

Elizabeth College Junior School



Pre-School Parents Handbook





Parents Handbook

INDEX

	Page Number
The Pre-School Curriculum	1
Daily Routine	2
Partnership with Parents	3
Uniform	3
Snacks and Lunches	4
Medicines and Sickness	4
School Concert and Fun Days	5
Entrance to Acorn House Pre-School	5
Confidentiality	6
Transition to Future Schools	6
Communication	7
You will be able to ...	8
The Alphabet	9
The Development sequence of Drawing	10
The Development sequence of Painting	11
Learning to Talk / Choosing books to read and share	12
Friends of Acorn House	13



PRE-SCHOOL

Acorn House Pre-School is a thriving and friendly learning environment. It opened in 1999 and has grown considerably resulting in a new main foyer entrance where you are welcomed by the Pre-School Secretary. There are three classrooms and a variety of smaller rooms which are used for cooking, music time and story time.

Children aged 2-3 years are accommodated in the Wren Room. 24 children can attend each day and the ratio of adults to children is 1 to 4.

Children aged 3-4 years are accommodated in the Kingfisher Rooms. 48 children can attend each day and the ratio of adults to children is 1 to 8.

All rooms have a wide range of resources that the children and staff can access each day. In addition, there is an extensive selection of outdoor equipment that the children enjoy time playing with daily. ICT equipment is available in each area; this includes an interactive whiteboard and children can gain experience with ICT each day.



The Pre-School Curriculum

The Pre-School curriculum provides the building blocks on which all future learning is developed. We aim to provide a smooth transition from our Pre-School to Reception. Our curriculum reflects this by having a variety of adult led and child initiated activities.

The children, who attend Acorn House Pre-School, will be given the best possible start to their education. A child's experiences in their early years have a major impact on their future life opportunities. The curriculum is based on the Early Years Foundation Stage Framework. This covers three prime and four specific areas of learning:

The three prime areas include:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

The four specific areas include:

1. Mathematics
2. Understanding of the World
3. Literacy
4. Expressive Arts and Design





PRE-SCHOOL

We aim to:

- help each child to feel valued as a member of Pre-School;
- ensure the safety and well-being of each child;
- help children to gain from the social experience of being part of a group;
- provide a stimulating environment, where children can explore and develop an enthusiasm for learning.
- help the children begin to become more independent in thought and action.
- offer an open door policy, which allows parents to talk to staff or the Curriculum Leader at any time regarding any queries or concerns that they may have.

Daily Routine

The Pre-School opens Monday to Friday from 9:00am to 2:30pm term time only.

A normal day would involve:

8.30 – 9.00 Early Bird sessions available at an additional charge with limited spaces

9.00 – 9.15 Arrival of children and registration
The fun begins!

9.00 – 12.00 Child initiated play
Drinks & Biscuits
Creative & Sensory activities
Indoor & Outdoor physical activities
Music Room for story, musical activities or singing
Interest Table / Show and Tell

12.00 Lunch

1.00 Child initiated play
Creative & Sensory activities
Outdoor physical activities
Story

2.30 End of session





PRE-SCHOOL

Partnership with Parents

With our open door policy, all parents are made to feel welcome and valued. Each child is allocated a Keyworker, who has direct contact with the child's parent and who works closely with the children in their care. If any parent has any concerns, they are asked to speak to their child's Keyworker in the first instance. Please be assured that Keyworkers work closely with the Room Leaders and Curriculum Leader to whom matters of concern will be discussed. We pride ourselves on our "two way communication", keeping parents informed of school events and matters of interest through our weekly newsletter. Parents will be provided with information of the themes that will be covered each term and items needed for the weekly interest table. Parents may wish to see the Pre-School's policies. These can be read at any time. Copies are available in both foyers.

During your child's time in Pre-School, a record of development will be kept in the form of a Learning Journey book. This can be viewed at any time on request. A Parents' Evening in the Michaelmas term will inform parents of their child's progress. This meeting allows parents to have the opportunity to talk to their child's Keyworker. At the end of the Lent and Trinity terms, written reports will be sent home. These inform parents of their child's achievements in the seven areas of learning. Each child's Learning Journey book will be given to parents at the end of the Pre-School year. These books are to be treasured!

