



**Foundation Stage One
Setting - Honey-pot**

Parents Handbook

Bishopspark School

Paderborn

**SERVICE
CHILDREN'S
EDUCATION**



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Welcome!

In this handbook we hope to share with you the most important aspects of our work in our Foundation Stage One Setting - Honeypot – as well as give you as much useful information as we can.

I hope to meet all parents soon after admission - if I have not done so before - and look forward to working with you to provide the best possible provision for your child during their time with us.

Honeypot is line managed by Bishopspark School but but is ‘off site’ on Barker Barracks. Unlike schools in the U.K we do not have a governing body but do have a School Advisory Committee (S.A.C) which meets regularly to discuss school matters. The addresses and contact numbers below give you the school and setting details – later in this handbook we discuss the many ways that we hope we will keep in regular contact during your child’s time with us.

Bishopspark School

Headteacher : Mr Paul Cunningham
Military Address: Paderborn, BFPO 22
Civilian Address: Uhland Strasse 67, 33100 Paderborn
School Office No: 79 – 3300
Civilian Tel. No: 05251-101-300
e-mail: sce.bishopspark@t-online.de
Military Fax: 79-3301
Civilian Fax: 05251-101-301

Honeypot

Team Leaders: Mrs Paula Jessop and Mrs Yvonne Quinn
Military Address: Block 30, Barker Barracks, BFPO 22
Civilian Address: Block 30, Panzer Kaserne, Driburger Strasse, 33100 Paderborn
Civilian Tel. No: 05251-296603

S. A. C. Chairman: Major Andrew Gladen
Contact Tel. No: 79-3240

Hopefully this handbook, together with your admission meeting and visit, will give you most of the information you need but please do not hesitate to ask for further details. The best way to contact me is to ring the school office and leave a message so that I can phone you back as soon as possible. We would welcome your suggestions for any changes or additions we should make to this handbook too!

With Best Wishes

Sue Barry
Foundation Stage Leader

A Message from the Headteacher

I would like to take this opportunity to welcome you and your child to Bishopspark School. It is our aim to educate all children to the best possible standard that each individual can attain whether he/she has learning difficulties, learns 'normally' or is a more able child. I hope that we can work in partnership to achieve this and if at any time you have a concern please pop into school and discuss it with me. Your child's education, welfare and happiness are of prime importance to us.

This booklet, I hope, will provide you with basic information about our Foundation Stage One, what it does and what it stands for. What it can never do is to take the place of actual contact between home and setting, parent and practitioner. I look forward to seeing you in school and wish you and your children a happy and successful stay in Paderborn. Please do not hesitate to contact me if you have anything that you wish to discuss about your child's education.

P. V. Cunningham
Head Teacher

SERVICE CHILDREN'S EDUCATION



As far as possible Service Children's Education provide the same pattern of education as that given in UK. The education will conform, therefore, in type and scope to that provided in England and Wales under the Education Acts. Within the MOD the responsibility for Service Children's Education (SCE) is vested in the Secretary of State for Defence. Service Children's Education (SCE), is responsible for the administration of schools world-wide. The responsibility for SCE to which Bishopspark School belongs, is vested in the Commander in chief UKSC (G) who exercises this responsibility through the Commander Education UKSC(G).

The professional direction and general internal administration of schools in our area are under the day to day control of a civilian, The Chief Executive SCE, who is on the staff of the Commander Education UKSC(G) and there are Assistant Chief Executives at Rheindahlen who have first line responsibility for all schools. The name, address and telephone number of the Assistant Chief Executive for Bishopspark School is:-

Mr P Niedzwiedski
Assistant Chief Executive (Operations)
HQ SCE
BFPO 40

Telephone: Wegberg Military (67 2319)

Admission Process

We are able to offer children a part time place (five sessions of three hours each session) in the term after their third birthday. The statutory or 'legal' start date for children in full time education is their fifth birthday – attendance at a Foundation One Setting is not a legal requirement. As term dates and holidays can vary each year, S.C.E have put particular dates in place in order to make admission points clearer.

