

"Motivated Aspirational Growing in Independence and Confidence"
MAGIC Children



Tadpoles Welcome Pack

Rainford Brook Lodge Community Primary School
Rufford Road,
Rainford,
St Helens
WA11 8JX

School Telephone Number: **01744 678816**

We do know that your child may take part in clubs and activities outside school and these are celebrated too in our school Celebration Assembly on a Friday afternoon where both school achievements and achievements outside school can be recognised.



Our PTA, called Friends of Brook Lodge (FOBL), run lots of events to help raise funds for school including discos, Mothers' and Fathers' day shops, Easter egg hunts, Santa Dash and a Christmas and Summer Fayre and they have recently raised enough to purchase whole sets of reading books and interactive whiteboards for the classrooms.



Communication with parents is vital and the easier we can make it for you, the better. We use a school app which you can easily access from any smartphone. Once set up, you will receive all relevant messages and newsletters via notifications on your app and you can report an absence and consent to trips straight from the app without the need to even phone the school. We also use ParentPay which enables you to make payments so there is no need for cash. We are very aware of the busy lives you lead and so the easier we can make it for you, the better.



Your child is precious and we as a school want your child to be a MAGIC (Motivated, Aspirational and Growing in Independence and Confidence). I hope this has given you a taster for life at Brook Lodge and I look forward to meeting you soon.

Kind Regards

**Mr Reece
Headteacher:**

P Reece



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What's in the Welcome Pack

Before we begin, please see the list below for the contents of this welcome pack and any additional sheets of data. If you don't have access to any of the following, please get in touch with us ASAP. You can contact us on **01744 678816** and we can get you started.

Contents:

1. Meet our Early Years Foundation Stage Staff
2. Welcome to Tadpoles
3. Parents as Partners
4. Tadpole Session Times
5. Extended Services
6. School Uniform
7. Safety and Protection Issues
8. Sickness
9. Special Educational Needs
10. All About Development
11. Admission and Fees
12. Admission Priority
13. Early Years Pupil Premium
14. Thank you

Additional (Separate) Data Sheets (To be completed and returned to School):

- Information about your child
- All About Me Booklet

Additional (Separate) Data Sheets for you to keep for your information (Subject to Change):

- Holiday Dates
- Primary Lunch Menu
- HM Paying for Child Care
- Parent App 'How to use' Guide
- Parent Pay 'How to use' Guide

Meet our Early Years Foundation Stage (EYFS) Staff

The foundation Stage team consists of eight staff members. Each member contributes effectively towards the planning and delivery of the curriculum and the assessment of the children against the Early Years Framework. This ensures continuity and progression throughout Foundation Stage 1 and 2.

- Volunteer helpers provide additional support whenever possible.
- We are pleased to provide first-hand experience for Rainford High Technology College Students, who are studying childcare.



Mrs Hodkinson
(Deputy Headteacher)
Reception (FS2) - Teacher



Mrs Roberts
Reception (FS2) - Teacher



Mrs K Rowbottom
Reception (FS2) - Key Person



Mrs Morrissey
Key Worker



Mrs Saunders
Key Worker



Ms Griffiths
Key Worker



Mrs Zhelyazskova
Key Worker

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Welcome to Tadpoles

At Brook Lodge, we aim to provide a safe, happy, enjoyable and caring environment so that your child will have a good foundation for their future life in our school. We provide equal opportunities for everyone, regardless of race, class, religion or gender and we work tirelessly to ensure that we cater for every child's needs, every day.

The Early Years Foundation Stage (EYFS) curriculum covers seven areas of learning and development with three of these areas being particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and therefore thriving. These are known as the **Prime Areas**. The seven areas of learning are as follows:

(1) Communication and Language, (2) Personal, Social and Emotional Development, (3) Physical Development, (4) Literacy, (5) Mathematics, (6) Understanding the World, (7) Expressive Arts and Design

The Prime Areas are as follows:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Please see 'All About Development' for further information regarding Early Years Foundation Stage curriculum.

