TINY TIGERS PRE-SCHOOL

Where little minds grow, confidence blossoms and every child is celebrated.

Welcome to Tiny Tigers

We are delighted to welcome you to Tiny Tigers Pre-School, a warm, nurturing and inspiring early years setting based within the grounds of Our Lady of Hartley Catholic Primary School.

At Tiny Tigers, we believe that the early years are a very special time. Children are learning at an incredible pace, developing relationships, discovering who they are and beginning to understand the world around them.

Our aim is simple: to provide every child with the very best start.

We want children to leave Tiny Tigers feeling confident, capable, curious and ready for their next adventure.

OUR TINY TIGERS ETHOS

At Tiny Tigers, children are at the heart of everything we do.

We provide a calm, caring and stimulating environment where children feel safe, secure and valued. We take the time to get to know every child as an individual — their interests, personality, strengths, needs and the things that make them unique.

We believe children learn best when they are:

- Happy and emotionally secure
- Interested and engaged
- Given time to explore and investigate
- Encouraged to make choices
- Supported to become independent
- Able to learn through meaningful play
- Given opportunities to talk, listen and communicate
- Encouraged to persevere and develop resilience
- Surrounded by positive relationships

Our role is to provide the right environment, experiences and adult support to enable every child to flourish.

We don't simply prepare children for school — we help them develop the skills, confidence and love of learning that will support them throughout life.

OUR OUTSTANDING PROVISION

Tiny Tigers was judged Outstanding by Ofsted following our inspection in February 2022.

Our inspection recognised the high quality of our education, children's behaviour and attitudes, personal development, and leadership and management.

We are incredibly proud of this achievement, but we believe that maintaining high standards is an ongoing commitment.

We continually reflect on our practice, develop our provision and invest in our team so that we can continue to provide the very best experiences for our children.

Our Outstanding judgement is part of our story — but the children who walk through our doors every day are what continue to inspire us.

A HOME FROM HOME

Starting pre-school is a big step for children — and for their families.

We understand that every child settles differently. Some children walk through the door confidently on their first day, while others need a little more time, reassurance and support.

Our experienced team work closely with families to make the transition as positive as possible.

Children develop secure relationships with their key person and the wider team, giving them the confidence to explore, play and learn.

We want every child to know:

“I belong here.”

OUR KEY PERSON APPROACH

Every child has a named key person who takes particular responsibility for their care, development and wellbeing.

However, at Tiny Tigers we believe that children should build relationships with the whole team.

Our key-person system provides children with a secure base while ensuring that they are comfortable, confident and connected with all of the adults around them.

Our team get to know children exceptionally well.

We notice the little things:

- What makes them smile
- What they are fascinated by
- What they find challenging
- What they are beginning to master
- What they enjoy talking about
- How they like to learn
- What support helps them to succeed

These relationships allow us to provide experiences that are meaningful and individual to each child.

LEARNING THROUGH PLAY

Play is at the centre of our curriculum.

Children are naturally curious. They want to investigate, experiment, ask questions, solve problems and make sense of the world.

Our environment provides opportunities for children to learn through both child-initiated play and carefully considered adult interactions and experiences.

We observe children's interests and use these to extend their learning.

A simple interest can become an opportunity to develop:

Communication → vocabulary → mathematical thinking → problem solving → creativity → physical development → social skills

Our practitioners skilfully join children's play, asking questions, modelling language, introducing new vocabulary and helping children to think more deeply.

CONTINUOUS PROVISION

Our carefully planned continuous provision gives children opportunities to practise and develop skills independently throughout the day.

Resources are thoughtfully selected and arranged so that children can:

- Make choices
- Follow their own interests
- Revisit previous learning
- Practise skills repeatedly
- Solve problems
- Develop independence
- Work collaboratively
- Use their imagination
- Develop language and communication

We continually ask ourselves:

"What do our children need?"

Our provision evolves alongside the children.

OUR INDOOR AND OUTDOOR ENVIRONMENT

We believe that learning does not stop when children step outside.

Our children benefit from a rich combination of indoor and outdoor experiences.

Our outdoor environment provides opportunities for:

- Exploring nature
- Water play
- Construction
- Physical development
- Growing and caring for plants
- Investigating minibeasts
- Creative experiences
- Problem solving
- Collaborative play
- Forest School experiences

We encourage children to take manageable risks, develop physical confidence and learn how to look after themselves, each other and their environment.

