



ECCE and preschool (ages 2-5), after-school care, and school-age day care for local national schools.

Our programmes

- **ECCE & preschool** — play-based learning in a warm, nurturing environment
- **After-school** — school collections, homework support, activities, and snacks
- **School-age day care** — full days and holiday cover with predictable routines

Opening hours & sessions

Programme	Hours	Notes
ECCE / preschool	Mon-Fri · 9:00 am - 12:30 pm	Term time · ECCE scheme
After-school	Mon-Fri · collection - 6:00 pm	Term time · school collections
School-age day care	Mon-Fri · 7:30 am - 6:00 pm	Holidays & full days

Schools we serve

Crubany, Billis, Virginia, Killinkere, Tunnyduff, Mount Nugent, and Darley — confirm availability at enrolment.

Daily routine

- Warm welcome and settling time on arrival
- Planned activities, outdoor play, and rest
- Healthy snacks provided; tell us about allergies
- After-school: homework time, then free play
- Calm collection with a brief update on your child's day

What to bring

- Spare clothes, outdoor coat, hat, and footwear
- Nappies and wipes if applicable
- After-school: school bag, homework journal, water bottle

Health, collection & fees

Unwell children stay home. Medication requires written consent. Named adults collect; photo ID may be requested. ECCE and NCS funding may apply.

Day-to-day contact

Fiona Tynan, manager
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Service owner

Amanda Duffy
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Policies & forms: little-squirrels.vercel.app



FORMS & ENROLMENT
Enrolment Form

One form per child · return to fiona.tynan@yahoo.co.uk

Complete in full · stored securely per our Privacy Notice · return with Consent Forms

Child details

Child's full name _____ Date of birth _____

Home address _____ PPS number (if applying for funding) _____

Programme requested

- ECCE / preschool
- After-school care
- School-age day care

Preferred start date _____ Days / sessions required _____

School (if after-school) _____ Class / year _____

Parent / guardian 1 _____

Full name _____ Relationship to child _____

Phone _____ Email _____

Parent / guardian 2 (optional) _____

Full name _____ Phone _____

Emergency contacts (not parents)

Name	Phone	Relationship

Health & care

Allergies, medical conditions, additional needs

GP name & phone _____

Authorised collectors

Name	Phone	Relationship

Declarations

- Information is accurate to the best of my knowledge.
- I have received the Parent Handbook and policies.
- I understand fees, notice periods, and funding conditions.

Parent / guardian signature _____ Date _____



Tick one option per section where applicable · return with Enrolment Form

Child's full name _____

Date of birth _____

1. General care consent

I consent to routine care, first aid, and staff contacting emergency services or my GP if necessary.

I agree

2. Medication administration

Medication	Dose	Times	Reason

I consent to staff administering medication listed above.

4. Local outings & transport

I consent to local outings and authorised transport.

5. Emergency treatment

If unreachable, I consent to staff seeking appropriate medical treatment.

6. Sun cream & outdoor play

I consent to staff applying parent-supplied sun cream before outdoor play.

3. Photographs & video

- Internal use only
- Website / social media
- No photographs or video

Parent / guardian confirmation

Parent / guardian signature _____

Name (print) _____

Date _____

Phone _____



Each day: Follow this flexible timetable · pull AM/PM activities from the Programme Plan · adapt to weather, energy levels, and group dynamics

STRUCTURED TIME
~2½ hrs

FREE-CHOICE TIME
~6+ hrs

STRUCTURED

FREE CHOICE

Children need at least as much free-choice time as structured time each day.

SESSION TYPES

FREE

PLANNED

ROUTINE

QUIET

OUTDOOR

GROUP

Daily timetable

TIME	TYPE	ACTIVITY
MORNING		
7:30–9:00	FREE	Arrival, greet families, settle in, free play
9:00–9:15	GROUP	Break into groups · outline the day's choices
9:15–10:15	PLANNED	Planned activity 1 · see weekly programme plan
10:15–10:30	SNACK	Morning snack · hand washing, allergy checks
MIDDAY		
10:30–12:30	FREE	Indoor / outdoor free choice · child-led play
12:30–1:00	LUNCH	Lunch · seated together, calm atmosphere
1:00–2:00	QUIET	Quiet activity, relaxation, or low-key free play
AFTERNOON		
2:00–3:00	PLANNED	Planned activity 2 · see weekly programme plan
3:00–3:15	SNACK	Afternoon snack
3:15–4:30	OUTDOOR	Outdoor / group activity · weather permitting
LATE SESSION		
4:30–6:00	FREE	Child-led activity · indoor / outdoor · calm collections

Quality & staff

National Quality Guidelines for School-Age Childcare

Emphasises children's choice, participation, play, wellbeing, and recreation — not constant structured activities.

