



Welcome to Pitmaston Pre-School Nursery



Enjoy, Aspire, Achieve

Who's who at Pitmaston

Senior Leadership Team



Mrs Kate Wilcock
Headteacher



Mrs Sara Bream
Deputy Head



Mrs Jane Lyons
Assistant Head



Mrs Sue Bladen
Business Manager

Office Team



Mrs Potter
Receptionist



Mrs Kwiecien
School Administrator



Mrs Lewis
Finance

Inclusion Team



Emily Cameron – Inclusion Co-ordinator



- Every child at Pitmaston receives quality first teaching within the classroom but for those pupils who may require further support, additional help may be provided through individual or group interventions.
- A referral may also be made to an outside agency to seek further advice and support for your child. Parental consent is always gained before any referral is made.



Kelethé Pusharski – Family Support Worker

Early Years Welcome



We hope that this presentation will provide information to help you understand the transition process and to ensure that you both feel confident and ready when September comes.



Rebecca Watson
Early Years Phase Leader

Contact me using this email : office@pitmaston.worcs.sch.uk

Pre-School Nursery Team



Mrs R Watson

Phase Leader



Miss G Price

Teacher



Mrs L Shurey

Teaching and
Learning
Assistant



Mrs J Gilham

Teaching and
Learning
Assistant

Staggered Start

- We are now offering a staggered start for September for children joining
- The dates for this are Wednesday 2nd, Thursday 3rd and Friday 4th September 2026.
- These sessions will run from 8:40 – 11:40am and will be in groups of a maximum of 15
- Please sign up to a session after the presentation

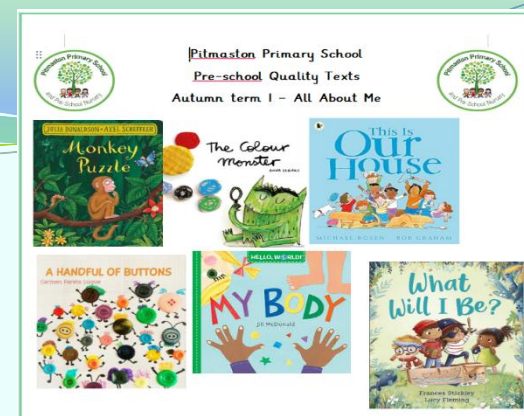
All children will begin normal hours from
Monday 7th September

