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| DENI Reference: EXAMPLE  | Setting Name: EXAMPLE |
| **Integrated Approach incorporating 3-4 themes** |
| **SECTION 1****Ongoing provision**Outline established provision for engaging parents, for example, current arrangement for induction, curriculum meetings, parent meetings, transition meetings and existing parenting programmes (please specify source of funding if applicable) i.e. events that are planned in addition to Getting Ready to Learn. | **Pre-entry** | **Term 1** | **Term 2** | **Term 3** |
| Initial induction meeting with parents and child before commencing school – overview of preschool curriculum, routines, personal and social development and independence are discussed.  | Parent teacher meetings to discuss progress, IEPs and any other queries or concerns.Christmas concert | Parent teacher meetings to discuss progress, IEPs and any other queries or concerns.Annual reviews for children who have a statement in place. Parents whose children who require visual strategies introduced at home are given support through home visits.  | Celebration of learning – parents are invited into the nursery to celebrate their children’s learning. A slide show of photographs is shown outlining the wide variety of play based learning, social interaction and personal and social skills their child has participated in throughout the school year.  |
| **SECTION 2****Getting Ready to Learn**Outline activities planned specifically for Getting Ready to Learn throughout each term. These will communicate key messages in relation to the Getting Ready to Learn themes – delivered in an integrated way.Newly established activities may include, for example, workshops, demonstrations, stay and play sessions etc.Existing activities may be modified to focus on delivering Getting Ready to Learn themes, in order to add value to existing provision.**(see attached guidance)** | **No funding available**Getting Ready to Learn is introduced during our induction meeting. | **Funding available for Getting Ready to Learn activities**One workshop to introduce Big Bedtime Read – the importance of reading to the child, establishing this as part of the bedtime routine. Model reading stories in a calm and quiet area of the home. Introduce lending library to the parents.One workshop introducing Education Works in preschool and Ages and Stages. The parents will be informed about the preschool curricular and the benefits of play- based learning. Staff will raise parents’ awareness of stages of development and provide suggestions on how to make learning fun at home. Stay and play session for parents to come into the nursery and see what their child is doing, what learning is taking place and how they can continue this at home (Education Works and Ages and Stages) | **Funding available for Getting Ready to Learn activities**Invited parents and children to a story reading session and model: a structured bedtime routine and engaging children in stories. Parents will be advised how visual strategies can be of great benefit when preparing their child for bed. Workshop based on Happy Healthy Kids – this was aimed at reinforcing the importance of physical exercise, simple healthy snacks and how to use the resources available to loan at home.Two stay and play sessions incorporating the themes Education Works in Preschool and Ages and Stages. **All Funding spent by 31st March 2019** | **No funding available**Gather feedback from parents |
| **Number of Sessions and Duration** |  | 2 Workshops (2hrs)1 Stay and Play (30minutes) | 2 Workshops (2hrs)2 Stay and Plays (1 hr) |  |

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| **SECTION 3****Outline key experiences and outcomes for parents relating to each theme, for example:*** parents will be provided with information about…
* parents will participate in…
* parents will have received demonstrations on…
* resources will be made available for home lending to…
 | **The key elements to be developed within each theme** |
| **Education Works**  | **Happy Healthy Kids** | **Ages and Stages** | **Bedtime Read** |
| Parents will be provided with information about the preschool curriculum and how they can enhance their child’s learning through play. Parents will be encouraged to play with their child and observe what their child is doing and how they’re learning. Examples will be given of activities to support learning at home. Resources will be available to lend to parents to support their child’s learning. | Parents will be provided with examples of physical exercises they can do with their child at home. They will be shown photographs and videos of the children in the nursery engaging in physical play and will then be given examples of how they can do this at home to further extend their child’s gross motor skills. Parents will be provided with information on the importance of a healthy diet and how to introduce healthier options at home. Resources will be available to lend to parents to support this theme. Parents will explore strategies to help their child know when screen time is coming to an end e.g. countdown strips, no symbol, first and then cards. | Parents will be provided with information about stages of development and how they can enhance their child’s learning.Parents will be encouraged to play with their child and observe what their child is doing and how there are learning. They will be provided with activities to share at home. Resources will be available to lend to parents to support their child’s learning. Parents will be encouraged to discuss any concerns. | Parents will be provided with information on the importance of reading to their child. We will model reading for the parents as an example to show of how to read to their children and show videos of the children engaged in story time. The importance of establishing a good bedtime routine will be discussed and the parents will be able to view and take home resources aimed at helping them introduce structure at bedtime e.g. visual schedules. A wide selection of picture, story books and story sacks with props will be available for the parents to bring home to introduce bedtime reading to their child.Parents and children will be invited to a modelled reading session to build parents’ confidence. |
| **SECTION 4****Specify how funding will be used e.g. resources for home lending, photocopying, storage for books, to support each theme.****Resources**Funding will not be available to purchase other generic pre-school equipment, or IT hardware/software.**Session Costs**For example; hospitality, administrative materials, staff costs including caretaking – specify hours and rate pp. (N.B. Preparation time cannot be included) | **Expenditure****Maximum amount of funding is not guaranteed, allocation will be determined by the panel****Please select which amount you are eligible for below:** |
| Settings with 0-69 DE funded pre-school children eligible for **£450** [x] Settings with >100 DE funded pre-school children eligible for **£550** [ ]  | Settings with 0-69 DE funded pre-school children eligible for **£350** [x] Settings with >100 DE funded pre-school children eligible for **£450** [ ]  | Settings with 0-69 DE funded pre-school children eligible for **£350** [x] Settings with >100 DE funded pre-school children eligible for **£450** [ ]  | Settings with 0-69 DE funded pre-school children eligible for **£900** [x] Settings with >100 DE funded pre-school children eligible for **£1,225** [ ]  |
| **Resources****All purchased resources MUST be for home lending** |
| Selection of resources to develop the 6 areas of the curriculum = £520 | Resources to develop and extend gross motor skills at home = £430 | Selection of resources to develop the 6 areas of the curriculum = £430 | A wide variety of books for home lending= £940Storage book shelf £250 |
| **Session Costs**If session costs are needed, please provide a **full breakdown** including amount required from the total available funding |
| Hospitality (tea coffee and biscuits) **= £105 (£15 per session)** |