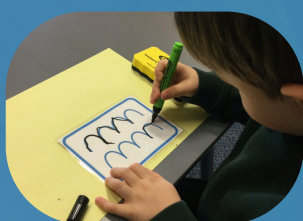




Finch Nest Preschool

WELCOME TO OUR CHARMS NEST
(2 - 5 YEAR OLDS)



NURTURING YOUNG HEARTS THROUGH CURIOSITY AND
EXPLORATION



Finch Nest Preschool, Park Farm Stables, Brasted, TN16 1LL



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Welcome to the Charms Nest

Welcome to our preschool room, where learning through play is part of everyday fun! We look forward to getting to know your child and creating a space where they can thrive.

The adults working in this room are Nicola F, Amy, Dan, Dulcie, Nicola K and Helen.



Did You Know?

The collective noun of finches is 'a charm of finches.' This is the inspiration for the name of our upstairs room (nest).



Daily Life

Your child will take part in daily activities such as Magic Maths, where we learn about days of the week, months of the year, shapes, counting, numbers, patterns, the beginnings of graphs and sing counting songs and number nursery rhymes. The children also enjoy daily Dough Disco and Ribbon Dancing which helps with fine and gross motor control and developing muscles. Story Time is a quieter time where the children enjoy listening to and discussing stories. Circle Time is great for social skills and Phonics when the children are ready to start their reading journey. On top of this, we also have daily activities covering every area of learning and adult focus activities designed to suit each child's needs. Although we follow in the moment planning where we are led by what the children chose to do, we also have a range of topics which we follow each week. These can be linked to the children's interests, times of the year, cultural celebrations, books or animals etc.... The children also go outside daily where our learning continues.



Time	Activity
7:30am - 9:00am	Breakfast Club
9:00am-9:15am	Welcome children, self-registration, Child Initiated Learning
9:15am - 9:30am	Math's Magic
9:30am - 11:45am	Child Initiated Learning and focused activities, indoors and outdoors Rolling snack 10:15-10:45 Phonics 10:45am (Group of children)
11:45m - 12:00pm	Story Time, wash hands for lunch
12:00pm – 12:30pm	Lunch Time
12:30pm – 1:00pm	Ribbon Dancing and Dough Disco, Teeth Cleaning
1pm	Home time for some children
12:45pm – 2:30pm	Child Initiated Learning and focused activities, indoors and outdoors, Phonics (Group of children) Interventions 2:00pm Rolling Snack
2:30pm – 3:00pm	Tidy up time, music and singing / circle time / story
3:00pm	Home Time (late collection option until 4pm)
3:00pm – 6:00pm	After School Club
4.15pm	Dinner
6pm	Home Time

Naps

Children in the Charms Nest can still nap in the sleep nest, should they wish to. Please update us with his/her timings for naps, milk, comforters etc...

Daily Life

Care Diary

Every day your child attends preschool you will also receive a Care Diary telling you what they have eaten, when they have slept, how many times they have been to the toilet and any other information we feel is important for you to know.

Meal	
Time	07:30 AM
Meal name	Breakfast
Food	All of honey on toast All of honey loops
Drink	Milk Or Water/Juice From Their Own Bottle
Created by	A. [redacted]

Toileting	
Time	10:02 AM
Toilet	Wee
Created by	A. [redacted]

Toilet Training

When your child is ready for potty training we will of course support with this. Potties are available for the children to use upstairs and there are also potties and the small toilets located downstairs. We advise that you begin potty training during a school holiday so that when your child comes back to us they are fairly confident with asking for and using the potty/toilet, as well as being able to stay dry most of the time. Please let us know that you are potty training your child and how you are doing it so that we can keep it consistent as much as possible.

Flynn

Your child may also bring Flynn home occasionally. Flynn is a toy dog who loves spending the week with our families. He likes going on adventures with you and doing fun activities. Whilst Flynn is with you please write about all the fun things you have done, stick in photo's or draw pictures in his scrap book diary. When you bring Flynn and his diary back to preschool, we will share and talk about what you have been up to with the rest of the children.



