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## Information for Parents - Prospectus

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[www.hopscotchplaygroup.com](http://www.hopscotchplaygroup.com)

Hopscotch Playgroup opened in September 2006 and provides child centred care and early education for children aged between 2 and 5 years.

We have four members of staff as well as several regular volunteers and students. Lorraine Pointon is the team leader and is an experienced early years teacher.



At Hopscotch we aim to provide:-

- a safe, friendly and fun environment
- opportunities for children to gain in confidence as they develop independence and explore an environment away from their homes and families
- a rich environment, enabling children to learn through play and extend their learning through good quality talk and interactions with adults
- a high standard of care
- a range of learning opportunities to meet the requirements of the Early Years Foundation Stage

### Equal Opportunities and Inclusion

We aim to provide every child at Hopscotch with the same opportunities; no child is discriminated against because of religion, race, gender, ability or background. Resources are chosen with care in order to avoid stereotyping and to offer an environment that reflects the diversity of our multi-cultural society. Children are encouraged to respect one another and to value and celebrate our differences. We will offer opportunities to learn about different religions and cultures.

Racism will not be tolerated.

## Special Educational Needs and Disability

We aim to be inclusive at Hopscotch and will accept children with special needs, as long as we have the equipment, space and staff expertise to provide for their individual needs. We work closely with parents and other agencies to ensure these needs are met.

## Safeguarding Children

We follow the local 'Safeguarding Children' procedures. The safety and protection of the children is our first priority. If we feel a child is at risk, then it is our duty to inform the relevant authorities whose responsibility it is to conduct further investigations.

## Behaviour Policy

We aim to provide a caring and friendly environment so that every child can reach her/his full potential. We encourage everyone at Hopscotch, children and adults, to be polite, kind and helpful and to show respect for other people and their property.

We reinforce these values through praise, encouragement and recognition of achievement.



We have a number of policies and procedures that inform our practice, the above is just a brief overview. Copies of all our policies are available at [www.hopscotchplaygroup.com](http://www.hopscotchplaygroup.com), and at Hopscotch.

Please ask if you would like to borrow copies.

## The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the framework that all OFSTED registered early years settings and schools work to. It specifies requirements for learning and development and for safeguarding children and promoting their welfare. It covers children from birth to their 5<sup>th</sup> birthday. It is a play based and principled approach to childhood experiences and learning.

The introduction to the framework states that "a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."



The EYFS has four guiding principles which shape practice in early years settings. These are:

1. every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. children learn to be strong and independent through **positive relationships**.
3. children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. The importance of learning and development. Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).



The EYFS recognises that all areas of learning and development are important and inter-connected.

There is also an emphasis on the characteristics of effective teaching and learning; these being opportunities to **play and explore**, being involved in **active learning** and **creating and thinking critically**.

The overarching principles and characteristics of effective teaching and learning inform three *prime* areas and four *specific* areas. The 3 *prime* areas are:-

1. **Communication and language** ~ The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
2. **Personal, social and emotional development** ~ Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to

persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

3. **Physical development** ~ Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

The 4 *specific* areas through which the *prime* areas are strengthened and applied are:-

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design



The EYFS, its principles and characteristics underpins our approach and informs all we do.

The complete EYFS framework can be found at  
[assets.publishing.service.gov.uk/government/uploads](https://assets.publishing.service.gov.uk/government/uploads)

A helpful guide to the EYFS for parents can be found here:  
[foundationyears.org.uk/What-to-expect-in-the-EYFS-complete-FINAL.pdf](https://foundationyears.org.uk/What-to-expect-in-the-EYFS-complete-FINAL.pdf)

We aim to work closely with parents for the benefit of children in our care. If you have any concerns or queries, please feel free to discuss them with Lorraine, any member of staff or one of the board members.

If an issue cannot be satisfactorily resolved, we do have a complaints procedure or you can make a formal complaint to OFSTED, (Office for Standards in Education):

Telephone: 0300 123 4666

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

We warmly welcome visitors and would encourage you and your child to pop in and see us. This will give you an opportunity to meet the staff, ask any questions and pick up a registration form.

To arrange a visit please contact Lorraine on 07909 948 943 or send an email to [lorraine@hopscotchplaygroup.com](mailto:lorraine@hopscotchplaygroup.com)

We look forward to meeting you soon.