A child who is three by August 31st is entitled to a place in the Autumn term.

A child who is three by December 31st is entitled to a place in the Spring term.

A child who is three by 31st March is entitled to a place in the Summer term.

Unfortunately we are unable to offer places to children outside these dates – even when a birthday falls just outside the 'cut off date'.

We are able to offer some Extended Day Care Places after the normal session times for which parents need to pay – please ask us if you are interested in Day Care for your child.

We have an admission process in place that we hope will ensure the best possible start for your child within the setting – whether they are joining us from another setting or joining a setting for the first time and at whatever age. The process involves an admission meeting and at least one visit to the setting with a parent or carer.:

Children joining the setting following their third birthday – already living in Paderborn area.

If you know that you may need a place for your child in the future please contact the School Office (main site) by calling in or phoning. The Office will take your contact details (name, child's date of birth, quarter and postal address) and keep them on file. Toward the end of the term before your child is eligible for a place we will contact you, send a copy of this handbook and invite you to an admission meeting. We try and hold admission meetings two or three weeks before the end of term and invite only a few parents to each meeting to ensure we have plenty of time for discussion.

At the meeting we will complete the official paper work for registration with the school (please bring along your child's birth certificate and a copy of this handbook if you have already received one) and an initial profile of your child which gives you the opportunity to tell us about your child – their likes and dislikes, development, medical or diet needs etc. We will also take the opportunity to explain many of the points in this handbook and to show you around the setting answering any questions you may have. You do not need to bring your child along to this meeting but of course you may if you wish.

At the admission meeting we will also arrange at least one visit to the setting for your child with a parent or carer. This visit is important to help you and your child have some time in the setting together exploring some of the activities we offer, perhaps also staying for snack and meeting some of the other children and staff. If you have any further queries or concerns we can discuss them at this time. This visit allows you greater opportunity to support your child at home as you have a shared experience of the setting to build upon.

Children joining the setting due to a recent move to Paderborn – already three years old.

If you have just moved to the area and would like your child to start in with us in Foundation Stage One please contact the school office (main site) as above and leave your details. We will contact you as soon as possible to arrange an admission meeting and a visit for you and your child to the setting. If your child has been attending another setting please bring along any records you may have and also your child's birth certificate.

Settling in

Starting at a setting away from home can be a big step for some children (and their parents!) and we try hard to make the early days as smooth as possible. Here are some ideas that you may want to use in the first days or weeks of your child being with us:

- Be positive about the setting when you discuss it at home with your child – talk about their favourite activities or friends they may meet. If you have concerns or questions then discuss them with us not your child!
- Decide how you will organise the first day or two, it is often easier to try and decide what you will do and then not change your mind as this can lead to uncertainty in your child's mind. For example agree with you child that you will stay (all morning or for some of it) or that you will be going home and coming back later to see them.
- Leave your child in the setting for a short time – perhaps building up to a whole session over a few days.
- Phone us at the setting if you would like to know how your child is getting on.
- Be enthusiastic about any activities your child has explored during the session. They may like to show you where they have been working or a painting etc that they have made.

Many children have very few, if any, settling in concerns and are happy to join the setting routines without any difficulty. Some may seem very happy at first and then become less sure after a few days, others seem very unhappy and then suddenly settle completely! All these responses are 'normal' and the staff are experienced in dealing with them. Please discuss any concerns you have with us and we will do our best to support your child.

How we organise the learning

We work hard to try and best support your child's development during their time with us. There are many ways in which we do this – some are more obvious than others! The way in which we organise all aspects of learning in the settings is based in government guidance which can be found in 'Curriculum Guidance for the Foundation Stage'. We have copies in the setting entrances for you to look at, or you can order your own copy (see 'useful contacts' at the back of this handbook).

The Shape Groups

All the children belong to their own small group with a shape name – the triangle group for example – and one particular adult leads each group. This adult (we call adults working in the setting 'practitioners') will be the person who gets to know your child really well and who will spend most time with your child. The group meets first thing every morning in their special place within the setting and later they will share snack together and undertake one activity together. In this way we are hoping that the children experience the security of a small group where they can form close relationships with the other children and one particular practitioner. This system also enables each practitioner to closely track and support the learning for each child in the group.

