



**OOSC SET UP**



# WELCOME TIME



WHEN CHILDREN AND OR CARERS ARRIVE THERE ARE OPPORTUNITIES TO GREET THE CHILD, BUILD RELATIONSHIPS WITH PARENTS, AND SHARE INFORMATION ABOUT THE CHILD.



# TRANSITIONS

WHEN MEETING OR TAKING CHILDREN TO OR FROM SCHOOL THERE ARE CHANCES TO EXCHANGE INFORMATION WITH PRACTITIONERS. IF UNABLE TO DO THIS ON A REGULAR BASIS TRY TO ENSURE YOU LINK UP WITH PRACTITIONERS AT SCHOOL TO EXCHANGE INFORMATION.

By working in partnership  
to meet the childcare need

A toolkit to support schools and  
providers / childminders in the  
provision of out of school care

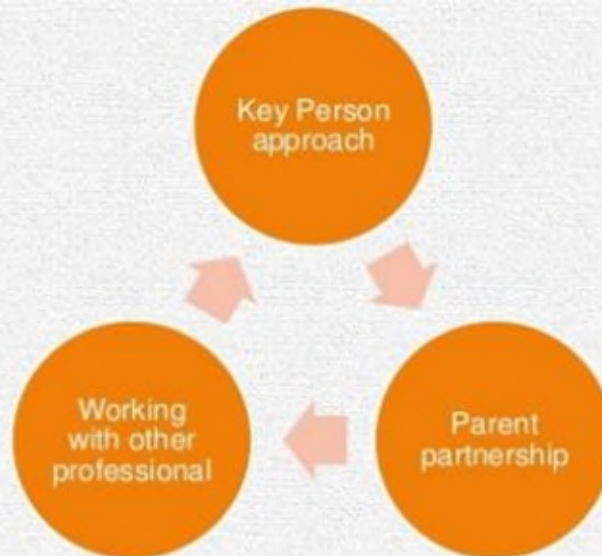
HOW

ACTION FOR CHILDREN

IS WORKING WITH



Registered childminder: 01743/103801 | Company no: 474210 | Provider for Action for Children 15/16/17/18



Building successful  
relationships with  
your host school

A Guide for Out of School providers



Building successful  
relationships with your  
Out of School provider

A Guide for Schools

<https://resources.leicestershire.gov.uk/education-and-children/early-years/out-of-school-providers-oos/oos-resources>



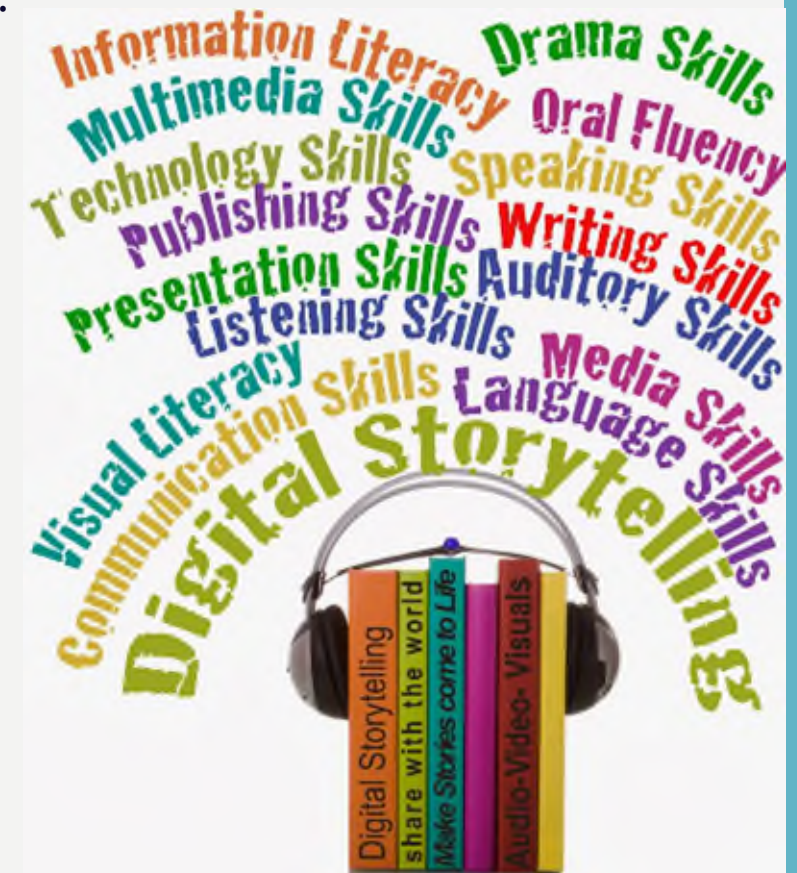
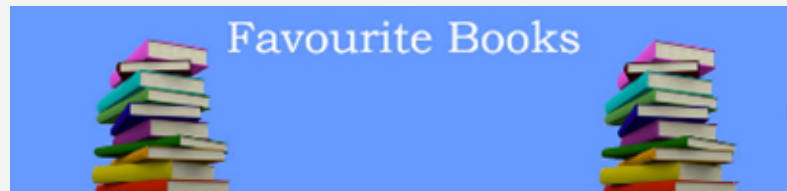
# TALK TIME