If, at any time, a child displays any cause for concern either socially, emotionally or with their physical or academic development, we will contact you to arrange a meeting. At this time, we hope that we can discuss together our concerns and work with you to help your child's further development

Uniform

All children in Pre-School are expected to wear a uniform. The uniform is very simple and consists of a blue polo-shirt and a blue sweatshirt. During the summer months the children will need a sun hat. Uniform fleece hats and fleece jackets may also be purchased for the winter months. These are all available from Fletcher Sports.

All clothing should be clearly named. Trousers or skirts should be easy for children to manage when going to the toilet. Footwear should be both comfortable and suitable for purpose and, for safety reasons, children should not wear open toed sandals or Crocs.

Book bags are available from the Pre-School. The bags are used daily for correspondence and for library books which are on loan to us from the Guille Allez Library. Children choose a library book every Monday and Thursday and a record of your child's books is kept in their library bag. The library books are collected in and returned every half term.



PRE-SCHOOL

Snacks and Lunches

In the morning, the children are provided with a drink of milk or water and a biscuit.

Lunches are a social time where children and adults eat together. The School's Catering Manager provides a healthy and nutritious meal each day. Menus are on display in Pre-School for parents to view. Children are encouraged to use a knife, fork and spoon. Specially produced cutlery has been purchased for our younger pupils that are designed to assist in teaching the children how to use a knife, fork and spoon successfully. The cutlery is called 'caring cutlery' and it can be purchased by parents via the internet. Water is available throughout the day and is also served to each child during the lunch time.



Parents are requested to notify staff of any dietary requirements. This information should be recorded on the child's Pre-School Contact Details Form which, on completion, is held in Pre-School.

No food or drink should be brought into the Pre-School to safeguard any children who suffer from severe food allergies.

Absence and Administration of Medicine

In the event of absence from Pre-School due to illness or accident, parents should notify the Pre-School Secretary by phone or e-mail. A reason for absence should be given, as infections can spread rapidly amongst young children. It should be noted that the Pre-School may contact parents who have not informed them that their children are unwell. Children who have been suffering with either vomiting or diarrhoea must be clear of symptoms for 48 hours before returning to Pre-School. We shall be grateful if parents will regularly check their child's hair for unwanted visitors. Sadly, these do appear from time to time.

In line with Elizabeth College's administration of medication policy, procedures are now in place that reflects the ages of our pupils. The administration of medication falls into three separate areas.

- Pupils who have medical conditions that, if not properly managed, could limit their access to education.
- Pupils who have been prescribed antibiotics, for example, who need to complete a course of treatment, but are no longer infectious and may return to School.
- Pupils who may require emergency medication. A severe allergic reaction, for example, will need immediate treatment.

In the first two cases above, the parents are asked to complete an 'Administration of Medicine' form, filling in full details of dates, timings and dosage. These are available from the Pre-School Secretary.



PRE-SCHOOL

Parents of children who suffer from serious medical conditions should confirm these details in writing, preferably before their child begins at Pre-School. For children who need Epi-pens, parents should provide the Pre-School with two Epi-pens presented in a clear plastic box with a picture of the child, along with parent and doctor contact details on the outside. These will be kept on site at all times. Staff receive training in the procedures required to administer Epi-pens in emergency situations and have up to date Paediatric First Aid qualifications.

If your child is not able to attend Pre-School for any reason, please ensure that you telephone, email or write to the office to inform staff of absence on 724993 or email officepreschool@beechwood.sch.gg.

School Concert and Fun Days

Throughout the year the children are involved in a number of concerts and fun days, such as Christmas Concerts, parties, dressing up days and our annual Toddlerthon. At many of these events we welcome parental support. Information about these activities and relevant dates will be displayed on our termly calendar and included in the weekly newsletters. Our school photographer is invited to take photographs on special days. The Friends of Acorn House arrange for Christmas concerts to be filmed; DVDs are available for purchase to all parents. Elizabeth College has a photographic policy and you will be asked to complete the necessary paperwork on entry. The Elizabeth College media policy can be found on our website www.elizabethcollege.gg



Entry to Acorn House Pre-School

Children may join Wrens during the academic year in which they have their 3rd birthday. Their second year will be in one of the two Kingfisher rooms, where they will have their 4th birthday, before moving into full-time education.

