



BUCKLAND NEWTON
PRIMARY SCHOOL



Pre School Policy

Ready, Respectful, Safe

**“ Let your Light Shine; on everyone, everywhere,
everyday” (Matthew 5:16)**

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This policy is underpinned by our school motto:

**“ Let your Light Shine; on everyone, everywhere,
everyday”**

And our theological roots:

***In the same way, let your light shine before others, that
they may see your good deeds and glorify your Father in
heaven (Matthew 5:16)***



Introduction

Little Adventurers operates as part of Buckland Newton Primary School and adheres to all Sherborne Area Schools' Trust (SAST) statutory policies.

This document outlines the specific operational policies for Little Adventurers within the primary school environment.

1. Settling-In Policy

1.1 Aims

We aim to ensure that every child feels:

- Safe, secure, and happy while attending Little Adventurers.
- Able to form positive relationships with staff and peers.
- Confident that parents/carers will return at the end of the school session.

Children learn best when they feel emotionally secure; therefore, our settling-in procedures prioritise children's wellbeing.

1.2 Information for Parents

Before a child begins:

- Parents receive information via the school website, displays within the setting, and individual parent meetings.
- Parents and children are invited for pre-start visits during the term prior to enrolment.

1.3 Key Person System

- Each child is allocated a **Key Person** before they begin.
- The Key Person supports the child and family during the transition period.

1.4 Settling-In Process

- Staff discuss settling arrangements with parents during the first session.
 - Staff provide reassurance through Class Dojo messages and photographs.
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- Families are encouraged to support separation by saying goodbye clearly at the gate and explaining when they will return.
- Children are considered settled when they show confidence, seek comfort from staff, and engage with peers and activities.

1.5 Supporting Individual Needs

- Younger children or those unfamiliar with time away from home may take longer to settle.
 - Staff may recommend reducing sessions temporarily if a child needs more time.
 - Parents will be reassured and supported throughout the process.
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2. Administering Medication Procedure

2.1 Aim

To ensure children receive essential medication safely while attending Little Adventurers.

2.2 General Principles

- Children who are unwell should remain at home.
- Medication is only administered when it would be detrimental to a child's health to withhold it.

2.3 When a Fever Occurs

- Parents/carers will be contacted immediately.
- With verbal permission, a senior staff member may administer **Calpol** to lower a fever if collection is delayed.
- Parents must still collect their child as soon as possible.
- Medication details must be signed for by the parent upon collection.

2.4 Prescribed Medication

We will only administer **prescribed** Calpol/Nurofen unless in emergencies.

2.5 Emergency Medication (Allergic Reactions)

- Piriton may be given in a mild allergic reaction with prior consent.
 - Parents/carers will be contacted immediately.
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2.6 Consent Requirements

Parents must complete a medication form including:

- Child's name
- Medication name/strength
- Prescribing doctor
- Dosage and timing
- Expiry date
- Printed name, signature, and date

2.7 Recording Administration

Staff record:

- Child's name
- Medication, dose & strength
- Date/time administered
- Staff signature and witness signature
- Parent signature on collection

2.8 Storage

- Medication must be clearly labelled.
- Stored securely in a locked cupboard or refrigerated in a marked container.
- Returned to my parents daily.

2.9 Long-Term Medical Conditions

- A risk assessment will be completed for children requiring ongoing medication.

3. Nappy Changing and Toileting

3.1 Inclusion

No child is excluded from attending Little Adventurers due to toileting needs. We support:

- Children not yet toilet trained
- Families working towards toilet training
- Medical or developmental needs

3.2 Staff Responsibilities

- Only qualified staff change children unless in an emergency
- Key Persons undertake changes where possible.
- Staff follow hygiene procedures, wearing gloves and preparing the area appropriately.

3.3 Supporting Children's Dignity and Independence

- Changing times are calm, respectful, and never rushed.
- No negative comments about children's bodily functions.
- No inappropriate comments regarding children's genitals.
- Children are encouraged to explore toileting routines and practise handwashing.

3.4 Toilet Access

- Older children use toilets independently with staff supervision nearby.
- Soap alternatives are provided if a child has allergies.

3.5 Waste Disposal

- Nappies and pull-ups are double-bagged and sent home.
- Toileting accidents require parents to provide spare clothing.