Teeth Cleaning

To support with your child's oral health we also clean our teeth after lunch. This teaches the children the importance of oral hygiene and how to clean our teeth properly. This is in addition to the teeth cleaning you do at home. Toothbrushes and toothpaste are provided.

Observations and Assessment

Now your child is in the preschool room with many activities going on daily and part of a bigger group, we aim to complete two/three observations on Tapestry for you to see per week. Your child will also have a focus couple of weeks every term. During your child's focus two weeks, teachers will focus on, observe and work with your child thoroughly. At the end of the two weeks you will receive all of the observations we have completed during this time as well as your child's assessment sheet.



gingerbread man and so we decided to make our own gingerbread men. we measured everything out carefully and took turns to mix the ingredients. we then cut out our own gingerbread man.

Finch Nest Preschool 3-4

Understanding the World

- ✓ Talk about the differences between materials and changes they notice.

Comments

Add a comment

The assessment sheets (see below) will indicate what we have seen your child can do (highlighted statements) and areas to work on next (unhighlighted statements). This couple of weeks will also feed into our planning for your child as it allows us to get an in depth knowledge of your child's strengths and plan your child's next steps which we will then work on. You will also be able to see the progress your child is making and areas you can help them with. After your child's assessment week you will also have a chance to speak with us, should you wish to, about the progress your child is making. Please let us know if you would like a chat.

EYFS Development Matters 3 & 4-Year-Olds - Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
- Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Understand a question or instruction that has been partly, such as "Get your coat and wait at the door". - Understand "why" questions, like "Why do you think the caterpillar got so fat?" - 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, but may continue to have problems with letter or homophones, such as "bored" for "bore", "remember" for "remind". - Develop their pronunciation, but may have problems saying: - many public words such as "pretend", "blanternum" or "hippopotamus" - many private words such as "bored", "bore", "bore" - 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. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play "Let's go on a bus, you'll be the driver".	- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - 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. - Find solutions to conflicts and injuries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like "happy", "sad", "angry" or "worried". - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing.	- Continue to develop their movement, balancing, riding (cooters, bikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate 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. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - 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 dig with a broom. - Collaborate with others to manage large items, such as moving a long stick safely, carrying large hollow sticks. - Use one-handed tools and equipment, for example, making strips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - 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.	

EYFS Development Matters 3 & 4-Year-Olds - Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - print representing - Develop their phonological awareness, so that they can: - hear and segment rhymes - count or sing 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 other knowledge in their early writing. For example, writing or drawing shopping lists or stories at the top of the page, writing "in" for mummy. - Write some or all of their name. - Write some letters accurately.	- Develop fact recognition of up to 5 objects, without having to count them individually ("building"). - 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 (cardinal principle). - Show finger numbers for 1 to 5. - Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5. - Explore how things work. - 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", "less than". - Talk about and explore 2D and 3D shapes (for example, circles in ice-cream, triangles and cubes) using informal and mathematical language: "bigger", "smaller", "taller", "flatter", "round". - Understand position through words alone - for example, "The bag is under the table", - with no pointing. - 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 - e.g. attach a cylinder to a cube. - Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like "pretty", "spotty", "striped", etc. - Extend and create ABAAB patterns - stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as "Next", "Then",	- 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 vocabulary. - Begin to make sense of their own life story and family history. - Show interest in different occupations. - Explore how things work. - Plant seeds and care for growing plants. - Understand 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 changes they notice. - Continue developing 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.	- 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, etc. - Make imaginative and complex "small worlds" with sticks and construction kits, such as a city with different buildings and a park. - Explore different materials freely 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 fast lines. - 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 using by another person (clapping). - Sing the melodic shape (moving melody, such as up and down, down and up) 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.

Observations and Assessment

Two-Year Progress Check

Between the ages of two and three, we will also complete a two year check. The progress check at age two involves writing a summary of your child's development in the three Prime Areas of Learning and Development.

