



# Belton Playgroup

## Prospectus

### Introduction

Welcome to Belton playgroup, within this prospectus we hope to outline our aims and procedures regarding joining our group.

We are a small village run group whose aim is to provide a warm and caring environment to stimulate children and encourage them to learn and develop through play.

Our pedagogy is Ludocentric - this means that we believe children learn through play, the potential benefit and learning both immediate and long term comes from the play itself. The professional adult's role is to support the play process only intervening when the play needs moving forward. Adults are facilitators - getting resources to support the children's play when requested or by sensitively observing and knowing what may enhance the children's play.

### Early Years Foundation Stage (EYFS)

We follow the four principles of the Early Years Foundation Stage framework:

- A Unique Child - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships - children learn to be strong and independent through positive relationships.
- Enabling Environments -children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Learning and Development - children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

We are able to provide provision for children with special needs, we are also able to make referrals to other professionals for children who may have additional needs.

Every day offers the children a wide range of experiences structured to suit their stage of personal development. We try to incorporate a wide variety of creative activities whilst following a broad curriculum.

Each child is given the opportunity to participate in all activities and is encouraged to learn and develop at their own pace through play. The children have access to milk and fruit throughout the morning and we encourage the children's independence through choosing their fruit and pouring their drinks, this is also a social activity.

We believe that all children have the right to:

- Choose their activities
- Influence their environment
- Be given the resources, time and adult input to develop their play
- Not join in with activities

Regardless of age, gender, culture, and additional needs.

We want our children to have ownership of their setting, to learn from their mistakes and know that their opinions are valued.

## Our Team

We have seven members of staff:

- Playgroup Manager - Samantha Dexter, Foundation Degree, Understanding Autism level 2, Children and Young People's Mental Health level 2, Play Champion, SENCo, Safeguarding Children, First Aid trained.
- Deputy Manager, Becky Swann, NVQ3, Safeguarding and First Aid trained, Basic Food Hygiene level 2.
- Communication and Language support and second deputy Jo-anne Webber NVQ3, Safeguarding and First Aid trained.
- Designated Safeguarding leader and third deputy Vanessa Cook, BTEC level 3, and First Aid trained.
- Kelly Eversfield, level 3, safeguarding and First Aid trained, working towards Foundation Degree.
- Amanda Overton, level 3, safeguarding and First Aid trained, working towards Foundation Degree.
- Megan Langley, level 3, Safeguarding and First Aid trained.
- Leah Butlin Apprentice, Safeguarding and First Aid trained.

We also operate a parent/carer duty rota which involves bringing in and preparing the fruit and helping with washing up etc. We really appreciate the help during the sessions - you usually help once or twice per half term. This is currently not happening due to Covid-19.

We are Committee run and invite all parents/carers to join our Committee - this involves 1 short meeting per half term and 1 AGM each Spring, also help with various fund-raising events.

We promote British Values: Democracy which helps children to understand the importance of sharing their ideas, whilst also listening to others and implementing it in their play; Rule of Law which helps children to understand that rules matter; Individual Liberty which helps children to have self-worth and have confidence in their environment to be heard and to have opinions whilst following the Rule of Law; Mutual Respect and Tolerances which teaches children to 'treat others as you would like to be treated' and promotes the celebration of diversity.

## Our Curriculum

### Prime Areas:

#### Personal, Social and Emotional Development

We encourage children to establish social relationships with other children and adults. All children are encouraged to share and take turns when playing and are given appropriate language to help with their social interactions. This helps to promote confidence and independence. We take into account the children's own interests when planning the activities.



Working together



Creating together

#### Physical Development

To develop a child's confidence and precision we use both large and small equipment, things like bicycles, climbing frames, balls and beanbags can all help to develop gross motor skills. Other activities such as cutting, sticking, threading, painting and dressing are provided to help children with their fine motor skills. We use lots of loose parts and encourage children to use them in a variety of ways.



Climbing and negotiating



Mark making

#### Communication and Language

To help to develop a child's language skills we listen and talk with children, provide various activities such as story time, singing and rhymes. We also give them opportunities to follow instructions and to sequence information. These all help children to develop confidence in listening and speaking skills.

We use Makaton at song time with the younger children to support their language development.



Chatting around the campfire



Playing together

### Specific Areas:

#### Literacy

We have areas for the children to access books, regular group story times and informal story time throughout the sessions. We give the children plenty of opportunity to write in role play and for their own purposes both indoors and out.



Drawing around shapes



The Three Little Pigs using props



Early writing and drawing in sand



Sharing a story

#### Expressive Arts and Design

We use a wide variety of equipment and materials to encourage a child to develop their own creative skills. The role-play corner is set up to stimulate imaginary play using dressing up and various props. Playdough is provided to encourage children to knead, roll and cut different shapes out. Painting is a regular activity within our group as it helps a child to

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explore different colours and methods of painting, printing, finger painting and sponging. We also use a wide variety of different materials to create pictures and models.