THERE ARE OPPORTUNITIES THROUGHOUT THE SESSION FOR THE CHILD TO INTERACT ON A ONE TO ONE BASIS AND IN SMALL GROUPS - THESE CAN BE PLANNED OR SPONTANEOUS, INDOORS OR OUTDOORS. THIS GIVES OPPORTUNITIES TO FIND OUT ABOUT THE CHILD'S INTERESTS AND BUILD ON THEM.



# STORY TIME

TAKE TIME TO LOOK AT BOOKS OR READ STORIES - ONE TO ONE OR IN A SMALL GROUP. TALK ABOUT PICTURES, READ TEXT, POINT TO WORDS AND DISCUSS THE STORY. GIVE CHILDREN THE OPPORTUNITY TO CHOOSE STORIES AND THEIR FAVOURITE BOOKS. TELL AND READ STORIES AND ENCOURAGE CHILDREN TO ACT THEM OUT.





# EXPLORATORY PLAY

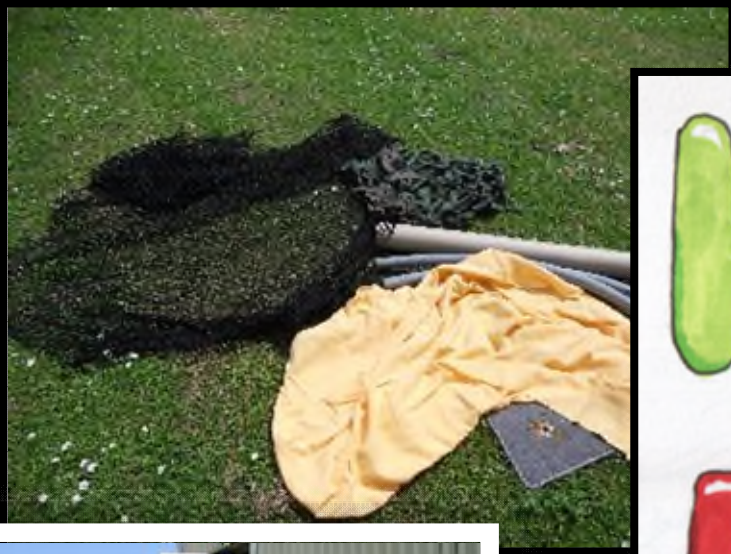
TIME FOR CHILDREN TO ACCESS A RANGE OF ONGOING PROVISION, TO SELECT THEIR RESOURCES AND DECIDE THEIR OWN PLAY AGENDA. DISCUSS PLAY WITH THE CHILDREN AND MODEL WAYS OF USING EQUIPMENT AND INTRODUCE APPROPRIATE VOCABULARY. OPPORTUNITIES FOR CHILDREN TO EXPERIENCE A WIDE RANGE OF EVERYDAY MATERIALS, AND LEARN THROUGH THEIR SENSES BY EXPLAINING THE WORLD AROUND THEM WITH EVERYDAY THINGS

