

Little Angels  
Pre-School



# Little Angels

Pre-School & Nursery Class

Providing your child with an excellent start in life



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Leys Rd, Hemel Hempstead HP3 9LZ

# Welcome



Little Angels pre-school is situated between Bennetts End community centre and Drs surgery. We offer an exciting range of resources for children to explore and learn. Our enclosed outside area reflects our inside area and is an integral part to children's learning and development.

We have a kitchen to store food, cook, prepare snacks and warm food where required.

“ Little Angels is a lovely school and have really helped my son with his speech and behaviour. The staff are wonderful.  
- Mother of P (age 3) ”

## Our Setting

### Our setting aims to:



Provide high quality care and education for children primarily below statutory school age.



Work in partnership with parents to help children to learn and develop.



Offer children and their parents a service that promotes equality and values diversity.



Work in partnership with local authorities.



Add to the life and well-being of its local community.



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## Our Aims

### *We aim to ensure that each child:*

- ★ Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- ★ Is in a setting that sees parents as partners in helping each child to learn and develop.
- ★ Is in a safe and stimulating environment.
- ★ Is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer and parent helpers.
- ★ Has a personal key person who makes sure each child makes satisfying progress.
- ★ Has the chance to join with other children and adults to live, play, work and learn together.

## Safeguarding

Little Angels pre-school works together with parents to support children in every possible way. There is a clear responsibility in all childcare settings to ensure that they work together with other agencies to safeguard and promote the welfare of all children.

## Children's development and learning:

The provision for children's development and learning is guided by the Early Years Statutory Framework – EYFS.

## Our Setting Supports and Promotes:



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### ***Positive Relationships***

Children learn to be strong and independent through positive relationships.



### ***Enabling Environment***

Children learn to develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioner and parents and/or carers.

## ***The Foundation Stage curriculum:***

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

For children between the ages of two and five years, the setting provides a curriculum for the foundation stage of education. We use the curriculum to plan activities that are focussing on the skills a child needs to meet the outcomes, as set out in the early years foundation stage. We always work on a child's next steps and the skills they need in their next stage according to their own age and stage of development. We strive to ensure that all children are encouraged and taught in such a way that brings out the best in every child and that each child reaches their own full potential whatever this may be. We have a strong child led ethos and promote learning through play. The guidance divides children's learning and development into six areas.



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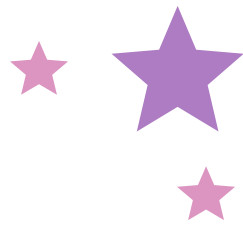


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## Prime Areas:



### 1 Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

### 2 Personal, Social and Emotional Development

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

### 3 Physical Development

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. As a minimum children will have 45 mins per session of physical activity, outdoors wherever possible.

## Specific Areas:

### 1 Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading material (books, poems and other materials), to ignite their interest.

### 2 Mathematical

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.

### 3 Understanding the World

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

## 4 Expressive Arts and Design

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

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

“The staff are all friendly and are always there if you need them to help with any problems you may have. My son is not the easiest child but the school are great with him. It's a lovely school. - Mother to Leo (age 3)”

## Characteristics of Effective Teaching and Learning :



### Playing & Exploring

children investigate and experience things and 'have a go'.



### Active Learning

children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



### Creating & Thinking Critically

children have and develop their own ideas, make links between ideas and develop strategies for doing things.

## Parents:

In community-based settings that are members of Early years alliance, whether sessional settings or full day care nurseries, all parents are regarded as members who have full participatory rights. These include a right to be:



•Valued and respected



Kept informed



Consulted



Involved & included at all levels



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*It's a lovely school. My daughter loves it so much that she never wants to come home and is always excited to go the next day. - Mother to N (age 4)*



## Parent Partnership

Little Angels pre-school recognises parents as the first and most important educators of their children. The staff at Little Angels see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff.
- Joining in community activities in which the setting takes part.
- Building friendships with other parents in the setting.
- Shared reading.
- Parent consultation evenings.
- Keeping abreast of communications sent from the setting and acting on this where required.
- Taking part in events and informal discussions about the activities and curriculum provided by the setting.
- Sharing detailed, correct and any relevant information relating to their child and family to the manager during home visit, or as and when necessary and when any changes take place.
- Regular participation on the Family app to keep up to date with children's learning and progress.
- Stay and play sessions.

## Key Person and your child

Our setting operates a key person system. This means that each member of staff has a group of children for whom she/he is particularly responsible. This will be the person who will work with you to make sure that what we provide is right for your child's particular needs and interests. This does not mean that they are solely responsible for looking after your child during the session. All staff should be aware of the safety of all children in our setting. When your child first starts at the setting, the key person will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from the setting's activities.



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## Learning Journeys

Observations are taken of the children and a Learning journal is created for each child. These are available for parents to view at any time and are in the form of an online learning profile. We use an app called Famly. Parents are given a login invitation when their child first starts the setting. This is a secure platform and is for parents only. We would ask that the photos and information on Famly is not put onto other online platforms in the form of screen shots etc, particularly if there are other children in the photos or staff.



*My son loves it there, on his first day he cried when he had to leave and can never wait to get in there. - [Mother to Ralphie \(age 2\)](#)*



## Learning opportunities for staff

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up to date with thinking about early years care and education. The setting also keeps itself up to date with best practice in early years care and education through Herts for Learning and any publications produced by them.

## Timetable and Routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the session/day in the setting are provided in ways that:



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- ★ Help each child to feel that she/he is a valued member of the setting.
- ★ Provide children with opportunities to learn and help them to value learning.
- ★ Help children to gain from the social experience of being part of a group.
- ★ Ensure the safety of each child.