Parents as Partners

Entering our Foundation Stage Unit can be a major step for any young child and their parents. It is important that children, parents and staff get to know each other, and that staff are made aware of any major changes within the child's life which adults may deem trivial, but children may find daunting.

With good communication between home and school, any problems can be addressed immediately and to greater effect. It is for this reason that your child will have a key person from the moment they start attending our Foundation Stage.

What is a Key Person? "A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for."

You will be informed of who your child's key person is on allocation of a place in Tadpoles. In order to find out more about your child before they start in Tadpoles, we would be grateful if you and your child could take the time to complete the '**All About Me**' booklet included with this pack and return it to school on or before your child's first day.

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Tadpole Session Times

Our newly designed environment provides children with the opportunities to explore, observe, take part in and recreate experiences that are rich and multi-sensory. Our environment is meaningful, stimulating and motivating for all young children. It creates an atmosphere where education will be almost inevitable. Children will experience a range of activities both indoors and outdoors across the school day.

Our session timetable is outlined below.

Morning Session	8.50am – 11.50am	3 Hours
Dinner Time Wraparound	11.50am – 12.30pm	40 Minutes
Afternoon Session	12.30pm – 15.30pm	3 Hours

Extended Services

Children who attend Tadpoles can utilise our Breakfast Club and After-school Club.

- Breakfast Club runs from 7:30am until 8:50am and costs £5.00 per day.
- After-school Club runs from 3:30pm until 5:50pm and costs £7.00 per day.

Children will be given a snack at both clubs and will have the opportunity to engage in fun activities. Sessions are booked via Parent Pay – please contact Mrs Catherall, at the school office, and she will assist you with setting this up.

School Uniform

We do offer a Tadpole School Uniform, but this is optional. The uniform will comprise of a yellow polo shirt or a yellow sweatshirt. Both items of clothing will have the school emblem on them with 'Tadpoles Pre-School' written underneath. **We use two companies, Topaz and School Treads and we ask that you order them in store or online.**



'Yellow Polo Shirt'



'Yellow Sweatshirt'

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Although aprons are provided, clothes may get messy. We therefore suggest that children wear 'working gear', i.e. not their best clothes! **Please put your child's name in their clothes.**

One of our aims is to develop the children's independence and so it is important that they are able to take themselves to the toilet. Therefore, dungarees and belts should be avoided! We request that you provide a complete change of clothing, including underwear, in a named bag. Accidents do happen and the children are happier to change into clothes which are familiar to them should the need arise. In addition, please provide your child with a pair of wellies as we play out in all weathers. Please ensure that your child's name is clearly labelled. Finally, your child can bring in a reusable and labelled bottle of water every day.

Safety and Protection Issues

It is essential that parents inform us if their child is to be collected by somebody other than their usual carer. Children will not be allowed to leave the Foundation Stage Unit with anyone unfamiliar to us unless prior arrangements have been made.

It is extremely important that you contact Mrs Green or Mrs Catherall, in the school office, if you are going to be late picking up your child. **For further information, please refer to our 'Safe Collection of Pupils' policy and our 'Child Protection and Safeguarding' policy on our school website.**

If your child is unable to attend a session, please inform the school office as soon as possible (any unattended sessions will still be charged).

As expected with three- and four-year olds, we do occasionally encounter unacceptable behaviour. Parents will be contacted if there is a cause for concern. We hope that parents will support us in the management of our children's behaviour. Please feel free to talk to us if you have any concerns. **For further information, please refer to our 'Behaviour for Learning' policy on our school website.**

Regular fire drills are organised so that the children know what to do in case of an emergency. Risk assessments are regularly and routinely carried out to ensure all learning areas and equipment is safe for all children's use.



Sickness “Poorly Child”

COVID -19: In current circumstances, should there be a case of COVID-19 in your family and/or close contacts, please notify the school office immediately who will then be able to advise further.

For further information about our setting with regards to COVID-19, please find our full Risk Assessment on the school website. This can be located under ‘Latest News’.

At Brook Lodge, we are very understanding and caring when dealing with sickness within school and have been trained in child first aid. In the event of a child becoming ill during the school day, we may need to contact parents or carers to collect children (this only applies in circumstances where a child needs to be taken home).