[HTTPS://CREATIVESTARLEARNING.CO.UK/EARLY-YEARS-OUTDOORS/SIMON-NICHOLSON-AND-  
THE-THEORY-OF-LOOSE-PARTS-1-MILLION-THANKS/](https://creativestarlarning.co.uk/early-years-outdoors/simon-nicholson-and-the-theory-of-loose-parts-1-million-thanks/)

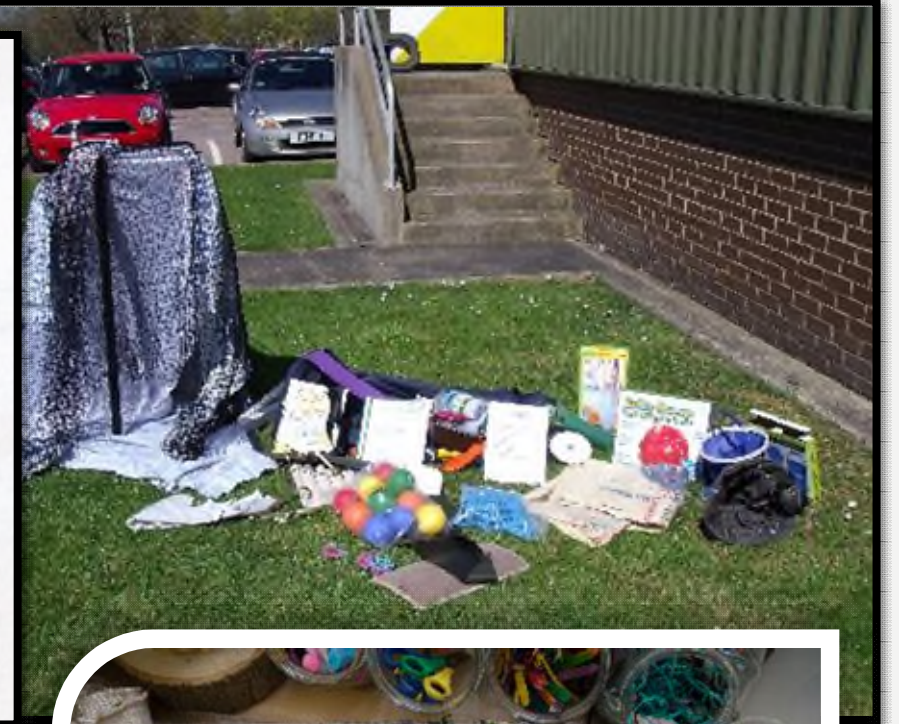




# LOOSE PARTS RESOURCES



HAVE  
FUN!





FOOD (Cooking or Craft)	VESSELS	OBJECTS	IDENTITY	TOOLS	
Flour	Jars	Chairs/sofas	Wigs	Hammers	Staple guns
Pastas	Cups	Tables	Hats	Screwdrivers	Hole punch
Lentils	Bowls	Wheelbarrow	Shoes	Saws	Nails
Potatoes	Buckets	Ladders	Glasses	Tape	Needles
Eggs	Trunks	Trolleys	Uniforms	Drills	Cutters
Rice	Butts	Torches	Make-up	Chisels	Staplers
Cereals	Skips	Bricks	Jewellery	Rollers	Brushes
Chocolate	Bottles	Clothes horses	Belts	Sieves	Pliers
Breads	Boxes	Breeze blocks	Cloaks	Scissors	Matches
Onions	Watering cans	Incinerator bins	Scarves	Hoes	Markers
Fruits	Jugs	Brooms	Masks	Rakes	Glue
Herbs	Plant pots	Stage blocks	Sunglasses	Knives	Pegs
Spices	Sponges	Wheels	Camera	Forks	Clips
Food colouring	Baskets	Fans (to create wind)	Video camera	Spades	Grips
Salt dough	Oil drums	Hay/straw bales	Puppets	Mallet	Blutac
Cornflour	Pods	Large cable reel	Dressing up clothes	Chainsaw	
Compost	Crates	Mattresses	Face paints	Crowbar	
Icing Sugar	Baths	Crash mats	Henna	Axe	
Pumpkins	Window boxes	Bikes	Hair accessories	Pick axe	
Vegetables	Guttering/downpipes	Prams	Tattoos	Dibber	
Nuts	Rucksacks	Coffin	Flags	Spirit level	
Beans / Pulses	Sacks	Nets	Religious symbols	Drawing pins	
Jelly		Boat	Large pieces of material	String/rope	
Coffee			Cultural props	Hole punch	
Custard			Books/pictures of diverse people	Measures	
Twiglets				Nuts/bolts	
				Screws	