Key transitions

Arrival Group time Snack Lunch Outdoor Collection

Head counts after each transition · calm, predictable routines

Daily quality standards

- Children engaged and enjoying their time
- Meaningful choices offered throughout the day
- Time outdoors every day
- Positive, respectful staff interactions
- Activities reflect children's interests
- Safe, welcoming environment for all
- Every child feels included

Staff reminders

- Sign children in and out accurately
- Check ratios before moving between areas
- Record accidents, incidents, and medication
- Brief handover to manager at end of session



Planning aim: Include all five activity types across the week · theme around children's interests · balance planned sessions with free-choice time

AGE GROUP

CHILDREN'S INTERESTS IDENTIFIED THIS WEEK

STAFF ON DUTY

ACTIVITY TYPES

L Language

A Arts

E Environment

S STEM

H Health

See School Age Programme Guide

DAY	SESSION	ACTIVITY TYPE	DESCRIPTION	LEARNING OUTCOME	STAFF
Mon	AM	L/A/E/S/H	What children will do	Learning outcome	Init.
	PM				
Tue	AM				
	PM				
Wed	AM				
	PM				
Thu	AM				
	PM				
Fri	AM				
	PM				

Weekly reflection

What worked well? · What would you change? · How engaged were the children?

Room leader signature

Date



Remember: Behaviour is communication. Stay calm, understand the need, and support children to regulate and relate positively.

Positive behaviour support strategies

1 Build positive relationships

Children cooperate when they feel safe, respected, and valued.

- Greet children by name
- Show interest in hobbies and interests
- One-to-one time for children needing extra support
- Acknowledge positive behaviour regularly

"Thank you for helping tidy up without being asked – that was very helpful."

2 Use positive reinforcement

Focus on what children do well, not constant correction.

- Verbal praise · stickers · positive notes home

Instead of: "Stop running." · **Try:** "Thank you to everyone walking safely."

3 Set clear expectations

Consistent boundaries help children feel secure.

Respect others

Listen

Care for equipment

Walk indoors

4 Offer choices

Choices give children a sense of control.

- "Homework first or snack first?"
- "Art activity or board game?"

Common behaviour situations

REFUSAL

Child refuses to join activities

Why: Anxiety, tiredness, lack of interest, difficult transition

Do: Stay calm · encourage · offer choices · allow observe-first

"That's okay. Watch for a few minutes or help me hand out materials?"

ANGER

Child becomes angry

Do: Stay calm · give space · name feelings · problem-solve together

"I can see you're upset about the game. Let's take a minute, then find a solution."

Avoid: Arguing · raising voice · public reprimands

CONFLICT

Conflict between children

1. Separate if needed
2. Listen to both sides
3. Encourage problem-solving
4. Agree a solution together

EXCLUSION

Child excludes another

Do: Promote inclusion · discuss feelings, kindness, teamwork

"Sarah would like to join. How can we make space for everyone?"

LANGUAGE

Inappropriate language

Do: Stay calm · address immediately · explain expectations calmly

"We don't use that language here. Let's find another way to say how you feel."



How we plan: Identify interests → complete the Programme Plan → run morning & afternoon sessions on the Daily Schedule → reflect at week end. Out-of-school time should feel respectful, unhurried, and child-led.

Child choice
Children choose what they take part in

Balanced week
All five activity types each week

Free choice
At least as much free time as structured time

5 activity types

Use codes on your Programme Plan · cover each category across the week

1 Language & engagement L

Promote language, communication, and social connection.

Stories Games Drama Journaling

- Storytelling, debate, quizzes, books
- Card games, board games, technology
- News sharing, journaling, drama games

Tip: Let children lead book club or news time.

2 Arts A

Creative expression through movement, sound, and making.

Music Craft Dance Photography

- Dance, drama, puppetry, music
- Craft, painting, junk art, sculpture
- Textiles, photography, animation

Tip: Offer process art — no fixed outcome needed.

3 Environment & community E

Build awareness of nature, sustainability, and local community.

Gardening Nature Recycling Community

- Gardening, composting, nature walks
- Recycling projects, bird boxes, water conservation
- Community projects and charitable activities

Tip: Link to seasonal changes and local events.

4 STEM S

Explore science, technology, engineering, and maths through play.

Experiments Building Coding Robotics

- Experiments, building, coding basics
- Research projects, construction challenges
- Media, robotics, problem-solving games

Tip: Keep it hands-on; trial and error is part of learning.

5 Health & wellbeing H

Indoors and outdoors — physical and mental fitness, rest, and self-care.

Games Mindfulness Cookery Outdoor play

- Physical activity, team games, fitness challenges
- Mindfulness, quiet time, privacy and alone time
- Healthy food, cookery, hygiene, outdoor play

Tip: Quiet zone always available — respect privacy and alone time.

