a story during the morning, and we are more than willing to oblige. It is important that children are read to regularly as this develops later reading skills. Often children will</i>

	<p><i>request the same story over and over. It is important that you allow them their choices as they are developing their memories – it is impressive when they recite a book word for word!</i></p> <p>Often an adult will offer the children the opportunity to change their books and take new one's home now.</p> <p><i>Encourage children to explore a range of different books. Try reading different authors interpretations of the same book (like The Three Pigs) or exploring a factual book. Try unfamiliar authors as well as famous ones.</i></p> <p>Check/Change Nappies after lunch and before going home.</p>
12.40	Preparing for home time (end of first session)
Home Time	
12.45	Parents arrive to collect children... <i>parents wait in the lobby to receive their children.</i>
PM Session Starts	Children collect their post (from their post pockets) before going to parent.
	Children may arrive for the afternoon session.
13.00	Rest/Nap Time...and/or Inside Free-Play Quiet Activities
Quiet Time	Children often ask for a story; have help to complete a puzzle; play a game. <i>Games and puzzles have many early learning qualities.... taking turns; counting; shape, space & measure.... etc.</i>
13.30	Free-flow Indoor-Outdoor play or group activities allow children to develop skills of co-operation when working and playing with their peers
Free-flow play across setting & between child-led & adult-led activities.	<p>As afternoon groups of children are generally smaller & older, we are able to do activities that aren't suitable for bigger groups of children like...</p> <ul style="list-style-type: none"> • Playing with robotic/electronic toys (cars/metal

	<p>detectors)</p> <ul style="list-style-type: none"> • Playing educational games/games requiring smaller groups of children • Gardening • Cooking • Using smaller sets of toys • Creative Role Play • Crate and Gutter Play • Unusual arts & crafts (like marbling) • Experiments (Science) • Etc.
<p>14.00</p> <p>Adult-led Activities</p>	<p>Activities such as craft, music and role-play are introduced to broaden children’s experiences <i>These activities help the children’s imaginative play and allow them to re-enact familiar situations, as well as try out new ideas</i></p>
<p>14.25</p> <p>Snack</p>	<p>Afternoon snack consists of a bread based snack & fruit with a glass of water/milk <i>encourages social interaction, sharing, understanding of rules etc. (In addition water is available throughout the day. When the weather is particularly hot, adults ensure that the children keep hydrated.</i></p>
<p>14.40</p> <p>Group activities</p>	<p>Older children may listen to a story and/or participate in discussion; other adult-led learning activities or opportunities. <i>Children learn to listen and gain confidence in speaking to and in front of others, as well as practise and learn other skills...activities are chosen based on perceived assessment needs.</i></p>
<p>14.50</p>	<p>Indoor Free Play, followed by Clear up session</p>
<p>15.10</p> <p>Home Time</p>	<p>Preparing for home time (end of first session)</p>
<p>3.15</p>	<p>End of day. Parents arrive to collect children...<i>parents wait in the lobby to receive their children</i></p>

Typical Daily Routine

Please note these routines are only examples. Routines remain very flexible to accommodate children's varying individual needs. Periods of rest and snack times always reflect the needs of the child and wishes of the parents and may not adhere to meal-times as detailed below.

The first days (Settling In)

We want your child to feel happy, secure and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. There is no one way to settle a child into a new setting...each is an individual and there isn't a magic way that works with all...so, if you want to spend some time with your child at the setting and leave for a few minutes at first, or, prefer to pass him/her to us and go quickly...we will do our best to support you in your decision.

The setting has a policy about helping children to settle into the setting: a copy of this policy is available on request; in the parent file; in the Operational Plan or from a member of staff.

Visiting and Volunteering...

Please make time (however brief your visit) to visit us occasionally (we welcome regular visitors and volunteers)...we really do appreciate the help that you can give!

Have fun during your visit.

Making the snacks and changing the children's books is valued by us all – doing these simple chores (or others' like them) free up staff to complete other activities; and the children really enjoy taking new books home!

Visit us to see what your child/children is/are doing...discuss their progress....any trials and tribulations...receive help and advise....maybe, just a problem shared is a problem halved. We really are interested in what you say, and we really do want to help if we can!

