A group of kids smiling

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A purple square with white and green letters

Description automatically generated

**Kingsley Road Pre-school**

**Hounslow Youth Centre**

**Kingsley Road**

**Hounslow**

**TW3 1QA**

**www.kingsleyroadpreschool.com**

**ww**

**kingsleyroadpreschool@aol.co.uk**

**0203 609 6160**

**Kingsley Road Preschool**

**Parent Transition Pack**

**A screenshot of a cell phone

Description automatically generatedAccessible Reading**

**A white paper with writing on it

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Here are the options for translating, you can choose from a range of various languages to translate to and from, you also have the option of typing, taking a photo or verbally speaking the text you wish to translate.

Here is an example of the translation results, as you can see it is a fantastic and easy way to navigate and use the site.

Here at Kingsley Road Preschool, we welcome many children and families from a variety of different backgrounds and countries. We try to adapt all messages, notices and wording to the best of our ability to ensure **ALL** our families are **included** and **recognised**.

Google translate is a fantastic tool and is so simple to use, you can use either the camera tool, voice recording or typing to translate the text required. Please see the attached photos as a demonstration for you 😊

If you require any support or guidance with this, please do let staff know and we will assist you. We really hope you find this useful.

A group of kids smiling

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**Welcome to Kingsley Road Preschool😊**

**Our vision is to provide a high-quality workforce to enable us to provide a safe, loving, homely, secure and stimulating environment for your children to learn to their very best ability through play.**

We aim to make this journey through preschool as exciting and as enjoyable as possible. Working closely with parents/carers is paramount to getting the very best start to your child’s time with us. This information pack contains everything parents/ carers can expect during the transition period to preschool.

**Settling in Sessions**

We follow a staggered settling in process for our new starters. During the first 3 days, the children attending will be those who are joining us for the first time. Existing children will then return on day 4 to meet your child/ren. These sessions will enable you and your child/ren to:

* Experience the learning environment in slow stages to keep distress as minimal as possible.
* Meet their new teachers and peers in a smaller group.
* Create a child centred approach that enables your child to gradually settle into preschool at their own pace.
* Build trust with your key person, once your child observes you interacting with their key person this supports your child to feel safe and comfortable with them.

**Settling in sessions will look as follows:**

**Day 1 – Parents stay and play. (New Starters)**

**Day 2 – 1hr Settling in Session. (New Starters in staggered groups)**

**Day 3 – 1hr Settling in Session. (New Starters in staggered groups)**

**Day 4 – 2hr Settling in Session. (All Children)**

**Day 5 – 2hr Settling in Session. (All Children)**

Some children can take longer to settle in; therefore, the shorter sessions may be extended until your child is ready. This is completely normal and just gives us more time to settle your child to feel comfortable and safe. On the next page, you will find some useful tips on how you can support your child during this process.

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**Supporting Children and families to settle – information for parents and carers**

1. **Building a warm, trusting relationship with your Key Person.**

**Children feel safe with people they know well and trust. So, one of the best things you can do is help your child build a trusting relationship with their key person. Here are some ideas:**

**Talk to your child about their special key person at home in the same way you talk about friends or your family. Say positive things and use their name. Use the photo of your child key person as you talk about them.**

**Show your child that you trust the key person – for example, let your child see you talking comfortably with them.**

**Display photos of your child key person at home and give the nursery photos of you and of other significant members of your family so that they can talk about you/home with your child. You could put photos or some objects from home including something that smells of you (like a soft toy, a scarf or t shirt) in a box for your child so they can look at and think about you whilst they are in nursery. This helps your child emotionally as they settle in and can be of great comfort when they are distressed.**

**Walk past the nursery with your child before they start – perhaps you can see the front door and wave hello!**

**Talk to your child about their nursery – tell them what they will be doing there and what you think they might enjoy. Use photos of the setting to help.**

1. **Saying goodbye: tips to help your child settle at nursery.**

**Saying goodbye can feel hard for both you and your child at first. Try to acknowledge your child feelings, so that your child knows you are listening to them and that you do understand how they feel. For example, “I know you feel sad. Its hard for you to say goodbye today” it doesn’t help to say things “don’t cry” or “don’t be upset”.**

**Talk together about an activity you and your baby will do together when you get home or when you come and pick them up, like playing together or reading a story.**

**A goodbye or hello ritual, like three kisses and a big hug or some other special thing that’s meaningful for your child.**

**Let your child know that you or another familiar grown-up will be back to pick them up at a particular time, or after an event that your child understands, like sleep or snack time.**

**Keep goodbyes brief – staying around in a ‘worried way’ can end up prolonging distress but make sure your key person is nearby to comfort your child when you go if you feel that need that support.**