FOREST SCHOOL

Our Forest School experiences give children the opportunity to explore, investigate and learn in the natural environment.

Being outdoors provides children with experiences that cannot always be replicated indoors.

Children can develop:

- Confidence
- Resilience
- Independence
- Physical skills
- Communication
- Problem solving
- Teamwork
- Appreciation of nature

Sometimes the most valuable learning comes from simply allowing children the time and space to explore.

A TYPICAL DAY AT TINY TIGERS

No two days are exactly the same — and that's the way we like it!

Our daily routine provides children with a reassuring structure while allowing plenty of time for child-led learning.

Arrival and settling in

Children are welcomed by familiar members of the team and encouraged to settle into the environment, say goodbye to their grown-up and choose where they would like to begin their day.

Morning exploration

Children have opportunities to access our continuous provision, both indoors and outdoors. Practitioners observe, interact and extend children's learning through play.

Group experiences

Throughout the day, children take part in carefully planned experiences such as stories, singing, phonics, mathematics, creative activities, physical development and focused learning opportunities.

Snack and social time

Snack provides an important opportunity for children to develop independence, communication and social skills.

Outdoor learning

Children have regular opportunities to explore our outdoor environment, where they can develop their physical skills, imagination and confidence.

Lunch

Lunch is an important social experience. Children are encouraged to develop independence and take responsibility for their own belongings and routines.

Afternoon learning and exploration

The afternoon provides further opportunities for child-led play, focused activities, outdoor learning, stories, group experiences and time to revisit and build upon the learning from earlier in the day.

Home time

Children are supported to reflect on their day and share their experiences with their grown-ups.

FOCUS WEEK

One of the ways we ensure that our curriculum is truly individual to each child is through our Focus Week.

During Focus Week, we spend additional time looking closely at a particular child's interests, development, strengths and areas we may want to support further.

We observe them throughout their normal day rather than asking them to complete artificial activities.

We look at:

What do they enjoy?

What are they confident doing?

What are they beginning to understand?

How do they communicate?

How independent are they?

What motivates them?

What could we do next to support their development?

We then use this information to identify meaningful next steps and opportunities within our provision.

Parents are an important part of Focus Week.

Parents and carers have the opportunity to come into Tiny Tigers and discuss their child's Focus Week with their key person.

This gives us an opportunity to share what we have noticed, celebrate achievements and talk together about how we can continue to support their child's learning and development.

We believe that parents know their children best, and the strongest outcomes happen when home and pre-school work together.

DEVELOPING INDEPENDENCE

One of our most important goals is to help children become increasingly independent.

We encourage children to have a go for themselves and understand that it is okay if things don't work the first time.

We support children to:

- Put on and take off their coats
- Manage their shoes

- Wash and dry their hands
- Use the toilet independently
- Manage their belongings
- Pour and serve where appropriate
- Make choices
- Tidy and care for resources
- Ask for help when they need it
- Persevere when something is difficult

We celebrate the process, not just the outcome.

“I can’t do it” can become “I’ll have a go.”

COMMUNICATION AND LANGUAGE

Communication is woven throughout everything we do.

Our practitioners model rich language, introduce new vocabulary and create opportunities for children to talk, listen and express themselves.

We use:

- Stories
- Songs and rhymes
- Conversations
- Role play
- Small-group activities
- Outdoor experiences
- Imaginative play

We recognise that strong communication skills provide an important foundation for children’s future learning.

EARLY READING AND PHONICS

We want children to develop a genuine love of books and stories.

Children enjoy daily opportunities to listen to stories, join in with repeated phrases, talk about characters and develop their understanding of language.

We also introduce early phonics experiences in an age-appropriate and engaging way.

Our children develop the foundations for reading through:

- Listening carefully
- Recognising sounds
- Developing vocabulary
- Enjoying rhyme and rhythm
- Learning about letters and sounds
- Understanding that print carries meaning
- Developing an enjoyment of books

Our approach supports children as they prepare for the next stage of their education.

MATHEMATICS IN EVERYDAY PLAY

Early mathematics is everywhere at Tiny Tigers.