We appreciate every parent has a special skill to offer. Let us know what you like doing, e.g. – do you play a musical instrument? Would you accompany the children during rhyme and song time?

Please arrange your visit with Anna or Dawn.

Please ensure that you use the Visitors Log to BOTH sign IN & OUT – stating your name; purpose of visit & Time In and Time Out.

Younger Children and Babies are welcome at The Kennford Playbox

*Use the time to come along and see what your child does with us!
Discuss their progress!*

Policies and Procedures

The Kennford Playbox has a number of policies and procedures that are available for you to see at the setting; online; or in the Operational Plan, where the master copies are kept.

The setting's policies are working documents (are continually being updated and refined). They help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the review cycle of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

The **Operation Plan** holds additional information, plans and policies – including the following:

1. General Welfare Requirement: Safeguarding and Promoting Children's Welfare

Safeguarding Children

Children's Rights and Entitlements

Safeguarding Children and Child Protection

(including managing allegations of abuse against a member of staff)

Looked After children

Uncollected children

Missing children

Online safety

Camera and Image Policy

ICT Misuse Policy

Mobile Phone Policy

Whistle-blowing Policy

Personal device policy

2. General Welfare Requirement: Suitable People

Employment

Employment and Staffing Policy

(including vetting, contingency plans, training and development)

Induction of Staff, Volunteers and Managers

Student Placements

First aid

Key person

Staffing

Sick absence

Retirement

Dress code

Pay policy

Work place pension

3. General Welfare Requirement: Suitable premises, Environment and Equipment

Health and Safety

Administering medicine

Managing children who are sick, infectious or allergic,

Recording and reporting of accidents and incidents (HSE, RIDDOR)

Nappy changing

Food and drink

Food hygiene

Healthy mealtime

Infection control

Promoting positive behaviour

Health and general standards

Maintaining children's safety and security on premises

Supervision of children on outings and visits

Risk assessment

Fire safety and emergency evacuation

Animals in the setting

No smoking, vaping or e cigarettes

Staff visits including home visits

Covid

4. General Welfare Requirement: Organisation

Administration:

Admissions

Reserves Policy

Child Care Practice:

Valuing diversity and promoting diversity

Supporting children with SEND

British values

Accessibility plan

Committee:

Constitution model 2011

Reserves policy

Committee sign up

Policy acceptance

Policy adoption

Pre school foundation partnership with Kenn Primary School

5. General Welfare Requirement: Documentation

Record Keeping Group

Admissions

Parental involvement

Children's Records

Provider Records

Transfer of Records to School
Confidentiality and client access to records
Information sharing
Working in partnership with other agencies
Making a complaint
Schedule of fees

Our Safeguarding Policy is available for your perusal on our website at: www.kennfordplaybox.co.uk. If you like a digital copy of our policies, we can arrange your access to our online storage through Dropbox.

Up-to-date copies “hard-copies” of these documents can be accessed in the preschool office within the Operational Plan.

We are continually reviewing these documents and are currently reviewing all the policies in order that they reflect the Early Years Foundation Stage (statutory requirements as from September 2021)

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’.

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.



Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies, when necessary, to help families in difficulty.

Our Child Protection & Safeguarding Policy is based on the Devon Version that has been written for ALL staff and settings working with children in the county.

Special needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Children's Records

During your child's time with us at The Kennford Playbox keeps a record of achievement for each child. This includes observations, photographs and a selection of your child's "work" in order to show and prove your child's gradual progress towards the seven different learning areas of The Early Years Foundation Stage, through the online platform – Tapestry. These help us to set small and manageable next steps together for your child.

You are always welcome to review and discuss your child's records, by prior arrangement. Staff and parents working together on individual children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate children's new skills and provide the structure that helps us to work together to provide what each child needs for her/his well-being and to make progress.

Regular opportunities in the form of parent's evenings and parent sessions are planned in order for you to review your child's progress with The Manager.

Opportunity arises during each of your visits to the setting (however short) for an informal chat to catch up on what's happening at home as well as pre-school. **We need to know what progress your child is making at home!**

We can arrange a more formal, private meeting if necessary, or you are always welcome to telephone the Anna or Dawn, if a more confidential discussion is needed or you aren't able to take advantage of any other opportunities.