**Phones away – Saying goodbye and saying hello are golden moments for connection. A distracting phone will get in the way of this special moment of parting or reunion, so this is why we always ask for ‘no phones’ on site as well as for safeguarding reasons.**

**Be kind to yourself – Change is hard and starting childcare is a BIG transition for everyone, so it is understandable if things feel hard whilst everyone adjusts.**

1. **How might my child’s behaviour change when they are settling?**

**Crying or clinging is NORMAL and healthy behavioural signs of separation anxiety which your child may display as they adjust to their new routine. Children communicate through their behaviour so, although thay may not yet be able to say directly that they are having a hard time adjusting to change, they will *show* you through changes in their behaviour. For example:**

* **They may be reluctant to go to sleep, wake in the night or have bad dreams.**
* **They may be more clingy and need more reassurance and cuddles and closeness than usual.**
* **They may seem overly bossy/cross and want to control what is happening more than usual.**
* **They may seem more fragile and tearful than usual about things they can usually manage.**
* **They may seem perfectly fine for the first few days but THEN start to show or tell you they don’t want to leave you.**
* **They may regress in how they want to play/talk – reverting back to old favourite books/toys/ways of being comforted.**
* **They may become ‘fussier’ about food and eating.**
* **They may have more tummy upsets, coughs and colds than usual.**
* **They may be quieter or more withdrawn than usual. Although these behaviours can feel hard for you and your child, all these behaviours are normal as children experience *any* big changes in their life. There is only a cause for concern if they don’t settle back down. More cuddles, comfort and understanding are usually all that is needed to help support them.**

What does my child need to start preschool?

* Old clothing/ clothes that can get **MESSY**!
* Nappies, wipes and/or cream- only if applicable
* Spare clothes- we recommend providing a couple of outfits
* Weather appropriate clothing e.g. wellies, waterproof clothing, sun hat, sun cream (as we are a free flow setting, there are a vast amount of learning experiences happening outdoors). “**There is no such thing as bad weather, just bad clothing”**
* Healthy lunch and/or snack options (we provide both water and milk)
* A comforter such as a blanket or teddy (if applicable) or an item of carers clothing for comfort such as a scarf or a t shirt, this is only required during the settling in period as this will really staff with settling your child into preschool as best as possible
* A family photo- this is to add to our family tree so that all children can still see their parent/ carer whilst at preschool

**Lunch/Snack**

We ask that all parents/carers provide their child with a small lunch bag that is clearly labelled with their name with a choice of snack that they would like. For children that are attending all day they will also require lunch. You will not need to provide a drink as water and milk are available throughout the session.

We will encourage your child to come to the snack area when they feel they are hungry. We have our lovely snack supervisor Lindsay who supervises snack, encourages independence by teaching/assisting your child/ren to pour their own drinks and wash up their cups, learn about healthy eating and engage in lovely interactions with your child/ren.

We are a **healthy eating**, **nut and egg free** setting and must insist on healthy snacks and lunches only.

Below is an example of suitable snack/ lunch ideas:

* Fruits and vegetables **(No raisins)**
* Rice cakes
* Crackers
* Sandwiches **(No chocolate spread or peanut butter)**
* Yoghurt
* Bread sticks
* Cheese
* Salads
* Rice
* Pasta
* Wraps

A sandwich and vegetables in a plastic container

Description automatically generated

**“Doctors warn that food is responsible for over half of all fatal choking accidents, with grapes the third most common cause of death in food-related incidents”**

If you are providing grapes/tomatoes/berries for your child’s snack and/or lunch, please follow the guidelines below:

A group of grapes on a table

Description automatically generatedA group of tomatoes on a vine

Description automatically generated

**Oral Hygiene in children:**

**Babies (0-2)**

For drinks, give only milk and water.

Introduce your baby to a free-flow cup from six months on and **stop bottle feeding completely by 12 months.**

Try and restrict a sugary food to a mealtime only and do not give sugary foods and drinks before bedtime. If you need to give your baby a bottle at night, only give them water. If they are currently on milk, over a few weeks you can dilute this with water so that by the end they are only drinking water.

Check baby food ingredient labels to ensure no sugar has been added. Added sugar comes in many forms including honey, molasses, corn sugar, maple syrup, agave syrup, dextrose, fructose, glucose, sucrose high-fructose glucose syrup, and more.

Safe snacks between meals should not contain sugar. Try fresh fruit, vegetables, breadsticks, cheese, and plain yoghurt.

Avoid fizzy drinks, soft drinks, juice, and squashes sweetened with sugar as much as possible. In fact, none of those has any health value in a child's daily diet. Sweet drinks can lead to tooth decay, and babies who taste sugary drinks often struggle to move to safer options. Milk and water are best.