3.6 Recording

An intimate care record includes:

- Child's initials
 - Date/time
 - Wet or soiled
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- Staff signature

3.7 Safeguarding

- Children left in soiled nappies may indicate neglect; this will be treated as a safeguarding concern.
 - Visitors and parents are **not permitted** to take children to the toilet.
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4. Observation and Assessment

4.1 Purpose of Observations

Observations help staff:

- Monitor children's learning and development.
- Plan future activities and next steps.
- Understand children's interests, progress, and interactions.
- Evaluate the use of resources and staff practice.

4.2 Framework

Observations are linked to:

- The Early Years Foundation Stage (EYFS)
- Development Matters

4.3 Recording Observations

- Observations, photos, and notes are recorded on **Class Dojo**.
- Contributions form each child's **Learning Profile**, capturing achievements and development across their time in Little Adventurers.

Curriculum

Intent

- Provide a high-quality Early Years curriculum that supports children's welfare, learning, and development.
- Ensure learning is guided by the four EYFS principles:
 - Every child is unique.
 - Children learn through positive relationships.
 - Children learn well in enabling environments.
 - Children develop at different rates and in different ways.

EYFS Areas of Learning

Prime Areas

Communication and Language

- Exposure to a rich language environment.
- Opportunities to speak, listen, and build communication confidence.

Physical Development

- Active and interactive learning experiences.
- Development of coordination, control, and movement.
- Teaching healthy lifestyle choices.

Personal, Social and Emotional Development

- Developing a positive sense of self and others.
 - Building relationships and social skills.
 - Learning to manage feelings and behaviour.
 - Building confidence and respect for others.
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Specific Areas

Literacy

- Teaching early reading and writing skills.
- Linking sounds to letters.
- Providing a wide range of reading materials.

Mathematics

- Developing counting and number skills.
- Introducing simple addition and subtraction.
- Exploring shapes, space, and measures.

Understanding the World

- Exploring the local community and wider world.
- Investigating people, places, technology, and the natural environment.

Expressive Arts and Design

- Exploring and experimenting with materials and media.
- Creative expression through art, music, dance, movement, and role play.

Curriculum Implementation

- Curriculum tailored to each child using Development Matters.
 - Skills and knowledge are mapped progressively through the Early Years.
 - Planning is based on:
 - Children's developmental stages.
 - Their interests, needs, and strengths.
 - The Characteristics of Effective Teaching and Learning:
 - Playing and exploring.
 - Active learning.
 - Creating and thinking critically.
 - Daily learning opportunities are varied and designed to support development at each child's pace.
 - Hygge Approach used to create:
 - A calm, nurturing learning environment.
 - Hands-on, curiosity-based exploration.
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- Inclusive communication strategies embedded in practice:
 - Signalong for all children.
 - PECS and Widgit symbols available where needed.
- NELI (Nuffield Early Language Intervention) delivered daily over a 20-week cycle, with additional small-group support for language needs.

Supporting Children with SEND

- Staff assess whether children with SEND require additional or specialist support.
- Adaptations made to ensure full access to the curriculum.
- Support from school SENCO
- Interventions to support learning and need from an early age
- Specialist support from Best Start in Life Team

Assessment and Progress Monitoring

- *Children's achievements are recorded and reviewed.- formative and summative assessments*
- *Individual next steps identified to support continued progress.*
- *Observations used to inform planning and tailor learning experiences.*

Parent Partnership

- *Weekly learning objectives shared with parents through Class Dojo.*
- *Parents are encouraged to engage with curriculum themes and activities.*

Transition

School Application Process

- Parents apply for their child's Reception place before 15th/16th January.
- Applications are completed via the Dorset for You (Dorset Council) school admissions website.

Starting Reception

- Children start Reception in the September after their 4th birthday.
- Transition planning for these children begins from January.

School Readiness Programme

- School Readiness activities begin in January to support increasing independence.
- Activities focus on developing:
 - Personal care skills (dressing, toileting, handwashing).
 - Confidence and independence in daily routines.
- At the end of March, parents and children receive a School Readiness Information Pack with guidance for supporting skills at home.

Pre-School Curriculum Support for Reception Cohort

- *Children moving into Reception receive additional learning activities within Pre-School.*
- *Reception teachers visit Pre-School to:*
 - *Read stories and interact with the children.*
 - *Observe learning.*
 - *Set early learning objectives for the cohort.*
- *Children already attending Little Adventurers are familiar with the school environment, supporting a smoother transition.*

Transition Visits

- In June/July, children attend up to three morning sessions in their new Reception classroom.
- After each session, they return to Pre-School for lunch, maintaining familiar routines.
- Before the Autumn term, children and parents attend a Stay and Play session in the Reception classroom with their new teachers.

