

# Parents' Information Booklet



Updated: September 2022

Bevan Lodge Community Pre-school CIO  
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[www.bevanlodge.co.uk](http://www.bevanlodge.co.uk)

Registered Charity number: 1175740  
Ofsted Registration number: EY556147

## Welcome to Bevan Lodge Community Pre-School CIO

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'*

*(Statutory Framework for the Early Years Foundation Stage, DfES, 2021)*

Bevan Lodge comprises a team of eleven staff, all of whom are qualified in Early Years and Child Care. Ginny Rosser is the manager who holds a BA Hons degree in Early Years Education and practice (level 6), assisted by Nikki Webb, our deputy supervisor and a further nine staff members: Lisa, Anna, Lucy, Natalie, Gina, Kathryn, Stephanie, Becky and Karen. Our aim is to provide a caring, safe and stimulating environment where the children are able through play, to have fun, learn and develop and to help give him/her the best possible start in life.

We are a community run pre-school and a registered charity. The day to day running and management of the pre-school is the responsibility of the pre-school staff, however the overall management of the pre-school is overseen by a voluntary elected management committee made up of parents/carers of children at the pre-school. The Management committee is run by Natasha Morrow (Chairperson), Caroline McMillan (Secretary), Oliver Smith (treasurer), Gemma Grover, Becky Vallance, Sophie Smith, Amanda Sapsford and Olivia Griffiths. The committee is responsible for ensuring that, as a charity and a business, we keep within Ofsted recommendations and Statutory Framework, remain strong financially and work towards achieving the aims set out in our constitution. The management committee are also responsible for discussing and agreeing key decisions which affect the pre-school.

As a charity-based pre-school, registered with the Charity Commission and under the terms of our constitution, we must have a full management committee in place each year and if this is a role you would like to know more about, please do talk to the pre-school manager or deputy who will put you in touch with our committee chair.

Parents and carers offer wonderful experiences for our children and it is something we value and look forward to welcoming you all back.

The booklet contains other information to help you and your child's transition into Early Years:

- practical matters about the pre-school sessions and routines
- frequently asked questions
- how children learn and develop and the early years curriculum
- information about our written policies and procedures

We hope you will find it useful but please do ask if there is any more information you require or if you have any further questions. We hope your child and your family will enjoy your time at Bevan Lodge and we look forward to working closely with you.

## Bevan Lodge Community Pre School CIO

### SESSION TIMES

- Pre-school sessions are three hours long, but may be extended to three and a half hours with our optional early start time.
- Morning sessions start at 9.00am and finish at 12.00pm. There are also options to start at 8.30am and/or to finish at 11.30am.
- Afternoon sessions start at 12.30pm and finish at 3.30pm. There are also options to start at 12noon and/or to finish at 3pm.
- Our registrar, Kathryn Manning, is responsible for managing the session allocations for all children. Email: [bevanlodge@yahoo.co.uk](mailto:bevanlodge@yahoo.co.uk)

### CHILDREN'S BELONGINGS

- When your child initially starts at Bevan Lodge, we will allow your child to choose their own cloth bag. We ask that you wash your child's cloth bag on a regular basis.
- Please use this bag to keep a full change of clothing and any nappies your child will need.
- **Please ensure ALL personal clothing is named**, particularly coats, hats, shoes, gloves and jumpers. Just writing your child's name on the garment label or in the collar will do!

### SNACK TIME - FRUIT & VEGETABLES

- Parents are asked to provide snack for their own child. The children have snack mid-morning and mid-afternoon. Please place your child's snack in a small named box which they can independently open or a disposable zip lock food bag.
- Bevan Lodge Pre School will provide a plain biscuit and milk. Milk will be served in a plastic cup.
- As your child arrives at Pre School there will be a snack box for you to put your child's snack box into in the red room near their coat peg.
- Please respect our allergy policy and do not include any nut products.
- A recommended snack would be pre prepared fruit or vegetable.

### WATER BOTTLES

- Please provide your child with a named water bottle. A water bottle they can access independently containing only WATER

### LUNCH BOXES

- If your child is staying for lunch please provide a healthy lunch, in a named lunch box. No Nut products.
- Ensure your child can independently access their food items by pre preparing fruit and pre opened packaging.
- Please wash your lunch boxes in-between each use or provide your child's lunch in a disposable plastic bag.
- All lunch boxes are to be placed on the Lunch box trolley as the children arrive.