Children develop mathematical thinking naturally through play and everyday experiences.

We explore:

- Number
- Size and measure
- Shape and space
- Comparing
- Counting
- Patterns
- Quantities
- Problem solving

Whether children are building a tower, sharing snack, filling containers with water or deciding which object is bigger, there are opportunities to develop mathematical understanding.

CREATIVITY AND IMAGINATION

We provide children with opportunities to express themselves through art, music, movement, role play and imaginative experiences.

We value the process of creating rather than expecting every child to produce the same finished product.

Children are encouraged to:

- Experiment
- Explore different materials
- Express ideas
- Develop imagination
- Make independent choices
- Talk about their creations
- Develop confidence in their own ideas

PHYSICAL DEVELOPMENT

Physical development is a fundamental part of our curriculum.

Children have regular opportunities to develop both their gross and fine motor skills.

Through outdoor play, climbing, balancing, running, throwing, catching, construction, mark making and practical activities, children develop strength, coordination and control.

Fine motor opportunities help prepare children for later skills such as writing, fastening clothing and using tools.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We want children to develop confidence in themselves and positive relationships with others.

We support children to:

- Recognise and talk about their feelings
- Develop friendships

- Share and take turns
- Solve disagreements
- Develop resilience
- Show kindness
- Understand boundaries
- Become increasingly independent
- Feel proud of their achievements

We create an environment where children know that their feelings matter and that adults are there to support them.

SCHOOL READINESS

School readiness is about much more than recognising letters and numbers.

We help children develop the foundations they need to become confident learners.

By the time children leave Tiny Tigers, we want them to be increasingly able to:

Listen

Communicate

Follow instructions

Manage their belongings

Use the toilet independently

Put on their coat and shoes

Make choices

Build friendships

Solve problems

Persevere

Ask for help

Look after themselves

Feel confident trying something new

Most importantly, we want children to approach their next step with confidence and excitement.

WORKING IN PARTNERSHIP WITH PARENTS

We believe that parents and carers are our most important partners.

From the moment your child joins us, we want communication to be open, honest and supportive.

We value your knowledge of your child and welcome information about their interests, achievements, routines, development and anything that may affect their wellbeing.

We share information with families through regular communication, observations, updates and opportunities to talk with your child's key person.

Our Focus Week conversations provide an additional opportunity to come together and celebrate your child's progress.

Together, we can build a complete picture of your child.

SUPPORTING EVERY CHILD

Every child is unique.

We recognise that children develop at different rates and that some children may need additional support at different points in their early years.

Our experienced team work closely with families and, where appropriate, other professionals to ensure that children receive the support they need.

We are committed to creating an inclusive environment where every child feels valued, respected and able to participate.

OUR TEAM

Behind every successful child is a team of caring, knowledgeable and dedicated adults.

Our practitioners continually develop their knowledge and skills through training, professional development and reflective practice.

We believe that investing in our team means investing in our children.

Our staff know our children well and work together to create a consistent, nurturing and stimulating environment.

OUR VALUES

KIND

We care about one another.

CURIOUS

We ask questions and explore the world around us.

CONFIDENT

We believe in ourselves and have a go.

INDEPENDENT

We learn to do things for ourselves.

RESILIENT

We keep trying when things are tricky.

RESPECTFUL

We value people, animals and our environment.

HAPPY

We enjoy coming to Tiny Tigers and learning through play.

OUR COMMUNITY

Tiny Tigers is proud to be part of the Hartley community.

Our location within the grounds of Our Lady of Hartley Catholic Primary School gives us a wonderful environment in which to provide early education and outdoor learning.

Being part of a school community also provides children with valuable experiences of a school environment as they prepare for their next stage.

OUR CURRICULUM SCHEMAS

Our curriculum schemas help us understand how children learn through repeated patterns of play, movement, exploration and thinking. A schema is a repeated behaviour or pattern of action that children use to explore and make sense of the world.

Schemas are not a checklist or a label for a child. They are useful observations that help us recognise children's interests and plan meaningful opportunities to extend their learning.

We observe schemas in children's play and use this information to provide appropriate resources, language, experiences and adult support.

Common schemas we may observe

Trajectory

Children explore movement, speed, direction and cause and effect.