Early Years Development Matters

EYF5 Development Matters Statements Birth to Three - Prime Areas		
Communication and Language - Non-verbal body language. This can include looking and using facial expressions to communicate, such as smiling or looking sad. It can also include using hand gestures to communicate, such as pointing or waving. - Verbal language. This includes using words and sentences to communicate. It can also include using sounds and noises to communicate, such as babbling or cooing. - Understanding language. This includes understanding what is being said and being able to respond appropriately. - Using language to communicate. This includes using language to express needs, wants, and feelings. - Understanding and using language in different contexts. This includes understanding that language is used in different ways in different situations. - Understanding and using language to communicate with others. This includes understanding that language is used to communicate with others and being able to use language to communicate with others. - Understanding and using language to communicate with objects. This includes understanding that language is used to communicate with objects and being able to use language to communicate with objects. - Understanding and using language to communicate with the environment. This includes understanding that language is used to communicate with the environment and being able to use language to communicate with the environment. - Understanding and using language to communicate with the world. This includes understanding that language is used to communicate with the world and being able to use language to communicate with the world.	Communication and Language - Identify the main message in a story or a poem. This includes understanding the main message and being able to identify it. - Understand and use language to communicate. This includes understanding what is being said and being able to respond appropriately. - Understand and use language to communicate with others. This includes understanding that language is used to communicate with others and being able to use language to communicate with others. - Understand and use language to communicate with objects. This includes understanding that language is used to communicate with objects and being able to use language to communicate with objects. - Understand and use language to communicate with the environment. This includes understanding that language is used to communicate with the environment and being able to use language to communicate with the environment. - Understand and use language to communicate with the world. This includes understanding that language is used to communicate with the world and being able to use language to communicate with the world.	Communication and Language - Use language to communicate. This includes using language to express needs, wants, and feelings. - Understanding and using language in different contexts. This includes understanding that language is used in different ways in different situations. - Understanding and using language to communicate with others. This includes understanding that language is used to communicate with others and being able to use language to communicate with others. - Understanding and using language to communicate with objects. This includes understanding that language is used to communicate with objects and being able to use language to communicate with objects. - Understanding and using language to communicate with the environment. This includes understanding that language is used to communicate with the environment and being able to use language to communicate with the environment. - Understanding and using language to communicate with the world. This includes understanding that language is used to communicate with the world and being able to use language to communicate with the world.
Physical, Social and Emotional Development - Physical development. This includes understanding the body and being able to use the body to communicate. - Social development. This includes understanding the social world and being able to use the social world to communicate. - Emotional development. This includes understanding the emotional world and being able to use the emotional world to communicate. - Understanding and using language to communicate. This includes understanding what is being said and being able to respond appropriately. - Understanding and using language to communicate with others. This includes understanding that language is used to communicate with others and being able to use language to communicate with others. - Understanding and using language to communicate with objects. This includes understanding that language is used to communicate with objects and being able to use language to communicate with objects. - Understanding and using language to communicate with the environment. This includes understanding that language is used to communicate with the environment and being able to use language to communicate with the environment. - Understanding and using language to communicate with the world. This includes understanding that language is used to communicate with the world and being able to use language to communicate with the world.	Physical, Social and Emotional Development - Physical development. This includes understanding the body and being able to use the body to communicate. - Social development. This includes understanding the social world and being able to use the social world to communicate. - Emotional development. This includes understanding the emotional world and being able to use the emotional world to communicate. - Understanding and using language to communicate. This includes understanding what is being said and being able to respond appropriately. - Understanding and using language to communicate with others. This includes understanding that language is used to communicate with others and being able to use language to communicate with others. - Understanding and using language to communicate with objects. This includes understanding that language is used to communicate with objects and being able to use language to communicate with objects. - Understanding and using language to communicate with the environment. This includes understanding that language is used to communicate with the environment and being able to use language to communicate with the environment. - Understanding and using language to communicate with the world. This includes understanding that language is used to communicate with the world and being able to use language to communicate with the world.	Physical, Social and Emotional Development - Physical development. This includes understanding the body and being able to use the body to communicate. - Social development. This includes understanding the social world and being able to use the social world to communicate. - Emotional development. This includes understanding the emotional world and being able to use the emotional world to communicate. - Understanding and using language to communicate. This includes understanding what is being said and being able to respond appropriately. - Understanding and using language to communicate with others. This includes understanding that language is used to communicate with others and being able to use language to communicate with others. - Understanding and using language to communicate with objects. This includes understanding that language is used to communicate with objects and being able to use language to communicate with objects. - Understanding and using language to communicate with the environment. This includes understanding that language is used to communicate with the environment and being able to use language to communicate with the environment. - Understanding and using language to communicate with the world. This includes understanding that language is used to communicate with the world and being able to use language to communicate with the world.

- Our curriculum in Preschool is based on the 17 areas of learning the DFE Early Years Development Matters.
- There are 3 Prime areas- Personal, social and Emotional, Communication and Language and Physical.
- There are 4 Specific Areas- Literacy/Maths/ Understanding of the World and Expressive arts and Design.

Learning through play



- We have termly Topics which are taught through high quality texts and through play. We value in Play and it is at the heart of everything we do. Children learn so much through play - how to problem solve/ use their imagination/ make friendships/ build confidence to talk and take the lead in play.
- We have VIP time -VERY IMPORTANT PLAY TIME throughout the day where children explore our topic through a variety of hands on active experiences.

Life of 3-4 year olds at Pitmaston

- VIP time -Very important play
 - Story time
 - Science
 - DT
 - Art
 - Geography
 - Read Write Inc.
 - Maths
- Sand and water play
 - Forest School

- 
- Role play
 - Nursery rhyme time and music sessions.
 - PE – developing confidence and ability in gross motor skills/ dance/ gymnastics/ sports day.
 - School theme days e.g. Healthy eating week, career days.
 - Mindfulness activities
 - Cooking

Nursery session:



- 8:40 Nursery day starts
 - Funky Fingers- fine motor activities
- 9.00 - Squiggle Wiggle/ Movement/ dancing
- 9.10 - Topic circle time and story
- 9.20 - Very Important Playtime (VIP) indoors and outdoors
- 10.00 - Snack time
- 10.15 - Listening games and story
- Continue with Very Important Playtime (VIP) activities
- 11.30 - Music time- singing Nursery Rhymes
- 11.40 - Morning session ends
- 11.50 - Lunch
- 12 midday - Children arrive for afternoon session-Funky Fingers/ PE/Maths/ listening games/ VIP time/
- 2.50 - Story time
- 3.00 - Nursery day ends