These areas are:

- Communication and Language - this area includes speaking and listening skills.
- PSED - this area includes personal wellbeing and social interaction.
- Physical Development - this area includes developing large movement skills (such as throwing a ball) and small movement skills (such as holding a spoon).

The aims of the check are to review your child's development and where they may need support, to build partnerships with parents and understanding how you can support learning and development at home. The two year check will also describe activities and strategies to address any issues or concerns. You will also have a chance to be involved and write comments on the two year check about your child's home life and what you notice they do with you.

You will receive more information about this when we complete it.

Finch Nest Preschool
Progress Check at Age Two

Child's Name: _____
Date of Birth: _____
Key Person: Julie _____
Date of Progress Check: _____

Finch Nest Preschool
EYF's Two-Year Progress Check

Child's Name: _____ Date of Birth: _____ Age in Months: _____

Key Person: Julie _____

Review of Progress

The X indicates when your child is on their journey to meet the expected Early Learning Goals at the end of the Early Years Foundation Stage in the Prime Areas of Learning.

Months of Development	Communication and Language		Personal, Social and Emotional Development		Physical Development	
	Working Towards	Achieved	Working Towards	Achieved	Working Towards	Achieved
0-3 months						
3-6 months	X	X	X	X	X	X
6-9 months						
9-12 months						
12-15 months						
15-18 months						
18-24 months						

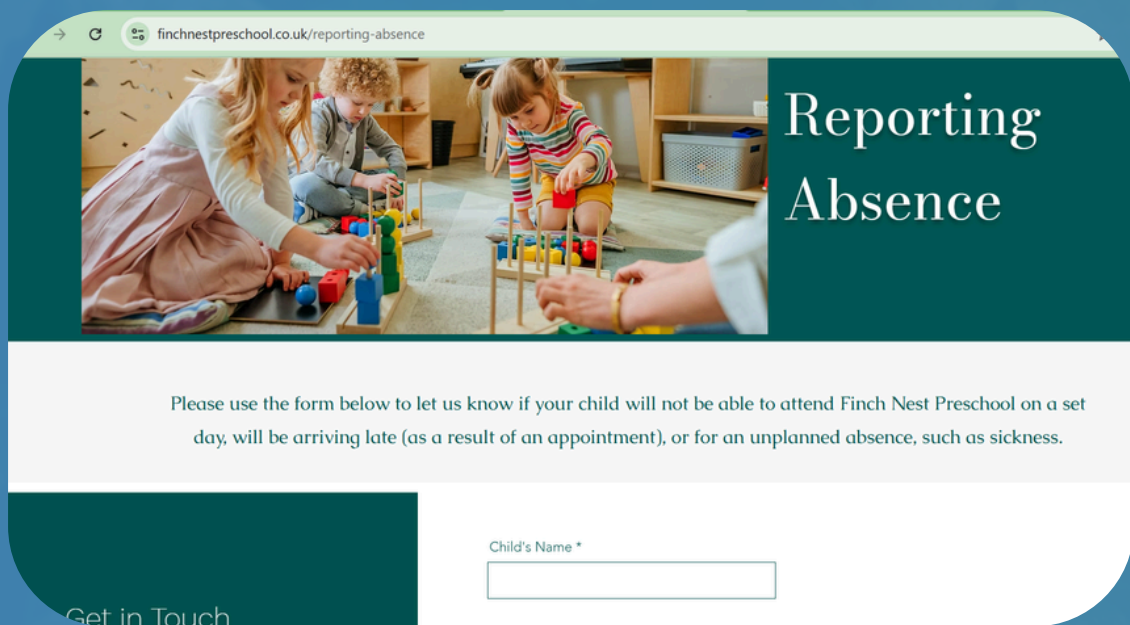
Comments (including links to the Characteristics of Effective Teaching and Learning):

End of Preschool Report

At the end of your child's time with us they will also receive an end of preschool report. This will show how your child is progressing in each area of learning, areas they enjoy, their interests, how they learn best and areas for development. You will also have a chance to add to this and it will then be passed onto their primary school to help with their transition. Some primary schools also visit us or you at home before your child starts with them.

Reporting Absence and Changes

If your child is not going to be attending the preschool due to illness, holiday, planned appointments or other circumstances, please do let us know as soon as possible by completing our 'Reporting Absence Form' on our website. Clicking the image below will take you to the page you need.



Please keep us updated with any changes to your child's routine so that we are able to cater for all their needs. for example:

- The number of naps your child has;
- Number of milk feeds;
- Potty-training;
- Medical conditions;
- Personal/Household information that is relevant to preschool;
- Dietary requirements.



Supporting at Home

We have attached the learning objectives that your child should be aiming for between certain ages so you are aware of what they are working on and where they should be. We also focus on these objectives at preschool. A phonics booklet is also attached, with objectives, ideas, explanations and useful websites for you to use should you wish to.

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- Engage listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Understand "why" questions, like "Why do you think the caterpillar got so fat?" - 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, but may continue to have problems with regular letters and phrases, such as "milk" for "milk" or "bread". - Develop their pronunciation but may have problems saying some sounds, e.g. j, y, ch, and sh. - 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 a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play. "Let's go on a bus, you at the front, I'll be the driver".	- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - 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. - Find solutions to conflicts and inquiries. For example, accepting that all everyone can be Spider Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like "happy", "sad", "angry" or "worried". - Understand gradually how others might be feeling. - Be increasingly independent in making their own coat, mouth, a 5-shedding tooth, using the toilet, washing, and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toileting/bathing.	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate 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. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - 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 ribbon to enlarge a small hole they dig 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. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, pulling coats on and doing up zips.

EYFS Development Matters 3 & 4-Year-Olds - Specific Areas			
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- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Develop their phonological awareness, so that they can: - tap and finger rhyme - 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 in their early writing. For example, writing a pretend shopping list that starts at the top of the page, writing 'in' for 'writing'. - Write some or all of their name. - Write some letters accurately.	- Develop fast recognition of up to 5 objects, without having to count them individually (subitising). - 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 (Cardinal principle). - Show finger numbers up to 5. - Link numbers and amounts. For example, showing the right number of objects to match the number, 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", "less than". - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cubes) using informal mathematical language: "bigger", "smaller", "straight", "flat", "round". - Understand position through words alone - for example, "The bag is under the table" - with no pointing. - 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. - Talk about and identifies the patterns around them. For example, stripes on clothes, designs on toys and wallpaper. Use informal language like "jumpy", "spotty", "bumpy", etc. - Extend and create ABAB patterns - stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as "first", "then", ...	- Use of 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 vocabulary. - Begin to make sense of their own literary and family's history. - Show interest in different occupations. - Explore how things work. - Plan events and care for growing plants. - Understand the key features 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 changes they notice. - Continue developing 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.	- Take part in simple pretend play, using an object or material. - Engage in complex pretend play, using small world toys and materials like animal sets, dolls and dolls' houses etc. - Make imaginative and complex 'small worlds' with different buildings and a park. - Explore different materials freely 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 feel words. - 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 song using by another person (pitch match). - Sing the melody shape (singing melody, such as up and down, down and up) of familiar songs. - Create their own songs or improve a song around one they know. - Experiment with increasing control to express their feelings and ideas.



Finch Nest Preschool





Nurturing young hearts through curiosity and exploration

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Please see our Parent Booklet on our website for more information and links to help you with home learning.

Our handbook can be found on our website on our 'Parents Page' or by clicking the image to the left.



Fundraising

You can help our preschool, free of charge, by supporting us on easyfundraising.

We have signed up to easyfundraising.org.uk as a way of using regular shopping to create donations towards our preschool. This will be a valuable contribution to purchasing new resources that the children can use to learn, develop and be kept safe. What makes this even more appealing is that the contributions are completely free to you! Amazon, eBay, John Lewis, M&S, JustEat, Trainline, ASOS, Tesco and up to 8,000 other retailers are all signed up to support so if you shop here, you can be helping us further! If you are willing to help in this way, please click [here](#) and sign up. Thank you so much!



easyfundraising