Our door is always open, we will make the time to see you if you ask!



Kenn C of E Primary School & Kenton Primary School

We have a close working partnership with our nearest schools, which offers all our children an easy introduction to their school life.

Our first Ofsted report noted the following “the excellent informal relationship existing between the Kennford Playbox and Kenn School has great potential to become a partnership model for other settings”

Website: www.kenn-primary.devon.sch.uk www.kenton-primary.devon.sch.uk



Every-day Running of The Playbox

Parking

Please DRIVE SLOWLY in the car park and park your cars carefully.

Please avoid parking in the disabled bay.

Please remember that people are arriving and departing with their children all the time.

PLEASE BE CAREFUL!

Whilst dropping off or collecting children in a car park appears much safer than from the side of a road..... looks can be deceiving, it is very easy to become less cautious...little people are very small, and may not be visible to someone backing out of a car parking space.

Children should NOT be allowed free reign to run around the waiting area – whilst it is fun, it is also dangerous, as cars come and go – so, please keep an eye on your children.

Leaving And Collecting Children.

Children are allowed to come into the setting at 9.15am, after staff open the entry door and are able to manage a safe arrival routine. Please allow staff their time before 9.15am to prepare for your child's morning's activities.

Please ensure that each door is securely shut – the door acts as a barrier to a child that might decide to try to get home on his or her own!

The Playleader will mark your child as present at the start of each session. Please Note: We are not responsible for your child until 9.15am.

PLEASE tell a member of staff AND make a note in the carer's diary detailing who will be collecting your child if you are unable to do so yourself. In the interests of safety, a child can only be released to a parent or another responsible person ONLY IF we have first received the parent's authority.



NOTE: Children will only be released into a responsible adult's hands – please do not send a minor (under 16) to collect your child

At the end of the session/day (at 12.45am or 3.15pm), please wait outside or in the little lobby for your child to come out to you. A staff member will call for your child so that she hands him or her into your care. Safety is our prime consideration – we do not want any children escaping during these vulnerable times.

Key-person

3.27. Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.16), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

Your child's key-worker will explain the various systems we use to keep the pre-school functioning. They will show you around and go through the "welcome initiation" with you. They should be able to answer questions that you might have.

Sometimes young children pick their own "special" member of staff (outside of our usual expectations) that they initially feel more secure with, and find easier to relate to and that's fine too!

The grouping system blurs, as the children grow older and begin to relate more confidently with all the staff. In the long term, your key-worker will act as a friendly face for you to contact; up-date you on any achievements your child makes; and ensure the day-to-day happiness of your child by providing support as needed.

Your child's key-worker may also set simple targets for children on a termly basis Your child's group, key-worker, and our expectations will change as your child progresses and grows.

Anna Knapton has overall responsibility for ensuring that all children's needs are met, for the staff and the setting.



Library Books

Every child has the opportunity to take home LIBRARY BOOK(s). Please make sure that you encourage your child to take care of their books, returning them to The Playbox when they have finished to get another book. This is good practise towards eventual school life.

Your children need to return any borrowed books before selecting new ones.

At this stage, it is important to encourage children to listen to words from a wide variety of fiction and non-fiction books. Children often request the same story over and over – don't worry – this is actually very good for them, as they memorise favourite stories.

We have several activity/information books available to loan to parents. Please ask. If you wish to borrow something please ask the Playleader.

Clothing

Please remember to name your child's possessions to avoid losses.

We provide protective clothing for the children when they play with messy activities. However, accidents do happen; children do sometimes get extremely messy (and very wet)— so send them in clothing that a stain won't matter.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

The children attending The Kennford Playbox will spend a lot of time outdoors. Please ensure that you provide clothing suitable for prevailing weather conditions:

Sunny and Hot – SLIP SLAP SLOP....slip on a T-shirt (with sleeves); Slap on a hat and slop on the sun cream protection.

Rainy and Wet - fleeces; woolly hats and coats are the order of the day!

Footwear - Boots, Flip-flops, Sandals and crocs are a health and safety nightmare...they are not designed to run around, climb or balance in. So many accidents have been caused as a direct result of wearing these types of ill-fitting shoes in the past, that we ask you to avoid sending your child to preschool in them.