If a child suffers from vomiting or diarrhoea, they should be kept off school for at least 48 hours after the last bout of sickness. This is in line with council policy for both adults and children. Please also use discretion when returning children to school who have had viruses or infections, as these can be easily spread.

Special Educational Needs

If you believe that your child has additional needs please contact our ‘Special Educational Needs Co-Ordinator’, Mrs Hodkinson, where she will be able to discuss any concerns with you. **For further information please refer to our ‘SEND’ policy which can be found on our school website.**

All About Development

Three- and Four-Year-Olds

Here at Brook Lodge, we ensure that we use the Development Matters as a guide whilst ensuring that 'The Characteristics of Effective Teaching and Learning' are weaved through everything we do. In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately.



Personal, Social and Emotional

- Select and use activities and resources, with help when needed.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries.
- Increasingly follow rules, understanding why they are important.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like, 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts.
- Understand 'why' questions.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play.

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Physical Development

- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternative feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhyme.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment. For example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs. For example, brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- Fast recognition of up to 3 objects, without having to count them individually.
- Recite numbers past 5.
- Say one number for each item in order: 1, 2, 3, 4, 5.
- Know that the last number reached, when counting a small set of objects, tells you how many there are in total.
- Show 'finger numbers' up to 5.
- Link numerals and amount. For example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than' and 'fewer than'.
- Talk about and explore 2D and 3D shapes.
- Understand position through words alone.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones.
- Talk about and identifies the patterns around them.
- Extend and create ABAB patterns.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first' and 'then'.

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide range of vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key feature of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and the changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.
- Make imaginative and complex 'small worlds' with blocks and construction kits.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person.
- Sing the melodic shape of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.



Admission and Fees

Our pre-school provision is committed to providing a fair and open admission system that offers a competitively priced and good value service. As a provider of registered childcare, we both encourage and actively support eligible parents/carers claiming and taking up the childcare element of the Working Tax Credit. The extended free childcare entitlement for working parents of three- and four-year olds, will provide eligible parents with a total of up to 30 hours of free childcare per week, over 38 weeks (for eligibility criteria, please follow: [Childcare Choices | 30 Hours Free Childcare, Tax-Free Childcare and More | Help with Costs | GOV.UK](#)). If not eligible for this, the existing 15 hours entitlement for free early education remains.

Children admitted to the setting prior to receiving the free childcare entitlement will be required to pay £13 per child, per session. Any unattended sessions will still be charged. We also offer daily wrap around. The cost of this is £3.20 per day. During this time, your child can have a school dinner or alternatively they can bring their own packed lunch. A discretionary charge of 50p per session is made for snack. As we are cashless office, all payments must be paid via Parent Pay. **For further information regarding Parent Pay, please refer to our 'How to use' guide.**

Capacity / Offer of 30-hour free entitlement

Tadpoles is registered with OFSTED to take up to 24 children in any one session. Our capability to offer the extended 30-hour of free childcare is dictated by staffing ratios and floor space; therefore, the number of free 30-hour funded places may be limited. The number of these places allocated will be dependent on 'Priority of Admissions Criteria' and decided by the management committee, subject to termly review.

Registration and Requirements

When a parent/carer contacts the school enquiring about a place for their child, they will be given all the relevant information they require including details of the Admissions and Fees policy.

If the parent/carer agrees to abide by all the terms and conditions of admission, including the level of fees and arrangements for payment, they will be asked to complete and sign the Admissions Form to confirm their child's place. It is also a requirement to show the school office staff the child's original birth certificate or passport, whose number will be recorded for our files.

Parents/carers will also be asked to complete and sign the Emergency Contact and Medical Details Form which are given out in the 'Welcome Pack' provided upon visiting the school.



Admission Priority

To ensure that admissions to Tadpoles are offered on a fair and transparent basis, we will allocate places in the following order:

1. Children who are already attending Tadpoles and are due to start Reception in September of the following year.
2. Children who are not already attending Tadpoles who are due to start Reception in September of the following year.
3. Children who have siblings at our school.
4. The distance lived from our school.
5. If places still remain after these allocations, they will be offered on a first come, first served basis to children aged 3+ who do not fall into the above categories.