Sessions available in the Wren room (children aged 2-3 years) are:

Mornings:– 9.00am – 12.00noon

Full days:– 9.00am – 2.30pm which includes a cooked lunch

Only full-day sessions are available in the Kingfisher rooms (children aged 3-4 years) from 9.00am to 2.30pm. Cooked lunch is always a special part of the day.



PRE-SCHOOL

All children are expected to be 'clean and dry', as there are no nappy changing facilities in our Pre-School. They should be able to use the toilet with support. Parents are asked to bring a change of named clothing in a bag that can be left at Pre-School and used if necessary. However, for hygiene reasons, parents may be called on occasion to collect their child if they have had a toileting accident.

We encourage parents to allow their children to bring any comforters, such as a favourite soft toy or blanket. This is particularly helpful when settling the younger children.

Parents, who have formally accepted a place for their child in Pre-School, will be invited to an Information Evening, when they will be given details of 'familiarisation' visit dates. When parents are requested to accompany their child on these visits.

Confidentiality

It is understood that all members of staff occupy a position of trust and that within the course of their professional duties they will receive personal information. Staff are therefore expected to deal with the information that they receive in a professional manner and treat any information they receive about a child as confidential and to be shared only on a professional basis. Pupil and staff information is stored in the Pre-School in both hard copy and digital form. It must be a matter of trust that this information is not divulged to a third party without the consent of the person concerned, except in medical matters or child protection issues. Addresses and telephone numbers of staff, parents and children will not be passed on except in exceptional circumstances.

Transition to Future Schools

Most of the children in Pre-School transfer to our Reception classes. Our Reception staff spend time in Pre-School, observing the children and allowing them to become familiar with the adults. The children also visit the Reception rooms during the Trinity Term. We liaise with all Island schools so that their Reception staff can meet their future pupils in a familiar setting, thus helping their transition to the next stage of their learning journey. There is also a Pre-School Assessment Form that is completed by your child's Keyworker, a copy of which can be requested, with the original being sent to the child's future school.





PRE-SCHOOL

Communication

The Pre-School has its own office and direct telephone line, which is manned at all times. The Pre-School number is 724993 and its email address is officepreschool@beechwood.sch.gg

Mrs Jane King, the Pre-School Secretary works from 8.30-2.00 each day.

Pre-School Staff

Mrs Anne Liu	Curriculum Leader
Mrs Karen Renouf	Deputy Curriculum Leader / Room Leader
Mrs Wendy de Garis	Room Leader
Mrs Sarah Ellis	Room Leader
Mrs Alison Long	Pre-School Practitioner
Miss Becky Francis	Pre-School Practitioner
Mrs Julie Cloarec	Pre-School Practitioner
Mrs Jackie Colfer	Pre-School Practitioner
Mrs Adelina Falla	Pre-School Practitioner
Mrs Fiona McIntosh	Pre-School Practitioner
Miss Hannah Sheppard	Pre-School Practitioner
Mrs Cathy Piper	Part-time Pre-School Practitioner
Mrs Niken Sparkes	Part-time Pre-School Practitioner
Mrs Sarah Parsons	Part-time Pre-School Practitioner
Mrs Laura Williams	Part-time Pre-School Practitioner
Mrs Jane King	Secretary

The staff have a wealth and breadth of experience, which is backed by a variety of qualifications in child care. These range from Cache Level 2, NVQ Level 3 and BTEC Level 5. We also have an NVQ Level 3 assessor in the setting. The staff regularly review and assess the need to update their knowledge and attend relevant courses to continue their professional development. All staff are expected to gain a First Aid Paediatric Qualification; these are regularly updated.





Pre-School

We hope you will be very happy when you start Pre-School.