NATURAL	PAPER	PLASTICS	METAL	FABRICS	RUBBER	WOOD
Water	Cardboard boxes	Carrier bags	Bottle tops	Clothes	Tyres	Logs
Conkers	Cardboard sheets	Yoghurt pots	Pots/pans	Netting	Hose	Pallets
Insects	Cards	Milk crates	Tin cans	Sheets	Gloves	Garden canes
Stones	Loose rolls	Bin liners	Containers	Silk	Wellies	Withies
Pebbles	Newspaper	Bubble wrap	Magnets	Leather	Shoe soles	Poles
Sand	Magazines	Tarpaulins	Shop trolley	String	Balls	Boarding
Leaves	Egg boxes	Barrels	Paper clips	Football kits	Inner tubs	Sawdust
Wind	Tissue	Milk cartons	Nails	Bibs	Elastic bands	Branches
Mud	Carpet tubes	Wrappings	Chains	Cotton wool	Matting	Telegraph poles
Fur	Cups/plats	Straws	Keys/rings	Blankets	Erasers	Driftwood
Seeds	Frieze paper	Shoes	Car shells	Tents	Mats	Sticks
Rain	Wrapping paper	Inflatables	Wire	Sacking	Tubing	Twigs
Fire	Glitter	Moulds	Curtain rings	Hats		Bamboo
Straw/hay	Lining paper	Perspex	Circuit boards	Jersey strips		Planks
Seaweed	Wallpaper	Storage boxes	Baking trays	Velvet		Posts
Soil	Tracing paper	Film canisters	Old cutler	Curtains		Benches
Coal	Rice paper	Trays	Chicken wire	Aprons		Doors
Fir cones	Sweet wrappers	Crisp packets	Coathangers	Rugs		Frames
Shells	Papyrus	Lino	Dustbins	Carpets		Matches
Wax	Corrugated	Bread crates	Shovels	Felt		Boxes
Flowers	Catalogues	Cups	Bike frames	Cushions		Crates
Snow/ice	Shredded paper	Cotton reels	Zips	Wood		Railway sleepers
Fungi	Scrap paper	Polystyrene	Padlocks	Parachute		
Acorns	Crepe paper	Sheeting	Ball bearings	Canvas		
Sunlight	Hemp	Pipes/gutters	Handcuffs	Tights		
Bugs	Toilet paper	Butts	Gold/silver leaf	Socks		
Worms	Sandpaper	Bottles	Springs	Cargo nets		
Feathers	Rislers	Buttons	Wire wool	Hammocks		
Berries		Beads	Foil	Seatbelts		
Seeds		Cellophane	Coins			
Dust		Cutlery	Wheels			
Ashes		Spatulas	Machine drums			
Rocks		Acetate sheets	CDs			
Animals						
Grass						



# ACTIVITIES

REGULARLY OBSERVE CHILDREN IN ORDER TO IDENTIFY THEIR INTERESTS AND NEXT STEPS. PROVIDE FLEXIBLE RESOURCES SUCH AS PLASTIC GUTTERING OR TUBING, WATERING CANS WITH SAND AND WATER. THE EMPHASIS SHOULD ALWAYS BE ON THE ACTIVITY NOT THE FINISHED PRODUCT AND SUPPORTING AND EXTENDING THE EXPLORATION OF THE CHILD.