They may enjoy:

• Throwing, rolling or dropping objects

• Running, jumping and climbing

• Watching water flow

• Exploring how objects move

We support this through balls, ramps, water play, outdoor movement, climbing and physical challenges.

Transporting

Children move objects from one place to another.

They may enjoy:

• Carrying baskets, bags or containers

• Filling and emptying boxes

• Moving toys around the environment

• Collecting natural objects

We support this through containers, buckets, trolleys, bags, loose parts and opportunities to collect and organise resources.

Enveloping and containing

Children explore putting objects inside, covering them or hiding them.

They may enjoy:

• Filling boxes and containers

• Wrapping objects

• Hiding toys

• Making dens

• Climbing into enclosed spaces

We support this through boxes, fabric, bags, tubes, containers, dens and role-play resources.

Enclosing

Children explore boundaries and spaces.

They may enjoy:

• Building fences or circles

• Creating enclosed areas

• Drawing around objects

• Making dens

• Playing inside small spaces

We support this through blocks, construction materials, chalk, loose parts, tunnels and outdoor building opportunities.

Connecting and disconnecting

Children explore how objects join together and come apart.

They may enjoy:

• Building with blocks

• Joining train tracks

• Using construction materials

• Fastening and unfastening objects

• Making models

We support this through blocks, magnetic construction, puzzles, connectors, tape, string, clips and recycled materials.

Positioning

Children carefully arrange objects in particular places.

They may enjoy:

• Lining up toys

• Arranging objects by size or colour

• Creating patterns

• Placing objects in precise positions

• Organising small-world scenes

We support this through small-world resources, loose parts, sorting materials, natural objects and open-ended construction.

Rotation

Children explore turning, twisting and circular movement.

They may enjoy:

• Spinning wheels

• Turning knobs and handles

• Twisting lids

• Stirring

• Spinning themselves around

We support this through wheels, gears, windmills, screw-top containers, musical instruments and practical activities.

Orientation

Children explore different viewpoints and perspectives.

They may enjoy:

• Looking through tubes

• Looking underneath or behind objects

• Turning objects around

• Viewing the world from different positions

• Using mirrors

We support this through mirrors, tubes, binoculars, cameras, tunnels, ramps and opportunities to explore above, below, behind and inside.

Transforming

Children explore how materials and objects can change.

They may enjoy:

• Mixing ingredients

• Adding water to sand or soil

• Making potions

• Changing playdough

• Creating imaginative transformations

We support this through messy play, cooking, water, sand, playdough, paint, natural materials and imaginative role play.

Connecting with nature

Children develop an interest in living things and the natural world.

They may enjoy:

• Collecting leaves, stones and sticks

• Watching insects

• Caring for plants

• Exploring mud, water and natural materials

• Observing seasonal changes

We support this through gardening, Forest School, nature walks, bug hunts, planting and caring for our outdoor environment.

How schemas support our curriculum

Schemas help us to:

- Follow children's interests
- Plan meaningful learning experiences
- Extend children's vocabulary
- Support problem solving
- Develop mathematical thinking

- Encourage physical development
- Promote creativity and imagination
- Build confidence and independence
- Understand children's repeated patterns of play
- Work in partnership with parents and carers

When we recognise a schema, we do not stop the behaviour automatically. Instead, we consider what the child is trying to explore and provide safe, purposeful ways for them to continue learning.

For example, if a child repeatedly transports objects, we may provide baskets, trolleys and containers while introducing language such as carry, full, empty, heavy, light, more, fewer, in, out, here and there.

Schemas are one part of our wider curriculum. They work alongside the Early Years Foundation Stage areas of learning and help us provide experiences that are responsive, purposeful and meaningful for every child.

OUR SESSION TIMES

Tiny Tigers operates during term time.

Opening hours:

Monday – Friday

9.00am – 3.00pm

Term dates:

Please see our current term dates for the academic year.

Places and session availability are subject to our admissions arrangements and available spaces.

SETTLING IN

We recognise that starting pre-school is a major milestone.

We will work with you to make your child's transition as smooth as possible.

Before your child starts, we encourage you to share information about:

- Their personality
- Likes and dislikes
- Favourite activities
- Comforts
- Routines
- Toileting
- Food and drink
- Sleep
- Communication
- Any additional needs

This helps us get to know your child before they even walk through the door.