Transient art - (Not fixed and changeable)



Rice & sequins to make Diwali pictures

## Understanding the World

It is our policy to encourage children to learn about different concepts of the world this is done through cooking, growing things from seeds or by taking part in a nature trail. We consider other cultures and religions. We also learn about ICT using cause and effect toys, torches and remote-controlled cars. We have regular visitors to help with our learning. Not during Covid-19.

We are aware of Cultural Capital which means not all children have the same life experiences at home and aim to give all children a wide range of experiences both in the sessions and on trips out.



A film about poppies



Going on a ramble for Children in Need

## Mathematics

We provide various toys, which promote basic mathematical concepts; these include construction toys, water and sand, jigsaws, counting games and art activities. All of these can make a child consider different concepts such as numbers, length, height, volume and basic shape recognition. We also encourage the children to be aware of numbers and shapes in the environment and in nature.



Jigsaws



Recognising numbers

We operate Free flow which gives the children the opportunity to enjoy indoor and outdoor play whenever they wish, we provide lots of different learning opportunities both inside and out from which the children can choose.



Whatever the weather.....



Small World play

We operate a Key person system which links your child to an Early Years Teacher who will be responsible for your child's well being and happiness during the sessions and will be making your child's Learning Journey - their development record. This teacher is also your first point of contact although you can talk to any member of staff at any time.

### Loose parts Play

Within our daily resources we have natural objects such as wood, stone, feathers together with metal objects, pasta, conkers, pine cones etc. We also use cardboard boxes, industrial recyclables and unusual objects. This gives the children opportunity to use these materials in their play and develop their imagination, creative skills, negotiation, risk taking and gives them a better ownership of their environment. **Some resources are restricted during Covid-19.**



Boxes and material



Sorting shells



Conkers and tweezers



Chatting in the bread baskets

Young children display their Characteristics of effective learning – the way they learn, think and their individualism. These are Playing and Exploring which covers finding out and exploring, playing with what they know and being willing to 'have a go'; Active Learning which covers being involved and concentrating, keeping on trying and enjoying achieving what they set out to do; and Creating and Thinking Critically which covers having their own ideas, making links and choosing ways to do things.

In our outside area, we also have a purpose-built cabin.



There is ample storage with labelled boxes so that the children can choose their own activities.

There is an upstairs area which can be a bedroom, office or any other role play space. The children can also transport small world and construction toys upstairs.

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Downstairs there is an area for small world and construction, an area for role play and a cosy area for reading, chilling and chatting.



On Friday, we run 'Fun filled Friday' (Named by the children) for children in their pre-school year. This is a full day session (9am to 3pm with the option of breakfast from 8-9am) and is mainly child led using loose parts play. Themes can be developed over the day and lunchtime will take place when the children are ready and where they are playing - a pirate ship, alien landscape etc. This also gives us opportunity to do more baking and use real tools.



Playing tennis



Laughing in the woods



Making 1,2,3 biscuits

On Fun Filled Fridays we aim to visit the school woods, the park and other places of interest as often as possible.

## Playgroup Sessions and Fees

Belton Playgroup is run within the normal Leicestershire school term times, and our opening times are:

Monday 8am - 6pm

Tuesday 8am - 6pm

Wednesday 8am - 6pm

Thursday 8am - 6pm

Friday 8am - 3pm (pre-school children only)

Our fees are reviewed on an annual basis. Currently our childcare fees are £5.15 per hour.

These are normally billed at the beginning of each half term and prompt payment is appreciated. This enables us to keep fees at a minimum and helps our limited cash flow. Arrangements can be made with the treasurer for anyone wishing to pay on a more regular basis. If you are in receipt of FEEE funding, this will be paid directly to the Playgroup by the Council.

All children who are 3 years old can access 15 hours of funded childcare (starting the term after their third birthday) and may be entitled to up to 30 funded hours. For funded 3 year olds there is a suggested sustainability donation of £1 per hour for daily fruit, art materials, washing costs etc. Eligible 2 year-olds may get 15 hours of funding too. This funding is known as FEEE. To receive the FEEE funding parents are required to provide us with a copy of the child's birth certificate and to complete a statement of undertaking.

For more information on 30 hours funding visit <https://www.childcarechoices.gov.uk>

To check if you are eligible to claim 30 hours FEEE funding please visit:

<https://www.gov.uk/help-with-childcare-costs>

Some parents will be eligible for tax free childcare, to check eligibility please visit:

<https://www.gov.uk/help-with-childcare-costs/tax-free-childcare>

Some children who are 3 and funded may also be eligible for Early Years Pupil Premium, this is extra government money to boost 3 or 4-year-old children's early learning. The Playgroup could receive up to £300 per year to help children's learning. Please complete the section in the Statement of undertaking.