Information Sharing with Reception Staff

- Before the start of the new academic year:
- A transition meeting is held between Pre-School staff and Reception teachers.
- Discussions include any concerns regarding:
 - SEN needs
 - Behaviour
 - Learning progress
 - Social or emotional development

The child's completed Development Matters documentation is handed over to Reception staff.

Parent Support Meetings

- From January onwards, formal meetings can be arranged:
 - If parents have transition concerns.
 - If Pre-School staff identify any concerns that need early discussion.

Funding Information

Childcare Hours

- Childcare available from **8:45am to 3:10pm**, Monday–Friday, **term time only (38 weeks)**.
- Hours may be **funded or non-funded** depending on eligibility.
- **Non-funded hours** apply to:
 - Parents not eligible for 30 hours childcare.
 - Hours beyond the child's eligible funded entitlement.

Funding Forms & Eligibility

- Parents receive a **Funding Declaration Form** each term.
- Forms must be:
 - Fully completed (including required personal details).
 - Returned by the **set deadline**.
- Little Adventurers submits funding claims through the **Dorset Council online system**.
- Changes to sessions (increasing or decreasing) are updated at the **end of term**.
- Some parents may claim **15 funded hours** if they meet certain criteria (check Government website).

Fees

- If funded hours are not exceeded → **no invoice issued**.
 - Additional (non-funded) hours:
 - Invoiced **each half term**.
 - Sent out in the **first week of term**.
 - **Payment due within 7 days** via *School Money*.
 - Parents unable to make full payment should contact the **school office** promptly.
 - Monthly payments may be arranged **by prior agreement**.
 - **Non-payment** may result in reduced hours until payment is made.
 - Parents/carers must **re-apply for codes** on the HMRC website when required.
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Changes to Hours

- Parents must inform the **Childcare Leader** of any change in hours.
- Additional sessions depend on **availability**.

Funding Options

2-Year-Olds (Working Families)

Eligibility

- Up to **30 funded hours** if parents/partners work full or part-time.
- Possible eligibility even if:
 - On maternity/paternity/adoption leave.
 - Unable to work.
 - Starting a new job (start date affects funding term).
- Foster carers who work may also be eligible (apply through social worker).

Application Timeline

- Apply **up to 16 weeks before** the child's 2nd birthday.
- Recommended to apply **no more than 3 months** before eligibility.
- Must apply in time to receive eligibility code before deadlines.

Eligibility Dates – 2-Year Funding

- Turn 2 by **31 Dec** → Eligible **1 Jan** (apply 15 Oct–30 Nov)
 - Turn 2 by **31 Mar** → Eligible **1 Apr** (apply 15 Jan–28 Feb)
 - Turn 2 by **31 Aug** → Eligible **1 Sep** (apply 15 Jun–31 Jul)
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3 & 4-Year-Old Funding

- All parents receive **15 funded hours** (universal entitlement).
- Working parents may receive **30 funded hours** (extended entitlement).

Eligibility for 30 Hours

- Apply via **GOV.UK**.
- Possible eligibility in:
 - Maternity/paternity/adoption leave.
 - Periods of unemployment.
 - Starting a new job (term start dependent on start date).
- Foster carers must apply through social worker.

What Funding Covers

- Up to **38 weeks per year** (term time).
- Funding can be used across **multiple providers**.
- Funding **does not include extras**, such as:
 - Lunch
 - Nappies
 - Trips
 - Music classes(Providers may charge for these.)
- Providers must offer **free alternatives** (e.g., packed lunch option).

Start Dates & Application Timing

- Funding begins the **term after the child's 3rd birthday**:
 - 1 Jan, 1 Apr, or 1 Sep.

Eligibility Dates – 3 & 4-Year Funding

- Turn 3 between **1 Sep–31 Dec** → Eligible **1 Jan** (apply 15 Oct–30 Nov)
 - Turn 3 between **1 Jan–31 Mar** → Eligible **1 Apr** (apply 15 Jan–28 Feb)
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- Turn 3 between **1 Apr–31 Aug** → Eligible **1 Sep** (apply 15 Jun–31 Jul)

Application Notes

- Apply in good time to receive eligibility code before the deadline.
- Most parents receive immediate confirmation; some may need to provide extra information.