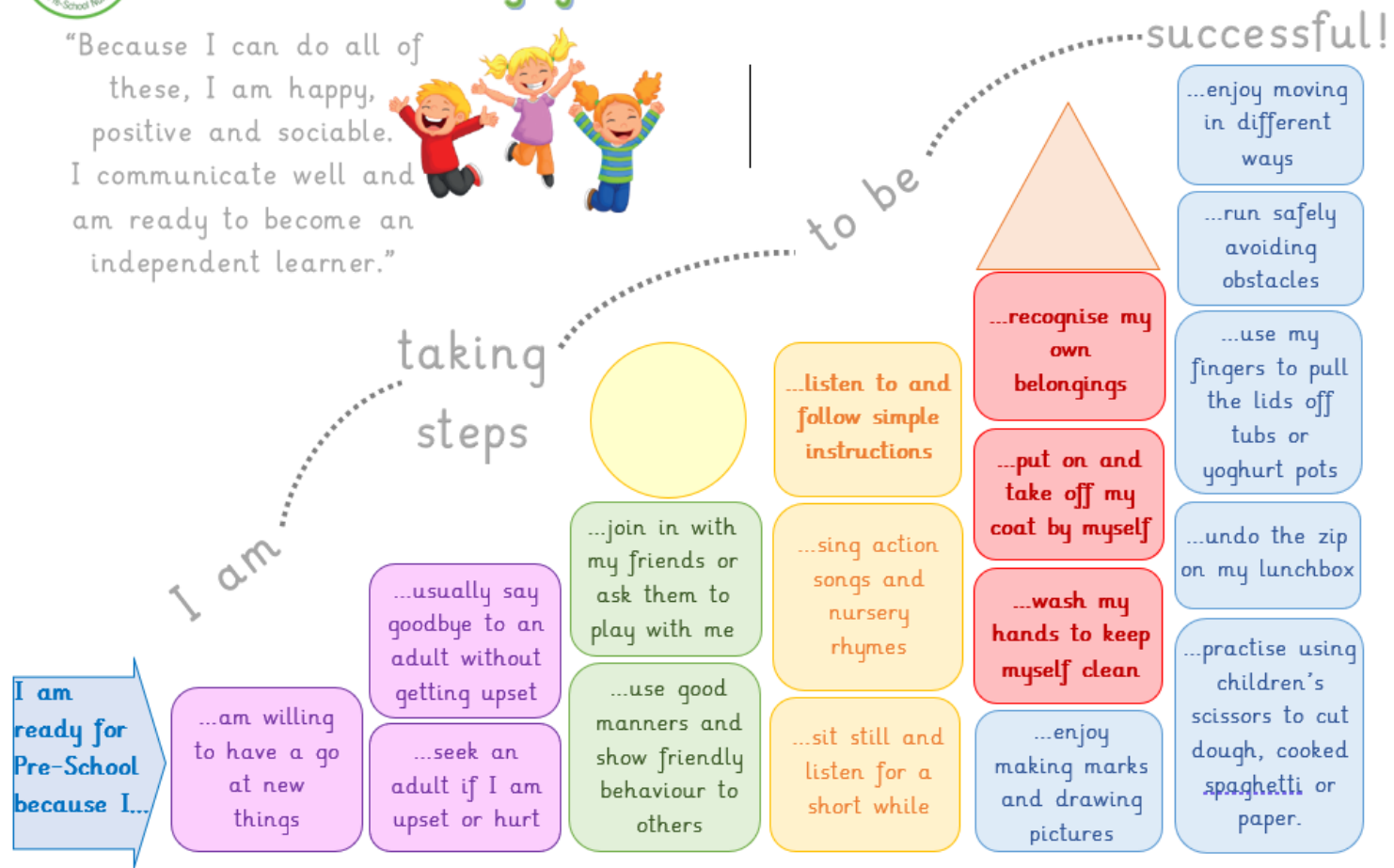


Being Pre-School ready



I am ready for Pre-School!

"Because I can do all of these, I am happy, positive and sociable. I communicate well and am ready to become an independent learner."



Useful links with more information and ideas:

<https://www.oxfordowl.co.uk/for-home/school-year/school-year-guides/what-to-expect-in-the-early-years/>

What you will need



Warm, waterproof outdoor coat with a hood and hats/ mittens if needed. If possible, salopettes for outdoor play.



Small rucksack/ bag to keep belongings in.

Healthy packed lunch box if staying for lunch.



Wellies to stay in Pre-School.



Named, full water bottle provided for each session attended.



Pre-School navy polo top with the school logo, available to purchase from School Togs worn with comfortable leggings/ trousers/ skirt/shorts.

PE Kit- consisting of a white polo shirt with the school logo, black shorts and PE pumps (Available from School Togs)

Spare clothes and lots of pants, if toilet training.



Shoes with Velcro fastenings (no high tops/ buckles please).

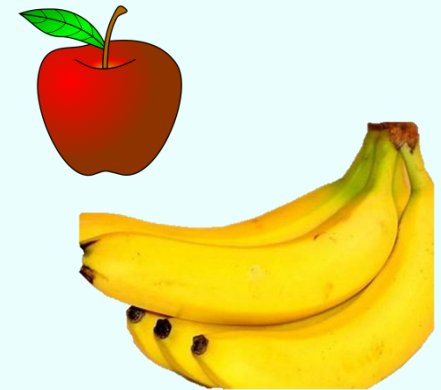
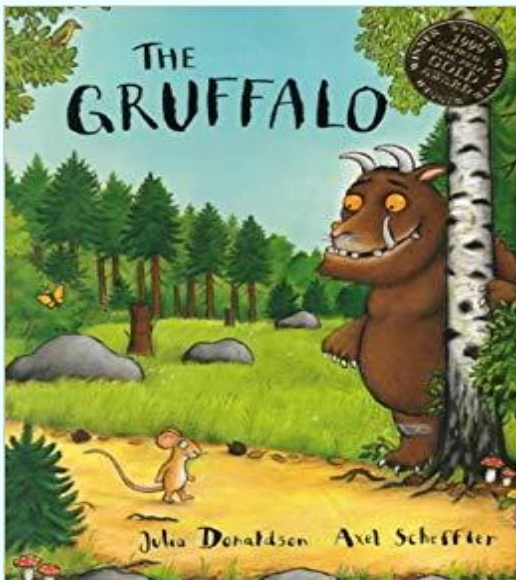
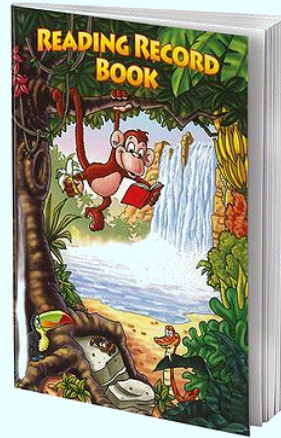


Please label everything with your child's name so that it can be identified and returned if it gets lost.

It would really help us and the children's independence if they can identify their coat, rucksack and lunchbox.

We will provide:

- Home book bag and Reading log
- Book to share with your child daily
- Fruit snack
- Milk



Healthy Eating Opportunities

- Milk every snack time
- A variety of fruit at snack time
- Lunch boxes – parents to provide
- Drinks of water are available to the children throughout the day and are refilled when needed.
- We cannot refill drinks with sauash
- We are a nut free school



Live Life Well @ School

HEALTHY LUNCH BOXES

Pack your child a
**HEALTHY
LUNCH BOX**

Choose a variety of foods from each food group



Fruit



Vegetables



Dairy



Wholegrains



Lean meat
& alternatives



A Healthy Lunch Box

Lunch

Chicken salad roll

Tuna pasta salad

Lentil soup in a flask

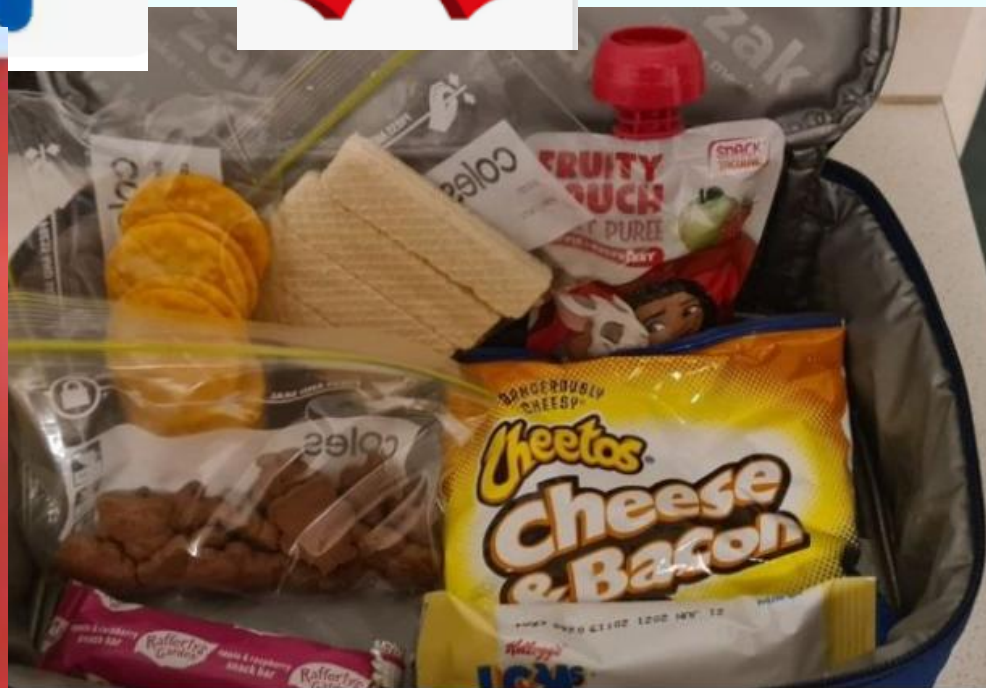
Pasta salad with tomatoes
and grated cheese

Egg salad sandwich

Turkey salad wrap

Cold rice and chickpea
salad (tinned chickpeas
drained and rinsed
with chopped tomato
and peppers)

Ham, lettuce and
tomato sandwich



F Share (v): \ANNUAL REPORTS\Reports 2023\Pre-School Reports ... \Gemma Reports

Children who eat a nutritious lunch in school are better able to concentrate and learn.

PC\Downloads

F Share (v): \ANNUAL REPORTS\Reports 2023\Pre-School Reports ... \Gemma Reports

Online Learning Journal

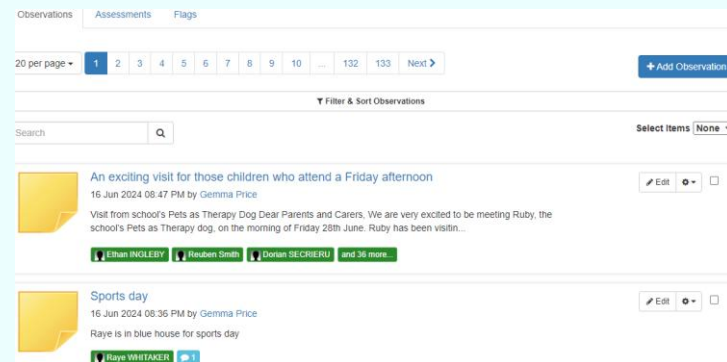


We currently use a secure online journal called Tapestry to share photos of what your child has been learning.

You can also use this to send us photos of home learning.

Parent partnerships are of the utmost importance here at Pitmaston

If you have any concerns or questions please contact your child's class teacher by calling the school office and leaving a short message and Miss Price will get back to you.



Medical Matters



- If you have any medical concerns about your child please make an appointment to discuss them with a member of the Pre-School team.
- Only prescribed medicines can be administered in school.
 - Please do not send them in with your child but take them to the school office and Mrs Potter will ask you to complete a form so we can administer the medicine safely.
- If your child needs an inhaler or epi-pen, please ensure that one is brought in through the school office where a care plan will be prepared if needed. This will remain in school.
- Head lice love shiny, clean hair. Please check your child regularly and let the school office or class teacher know if you find anything. If your child has long hair please ensure this is tied back.
- Further guidance about illness can be found in the Pre-School handbook which will be updated and available on the



Behaviour and Rewards



We are very proud of the behaviour of our pupils. We have clear expectations and all staff, across school use consistent language when talking to the children about their behaviour. We ask that the children follow our Golden Rules, which are:



- Be kind and look after each other.
- Be sensible and make the right choices.
- Always do your best.
- Listen to an adult and do as you're asked first time.



30 hour Funding - update

- Please be aware all three year olds are entitled to 15 hours of free early years provision the term following their third birthday.
- Working parents are entitled to up to 30 hours of early years provision the term after a child turns 9 months until they reach school age, if parents meet the Government's eligibility criteria.
- Parents **must** apply every 3 months for the additional free hours through the Government's online Childcare Service <https://childcare-support.tax.service.gov.uk> which is open for you to register. Please be aware that 30 hour codes need to be valid on 31st August 2026 to allow funding to be claimed in the autumn term. Eligibility for the additional free hours is determined by HMRC through the online application.
- If your child is attending for more than their funded hours fees will be payable in advance at the cost of £5.68 per hour. Please be advised that non-payment could result in a reduction in your child's hours or a loss of the place.
- You will be given an initial funding form electronically to complete for the autumn term. Please ensure we have received these to enable us to claim funding for your child before 10th July 2026.

Parent Picnic



- Monday 22nd June 3.30pm till 4.15pm
- Pre-school nature garden- please arrive at the blue side gate.
- Drinks and biscuits provided.

Welcome to Preschool

Line up at the blue gate in the morning with your grown ups



Walk up through the Nature garden



Enter Preschool through this Entrance



Enter Preschool through this door



Find your peg and out your bag and coat here. Put your lunch box underneath in a labelled box

Any questions?