Don’t worry if “bad food” moments occasionally happen. If you can, restrict giving sweet foods to mealtimes as this will reduce the damage to their teeth.

Do not give sugary foods and drinks before bedtime and be sure to wipe your baby’s gums or brush their teeth before bed. If you give your baby a bottle at night, only give them water.

Further advice is available from your health visitor, dental team, or other healthcare professionals.

**Toddlers (3-5)**

Set a food schedule with your toddler. Aim to have three meals and two safe snacks a day. These two safe snacks between meals should be low in added sugar. Try fresh fruit, vegetables, breadsticks, cheese, and plain yoghurt. For drinks, stick with milk and water.

Try to avoid fizzy drinks, soft drinks, juice, and squashes sweetened with sugar as much as possible. In fact, none of those has any health value in a child's daily diet. Sweet drinks can lead to tooth decay, and toddlers may resist safer options if they’ve developed a taste for sugary drinks. Milk and water are best for toddlers.

Don’t worry if “bad food” moments occasionally happen. If you can, restrict giving sweet foods to mealtimes as this will reduce the damage to their teeth.

Do not give sugary foods and drinks before bedtime and be sure to brush your toddler’s teeth with fluoride toothpaste before bed.

**Taking your child to the dentist**

NHS dental care for children is free.

Take your child to the dentist when their first milk teeth appear. This is so they become familiar with the environment and get to know the dentist. The dentist can advise you on how to prevent decay and identify any oral health problems at an early stage. Just opening up the child's mouth for the dentist to take a look at is useful practise for the future.

When you visit the dentist, be positive about it and make the trip fun. This will stop your child worrying about future visits.

Take your child for regular dental check-ups as advised by the dentist.

If your child is not registered with a dentist, please now do this. Below is a list of local dentists.

**Local NHS dentists**

**The dental suite Hounslow**

**14 Kingsley Road, Hounslow, Middlesex**

**TW3 1NP**

**High Street Dental Practice**

**Hounslow High Street Dental Practice, 148-150 High Street, Hounslow, Middlesex, TW3 1LR**

**020 8572 6611**

**Family Dental Practice**

**61 Lampton Road, Hounslow, Middlesex, TW3 4JX**

**020 8572 2076**

**Advance Dental Care**

**100 High Street, Hounslow, Middlesex, TW3 1NH**

**020 8754 3910**

**CareDental**

**4 Cressys Corner, Lampton Road, Hounslow, Middx, TW3 1HA**

**020 8570 8508**

**Our Routine**

**PM:**

12:45am- Children say goodbye to carers and enter preschool

**12.45- 1.45- Children play in gardens**

**1.45- 3.25- Free flow**

1.00- 1.30- Small group time

1.45- Snack area opens

2.00- Toothbrushing in groups

**3.15- All day children go home with carers**

3.30- Home time story/ singing

**3.45- PM children go home with carers**

**AM:**

9.15am- Children say goodbye to carers and enter preschool

**Children play in the gardens**

9.30-10am- Small group time

**10.15-11.45- Free flow**

10.15- Snack area opens

10.30- Toothbrushing in groups

11.55- Home time story/ singing

12.15- AM children go home with carers

**12.10- Lunch time begins for all day children**

**\*Free flow= Children choose where they would like to play, promoting independence skills\***

As part of OFSTED requirements, the children **always** have an opportunity to explore the gardens **regardless of the current season,** however if we felt the weather was unsuitable for any reason, we would risk assess this and come to a decision.

**A circular chart with text on it

Description automatically generated**

**When your Child comes home messy**

**A dirty shirt on a table

Description automatically generated***When your child comes home messy* with …Paint in their hair! Glue on their jeans! Sand in their shoes! Food on their best shirt! White socks that look brown! Sleeves a little damp!

**YOUR CHILD PROBABLY** …worked with a friend, solved a problem, created a masterpiece, negotiated a difference, learned a new skill, had a great time developing new language skills.

**YOUR CHILD PROBABLY DIDN’T**… feel lonely, become bored, do repetitive tasks or worksheets, and sit down to work that is discouraging.

**YOU PROBABLY**… paid good money for all them clothes, will have trouble getting the paint out, are concerned that we are not paying enough attention to your child.

**YOUR CHILDS KEYWORKER IS PROBABLY**… aware of your child’s needs and interests, spent time planning a challenging activity for the children, encouraged the children to try new things, was worried that you might be concerned.

Try to remember your favourite activity when you were little. Was it outdoor play?, play with water?, dressing up clothes, with friends?