Each shape group has a set of coat pegs and trays close to their area where the children keep their things. Each child also has a name card with their shape and own photograph on for them to find in the morning. The cards have a magnetic strip attached so that the children can fix them to the board in their area. Each group has their own board which they use to help discuss the session, work they are doing or have completed. The groups also soon learn the various shape names!

We group the children in a variety of ways but try to keep each small group as much of an even balance when we can. At the Christmas and Easter intakes we may keep the younger children in their own group or groups when this is possible. Sometimes there may be a need to change a child's group but we would discuss this fully with parents beforehand.

The session structure

You will see below an outline of the morning session and timings with a brief description of some of the learning opportunities within each. We aim to provide a mixture of opportunities throughout the morning between independent or child led work with adult led or more 'structured' activities, time in a large group sharing the space and resources with time in a smaller group, time inside with time outside the building, time with the small group and time with other practitioners and children.

Each part of the session offers a range of opportunities for learning and development. Snack for example, is an ideal opportunity for the group to develop language skills, to practise sharing as a group, celebrating special events like birthdays, to develop maths skills as they count out cups or pieces of fruit, to extend their physical skills as they pour drinks, spread cheese or use safe knives to cut.

During the independent play session the children are encouraged to plan themselves where they will work within the setting. Each room is known by a colour and will be supported by the practitioners during the session. The practitioners spend a few weeks in each room or outside area and then swap so that children will meet different adults in the various spaces.

During the last session of the morning the group meets to undertake an activity led by each practitioner. Within a fortnight these activities will always include a music session, a cookery/kitchen activity and sometimes a structured ‘movement’ or physical skill session. Each week the group will be offered the chance to change their ‘library’ books. The adult led activities are planned to be appropriate for the children’s age and development. Typical activities may include a game, a painting activity, a challenge in the construction area, a ‘making’ activity such as a model, or a discussion etc.

We try and take the children out every morning that the weather possibly allows for some much needed fresh air and exercise. All children need waterproof foot wear and warm outer clothing. We have a range of bikes, tricycles, climbing apparatus and many other opportunities to extend all areas of development outside. We are currently planning to extend the opportunities we offer outside and if you would like to help in any way please let Sue Barry know!

8.45	Children enter the setting, change out of coats etc, select their registration cards and meet together in their ‘shape groups’ to plan what they will do during the next ‘child led’ or independent session.
9.00	Children move to their chosen activities in whichever area they have planned to work. They may move between different activities freely.
10.05	Tidy up time – children stay in whichever area they are working when the ‘tidy up music’ starts and help with clearing away.
10.15	Children meet back in their ‘shape groups’ to share what they have been working on with their group. The children are encouraged to bring something they have been working with – a model, a painting, a book etc – so that the group can discuss, and question each other about, their different activities.
10.25	Snack time – each shape group has a rota whereby one child each day is the ‘special helper’ and serves the other children.
11.45	Fresh air time – all the groups meet together to spend time accessing the outdoor environment including the bikes, the climbing apparatus, role play, ball games etc.
11.15	Adult led – the group undertakes an activity planned and led by the adult. These activities vary but regularly include a kitchen based activity, a music session and library book changing.
11.45	Parents / carers come in to pick up children at the end of the session

How we support learning through the environment in the setting

We are constantly reviewing the environment in and outside the setting to ensure that it supports development for the children. Each area that the children access during the child led session is carefully planned to provide a range of learning opportunities – the sand tray offers resources to support mathematical experiences such as heavy and light as well as a number line for example to encourage counting and number recognition. The writing area may have lots of opportunities for communication and literacy work but also offers opportunities to learn physical skills in holding a variety of mark making equipment or folding and storing paper. We use signs and notices to support the children’s awareness of writing and reading and encourage the children to tidy up and put away after they have worked in an area using the labelling to help them. We use display to show that we value the children’s work and also as a resource – an abc frieze or the birthday board for example. We encourage the children to take pride in and care of the setting and encourage good habits in how they use resources, replace equipment and show respect for the environment as well other children’s work.