FEES AND FUNDING

Tax-free childcare
To support parents/carers with childcare costs for children of all ages, the Government introduced the Tax-Free Childcare scheme which is available to around 2 million households. You can open an online account which you pay into to cover your cost of childcare; for every £8.00 you pay in, the government will top up your account with an extra £2.00.

To find out more about this scheme please go to:

https://www.tax.service.gov.uk/childcareschemes-interest-welcome

30 hours childcare
For those parents/carers with children aged 3-4 years, the 30 hours childcare scheme is available.
To find out more about whether you may be eligible and how to apply, please go to:
https://childcare-support.tax.service.gov.uk/par/app/applynow

2-year-old funding for working parents

With effect from April 2024, some families may eligible for 2 year old funding for working parents. I will be offering 2 year old funding for eligible working parents subject to availability.

Please follow the link below to see if you are eligible for this funding: https://www.gov.uk/checkeligible-free-childcare-if-youre-working

2-year-old funding for eligible families
For families in England, receiving some additional forms of government support. This scheme is known as Free for 2 in Kent. To find out more about whether you may be eligible and how to apply, please go to:
https://www.kent.gov.uk/education-and-children/childcare-andpreschool/freechildcare

Fee structure for non-funded children with effect from September 26

Morning session without lunch (9.00am-12.00pm): £32.55

Morning session with a packed lunch (9.00am-13.00pm): £43.40

full day session: 9.00am-15.00pm: £65.10

Fee structure for children accessing 3/4yr old universal/FF2 funded children:

Children accessing the 3-4-year-old Universal Entitlement, Free for 2 year old funding are entitled to 15 hours free childcare for 38 weeks to a maximum of 570 hours per year.

Free Early Education may be taken with multiple providers.

At Tiny Tigers we offer the free education pattern of delivery in the following way:

09.00am-12.00pm – **free early education**

12.00pm-13.00pm: **chargeable lunch hour @ £10.85p/hr.** 13.00pm-15.00pm – **free early education**

Please note if you do not wish to pay for this lunch period, you have the option to collect your child at 12.00pm for the lunch hour. Children may return for the afternoon session 13.00pm-15.00pm.

Children whose parents are eligible for the working parent funding entitlement for children aged 2yrs – 4yrs may access up to 25 hours free childcare for 38 weeks to a maximum of 950 hours per year. Our funding pattern will be as follows:

09.30am – 14.30pm – **free early years education**

09.00am-09.30am – **chargeable @ £5.42**

14.30pm-15.00pm @ **chargeable £5.42**

Voluntary charges for consumables

The early years education funding does not cover the costs for the extra activities that we offer at Tiny Tigers. To enable the children to experience the activities set out below, we require a higher adult: child ratio to ensure the safety and wellbeing of each child in our care.

These activities include the following:

Trips to the local park
Forest school sessions
Woodland nature walks Trips to the local shop Trips to the library
Sensory circuits on a Tuesday morning (this is rota'd amongst the children each week) We will also be offering dance classes on a Friday with a qualified dance teacher.

Enrichment activities:

Sensory circuit
What's in the box
Listening and attention activities
Phonics activities
Turn taking games
Specific focus activities around children's next steps
I can Early talk boost sessions
Lego therapy
Talk for writing
Helicopter stories
Gardening at the allotment

Other voluntary chargeable consumables are as follows:
Facial wet wipes, sun cream, morning and afternoon snack, cooking ingredients.

Charges will be applied individually according to the days and funded hours your child attends each week.

Please see the table below showing the voluntary charges for each activity or consumable:

Voluntary chargeable consumables	Cost per morning/afternoon
Morning or Afternoon snack	£0.50

Facial cleansing wipes	£0.20
Daily forest school/enrichment activities (Additional staff required)	£0.90
Total consumable charge per morning or afternoon session	**£1.60**

Voluntary charges, only applied on days when occur	**Cost**
Cooking activities	£1.20p
Local walks or enrichment activities depending on weather	£0.90p
Friday dance with dance teacher	£3.00