Young children really learn when they are actively involved in play, not when someone is controlling their play. There is a difference between ‘messy’ and ‘lack of care’. We made sure your child was fed, warm, washed hands after toileting and before eating and also planned messy fun things to do because that’s **how young children learn!**

Send your child/ren in clothes that can get dirty! Send extra old clothes for times when your child gets wet or messy.

Stay Calm… Remember in a few years, as teenagers your child will probably use your shampoo, your favourite bath toiletries and most of your towels to be clean. But young children need time to just be themselves…children!

**Recording Progress**

All children’s progress is tracked termly throughout the year, this is documented on our Early Years Individual Progress Tracker (see below right). Key workers use the areas of the EYFS (explained on the next page) to track their key children’s development, this enables practitioners to identify, assess and plan extra support the child may need. We use both Birth to Five matters and Development Matters guidance to track levels, depending on the child’s age and level of development. Key worker’s will then update you of your child’s development levels and give you the opportunity to express any concerns/ special moments that you have noticed at home, as well as any targets you wish to work towards. Parent partnership is vital for staff to ensure we give you and your child the best possible and personalised outcomes during their time with us.

A green elephant with wings

Description automatically generatedWe use an online system called EYLOG where photos, videos and/or audio recordings will be added to create a special record of your child’s development and experiences, not only by us but by **parents too**. Parents have the option to upload images and videos of things they have done at home, which we **love** to see! We also use your photos from home to make chatterboxes to explore during small group time and acknowledge home events the children have experienced.

EYLOG is a vital tool also used to inform you of any changes, holiday dates, updates/ information, school closures etc that you need to know. It is **extremely important**that once you receive an email from EYLOG, you activate your account and keep up to date with any messages sent to you. Should you require assistance with this, please do ask.

**A document with a number of tasks

Description automatically generated with medium confidenceA graph with different colored squares

Description automatically generatedA progress chart with colorful numbers

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Birth to five matters

Tracker sheet

Development matters

****

**We work with super star sport to create and maintain a sporting culture of which we are proud of. Once a week a coach attends our setting and provides a fun, enthusiastic, positive and high energy session which inspires children to fall in love with sports and exercise, all for just £1 weekly- this can either be paid in cash or via bank transfer.**

**A chart of different areas of children

Description automatically generated with medium confidence**

**Reminders:**

* **Please be on time to drop of and collect your child/ren to avoid distress and disruption. If you are going to be late, please call or send us an EYLOG message to let us know so we can prepare your child/ren for leaving slightly later than usual.**
* **If your child/ren are going to be absent, please ensure that you call us or send us an EYLOG message in the morning to notify us. If we do not hear from you, we must follow the procedures below:**

1. ***We will call parents to ascertain the reason for absence.***
2. ***If we cannot get hold of the child’s parent/s, we will call the emergency contact/s listed on their registration form.***
3. ***If we still cannot ascertain a reason for absence, we will then do a home visit.***
4. ***If we still have no contact, we will then have no other option other than to call the police to ensure the child/ren’s safety.***

**A yellow post-it note with a push pin

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**(As you can appreciate, this process does take up a lot of staff time so please ensure you notify us of any absences)**

**Unfortunately, the car park on site is strictly for preschool and youth centre staff only. It is only a small area so parking and congesting the area can cause members of staff to be late which in turn causes disruption to the setting and can delay opening times, it can be extremely dangerous for our children and staff in the unforeseen event that emergency services need to be called, with nowhere for them to park it could cause a delay in them getting to us- please be mindful of this. The public car park is available, payment is required at the machine.**

**Meet Our Staff**

A person with long blonde hair

Description automatically generatedA person wearing a white shirt

Description automatically generated with low confidenceA person taking a selfie

Description automatically generatedA picture containing person

KERRY MANAGER/OWNER

**Sian Crane**

**Deputy Manager/ DSL/ LTT lead**

**Amy Hill**

**SENCO**

**Kerry Champion**

**Co-Owner/ DSL**

**Bella Brenton**

**Manager/ DSL**

A person wearing glasses

Description automatically generated with low confidenceA picture containing person, indoor

Description automatically generatedA person with a flowered headband

Description automatically generatedA person with curly hair wearing a black hoodie

Description automatically generated

**Sam Brewster**

**Keyworker/ Library lead**

**Nicola Turner**

**Key worker/ Oral health lead**

**Lindsay Davies**

**Key worker**

**Mayzee Bobb**

**Room Leader**

**Meet our Staff**

**A person wearing a lanyard and smiling

Description automatically generated**A person smiling at the camera

Description automatically generated**A person taking a selfie

Description automatically generatedA person in a black shirt

Description automatically generated**

**Laura Airey**

**SEN support worker**

**Vrushali Mane**

**Keyworker**

**Shirin Ghorphade**

**SEN support worker**

**Olivia Drummond**

**Keyworker**