How we plan

The children are themselves involved in planning their first ‘child led’ activity of the morning when they decide where they will work and what they will do. As this process develops over the year the children may be able to return to work they start one day the next, for example they may make a model one day and decide to paint it the next or they may decide to extend a role play with friends by asking for different props or dressing up.

We use the Government produced Curriculum Guidance for Foundation Stage (see contacts back page) to help with our planning. The Guidance divides young children’s learning into six areas which are:

- Personal, Social and Emotional
- Communication, Language and Literacy
- Mathematical Development
- Physical Development
- Knowledge and Understanding of the World
- Creative Development

These areas act as a guide to the kinds of activities and experiences that we need to provide for the children. Most learning, however, overlaps many of the areas at any one time and so any one experience will offer learning opportunities within many areas.

The practitioners plan as a team as well as for their own shape group. We follow medium term plans, or ‘units’ with learning intentions drawn from the curriculum guidance. A unit may be centred on a particular theme such as ‘nursery rhymes’ for example and will cover all six areas of learning. We may plan to offer opportunities to meet the learning intentions through how we set up the environment, through how we organise the snack, cooking activities, the music session and during the adult led activity.

We also plan to support learning through ongoing or ‘everyday’ aspects of the children’s experience. For example, the way we organise the daily registration supports the children’s name recognition, how we model behaviour and support children in the way they share or sort out difficulties supports their personal development and our enthusiasm for exploring and discovery as adults encourages children’s own positive attitude to learning. The notice board in the setting entrance will display aspects of our current planning – please ask for more details if you would like them.

Learning at home

Your child only spends a small part of their day with us in the setting and so the experiences you offer them are even more important. We are working on producing more detailed guidance alongside our planning to give parents and carers ideas of how to support the learning we do in the setting at home.

By spending time with your child in the setting – on Friday mornings perhaps - you will learn more about what they are interested in and be able to support them at home. There are also some good websites and publications which have advice for parents – see the back page of this hand book.

Here are some general points which may be of help:

- Praise your child for all their achievements (however small) and help them build a strong sense of what a good person they are!
- Take proper time to discuss events and experiences with your child showing a real interest in how they make sense of the world around them. It doesn't always have to be anything new and exciting! Young children will be interested in the fruit and vegetable shopping if you talk to them about it! Being able to use spoken language is crucial to later being able to read and write.
- Spend some time everyday sharing different kinds books and reading to your child. Join the local library and make a weekly visit. Show them by reading yourself how it looks to be a reader or use books together such as recipe or DIY books.
- Play games and jigsaws with your child – these will help social skills, language, maths, physical skills, creativity and knowledge and understanding of the world. Everything in fact!
- Use maths talk when you can – for example count the stairs or the plates on the table, talk about full/empty, long/short etc, notice numbers around you on signs or on houses, use shape names and talk about time as it passes through the day and week.
- Give your child opportunities to develop physically by visiting the play park, going swimming and playing outside. Young children need to develop all their muscles through vigorous activity so that they can also develop small movements such as holding a pencil and doing up buttons.
- Involve your child as much as you can in day to day routines giving them real jobs to help with which will give you opportunities to talk together and for them to develop a range of skills. Some ideas might be laying the table, unpacking the shopping, putting the washing on, helping in the garden, sweeping up, cleaning the car ... the extra time it takes will be worth it for their learning!