## COMMUNICATING WITH YOU

Keeping in touch, keeping you informed is most important and something I strive to do on a regular basis.

- At Bevan Lodge we communicate with you in the form of parent email messages and newsletters and Face Book.
- Bevan Lodge has a closed Facebook page: 'Bevan Lodge Noticeboard', available only for current parents/carers of children attending Bevan Lodge Pre School.
- Please let us know if you would like to receive information from the pre-school in another language or another format to make it easier for us to communicate with you.
- Our 'Today we...!' sheet is on display in the Red Room window (front bay window) telling you about some of the activity's children have enjoyed during the session. We aim to put this out at the end of each session but sometimes we are very busy having fun and it isn't possible.
- Our website address is; [www.bevanlodge.co.uk](http://www.bevanlodge.co.uk) The website is regularly updated with a variety of information about the pre-school and upcoming events and activities. You can also access copies of recent newsletters, photographs and key policies on the site. (Please be reassured that parental consent is sought before any photograph is placed on our website)

## FEES

- Fees are payable half-termly in advance, in the first two weeks of term. This is extremely important because all the fees are used for the day-to-day running of the group and are needed to cover our costs each week
- Flexible payment arrangements are possible. For example: you may pay weekly, on the first session of the week; you may spread the cost of the term you need to pay for across a second term when you are receiving funding. Please talk to Kathryn, our bookkeeper/registrar, if you wish to make an arrangement of this sort.
- We accept childcare vouchers to cover childcare fees, please talk to Kathryn, our registrar for more information. Email: [bevanlodge@yahoo.co.uk](mailto:bevanlodge@yahoo.co.uk)
- If you ever have difficulty paying the fees, then please speak to Ginny or Kathryn, or the chair of the management committee.
- Early Years Education (EYE) funding is available for all children resident in Hampshire from the funding period following their third birthday. Funding periods are: Sept 1 - Dec 31; Jan 1 - March 31; April 1 - Aug 31. The funding covers the 38 weeks a year that we are open and entitles your child to 15 hours per week of childcare. We will give you the funding forms to complete at the appropriate time.
- If your child is receiving EYE funding and attends another setting in addition to Bevan Lodge, making a total of more than 15 hours per week, you can choose how to share your funding between the two settings and at which setting you will pay top up fees. We will invoice you at our current hourly rate for any hours not covered by EYE funding.
- We do welcome children who qualify for 30 hours funding. This funding is available to parents who meet certain criteria as set by the government. Please do check online to see if you are entitled to receive extra funding for your child's care.

- We are also registered to receive funding for qualifying two year olds. This funding is available for children or parents who meet certain criteria. Please speak to us if you think your child is eligible for this funding.
- If your child leaves pre-school during the academic year you must give us **4 weeks' notice** in writing, either by filling in one of the 'leaving forms' we have available or by writing a letter giving notice. This allows us time to try to fill your child's place and cover any fees you would have been paying.

You can read our *Admissions and Charging Policy* in full on our website.

### **CHANGES TO YOUR CONTACT DETAILS**

If your address or any of your telephone contact numbers change, please inform us immediately so we can ensure that we always have up to date contact details for you in the event of us needing to contact you quickly in an emergency.

We will reconfirm your registration details at the stay and play session when you meet with your key person just in case things change over the summer period.

### **OFSTED**

Our most recent Ofsted inspection took place in March 2022. We are very pleased to inform you that we were awarded a 'Good'. Please see our website to read the full report: [www.bevanlodge.co.uk](http://www.bevanlodge.co.uk)

We hope you find this information booklet useful and informative.

If you have any questions which have not been covered, please do not hesitate to ask. You can e mail me at: [ginny.bevanlodge@gmail.com](mailto:ginny.bevanlodge@gmail.com)

# SOME COMMONLY ASKED QUESTIONS

## HOW IS A PRE-SCHOOL SESSION ORGANISED?

Most of the sessions are based around free choice and play. Every day the garden is freely available to all children, allowing them the freedom to choose to play and move between the inside and outside areas as they wish. All our resources and play equipment can be used by all children inclusively, whenever and wherever they want. Snack times are made available to the children during each session, morning and afternoon and their individual water bottles are easily accessed throughout the day.

Our sessions end with small group story times.