You will be able to:

Share books



Draw and
paint

Play
outside



Sing
songs



Make new
friends



Dress up



Build with
bricks



PRE-SCHOOL

This sheet shows upper and lower case letters. If you are encouraging your child to write their name, please use a capital letter (upper case) at the start only

eg. Natalie
not NATALIE

✓
✗

Thank you

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

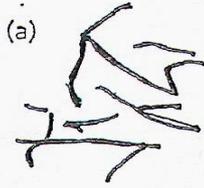
a b c d e f g h i

j k l m n o p q r

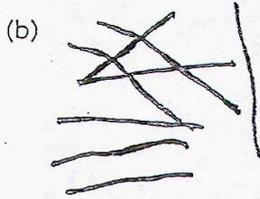
s t u v w x y z



The Development sequence of drawing



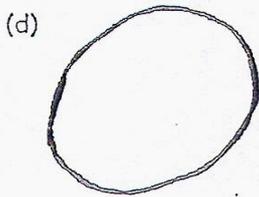
(a)
Random scribble



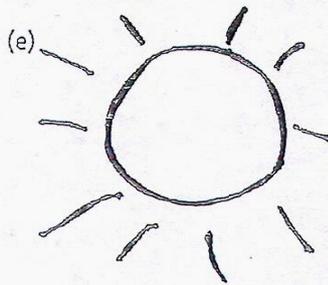
(b)
Lateral vertical scribble



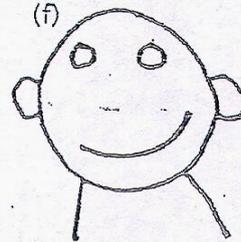
(c)
Emerging oval



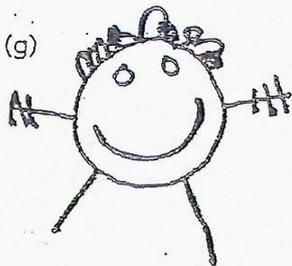
(d)
Oval



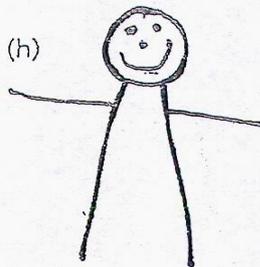
(e)
Radial



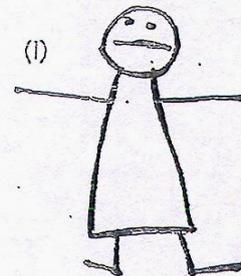
(f)
Big head



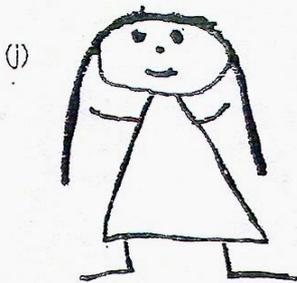
(g)
Big head



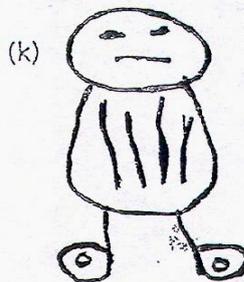
(h)
Hairpin figure



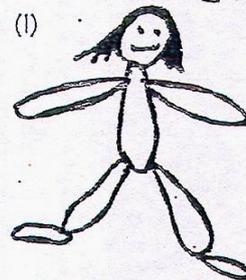
(i)
Filled in hairpin figure



(j)
Bighead and triangle



(k)
Amorphous figure



(l)
Loop or sausage figure



The Development Sequence of Painting

2 Years	3 Years	4 Years
<p>More wrist action than before.</p> <p>Fewer shifts in handedness though might paint with a brush in each hand.</p> <p>Scrubbing action with little regard for colour.</p> <p>Paints several colours over each other with muddy effect, often makes holes in the paper.</p> <p>Experiments with vertical and horizontal lines, dots and circular movements.</p> <p>Does not keep within boundaries – paints table, floor, self.</p> <p>Involved in process, not much regard for end of product.</p>	<p>Strokes are varied and rhythmical.</p> <p>Some beginning of design evident.</p> <p>Patch painting emerges – colours whole paper with one colour or blocks of colour.</p> <p>Knows what he’s painting but this is often not recognisable.</p> <p>More concerned for the finished product.</p> <p>More concentration and details evident.</p>	<p>Holds brush in an adult manner.</p> <p>Design more apparent, often includes letters from name.</p> <p>Ideas often modified during the process of painting eg. the robot becomes a spaceship.</p> <p>Verbal commentary.</p> <p>Explains and justifies his actions to himself.</p> <p>Personal pride in painting.</p>