Keeping in touch

We are committed to working closely with parents and hope to build a good relationship so that together we can best support your child's development. We are constantly reviewing how we can best do this and would welcome your ideas and suggestions. Here are some of the ways in which we hope to keep in touch:

- At the end of the session when you collect your child there is the opportunity to talk briefly with your child's 'group practitioner' perhaps sharing what has happened during the session.
- At the beginning of the session, when you bring your child in, the group is busy about to start on the first part of the morning activities and so there is less opportunity to talk with the practitioner but there is always someone – usually the Team Leader – available for any general queries or messages.
- If you would like the chance to discuss something in more detail with either the Group Practitioner, the Team Leader or the Foundation Stage Leader please don't hesitate to ask and we can arrange a good time. You can either ask us in person or ring the Setting number or ring the School Office number to arrange a time.
- You are welcome to stay and join in any time and on any day but we also keep Fridays as 'Stay and Play' mornings when parents are particularly encouraged to stay and join in with the first session (when the children choose their activities). Coffee and tea is available on Friday mornings between 9.45 and 10.30. We are always on the look out for parents to help out with Friday morning drinks.
- We hold regular events when we invite parents in for a particular reason – to tell a story for example or to come and watch the Karneval procession or a hands on day at the weekend to help with projects in the setting.
- We produce a regular (usually fortnightly) newsletter to keep you informed about general issues and dates. This and the School Newsletter are kept on the notice board as you come in.
- There is a white board in the entrance which may have daily notices or reminders.
- We hold occasional meetings or workshops to discuss particular topics – helping with reading for example.
- We occasionally invite all parents in to make an appointment to discuss their individual child's progress – usually toward the end of each term.
- A written message of any kind will be 'posted' in your child's tray.
- Parents are always welcome to ask to see their child's observation notes at any time throughout the year.

How we make observations, record progress and report to you.

An important aspect of our role as practitioners is to observe children's learning in a variety of situations so that we can find out what the children can do, or do know, so that we can support them in the 'next step' of their learning. For example, a child playing in the sand might find it difficult to share the toys with other children and so we need to make sure we offer opportunities to help them share and take turns, a child might use scissors well but not be using a 'tripod grip' holding a paintbrush or pencil and so they need support to develop the right physical control. We write down some of the observations we make – either on our planning or on each child's set of notes. These notes are completely confidential between the staff in the setting and the parents. You are welcome to see them at any time and we will be sharing them with you whenever we meet.

The Curriculum Guidance gives us a broad outline which helps us chart children's development within each of the six areas. Each outline is broken down into 'stepping stones' and are very roughly graded so that the first stepping stones are yellow, then blue, then green and finally the grey stepping stones give an idea of where most children will be working by the end of their year in Foundation Stage Two. No two children are the same, however, and will not all progress through the stepping stones or the colours in the same way or at the same rate. Neither is it a race! We only use the stepping stones to help us plan children's learning and to help us make sure that they are making progress. We will use our observations to make broad judgements about how the children are working compared to the stepping stones and record these regularly.

All these observations and judgements are open to you as parents but we will also collect them up and write a very brief report – more of a pen portrait of your child – when your child moves to another setting whether this is Foundation Stage Two of the school or elsewhere during Foundation Stage One.

Setting Staff and other Adults

You will soon know the regular staff at the setting who will have been interviewed and given a full security check before being offered a permanent contract. We also occasionally have supply staff working with us when practitioner is ill or away for any reason. We may also be visited by other S.C.E staff such as a curriculum development teacher for music or an inclusion development teacher who may work with children or support staff in the setting. Occasionally there may be adults from other agencies working in the setting such as an Educational Psychologist or Speech Therapist. If your child is involved in these visits then we would have always discussed it beforehand and consented to any such involvement.

Extended Day Care

The extended day care session runs from 11.45 until 1.15 or until 2.45 each week day. The session is not part of the funded provision and parents who wish to access the provision need to pay. The session cost is set by S.C.E and parents receive a bill, payable in advance, from the school office. Places in extended day care are limited due to staffing and there may be a waiting list for places. Please ask for further details if you are interested.

Frequent questions answered

- What does my child need to wear?