# ROUTINES

ONGOING DAILY ROUTINES SUCH AS TOILETING, HAND WASHING, REST TIME, SCHOOL RUNS, AND TIDYING AWAY ARE CHANCES TO INTERACT WITH CHILD/REN, PROVIDE A LEARNING EXPERIENCE AND SUPPORT DEVELOPING INDEPENDENCE.



# SNACK AND MEAL TIMES

THESE SOCIAL OCCASIONS WHEN THE CHILDREN SIT TOGETHER TO EAT AND DRINK. THIS PROVIDES SOCIAL CHAT WHICH BUILDS RELATIONSHIPS AND LANGUAGE, AS WELL AS ENCOURAGING INDEPENDENCE, CHOICE AND TALKING ABOUT HEALTHY FOODS AND FAMILY TRADITIONS.



<https://www.food.gov.uk/business-guidance/safer-food-better-business>

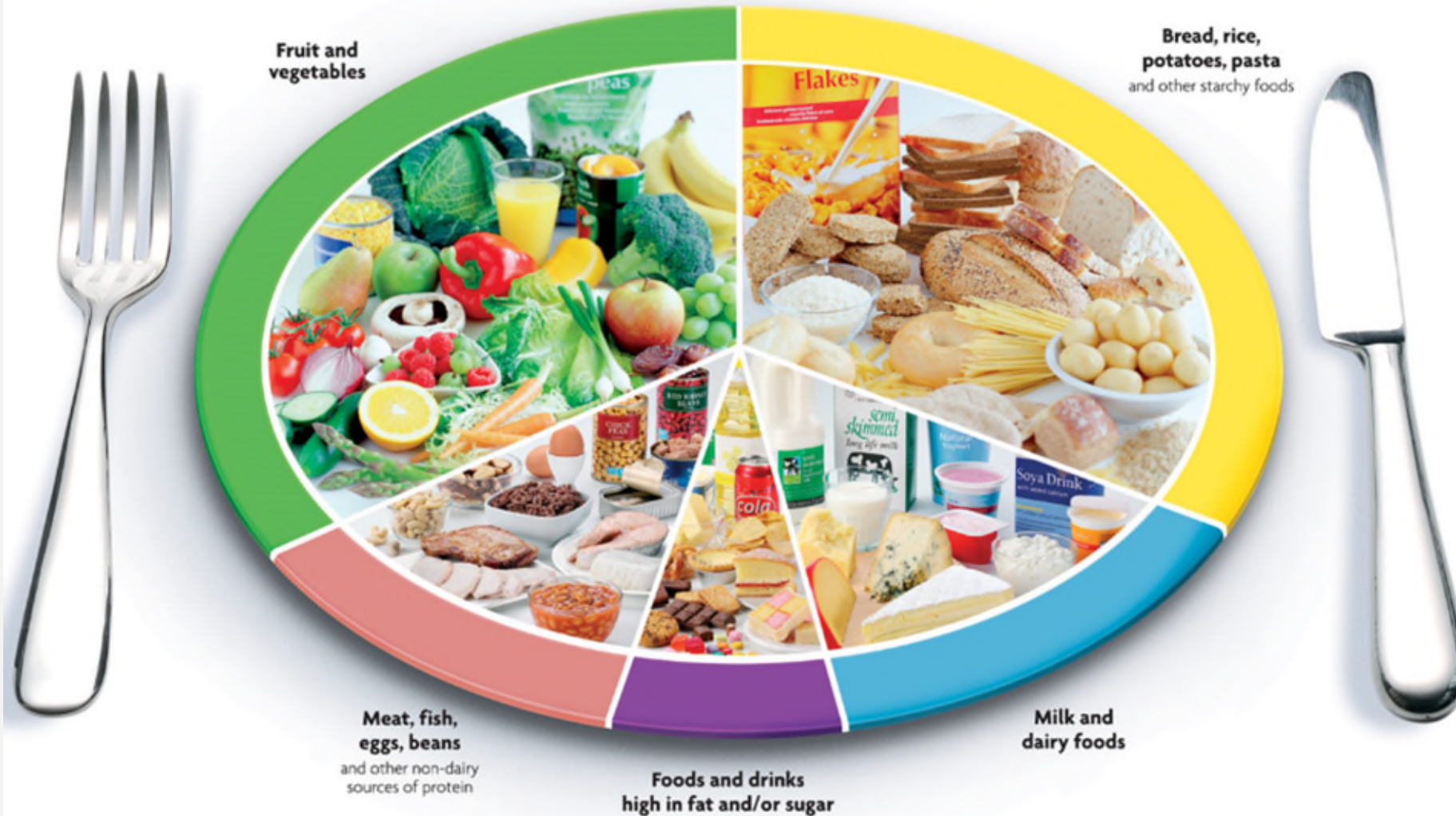
<https://www.gov.uk/government/publications/standards-for-school-food-in-england>