## WHO DO I SPEAK TO IF I HAVE ANY CONCERNS OR QUESTIONS ABOUT MY CHILD?

Every child is allocated a special member of staff, who will be his/her **key person**. Please see your registration pack up to find your allocated key person. Your key person will work with you to ensure that your child settles well and their needs are being met appropriately. She is the person you can talk to about your child's progress or if you have any important information about your child that you feel the pre-school should know. Of course, you can also speak to our manager, Ginny or deputy Nikki, at any time, if you wish to.

## HOW CAN I HELP MY CHILD TO SETTLE WHEN THEY START AT PRE-SCHOOL?

Each and every child is wonderfully unique and as such they all respond very differently when starting at Pre School and their ability to cope with change during their first weeks at pre-school. We recognise this and aim to find the best way to help each child settle in and for each parent/carer to feel confident about leaving their child.

Before your child starts at pre-school:

- You and your child will be invited to a 'Stay and Play' session in September or December before their start date so you can complete essential paperwork with your KP and your child can play with other children.
- We ask you to share information with us about your child's likes, dislikes, interests and special needs, and to discuss how confident you think he/she will be in separating from their main carer.
- Your key person will discuss with you the best way to support your child to settle smoothly into the pre-school.
- Your child's key person will clarify emergency contact details and any parents who are critical key workers.

When your child first starts at Bevan Lodge Pre School, some of the following strategies may help support your child:

- During the time before you start at Pre School you can create your own holiday diary. A book with photographs we can share and talk about. This is often a useful opportunity to allow children to talk about their families and friends, adventures they have had and is often a great comfort to them when they are upset.

If your child is upset when you leave:

- We can telephone you at an agreed time to let you know that they have settled after you leave.
- You can leave for just a short time and then return. The time you leave for can be increased in subsequent sessions.

- Your child's key person will provide play activities which your child is interested in and enjoys. They will be there when they arrive, providing consistency, helping them with any anxieties, they may have by spending valuable time together, building a trusting relationship.

## **Five Step Settling**

Some children settle very quickly with the help of the visits and preparation, and the simple strategies above. However, for some children it may be appropriate to introduce a more gradual settling-in process with parents/carers supporting their child with a series of visits over a two-to-four-week period. This allows the child to get to know their key person and the other staff and feel confident about being left at pre-school. When parents/carers and the KP agree that this strategy would benefit a child, a plan and a timescale are agreed following our *Five Step Settling* plan.

You can read our *Settling In Policy* in full on our website, or ask us to provide a paper copy.

## **HOW WILL I KNOW MY CHILD'S PROGRESS AND WHETHER THEY ARE HAPPY?**

All the staff, but in particular your key person, will spend time getting to know your child, helping them settle, and speaking regularly to you to give you feedback on how your child is progressing. She will keep you informed about your child's progress through informal conversations, however please feel free to talk to her at any time. We will also hold two formal parent's evenings each year so that your key person can share information about your child's progress and the records we keep.

Your key person maintains your child's 'Learning Journey' which is a record comprising observations, photographs and examples of your child's activities, achievements and progress at pre-school.

Please see the separate handout *Key Person System at Bevan Lodge* for further details.

## **WHAT SHOULD MY CHILD WEAR?**

We recommend that children are comfortable and able to be independent in their personal hygiene needs. Keeping their clothing simple and practical, to encourage children's independence. Tracksuits and items of clothing that are easy to pull up and down are an obvious choice. Children will be doing messy and wet activities so please do not send them in anything that could be spoiled.

We have uniform items (with our logo) - t-shirts, sweatshirts, fleeces - which you can order directly through [www.myclothing.com](http://www.myclothing.com). Although this is not at all compulsory, you may find it is a practical solution for dressing children for pre-school. Sensible shoes or boots are essential for playing in the garden, as are cardigans/coats/sunhats appropriate to the weather.

**Remember.... there is no such thing as the wrong weather, just the wrong clothing!**

Please put a named change of clothes in your child's pre-school bag which we can use when your child becomes wet or muddy through their play. And most important of all: **put your child's name in all clothing that they may remove** during a session, such as shoes, coats, and jumpers etc, to ensure that we can return items back to you. (Even gloves, scarves, hats in the winter and summer months)

## **WHO CAN PICK UP MY CHILD FROM PRE-SCHOOL?**

Your child's registration form asks for details of people you want to collect your child. We ask you to provide a unique password which we can ask for when someone we do not recognise collects your child. You should ensure that anyone picking up your child knows their password (including a parent, if we have not previously met them) and we will only hand over a child, if this password is given. If the password is forgotten, we will ask the person picking up to contact you for the password or we will contact you for further instructions.