## Our Rooms

We have two rooms, our Ladybirds room is for the 2–3-year-olds and the Busy Bees is our nursery class room. In Ladybirds, the children have a range of activities and sensory play opportunities available to them, to help them learn the important skills they need throughout their early years education and beyond. In this room, it is very much child-initiated play and everything that is set out has a learning intention.

Everything is accessible to the children in the room and we have a very strong ethos of learning through play. We cover all areas of the EYFS in this room and have clearly defined areas. The children are given the skills to become independent in many areas and eventually move onto their next stage in their education.

In our Busy Bees nursery class, children can usually start the September before they are due to start reception class, rather than go to a school-based nursery class. In this room the learning is a little more structured. The children take part in PE sessions twice per week and begin the more formal stage in their education, although still with a strong learning through play theme running throughout.

The children in this room will begin to look at phonics and have reading books and a reading record to take home with them. There is an expectation that the children will read with parents at least five times per week. This would start with picture books and move on as they are ready. We use the Oxford Reading Tree programme.



We would ask that parents also encourage their children to look at their phonics book and practice that weeks learning a few times that week as well. This all helps to build up more formal learning that will start in reception class.



## Our Session

We organise our sessions so that the children can choose from and work at a range of activities and, in doing so, build up their ability to select and work through a task to its completion. There are tabletop activities set out that encourage children to practise skills they need to work their way through the foundation years and gain the outcomes expected at each stage.

Individual key workers set out and plan activities for their own key children to fill any gaps in learning that may have become apparent through regular informal assessments of their key children. The children are encouraged to take part in adult led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Adult led activities are planned by all staff and come about from assessing the whole group of children and arranging activities to cover skills the children need as a whole to progress.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity and are encouraged to take part in outdoor child



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chosen and adult led activities, as well as those provided in the indoor rooms. We aim to have at least 45 mins per session outdoors where possible and during warmer months will spend large parts of the day outside including eating lunch and snacks, we will always ensure adequate shade is provided.

Research has shown play to be the means by which young children think and develop. Play helps young children to learn and develop through doing and talking. Our setting uses a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities' children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. We believe strongly in creating an ethos of play based learning for our younger children which will then become slightly more structured as they move onto our Busy Bees nursery class, however we still have a high level of play based learning.

## Snacks and Meals

Little Angels makes snack and lunch time a social time where children can eat together. We plan the menus for snacks on a four weekly rolling basis and encourage parents to provide a healthy packed lunch for their child. It is imperative that we are made aware of any dietary needs including intolerances or allergies, so that we can ensure these are adhered to.

This is particularly important for allergies. Further details relating to food and drink in our setting can be found in our Food and Drink policy, which is available on request.



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## Settling in Process

We want your child to feel happy and safe with us. To make sure that this is the case, the process will be discussed at the home visit prior to your start date. We do encourage parents to leave their child as soon as possible, to encourage the child to begin bonding with their key worker. Most children are less likely to settle whilst the parent is still in the room.

If for any reason your child does not appear to be settling and we feel that we are unable to console them you will be contacted and asked to return. We will then discuss the best way forward. Every child is an individual and this needs to be considered. We will, as with everything else, do what is best for the child.

## Late Collection

- ★ Up to and including 15 minutes  
£10 per child.
- ★ Up to and including 30 minutes  
£20 per child.
- ★ Over 30 minutes £30 per child.

Persistent late collection will result in your place being withdrawn. It is imperative that children are collected at their given time as them being with us after their session time has an impact on our staff ratio.

## Cancellation of a place

If your child is leaving the setting for any reason, a minimum of 2 weeks' notice is required. You are liable for this fee whether your child stays or leaves earlier than the notice period.



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# Clothing



We provide protective clothing for the children when they play with messy activities. Children are encouraged to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off – and putting on outdoor clothes. We recommend they wear clothes that are easy for them to manage and suitable for getting messy. Please name anything that comes into our pre-school. Whilst we make every effort to ensure that items do not get lost, we cannot be held responsible.

If items are named, we would rely on parents returning these if their child has taken home something that doesn't belong to them. Children are required to have indoor shoes to change into. We ask where possible that a named pair of Wellington boots can be left at Pre-school.



*The staff at Little Angels are all so friendly and very interested in the children's home life and extracurricular activities, which is so nice as it shows they really care about the children's development and wellbeing. The activities posted on the school app they use show the variety of fun and educational things the children get to experience each day, the app is also a great way of staying in touch including in the school holidays, upcoming events and options to publicly raise a question are all very useful. Great school extremely impressed. - Mother to Tommy (age 3)*



## Collection of children

If a different person is going to collect your child, that is not on the registration form or we have never met before, it is important that we are notified. If a situation arises, after you have left your child and you are unable to collect them, a telephone call with details of the person collecting should be made. We would ask for a password together with a name of the person collecting. We will not release your child to any person other than yourself unless we are notified.



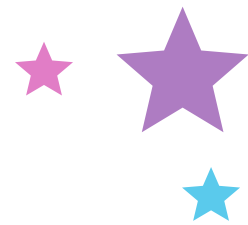
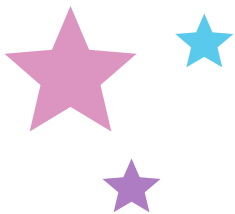
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Little Angels  
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## Get In Touch



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## Opening Times

Monday - Friday 08:00 - 15:15



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