<https://www.leicestershirehealthytots.org.uk/>



# The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



# OUTSIDE TIMES

WALKING TO AND FROM SCHOOL GIVES CHILDREN THE CHANCE TO LEARN ABOUT NATURE AND THE WEATHER, AS WELL AS CONSIDERING A HEALTHY LIFESTYLE.

THE CHILDREN CAN TALK ABOUT WHAT THEY HAVE SEEN AND EXPERIENCED. THINK HOW YOU CAN UTILISE ANY OUTDOOR SPACE AVAILABLE TO YOU SUCH AS SCHOOL PLAYGROUNDS OR PARKS.

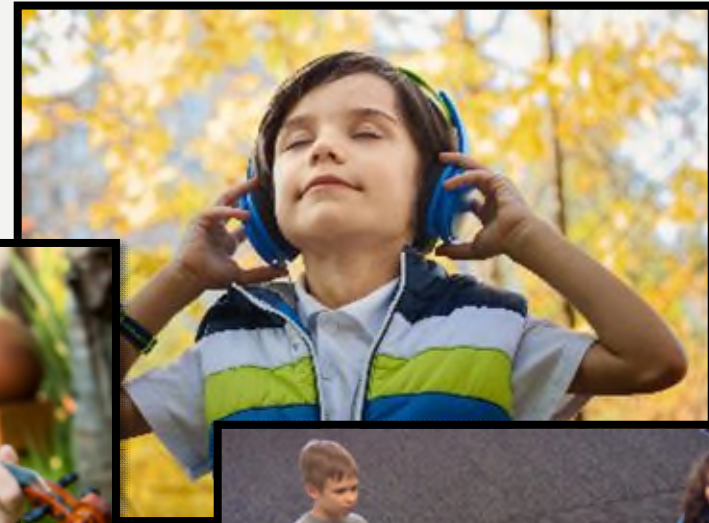




# MUSIC

SING OR ACTION A RANGE OF SONGS OR RHYMES WITH SUPPORT AND USING RESOURCES.

THESE GIVE CHILDREN THE OPPORTUNITY TO DEVELOP LANGUAGE AND NUMBER CONCEPTS AND PROMOTE A SENSE OF BEAT AND RHYTHM.



# REST TIMES

AS CHILDREN MAY BE TIRED AFTER SCHOOL, THERE SHOULD BE ACCESS TO A QUIET SPACE FOR THE CHILD TO GO TO REST. COMFORTABLE CHAIRS, CUSHIONS OR BEANBAGS WOULD PROVIDE OPPORTUNITIES FOR THIS.





# GOODBYE TIMES / TRANSITIONS

OPPORTUNITIES TO PASS ON INFORMATION TO PARENTS ABOUT THE SESSION  
AND TAKE TIME TO SAY GOODBYE TO THE CHILD.

TIME TO BUILD RELATIONSHIPS AND SHARE THE CHILDREN'S EXPERIENCES OF  
THE DAY.

IT ALSO PROVIDES OPPORTUNITIES FOR YOU TO USE INFORMATION PASSED ON  
FROM THE PARENT TO COMPLEMENT ACTIVITIES PROVIDED FOR THE  
CHILD(REN) IN THE SESSION.



- [https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2016/12/30/knowning\\_me\\_knowing\\_you\\_no\\_specimen.pdf](https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2016/12/30/knowning_me_knowing_you_no_specimen.pdf)
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