Learning to Talk

Learning to talk builds the foundations for learning to read and parents play a vital part in both these activities. You can help by:

Spending as much time as you can talking to and with your child; is what teaches your child about language and the way it works. When parents take what a child says and expands on it, they are teaching the child words and the way in which they are used. For example:

Child: Granny gone

Parent: Yes, Granny's gone ... she's going to do her shopping and get something for tea.

Talking and asking questions about anything and everything:

- What your child is doing or playing
- Activities you share together like getting dressed or watching TV
- What you see around you when you are out together.

Choosing books to read and share

It is never too soon to start talking to your child, so it is never too soon to start sharing books and reading to your child. Books are an important means of helping to develop your child's language skills – by hearing new words or naming things in pictures.

The MOST important advice!

- Read, share and enjoy books together
- Listen to audio stories
- Talk about stories (ask questions)
- Go to the library
- Choose books which interest the child
- Re-read stories!

Reading to your child is also the way that he or she will become familiar with written language and the language of books – phrases such as *Once upon a time*, for example.

Aim for as much variety as possible in terms of content eg: different kinds of stories, poems and nursery rhymes, simple information books, ABC books; counting stories.

Look for books that are highly illustrated and where there is lots to talk about and discuss in the pictures. Try to get a variety of illustrative styles in the books.

Encourage your child to choose the book you are going to read. It is important for children to learn to make choices about books from an early age. Do not worry if the same books keeps being chosen – there is nothing children like more than hearing favourite books over and over again – encourage your child to join in with the bits that he or she knows off by heart.



WHO ARE THE 'FRIENDS'?

We are a group of volunteer parents with children at the school, who run a committee to fundraise in order to purchase non-essential equipment or contribute towards special events that will benefit all the pupils of Acorn House School and Pre-School. Mums and dads are welcome to come along to the regular Friends' committee meetings and help run the various events that go on during the school year. There is a Chairperson, Vice-Chair, Secretary and Treasurer.

WHY IS FUNDRAISING NECESSARY?

Like all schools, the staff at Acorn House has a wish list of items that fall outside the remit of the allocated school budget. The Friends can plug the gap by providing Acorn House with these 'wish list' extras, purchasing the most up to date learning and recreational resources to enhance our children's educational experience.

WHEN DO THE FUNDRAISING EVENTS TAKE PLACE?

We hold key events each term, which are advertised in the school newsletter, as well as a termly Friends newsletter. These can include the Annual Ball, Christmas Fayre and the summer Beach Barbecue. In addition to this, we provide Easter eggs for the Easter egg hunt; merchandise decorated by the children; refreshments at the Open Day and DVDs of the children's Christmas concerts.

HOW HAVE OUR PUPILS BENEFITED TO DATE?

In the last few years we have purchased the Acorn Pre-School chalet, gym equipment, outdoor play equipment including £10,000 towards the apparatus at the front of the school, musical instruments with storage trolleys, piano, TV and Video equipment, computers, digital cameras, cooking equipment, interactive tactile whiteboards, moveable staging and most recently have contributed £16,000 towards the new playground area. The funds raised during 2012-2013 will be contributing towards new soundproofing doors in the Hall, and some more up to date outdoor sports equipment.

WHERE DO YOU COME IN?

The Committee always welcomes new faces with fresh skills and ideas to help the School, and as the children move on to Beechwood in Year 3, the Friends of Acorn House always needs new parents to join them. If the Committee is not for you, then supporting events by buying a ball ticket, running a stall, donating a raffle prize or baking a cake for the Christmas Fayre would help our cause enormously. Your support buys the children the extras that make a difference.

To find out more contact the Chair at - acornhousefriendsgsy@hotmail.co.uk