Eligible 2-year-old children are entitled to 15 hours of free childcare per week for up to 38 weeks a year. To check if your child is eligible please visit:

[https://emsonline.leics.gov.uk/CitizenPortal\\_LIVE/Account/Login?ReturnUrl=%2FCitizenPortal\\_LIVE%2F](https://emsonline.leics.gov.uk/CitizenPortal_LIVE/Account/Login?ReturnUrl=%2FCitizenPortal_LIVE%2F)

## **Starting Playgroup**

All children react differently on their first days at playgroup, some children are perfectly happy to be left whereas others may seem tense and reluctant to stay. It is important to realise that some children do take longer than others to settle in and parents should not feel anxious if their child is finding it hard. It is also important that staff and parents work together to help the child feel confident and secure within the group therefore helping them to settle in more easily.

Children can bring in pictures or favourite items from home to help them settle.

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All children are eligible to start Playgroup when they are eighteen months old. Parents need to be aware that if their child is still in nappies then these must be provided complete with wipes and bags. Playgroup is not able to provide any of these. It is also a good idea to send your child with a spare set of clothes in case of any accidents; we do have spare clothes at playgroup but find that most children feel more comfortable in something of their own.

All children should bring a named bottle of water, milk is provided. Packed lunches should be healthy and not contain sweets or chocolate.

Parents should also be aware that some of the activities can become very messy and are advised to send their child in clothes that are easily washable and are not new. It is good for children to practice skills that will make them independent and simple clothes that children can handle themselves are always helpful.

We ask that if a child is poorly then the child is kept at home and doesn't return to playgroup for 24 hours after the illness has passed, this helps to limit the spread of the illness. (48 hours for sickness and diarrhoea).

Please see the Operational Plan and Risk Assessment for current Covid-19 guidelines.

If you have any questions or queries, then please contact us at the Playgroup.

The Playgroup mobile number is 07761 836983

Email: [leader@beltonplaygroup.co.uk](mailto:leader@beltonplaygroup.co.uk)

Web address: [www.beltonplaygroup.co.uk](http://www.beltonplaygroup.co.uk)

## Healthy Tots

At Belton Playgroup we aim to work with other professionals for the holistic development of all children.

## Eye Health

Currently there are major concerns about children becoming short sighted due to lack of long vision focus due to less outdoor activities and more television and tablet viewing than previous generations.

Although serious vision problems during childhood are rare, routine eye checks are offered to new-born babies and young children to identify any problems early on. Free NHS sight tests are also available at opticians for children under 16 and for young people under 19 in full-time education. Vista advise that children have regular eye tests.

The sooner any eye problem is found, the sooner you and your child will be able to get any treatment and support needed. Children may not realise they have a vision problem so,

without routine tests, there's a risk that a problem may not be spotted. This may affect their development and education.

If you have any concerns about your child's vision, see your GP or book in with an optician.

## Oral Health

Tooth decay is largely preventable, yet it remains a serious problem. Findings from Public Health England's (PHE) [2015 national dental epidemiology survey of 5 year old children](#) showed that in 2015 in England, a quarter (25%) of 5 year olds had experienced tooth decay, having on average 3 or 4 teeth affected. The vast majority of tooth decay was untreated.

Poor dental health impacts not just on the individual's health but also their wellbeing and that of their family. Children who have toothache or who need treatment may have pain, infections, and difficulties with eating, sleeping, and socialising.

A quarter of 5-year-olds have tooth decay when they start school. Children who have toothache or who need treatment may have to be absent from school and parents may also have to take time off work to take their children to a dentist or to hospital.

Oral health is therefore an important aspect of a child's overall health status and of their school readiness.



Healthmatters Preventing tooth decay

**Top 3 interventions for preventing tooth decay**

- 1** Reduce the consumption of foods and drinks that contain sugars
- 2** Brush teeth twice daily with fluoride toothpaste (1350-1500ppm), last thing at night and at least on one other occasion. After brushing, spit don't rinse
- 3** Take your child to the dentist when the first tooth erupts, at about 6 months and then on a regular basis

**Under 3s** should use a smear of toothpaste

**3 to 6 year olds** should use a pea sized amount

Parents/carers should brush or supervise tooth brushing until their child is at least 7

At Belton Playgroup we have books about teeth, fun games to play and we talk about visiting the dentist regularly. More information can be found about oral health by clicking on the following link:

<https://www.gov.uk/government/publications/health-matters-child-dental-health/health-matters-child-dental-health>

### **Online Safety**

Technology can move at an extraordinarily fast pace, and it can be difficult to know how to start talking to your child about what they're doing online, who they might be speaking to or discussing the potential risks and issues.

Talking regularly with your child is the greatest tool to help keep them safe online. Talking regularly and making it part of daily conversation, like you would about their day at school, will help your child feel relaxed. It also means when they do have any worries, they're more likely to come and speak to you.

But it can also be easy to become overwhelmed with the different technology, the language that children use, the huge number of games and apps which are available and the potential risks.

We use password protected tablets and Kids YouTube at playgroup. The children are always supervised when using the tablet. There is lots of information on the NSPCC website, link below:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>