Wearing **well fitted, new** canvas or leather shoes is best. If your child is wearing hand-me-downs, please ensure that those shoes have plenty of wear left in them (e.g., the heel isn't



showing signs of wear) and that they are the right size to fit your child's feet (not too big or too small)

We do not allow children to wear "wellies" inside. Wellies are designed to keep feet dry in wet weather – outside! Prolonged, day-to-day use is not advised as they inhibit natural foot growth and are the ideal environment for medical complaints like athletes' foot to thrive.

Toileting – please provide additional clothing if your child is likely to have accidents. An emergency supply of clothing is available at the setting for "unexpected emergencies"

Playbox Sweatshirts, T-shirts, Sun Hats and Book Bags.

You are welcome to purchase your Kennford Playbox sweatshirts, t-shirts, book bags and legionnaire sun hats from The Kennford Playbox.

Whilst the wearing of The Kennford Playbox's uniform is optional, we do recommend that your child wear something similar that is both robust and washes well.

Your child will have access to a lot of really messy activities whilst at the preschool, including gardening; splatter painting; printing; clay; gloop; cooking; water etc. which inevitably means that your child will get covered in something in spite of wearing protective aprons and coveralls. (Children will be children)

Whilst the materials the children use are chosen carefully and shouldn't mark or permanently stain, that's not guaranteed

SO, if your child has clothing that you want to keep nice,

..... then don't send them to preschool in it, because, **WE PROMISE**, that they **WILL COME HOME MESSY** at least once during their time with us!

Show Items and Belongings

Please label everything that your child brings into The Playbox "to show" so that we know who to give the item back too, at the end of the session.



Outings

We occasionally arrange outings during the year – forest walks, the butterfly farm, farm visits, beach trips, etc.

Your active participation is appreciated during these times, as adult/child ratio of 1:2 is needed and transportation is required.

Food & Drinks - HEALTHY EATING POLICY!

Snacks

In line with current Early Years' Policy, we encourage children to try and eat healthy snacks by providing different snacks and choices that might include a variety of different fruits (e.g., apples, bananas, grapes, grapefruit, mangoes, pineapples, dried fruit etc); bread based savoury snacks (e.g., French sticks, sandwiches, bagels, toast etc.); salad snacks (e.g., carrot sticks, salad pita pockets etc.) dairy products (cheese, yoghurt) and a choice between milk and water.

Additional Dietary Requirements and Allergies: Please let us know if your child has any additional dietary requirement. It is

especially very important to let us know if your child has any particular allergy toward one food group or another. We have a **NO NUT** policy.

Packed Lunches (see our lunch and snack policy)

Please ensure that your child has a balanced packed lunch that includes –

- A flour based main part – sandwiches, pasta, wrap etc,
- Fresh fruit or vegetables
- (As well as the extras – cheese; yoghurts; cereal bars)

Please only include one small after-lunch treat!

Milk and Water are available at Playbox.

Allergies

As part of the registration system, you are required to give us your child's details. It is important that you ensure that you tell us if your child has any dietary specific requirements or allergies.

Sickness

Please do not bring your child to Preschool if they are ill. Please do not put our Staff in the position where they have to turn your child away! If you are unsure, please ask.

If your child has any infectious disease, please notify the preschool, so that other parents can be made aware of the symptoms in order to try to contain the infection.

Sickness Bugs

“Infectious Diarrhoea and Vomiting”

According to recent advice...

*Young children with a sickness bug should be regarded as infectious and kept away from school **at least 48 hours** (minimum) after the last symptoms occurred.*

These bugs are usually spread through poor hygiene regimes i.e., not washing hands after going to the toilet properly, either by hand contact, on toys, or indirectly through food or water.

It is very important for children to wash their hands after using the toilet and before eating to minimise the possibilities of spreading these infections.

Promote and supervise a rigorous hand-washing regime that will minimise the chances of your child picking up one of these bugs!

Only prescription medicines will be administered at Preschool after either a short term or long-term medicine form has been completed. Adequate training for our staff, by a health official, may be required before your child comes to The Playbox. Please make staff members aware of your child requirements so that this may be arranged.

