

Happy New Year! We hope you had a lovely Christmas break.



Extra sessions for September 2025: Places for September are filling up so if you would like your child to extend their hours next year, please see a member of staff and ask for an 'Increase in Hours' form.

Safeguarding your children:

Please ensure you inform us of any information changes e.g. phone numbers or emergency contact details.

Or if your child will be absent for any reason, please call or email:

[01981251460](tel:01981251460) / preschool@madley.hereford.sch.uk

	Autumn Term 2024	Spring Term 2025	Summer Term 2025
Term Starts		Monday 6 th January	Monday 28 th April
Half Term		Mon 17 Feb-Fri 21 Feb	Mon 26 May – Tues 3 June Inclusive of INSET days
Term Ends		Friday 11 th April	Friday 18 th July

Extra clothing Please ensure your child has extra clothing with them in case of toileting accidents or wet play. We recommend at least 2 full sets of clothes. Please also provide your child with a named hat and gloves during the winter months. We are happy for spare clothes to be left on your child's peg.

The next "Stay and Play" Petit Pois session will be on Saturday 1st February 10 – 11.30 am. This is a chance for you to join your child in some Pre-School activities, meet other parents and enjoy a cup of tea and a slice of cake! We will be joined again by Golden Valley reuse and recycle scheme. We hope to make closer links with the scheme this year to help encourage the children to reuse and recycle more and learn more about the environment they live in. So, save the date and start collecting!



Sand play at Madley Pre-School

We are delighted to have completed phase 1 of our garden developments. The sand pit will provide many opportunities to extend and develop our outdoor learning. Some of which we wanted to share with you...

The benefits of sand play for children

Access to open sand provides a wide range of possibilities for play, experimenting and learning for children of all ages.

Motor skills (gross and fine) are developed through digging, constructing, scooping, pouring, carrying, filling and emptying.

Creativity is developed through offering a wide range of creative possibilities – sand castles and sculptures, sand cities, roads for toy cars, twig structures, tunnels and fantasy worlds. These are often enhanced with the addition of other props such as toy cars, small world people, animals, dinosaurs, sticks, shells and pebbles.

Mathematical concepts are supported through experimenting with volume, mass, and flow using standard volume measures as well as non-standard volumes e.g. cups, buckets, tubs, jugs, pots and pans.

Science and engineering is supported through experimenting with wet and dry sand, construction, understanding how water moves through sand, exploring gravity by making a ball run, using buckets on pulley systems, temperature differentials between sand in sun and sand in shade, burying artefacts and excavating them as a route to learning about archaeology etc.

Social and co-operative skills are commonly developed as children work together on joint projects – building a fantasy world, creating a water channel, negotiating whose turn it is with the resources, sharing resources.

Language skills are developed – both in terms of words that describe sand and it's use and as children discuss what they are doing with adults and each other. The fundamental softness of sand creates a very different kind of space from tarmac or grass. Sand pits naturally tend to be quieter, more reflective, co-operative and creative spaces.

Managing sand play

ROSPA (The Royal Society for the Prevention of Accidents) describes sand play as 'one of the most developmentally appropriate pieces of equipment which can be provided on a children's playground.'

However, we are aware that sand play can present several management issues, although it is important to recognise, as ROSPA concludes, that 'practical experience suggests that problems are much less than folk-lore suggests.'

Potential harms include cat/ fox/ bird faeces and dangerous litter. In order that we mitigate these harms the sand pit will be checked and raked thoroughly every morning and again at regular intervals throughout the day. Research shows that allowing the air to get to the sand, as well as rain water, will act as a natural cleanser, and it is therefore recommended that sand pits are best left uncovered.

At Pre-School we have spoken with the children about the potential harms of playing in sand and we have agreed that the sand can only be accessed when a member of staff has given the go ahead. The children have been fantastic at showing patience and waiting until the sand has been checked before playing. **We ask that you support us with this and do not allow your children to access the sand before the start of the Pre-School day.**

