

**Landkey Pre-school aims to:**

- provide high quality care and education for children 2½ to 5 years;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of its local community; and
- offer children and their parents a service which promotes equality and values diversity.

**As a member of Landkey Pre-school, your child:**

- is in a safe, caring and stimulating environment;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure your child makes satisfying progress;
- is in a pre-school which sees you as a partner in helping your child to learn and develop; and
- is in a pre-school in which parents help to shape the service it offers.

**The service offered by Landkey Pre-school**

The pre-school is open term times 38 weeks each year.

We are open 5 days each week between 9.00am and 3.00pm

We offer the following types of care between the following times:

Session times 9.00am to 11.30 and 12.30pm to 3.00pm

Lunch club 11.30am to 12.30pm

Toddler group Wednesday 1.30pm to 3.00pm

We provide care and education for young children between the ages of 2 ½ and 5 years

**Fees**

- the fees are £5.00 per 2 ½ hour session, lunch club £2.50
- Landkey pre-school is ofsted registered and offer government funded places to 3 year olds

**The curriculum**

Children start to learn about the world around them from the moment they are born. Play helps young children to learn and develop through doing and talking. Pre-school helps children to continue to do this by providing all of the children with interesting activities that are right for their age and stage of development. For children between the ages of 3 and 5 years, the pre-school provides a curriculum for the foundation stage of education. This curriculum is set out in a document, published by the Qualifications and Curriculum Authority and the Department for Education and Skills, and called Curriculum guidance for the foundation stage. Pre-school follows this guidance.

**The guidance divides children's learning and development into six areas:**

- personal, social and emotional development;
- communication, language and literacy development;
- mathematical development;
- knowledge and understanding of the world;
- physical development; and
- creative development.

For each area, the guidance sets out early learning goals and stepping stones, which state what it is expected that children will know and be able to do by the end of the reception year of their education.



### **Personal, social and emotional development**

This area of children's development covers:

- having a positive approach to learning and finding out about the world around them;
- having confidence in themselves and their ability to do things, and valuing their own achievements;
- being able to get on, work and make friendships with other people, both children and adults;
- becoming aware of - and being able to keep to - the rules which we all need to help us to look after ourselves, other people and our environment;
- being able to dress and undress themselves, and look after their personal hygiene needs; and
- being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.



### **Communication language and literacy:**

This area of children's development covers:

- being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others;
- adding to their vocabulary by learning the meaning of - and being able to use - new words;
- being able to use words to describe their experiences;
- getting to know the sounds and letters which make up the words we use;
- listening to - and talking about - stories;
- knowing how to handle books and that they can be a source of stories and information;
- knowing the purposes for which we use writing; and
- making their own attempts at writing.



### Mathematical development

This area of children's development covers:

- building up ideas about how many, how much, how far and how big;
- building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
- building up ideas about how to use counting to find out how many; and
- being introduced to finding the result of adding more or taking away from the amount we already have.



### Knowledge and understanding of the world

This area of children's development covers:

- finding out about the natural world and how it works;
- finding out about the made world and how it works;
- learning how to choose - and use - the right tool for a task;
- learning about computers, how to use them and what they can help us to do;
- starting to put together ideas about past and present and the links between them;
- beginning to learn about their locality and its special features; and
- learning about their own and other cultures.



### Physical development

This area of children's development covers:

- gaining control over the large movements which we can make with our arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- gaining control over the small movements we can make with our arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- learning about the importance of - and how to look after - their bodies.



### Creative development

This area of children's development covers:

- using paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- becoming interested in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings