



Paradise Primary School

EARLY YEARS UNIT

Welcome



Dear Parent,

We hope you receive this in the best of health and Imaan.

All about us...

Paradise Primary School was the first unit of the school to be opened in September 1998. Back then, there were only 8 children attending on a part-time basis.

Over the years this number has expanded and we are now able to accommodate 72 children over both the morning and afternoon sessions as well as 30 children in reception.

We pride ourselves on providing a welcoming, caring and nurturing learning environment for our children with an Islamic ethos at the heart of it all.

We continue to work hard to ensure our systems, policies and procedures are in line with the standards set out in the Early Years Foundation Stage (EYFS). We look forward to working with you to support the learning and development of each child within our care.

We would also like to take this opportunity to acknowledge and commend all parents for the sacrifices they make in order to send their children to our school, a school which we believe will equip them with academic and Islamic knowledge and will prepare them for living as Muslims in 21st century Britain.

The following welcome pack is intended to give you all the information you need for starting at Paradise Early Years, whether your child is 2 year old starting in nursery or a 4 year old in starting reception. We aim to reassure you that your child will be well looked after in all aspects of care and learning.



Our Staff...

All of our Nursery Nurses are qualified as a minimum to Level 3 in childcare or else working towards a Level 3.

Currently one of our reception staff is a qualified early years teacher and is supported by 3 nursery nurses.

Each child will be assigned their own key person who will work closely with both the child and the parents, the key person will be designated prior to your child's first day and so will be your first point of contact. This person will be responsible for helping your child to settle in our unit.

Early Years Manager: Nasima Apa

Deputy Early Years Manager: Abeda Apa F

Our Apas will always make time to talk to you, be happy to provide any information you need or address any concerns you may have. If you don't see your key person on arrival or collection, please ask.

Our Facilities...

Our Early Years foyer is shared with nursery and reception; each child will have their own coat peg and be welcomed by the staff.

The unit is situated over three separate indoor rooms with play and learning areas scattered throughout which enable both planned and freeflow learning. The fourth room is our outdoor area where we mirror these areas in another environment. Please take time to come in and look around.



Our Learning...

Staff will follow the interests of each child, by planning a natural but stimulating environment with a balance of adult guided and child led activities. We believe in the importance of outdoor as well as indoor play. This allows children the opportunity to explore and develop a desire for learning, solving problems and thinking critically.

We aim to provide the highest quality of education for all our children and so will introduce enjoyable, varied learning experiences from an early age to develop confident and independent individuals.



Learning journals...

Each child will have their own personal learning journal which is a record of their achievements. It will gradually fill up with photos, examples of their work and records of observations carried out by the key persons. We use an online learning journal called "Tapestry" which is an excellent way to keep you updated on your child's progress.

You can access Tapestry at any time via your PC, tablet or smartphone, when your child is new to the setting logon details will be provided by the school. These journals are used to evidence the learning and identify areas where the child could use more help in their learning. This is in accordance with the government guidelines: Early Years Foundation Stage Framework 2014. Parents are encouraged to add any photos or pieces of work they do at home via the app. If any help is required using Tapestry please do not hesitate to ask in school.



The Early Years Foundation Stage

This is how the Government and Early Years professionals describe the time in the child's life between 0 and 5. For all childcare establishments it sets out the 7 areas of learning and development which guide us to engage the child in effective learning and play. It also sets out assessments to inform you of your child's progress and the expected levels that your child should reach at the age of 5 / the end of reception year. These are called the Early Learning Goals.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development;
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that activities are suited to your child's unique needs.



This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Assessment

Prior to the end of reception, assessment is ongoing throughout the EYFS through keyworker observations. The EYFS is broken down into four age bands, called Development Matters bands, 16-26 months, 22-36 months, 30-50 months and 40-60 months. For each age band there is a series of statements relating to a child's development. These statements are guidelines for the practitioners to help with the assessment.

Within each age band there are three separate levels of achievement:

- Expected: your child is working at the expected level for his age
- Emerging: your child is working below the expected level
- Exceeding: your child is working above the expected level

Characteristics of Effective Learning

When you first join our setting, to help us get to know your child more quickly, we will invite you to complete a baseline interview about what you know your child can already do or areas that we need to focus on. This will be done within Day 1-2 after joining. After week 5 we will ask you to return to have a baseline meeting and to discuss your child's "Characteristic of Effective Learning". At this meeting we will share our baseline results with you because by this time we will have had the opportunity to really get to know them and assess how they like to learn.

The 3 Characteristics of Effective Learning are:

1. Playing and Exploring (engagement, having a go)
2. Active Learning (motivation, keeping trying)
3. Creating and Thinking Critically (thinking, having own ideas, choosing ways to do)



SMSCD

Alongside the 7 areas of learning we are consistently developing your child's Spiritual, Moral, Social and Cultural learning. This is evident throughout the day and will be seen through our themes and activities. We encourage you to get involved at home with these areas by promoting tolerance, independence and extra-curricular interests, as well as developing them as active British Citizens who will become positive Islamic role models for the community.