Please Note: Children should NOT attend preschool within the first 48 hours of commencing a new course of anti-biotics. This ensures that children have rest to recuperate from the illness that the antibiotics have been prescribed and limit the time that other children are in contact minimising the spread of the complaint.

Please Note: YOU need to provide explanation notes for all sessions that your child misses. If your child fails to attend regularly enough, and an acceptable explanation is not forthcoming, then your child's government funding may be withdrawn – and more importantly, you may be asked to pay back any funding you have received to date!

Notices

Please refer to the notice area in the Main Play Room for all the BUSINESS notices (Insurance Certificate; Registration Certificate; Fire Drill etc)

Please refer to the outside notice board and/or lobby for day-to-day notices.

There is a range of publications available to “borrow” in the lobby.

We deliver notices and newsletters via a “posting” system and via Tapestry and Facebook. We would ask you to make sure that you regularly check to make sure that you collect any papers left for you in the hanging pockets.

Throughout a term you might expect to receive the following:

Activity Plans
Rhyme Sheet
Monthly Newsletters
Letters – e.g., Trips out; lice alert etc.
Fundraising Dates
Notices
Committee minutes (committee members)
Home learning ideas

Complaints

Our Manager, Anna Knapton and Deputy Manager, Dawn Westcott always welcome constructive criticism – your insight as parents and comments are valued.... we are always willing to try new ideas and make changes - especially if these are for the better.

From time to time, more serious complaints need to be made. These can either be made in confidence to the Manager or the Chairperson. Please ask either for a quiet moment of their time in order to discuss any issues confidentially. Please don't allow things to fester. Misunderstandings happen and none of us are perfect.

Should a more serious complaint need to be made about any child-care professional (Play Staff, Childminder etc) Ofsted operate a Complaints, Investigation and Enforcement Policy – You can contact Ofsted on **0300 123 1231**
Email – enquiries@ofsted.gov.uk

General Rules for Playbox

It is necessary for you to know and understand the rules at Playbox both as a parent with a child at the group and as a helper during rota duty. Consistency between adults and sessions is very important so that the children know what is/not allowed during all sessions.

- ❖ Children must not be allowed to act in a way that is harmful or disruptive to him/herself or anyone else.
- ❖ An adult with a valid Criminal Record Check may only escort children to the toilet or wash facilities.
- ❖ Children can only be released from the setting to a suitable adult (aged 16 or above)
- ❖ The setting main door must be secured at all times – shut properly & safety chain secured.

- ❖ Children MUST WALK in the Setting room.
- ❖ The Paint Area needs to be supervised by an adult at all times. Messy painting is allowed as long as clothes are covered and the activity is supervised.
- ❖ Children must be supervised when using scissors or doing woodwork (tools and wood).
- ❖ Children are only allowed on climbing apparatus when an adult is directly supervising.
- ❖ Children are not allowed in the work area of the kitchen an only in the seating area in small, supervised groups for specific activities.
- ❖ Smoking, vaping and e cigarettes are not allowed.
- ❖ HOT drinks must be consumed in THE KITCHEN
- ❖ No physical punishment is allowed e.g., no smacking or shaking.
- ❖ No shouting, unless necessary to stop a harmful situation. When you check a child's behaviour, please explain why you have stopped them (children will generally respond better to this).
- ❖ Adults and Children MUST WALK down the steps leading to the outside play areas.
- ❖ Adults and Children should avoid stepping over equipment; gates; barriers; benches as these represent a tripping hazard – go around!

Disruptive Behaviour

We have a range of policies and strategies to deal with inappropriate behaviour. We are able to access help and advice from Early Years Professionals and Health Visitors. Generally, children should be redirected to a more constructive behaviour e.g., suggest other things to do.



The Playleader will deal with discipline when needed, explaining to the child why their behaviour is not permitted at Playgroup and notifying the parent if necessary.

Early Years Foundation Stage (EYFS) September 2021

The EYFS framework is a mandatory framework for all early year's providers ...that means that we have a legal duty to uphold the framework under Section 39(1)(a) of the Children Act

The following information has been taken from the Statutory Framework for The Early Years Foundation Stage (published in March 2021)

Four guiding principles should shape practice in early years settings. These are:

- 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.
- importance of learning and development. Children develop and learn at different rates. See “the characteristics of effective teaching and learning”

“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

“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 year’s 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); and
- **Assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

The Areas of Learning and Development

“There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the ***prime areas***, are:

- **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.**

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

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 lives⁷. 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 practice 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.