The children need to wear comfortable clothes that they can play in and not worry about getting a little paint or play doh on! Clothes which the children can take on and off themselves when using the toilet are also best. All the children also need a pair of wellies at the setting and each group has a box near their pegs where they can keep their wellies. Some children wear wellies in each morning and keep slippers at the setting to wear in the building. Shoes or slippers worn in the setting need to be safe – slip on style slippers are not very safe and neither are heels! We do try and get some fresh air every morning and so your child needs clothes outside to suit the weather – at least drizzle proof, warm hats and gloves etc or sun hats for the summer. During hot weather we ask parents/carers to apply sunscreen at home in the morning which for most children will provide protection for the morning. If your child who needs more sun screen please discuss with us.

- Do I need to send in a snack?

No – we provide snack at the setting and use it to support learning opportunities for the children. We offer milk or water and a variety of healthy snacks such fresh fruit, cereal, yogurt, toast etc. We ask for a voluntary contribution from parents to cover snack and small ongoing expenses such as buying cooking ingredients. You will receive a bill from the school office for your snack contribution.

- Can I send in something special for snack when it is my child's birthday?

Yes! The children enjoy sharing birthday celebrations together and snack is the ideal opportunity. A small fairy cake for each child in the group or any other treat is fine but not sweets. If you would prefer your child not to have any of these occasional birthday snacks please let us know. We have a no nuts policy in the setting in line with school policy.

- Is it alright if my child would like to bring in a toy?

Many children will be happier, especially in the early days, if they can bring in a special toy or comforter from home and this is absolutely fine. Later we encourage children not to bring in toys from home so that they don't risk losing them or getting them muddled up with toys from the setting.

- What happens if my child is ill or has an accident?

If your child is unwell they should not be at the setting – young children who are not well will be uncomfortable and not able to enjoy the session or learn as they need to. Please keep your child at home if he / she is not well and let us know by ringing us. If your child seems unwell during the session we will ring you and ask you to come and pick him / her up. Please keep the phone numbers we hold for you up to date! In the very unlikely event of an emergency or any accident we will take the advice from our own trained First Aider and contact you as soon as possible. If your child does have any sort of accident during the session the staff will complete an 'accident report' so that we can keep a record and ask you to sign the form when you come in to pick your child up.

- What happens if my child wets or soils themselves and needs changing?

We have some spare clothing in the setting and will help children change themselves if they have this kind of accident – please return the washed clothes to the setting. If you prefer you can leave a small bag of clothes on your child’s peg for when they need them. If your child has particular toileting needs then please discuss them with us.

- Can we borrow library books from the setting?

Yes – each week your child will be able to choose a book (as long as they have brought the last one back!). Each group has a particular day of the week when they visit the library area – please ask or see the notice board for details. We have school book bags available to buy at the setting and encourage children to have one to help protect the books.

- Can someone else ever pick my child up?

We need to know that we can keep the children safe and will not let another parent or friend take your child even when it’s someone we know unless we have clear instructions from you. We have a form that you can fill in to name a particular friend who you are happy to pick up your child if you are ever late or, in an emergency, you may phone the setting to let us know that someone else is picking up your child.

- How can I help out at the Setting?

We are always keen to hear from parents who would like to help in any way. You might be able to support children’s activities, help with Friday morning coffee or prefer something more practical like helping with display or with the garden. Please let us know if you would like to help out and we can discuss what you would like to do. Any adults helping on a trip or in the setting need to have a List 99 check, which is a very basic security check, ensuring that we can keep the children safe. The school office can organise these checks easily.

- Can my friend pick my child up?

We must have your permission to allow your child home with anyone else. If it is a short notice emergency then please let us know verbally or by phone, if it is likely to be more often please complete the permission slip (copies are in your starter pack).

Useful contacts

We have some leaflets and books etc that may be useful for parents in the setting which you may like to look at or borrow.

Curriculum Guidance for the Foundation Stage – copies available by phoning 01787 884444 or fax 01787 312950. Order reference: QCA/00/587 – a really useful folder that parents can use at home.

Local library – opposite Honeypots on Barker Barracks – check for latest opening times

www.early-education.org.uk/

www.parentscentre.gov.uk/

www.surestart.gov.uk

www.booktrusted.com/

www.pre-school.org.uk

www.raisingkids.co.uk

www.underfives.co.uk