If someone different or unknown to the staff at Bevan Lodge is collecting your child, please ensure you inform a member of staff of their full name, when you drop off your child. Please ensure they know the password as they will be asked for it before the child is released into their care. In an emergency, you may telephone the pre-school to make an alternative arrangement for your child's collection. If there is any doubt during such a phone call about who is calling to change arrangements, staff will ask the caller for the child's password. If you need to make a permanent change to your collection arrangements, please provide the new details in writing.

## **MY CHILD IS STILL IN NAPPIES, CAN THEY STILL COME TO PRE-SCHOOL?**

Yes. All children in nappies are very welcome. We do not keep nappies at Pre School so please put a supply of nappies, nappy sacks and wipes in their pre-school bag. When your child is potty training, please supply plenty of spare clothes for us to change them when necessary. We can provide changes of clothing too but as above with wet and muddy play, it is easier if a child has their own spare clothes. Whilst caring for a child's intimate needs such as changing a nappy or changing wet clothes staff always wear disposable gloves and apron.

## **CAN I BRING IN MY CHILD'S INHALER OR MEDICATION?**

Yes. In order to administer prescribed medication to a child whilst attending Pre School, we need your written permission to authorise staff to administer any prescribed medicine, including inhalers. We ask that you complete a Bevan Lodge medication prescription form, giving details of medication and when/how to give it. Please speak to Nikki or Ginny to arrange this. If possible, it is easier to have a second inhaler which we can keep at Pre School permanently, this is also the case for medication such as EpiPen's.

## **WHAT SHOULD I DO IF MY CHILD IS UNWELL OR GOING ON HOLIDAY?**

When a child is ill, they should be kept off pre-school to allow them to recover fully and to ensure that infections do not spread to other children attending the setting. **If your child has sickness or diarrhoea, please keep them off for at least 48 hours after their last bout** because young children tend to pick up infections easily and such illnesses can spread very quickly. Any child who is ill with an infectious illness e.g. chicken pox, must not attend pre-school until they are past the infectious stage of the illness. If in doubt, please give us a call to discuss. We will publicise to parents/carers incidences of contagious illness amongst the children, or contact your GP.

If a child, whilst in attendance at pre-school, becomes ill, or if we feel that they may still be within the contagious period of an illness, we will contact you and ask you to pick them up from pre-school. This is especially important as some children may have a compromised immune system.

Please let us know if a child cannot attend their session. We have an answer phone so you may leave a message, if you call outside the session times. If you are planning a holiday in term time, please let us know.

In the event of your child being absent from pre-school for sickness or holidays, fees are still payable. You can read our *Health and Safety Policy* in full on our website.



# CATCH IT

Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.



# BIN IT

Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.



# KILL IT

Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.



**NHS**

## DATA PROTECTION

Under the EU General Data Protection Regulations, any confidential information regarding your child will not be passed onto organisations without your consent, unless it is of a child protection nature, in which case information will be shared with the appropriate agencies. All information provided by you and subsequently collected by the pre-school as part of your child's development record will be stored securely and confidentially at Bevan Lodge Pre School. Disposal of documentation is in line with recommendations from EU General Data Protection Regulations

## CAN I READ YOUR POLICIES AND PROCEDURES?

The following written policies and procedures are in place and are reviewed at least annually. All are available to read at pre-school, if you wish, and those most relevant to parents (marked \*) are published on our website, [www.bevanlodge.co.uk](http://www.bevanlodge.co.uk)

Accident and Emergency Procedure	Safeguarding - E Safety*
Administration of Medicines Procedure	Safeguarding - Use of Mobile Phones and cameras*
Admissions & Charging Policy*	Settling in Policy*
Behaviour Management Policy*	Special Educational Needs Policy
Bereavement Policy	Staffing and Employment Policy
Complaints Procedure*	Student Placement Policy
Confidentiality Procedure	Training Policy
Coronavirus Policy	Whistleblowing Policy*
Discipline and Grievance Procedure	
Emergency Closure Policy*	
Equality and Diversity Procedure	
Equipment and Resources Policy	
Financial Policy	
Fire Risk Assessment Policy and Procedure	
Fire Safety/Evacuation Procedure	
Food and Drink Policy	
Health and Safety Policy	
Lock Down Policy	
Lost Child Procedure	
Non-collection of Children Policy*	
No Smoking Policy	
Online Safety - Acceptable Use policy*	
Oral Health and Hygiene Policy	
Outing Policy	
Parental Involvement Policy	
Restrictive Intervention Policy	
Procedure for Releasing Children at the End of Sessions*	
Safeguarding Children Policy*	