We regret that provision of a place in Tadpoles is no guarantee of a place in school. The admission of children to Brook Lodge is the responsibility of the Local Education Authority.

From the spring half term break, parents/guardians of children aged 3+, currently attending our Tadpoles, will be required to complete an application form stating their requirements for the following academic year and return it to school before the Easter holidays at the very latest. Parents/guardians who would like their child to attend Tadpoles will be invited to a meeting in April, to learn more. Following this, they will be required to complete an application form stating the sessions that they would like their child to attend and return it to school.

Offering Your Child, a Place and Acceptance

Following contact with school, all parents/guardians will be informed by letter as to whether their child has been allocated a place, and of any sessions that their child has been allocated. Parents can request sessions times; school will then provide a provisional offer, which is signed by parents and returned to school, within a specified time frame (usually two weeks). We have never discriminated and have no intention in the future of discriminating against any child on the grounds of sex, race, religion, colour or creed.

Fees

The school understands that the cost of registered childcare may seem expensive to a parent/carer. However, providing a high quality, safe and stimulating service for children is not cheap and to ensure the continued high standards and sustainability of Tadpoles, it must ask that parents/carers respect its policy in respect of fees.

- The level of fees will be set by the Management Committee and reviewed annually in the light of the Club's financial position, its future strategic plans and any other broader economic or social considerations deemed relevant.
- Parents will receive an invoice at the beginning of each half term, breaking down of any fees incurred.

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- The school will be sympathetic to requests for daily payment. Parents/carers wishing to negotiate this or any other alteration to the standard fees policy should arrange a meeting with the Office Manager at the earliest possible opportunity.
- If the fees are not paid on time, the school office will notify the parent/carer in writing and request payment at the earliest possible opportunity.
- The school has the right to issue a formal warning to the parent/carer and inform them that continued late payment will result in their child's place at the Club being forfeited. This will not affect funded sessions, however additional and /or wraparound will be.
- If fees are paid persistently late or not at all with no explanation, the school will be forced to terminate that child's place. Under exceptional circumstances, the school may agree to allow the child to continue attending the Club for the remainder of that week.
- Parents/carers are encouraged to speak to a member of staff or the Office Manager if they have any query about the fees policy, or if, for any reason, they are likely to have difficulty in making a payment on time. Parents/carers are strongly advised to arrange a meeting at the earliest possible opportunity, to avoid jeopardising their child's place at Tadpoles.

A healthy snack is provided to children at a small additional cost.

Please Note; Payments for extra sessions/wraparound still need to be paid if a child is absent from Tadpoles due to illness or holidays.

Changes to fee paying sessions

Foundation Stage 1 requires you to give written notice, half a term in advance, of any intent to terminate attendance or to make any alterations to sessions that are not Government funded, unless in exceptional circumstances. If half a terms notice is not given for any alteration you will be required to pay for your original sessions; this included sessions for September with half terms notice being 31st May.

Waiting List

When all places have been allocated a waiting list will be made for any additional children. Where a space subsequently becomes available this will be advertised to all on the waiting list by email or telephone where no email address has been given. Anybody interested in the sessions offered should inform the Nursery by the date specified in the email or telephone message. Places will then be allocated according to the date on the original registration form received by the Nursery.

Appeal

If a place or requested sessions are unavailable, parents have the right of appeal to the Full Governing Body. Parents will need to write to the Full Governing Body detailing their reasons for appealing against the decision.

Updated September 2021



Early Years Pupil Premium

Additional funding may be available through Early Years Pupil Premium (EYPP). We urge you to select 'yes' when completing the 'Funded Early Education Entitlement' form as it may give us the opportunity to access further funds in order to improve teaching and learning facilities and resources to impact positively on your child's progress and development.

Thank you...

Finally, thank you for taking the time to read our 'Welcome Pack'. We look forward to meeting you and watching your child blossom with us. Please contact school if you have any further questions.

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