Characteristics of Effective Learning

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The Early Learning Goals

PRIME AREAS

Communication and Language

Listening, Attention and Understanding Speaking

Personal, Social and Emotional Development

Self-Regulation
Managing Self
Building Relationships

Physical Development

Gross Motor Skills
Fine Motor Skills

SPECIFIC AREAS

Literacy
Comprehension
Word Reading
Writing

Mathematics
Number
Numerical Patterns

Understanding the world
Past and Present
People, Culture and Communities
The Natural World

Expressive arts and design
Creating with Materials
Being Imaginative and Expressive



Tapestry is a tool that helps staff members assess how young children are learning and developing. It gives staff an overview of how each child is doing.

We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where

this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records called PLODs (possible lines of development). Tapestry outlines ways that we can help children attain their next goals or stepping stones.

We undertake these assessment summaries at times of transition – we complete 2-year-old checks and provide a summary called the Devon Learning Journey which is a summative report prior to children transferring from the preschool into another setting.

Equipment

The Kennford Playbox has a range of high-quality educational equipment chosen carefully by our staff, to ensure that children enjoy and achieve whilst using it.

During your child's time with us, they will be able to explore the following equipment across the indoor and outdoor provision –



- Water
- Sensory Play: e.g., Sand or alternatives (wet/dry sand have different properties, compost, sawdust, beads, rice)
- Paint (Free-style, pictures, printing etc)
- A range of small and big blocks

- Crate & Gutter Play
 - Role Play (Home play, Flower Shop, Café, Bakery, Doctor's Surgery, Office, Vets etc)
 - Dressing Up
 - Loose parts play
 - Climbing wall
 - Mud kitchen
 - Water wall
 - Music wall
 - Sand house
 - Climbing galleon
-
- Books & stories
 - Dough or Clay
 - Cutting and Sticking
 - Fine Motor coordinative and manipulative toys (nuts and bolts)
 - Gross Motor Physical Play Equipment (Climbing Frame, hoops, ball play, bikes etc)
 - Floor Play (trains, cars and garages)
 - Construction Play (Duplo, stickle bricks etc)
 - Small World Play (farm and zoo animals, miniature people, doll's house, garage)
 - Rhyme, Music, Singing, Dancing (World Music, different sounds, percussion instruments)
 - Outdoor Play (Parachute; Balls; Gardening; Play house)
 - Mark Making Equipment (felt tip pens, pencils, wax crayons, tracings, rubbings, finger drawing)
 - Heuristic Play – natural substances: corks, shells, etc.
 - Games (Lotto, dominoes, board games, sound games etc)
 - Puzzles
 - IT Equipment (computers, music centres; whiteboard, cameras, remote control cars etc)
 - Outdoor play (trikes, gardening, big blocks, climbing and balance equipment, sand and water.



Kennford Playbox Preschool

"where play begins and
learning is fun!"

Ofsted: EY366991
Charity No: 103100


Ofsted
Outstanding
2018/2019

A purpose built early years facility especially designed for 2-4 year olds. Come and see what makes us so special....

- Free- flow access across indoor and outdoor curriculum activities.
- Water wall, sand shed, mud kitchen and climbing wall
- Monkey Music sessions, puppetry story time
- Follow your child's day via the online journal Tapestry
- Breakfast club 5 days a week from 8.30am.
- We offer competitive child care rates within easy access M5 & A38



info@kennfordplaybox.co.uk Tel: 01392 833488

☆ Let the children PLAY
stomp in PUDDLES climb trees
Dig in the Dirt go on a
bug hunt make mud Pies
ROLL DOWN a HILL BUILD
a cubby make a Daisy chain
create a garden for fairies

PLAYING
outside
makes
CHILDREN

☆ SMARTER
🌿 HEALTHIER
🍁 HAPPIER

☆ Let the children PLAY

<http://progressiveearlychildhoodeducation.blogspot.com>

We all hope that you enjoy your time with us
at
The Kennford Playbox!