# CHILDREN'S LEARNING AND DEVELOPMENT

*"Every child deserves the best possible start in life and the support that enables them to fulfil their potential". (DFE September 2021)*

The Early Years Foundation Stage (EYFS) has been reformed and there is a new EYFS framework implemented from 1<sup>st</sup> September 2021. These national changes have been made to better support all young children's learning and development.

## **THE EARLY YEARS FOUNDATION STAGE (EYFS)**

The Early Years Foundation Stage (EYFS) sets out the standards that all Early Years providers must meet to ensure that children learn and develop and are kept healthy and safe, in a government document, called *The Statutory Framework for the Early Years Foundation Stage (01 September 2021)*.

[www.gov.uk/publications/statutoryframeworkfortheearlyyearsfoundationstage](http://www.gov.uk/publications/statutoryframeworkfortheearlyyearsfoundationstage)  
[www.go.uk/publications/developmentmatters](http://www.go.uk/publications/developmentmatters)

The Development Matters, non-statutory Curriculum (September 2021) sets out the pathways of children's development in broad ages and stages shaped by seven areas of learning and development, all equally important and inter-connected with the Characteristics of Effective teaching and learning. There are **three prime areas** which reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school:

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

There are **four specific areas** which it is expected will have a greater focus as the children grow in confidence and ability within the above three prime areas. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## **Seven key Features of Effective practice**

1. The Best for every child - All children deserve to have an equal chance of success.
2. High Quality care - the child's experience must always be central to the thinking of every practitioner.
3. The curriculum: what we want children to learn - the curriculum is a top-level plan of everything we want children to learn.
4. Pedagogy: helping children to learn - Children are powerful learners. Every child can make progress in their learning, with the right help.
5. Assessment: Checking what children have learnt - Assessment is about noticing what children can do and what they know.
6. Self-regulation and effective function - Effective function includes the child's ability to hold information, focus their attention, regulate their behaviour and plan what to do next.
7. Partnership with parents - It is important for parents to have a strong partnership, setting the scene for children to thrive in early years.

*(DfE September 2021)*

# THE AREAS OF LEARNING AND DEVELOPMENT

## Educational Programmes

All areas of learning and development are important and interconnected.

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

- **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 lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and 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.
- **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 of 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.
- **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.

• **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. *(DfE September 2021)*

#### **How could you help learning and development at home to support the new EYFS reforms?**

- Read stories daily to your child and use them as an opportunity to talk about the characters and events in the story. You could also discuss some of the details children have spotted in the pictures, such as the character's facial expressions.
- Have lots of conversations with your child throughout the day. Try and increase their vocabulary by using a wide range of vocabulary.
- Practise counting with your child and looking at small groups of items. Explore what happens to numbers when you put these small groups of items together, or split a larger group into two smaller groups.
- Support your child's early reading by practising phonic skills, such as recognising letter sounds and blending them together to read words. Also, support your child with their

writing by checking they are forming their letters in the correct way and holding a pencil properly.

- Encourage your child to make healthy food and drink choices, especially related to sugar content and how this can affect teeth. Also, support your child to properly brush their teeth at least twice a day at home.
- Plan activities that allow your child to be active and develop their strength through large body movements as well as smaller, more precise movements.

### **TAPESTRY - Online Learning Journals**

In September 2022 we will be introducing digital learning journals for all the children attending Bevan Lodge Pre School.

This is a new initiative and has been funded by grants and fundraising events organised by the management committee.

Tapestry will allow you the parents to access your child's learning journal, which will be created by your child's key person, through a digital medium using your own personal account with your own protected passwords.

We will provide you with more detailed information when your child starts at Bevan Lodge Pre School.

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Contact Bevan lodge Pre School:

Telephone: 01252 510993

Email: [bevanlodge@yahoo.co.uk](mailto:bevanlodge@yahoo.co.uk)