DAILY TIMETABLE FOR EXTRA ACTIVITIES

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
AM	**Forest school or enrichment activities**	**Forest school or enrichment activities**	**Forest school or enrichment activities**	**Forest school or enrichment activities**	**Forest school or enrichment activities AND Dance class**
PM	**Cooking and enrichment activities**	**Local walk Or enrichment activities**	**Local walk Or enrichment activities**	**Cooking and enrichment activities**	**Local walk Or enrichment activities**

LATE COLLECTION FEE POLICY

This policy is for the protection of children who have been left at the setting over the agreed collection time or once the setting has closed. The setting has a duty of care to the children and parents to ensure that collection of young children is made at the agreed time or within normal setting opening hours. Late collection causes additional overhead and costs for the setting and potentially unnecessary distress to a child. Children remaining in our care after the agreed collection time or after normal opening hours must be supervised by a minimum of two members of staff.

We appreciate that sometimes there may be circumstances beyond parent/carer control affecting the prompt collection of your child. If you know you are going to be late collecting the child in our care please call at the earliest opportunity and discuss with the manager/deputy manager the arrangements for the collection. Please note that a late stay fee will still be chargeable, unless agreed otherwise, for example in exceptional circumstances.

Procedure

All parents/carers will be given a five-minute grace period on late collection of their child. If your child has still not been collected 5 minutes after the session has ended then a £10.00 charge will be levied for every 10 minutes thereafter. If you are late collecting your child, they will be cared for by a member of staff, your child will be reassured by the staff members. Any specific needs will be addressed.

If your child(ren) remains uncollected 5 minutes over the set time: The setting Manager and staff team will be made aware of the situation. No late fee is charged unless this becomes a regular occurrence.

If your child(ren) remains uncollected 5-10 minutes over the set time: The parents or carers will be contacted; late stay fees will be collected £10.

If your child(ren) remains uncollected for 10-20 minutes over the set time: The manager/deputy manager will contact the first emergency contact on your child's contact card. Please note this will not happen if the manager has been successful in contacting the parent/carer to collect the child. Late stay fees will still be collected of £20
If your child(ren) remains uncollected 20-30 minutes over the set time: Late stay fees will be collected of £30.

If your child(ren) remains uncollected for 30 minutes over the set time: The manager/deputy manager will contact the local authority's Safeguarding Team for advice on their next course of action. This will only happen if none of the child's emergency numbers have made contact with the setting. Please note that late stay fees will be collected and charged at a level relative to the circumstances and lateness.

ESCALATION

Unreasonable and/or persistent lateness may regrettably result in the setting permanently terminating your child's place.

Please note that if the manager/deputy manager sees fit she may contact the local authority's Duty Assessment Team earlier than stated in the set procedures for advice if necessary.

Please always ensure the contact number on your child record form is always switched on and contactable during the hours your child(ren) is in our care.

Tiny Tigers local offer

How does our setting identify children with additional needs or SEND?

At Tiny Tigers Pre-School we treat every child as an individual. Your child will be allocated a key person who will be responsible for your child's development. Through the use of observations and planning for their next steps we are able to identify any concerns which we will share with you, and with consent we will contact other professionals if required. Should you have any concerns about your child you should speak with your child's key person who will be able to advise you further.

How will I be informed / consulted about the ways in which my child is being supported?

Your child's key person will work with both you and your child. This relationship will ensure that we share knowledge concerning your child and their development. This knowledge begins with the 'Welcome Pack' and the all about me section in Tapestry (online learning journal) and continues with regular meetings relating to their next steps. Through continual observations we can plan for your child including assessing additional support from other professionals as appropriate.
With your permission, we will contact outside agencies if required either for advice or to make a referral with any concerns and we will implement strategies.

How will our setting adapt the Early Years Foundation Stage curriculum for my child's needs?

Every child is viewed as unique, therefore we plan for your child's development based on observations of your child and evidence gained for their Learning Journal within Tapestry. The environment your child plays in will be appropriate for their needs and additional support or resources will be supplied as appropriate.

What teaching strategies does our setting use for children with additional needs or learning difficulties?

At Tiny Tigers we have a SENCO (special education needs co-ordinator) that has been trained through KCC to support the key person and families to ensure that the child's individual needs are met.

We have robust policies and procedures in place which are reviewed regularly ensuring that our resources and environments are suitable and accessible for all.

The nursery SENCO will work with the key person to provide personal plans for each individual child based around their abilities and interests.