How you can help...

At Paradise we feel it is crucial for the children's well-being, learning and development to build effective relationships with parents as you are the children's first and most enduring educators. When parents and practitioners work together, the results have a positive impact on the development both academically and Islamically. We urge you to attend any reviews or workshops to aid this relationship.

Other ways in which you can help to mirror our environment at home and help us with the learning are outlined as follows:

- Positive praise
- Setting clear boundaries

- 10-12 hours' sleep
- Limited access to electronic devices, iPad etc.
- Encourage writing and cutting and sticking
- Cook / bake with the child
- Reading
- Praying duas
- Outdoor play in all weathers
- Promote healthy eating and snacks, no fizzy drinks, etc.



Our Reviews...

As mentioned previously we will invite you to attend a meeting with your child's key person, usually once a term. During the review the progress of your child will be discussed and each child will be given an IET. This is an "Individual Educational Target". The key persons analyse the wealth of information we gather about each child and identify any of the learning areas where the child could either benefit from some additional support to achieve or we have seen an opportunity to help them reach the early learning goals.

Individual Educational Plan									
Pupil Details				Age	4				
Tracker No				Keyworker	C of E Learning				
27					Engagement				04/
Targets still to meet									
Personal, Social and Emotional Development									
1. Making Relationships	16	18	19	20	21	22			
2. Self-confidence & self-awareness	38	40	41	42					
3. Managing feelings and behaviour	59	62	68	69					
Communication, Language and Literacy									
4. Listening & attention	20	21	22	70	71	72	73	74	
5. Understanding									
6. Speaking	54	55	57	58	59	60	61	63	66
Physical Development									
7. Moving & handling	37								
8. Health and self-care	74	78	79	80					

Useful Information

Session Times

Morning Class 2: 8.30am-11.30am
Afternoon Class 1: 12.15pm-3.15pm
Reception: 8.45am-3.00pm

For morning sessions doors will open at 8.30am and for all sessions doors will close promptly at 5 minutes after the session start times. We also request you collect your child at the session end times otherwise the Late Collection Policy will apply.

Designated Person for Collection

Children will only be handed over to the person designated to collect them by their parents. This will be specified at admission. If another adult is to collect the child then please call the school to advise.

Settling In Procedure

At nursery stage we encourage parent to stay with child until the child is ready to be left.

The following is a guideline of the settling in procedure when a child starts pre-school.

Day 1: We suggest that you stay with your child and spend an hour together in the nursery. Your key person will complete the baseline data on your child's development to help us to get to know him/her better.

Day 2: You will be invited to accompany your child for one hour. All being well, you will be encouraged to leave your child for an hour to see how well they manage on their own.

Day 3: By day three your child may be ready to stay by him/herself for the full session.

If a child is struggling to settle after the first three days, further settling in arrangements will be made with the key person to suit each child's individual needs.

Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may require assistance to be settled again. Please be available during this period. More information is available on the website: Settling In Policy.

Uniform

Presently there is no uniform for nursery children, but this is under review. For now we ask you dress your child appropriately for the weather with sensible shoes, coat and hat should always be available for outdoor play. We also request you remember Islamic etiquettes when dressing children for nursery (no bare arms or legs for girls and shorts to the knees for boys).

For reception full primary school uniform applies, please see our website for further details.

Please ensure names are on everything including shoes.



PE Uniform

PE will occur one morning per week, please provide trainers and a white polo shirt on that day. (Reception only).

Spare Clothes and Wellies

Please send a full set of spare clothes to stay at school, including spare shoes and underwear. This applies to all children and again ensure all are labelled. Please also provide a pair of wellies and a raincoat so children can still play outdoors if they want to.

Toilet Training

If your child is not yet toilet trained then please provide wipes, pull ups and nappy sacks and we will be happy to look after their toilet needs.

Absence

We believe it is imperative that your child attends every session for their personal development but if your child is going to be absent for any reason, please inform the school.

Snacks

We provide healthy snacks for the children and we treat snack time as an opportunity for children to continue to learn. We encourage good hygiene, Islamic eating habits and duas. Milk is provided for all children in the Early Years Unit.

Reception children will require a lunch. Please ensure the lunch follows our healthy eating guidelines, no chocolate, cakes, biscuits, crisps, sweets or fizzy drinks.

Website

We direct you to www.paradiseschool.org.uk for all information including all policy documents and Ofsted inspection information.

Finally, we really look forward to working with you and your family and we hope this will be the first of many steps your child will take towards success in this life and the hereafter.

Wasalaam,

Staff and Governors of Paradise Primary

List of Supporting Documents

Provided attached if relevant

- Local Authority Privacy Notice
- Admissions Criteria
- Pupil Record Form
- Pupil Collection Form
- ICT Consent Form
- Information Sharing
- Child Personal Information Form
- All About Me Form
- Key person Notification
- Kirklees Parent Agreement Form