

Under Three's Provision – additional information

The Under Three's daily routine

Children learn best when they live with a predictable routine. It gives them a sense of security to know what is going to happen next. This is why children in babies and toddlers follow the same routine.

8.00 - 8.50 Breakfast

8.30 – 10.00 Free play and focus activities indoor and outside

10.15 – Snack opened

11.30 Lunch time

12.10 – 2.30 Sleep time/play and activities

2.30 – Snack opened

3.20 Story time

4.00 Tea time

4.20 – 6.00 Free play

Attendance and Punctuality

We ask parents to sign the 'Early years Attendance and Punctuality Policy'. Children are expected to be here on time in the morning and to be collected on time. No child is allowed after 9.30am (10am in baby room) unless they have called beforehand to inform the school's office.

Parents can collect their children early; but we always ask parents to inform the practitioners in the room if they are doing so.

Term dates

Please find below

Settling-in

The settling-in period is when the parents and the child meet the key worker. It runs across the week according to the hours your child will attend the setting and builds incrementally in time. The aim is for the children to create a bond with the key worker so that they feel safe in leaving their parents when they start.

Day 1 – 30 minutes

This is the first time your child will meet their key worker. The best thing to do is to sit close by but allow the key worker to spend the maximum time with your child. If your child cries when you move away, stay close and try to engage the key worker in a play with the two of you. The key worker will ask you to fill in a form with information about your child and will talk to you about the routine, likes and dislikes and important people and events in your child's life.

Day 2 – 1 hour

Try as much as possible not to interact with your child and start moving away from where your child is. You can wait outside if your child is happy with this. The aim is to gradually increase the hours day by day but this is dependent on how the previous day goes.

Day 3 – 1.5 hours

If your child is already confident with the key worker, you can come in the room for a little while and step outside for another part of the time. If your child is not confident yet, follow the same steps as the day before.

Day 4 – 3 hours

Building on the previous day, children will be welcome to stay for lunch on the fourth day of settling.

Day 5 – stay until 3pm

Hopefully by day 5 your child will be happy to say goodbye to you after coming into the room together and greeting their key worker. They will be able to stay for lunch and experience a full day in the setting.

The settling-in model will resemble the schedule above. There will be 5 sessions for 5 consecutive days. The first couple of sessions will last around ½ an hour - an hour and then increase in duration thereafter until you've eventually reached about 5 hours. In order to support the settling-in process, parents/carers may stay for a short period of time in the room. During your first couple of sessions, we encourage parents to remain on site so that if your child experiences any difficulty settling, you'll be able to provide reassurance. Please discuss any vital, medical/allergies information and dietary requirements with your child's keyworker during the settling-in period.

Children usually start their contracted hours the week following the settling-in period however we tailor the settling-in process to each child's individual needs and previous experiences in a setting. Families will be updated after each session.

Essentials to bring from home:

- . Nappies, cream and wipes
- . Pants/ knickers (if potty training)
- . Spare clothes (including socks and 1 pair of shoes, if potty training)
- . Warm coat, gloves and hat for colder weather
- . Sun cream and hat for warmer weather
- . Easy shoes and boots (shoes with velcro preferably)

Our food

The food for lunch and tea is provided by Caterlink; all food is cooked on-site and the menu is adapted to our needs. We also have a vegan, vegetarian and Halal meat options.. We only offer children yoghurt and fruit as a dessert. We ask children on dairy-free diets to provide their own milk and yoghurt.

Progress Check at Two

Between the age of two and three families will be invited to complete the Progress Check at Two with their child's key worker. Key workers will review progress and provide families with a short written summary of their child's development in the prime areas. It is an opportunity for practitioners to identify strengths and any areas where they may need support.

https://assets.publishing.service.gov.uk/media/6284c0a2e90e071f61322177/Progress_check_at_age_two_non-statutory_guidance_for_the_early_years_foundation_stage_.pdf

Our Under Three's Curriculum

Our curriculum has been created to support our children's developing understanding of the world around them. Each half term the theme for learning reflects the weather and season. We take opportunities to explore nature across the year, jumping in muddy puddles and collecting seasonal objects.

[Link to Curriculum map for year](#)

[Link to Autumn and Winter theme maps](#)