The SENCO will liaise with other professionals (with the parent's consent) such as Early Years Inclusion Officers, Speech and Language Therapists and Health Visitors to gain further advise in supporting each individual child. The SENCO and the key person will work collaboratively to ensure that these targets and strategies are implemented.

The plans and activities will be reviewed by the key person, SENCO and the parents regularly to update plans and provide support for all children.

Parents communication is valued and the key person will work together with the parents to ensure that every child's learning is supported.

At the initial settling in sessions the parent/carers will work with the key person to settle the child into the nursery. Throughout this time the key person will complete the information sheet to understand the child's individual routines, needs, interests and abilities.

The parents are encouraged to work together with the key person completing observations and activities for home to keep them informed of new interests so that this can be incorporated in the activities that are planned for that child.

The parents will be invited to attend regular meetings to review the child's progress.

What additional support does our setting provide for children with additional needs or SEND?

We offer settling in sessions which will familiarise your child with the Pre-School and also enable support for your child to be discussed before they commence at Pre-School. Care routines will be discussed prior to starting at the Tiny Tigers, including nappy changing. We are able to administer prescribed medicines once the appropriate form has been completed. If additional training is required to administer medicine we will undertake this as necessary but on this occasion your child will not be able to start preschool until this training has been completed.
Promoting positive behaviour is important to the setting. Our belief is Caring and Sharing and we utilise a range of techniques to ensure this is met. We will always discuss any behaviour concerns with you in order to maintain a consistent approach between home and the setting. The safety of your child is paramount. Children are signed in and out with details of who is due to collect them each session. We will not allow any child off the premises if the person collecting them is not known to the setting or does not give the correct password. We regularly undertake and review risk assessments on our equipment and environment from both a 2 year olds and 3 year old perspective. Risk assessments are completed before every session and before any trip including short walks around the local community.

How will the setting monitor my child's progress and how will I be involved in this?

A strong relationship between the setting and Parents is important to the Pre-School. You have access to view your online child's online Learning Journal and your child's key person will meet with you regularly to discuss your child's development and next steps. We are always available to discuss any concerns you have regarding your child's learning and development.

How do you ensure children with additional needs or SEND can be included in the same activities as other children, including trips?

All children are welcome to attend trips. Parents are notified before trips in order to identify any particular needs. Risk assessments are completed and volunteers are asked to assist on the trip from the children's families if required On any trips all children wear high visibility Jackets, mobile phone, first aid kit and a child's individual medicine or medical equipment, as required, is always taken.

How will you support my child's transition to a new setting or school?

Before your child joins the Pre-School we encourage you to visit the setting several times so that you can both become acquainted with the Environment and staff. We have a Settling session before your child is due to start pre school. We work closely with each family to develop a settling routine to match your child's needs.
If a child attends more than another setting or is moving to a different setting we share the child's next steps with that setting.
We liaise with local schools to arrange visits of both the children to the schools and the Teachers to visit the children at the Pre-School to aid the transition to new Schools. Outside agencies will support with transition to school for any child they have been involved with at the Pre-School.

How does our setting assess the overall effectiveness of its SEN provision and how can parents / carer's take part in this evaluation?

The staff continually receive and refresh their training. All staff are qualified within Early Years or are currently studying for qualifications. Staff have attended; promoting positive behaviour, English as additional language; senco forums and lift meetings.We continually reflect upon our practice and will attend training when a particular need is identified. Every year we provide parents with an annual questionnaire, thereby giving parents an opportunity to make comments/recommendations or ideas that we may implement.

A MESSAGE FROM TINY TIGERS

Choosing a pre-school is one of the most important decisions you will make for your child.

We hope that when you visit Tiny Tigers, you will see more than a pre-school.

We hope you will see a place where children are genuinely known, valued and listened to.

A place where they can get muddy, make friends, ask questions, make mistakes, try again, discover something new and proudly say:

"Look what I can do!"

We want your child to leave us with wonderful memories, strong foundations and a real love of learning.

Thank you for considering Tiny Tigers.

We would love to welcome you and your little one into our Tiny Tigers family.

Natalie and the Tiny Tigers Team 🐯

CONTACT US

Tiny Tigers Pre-School

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We look forward to meeting you.

🐯 Tiny Tigers — Learn, Play, Grow