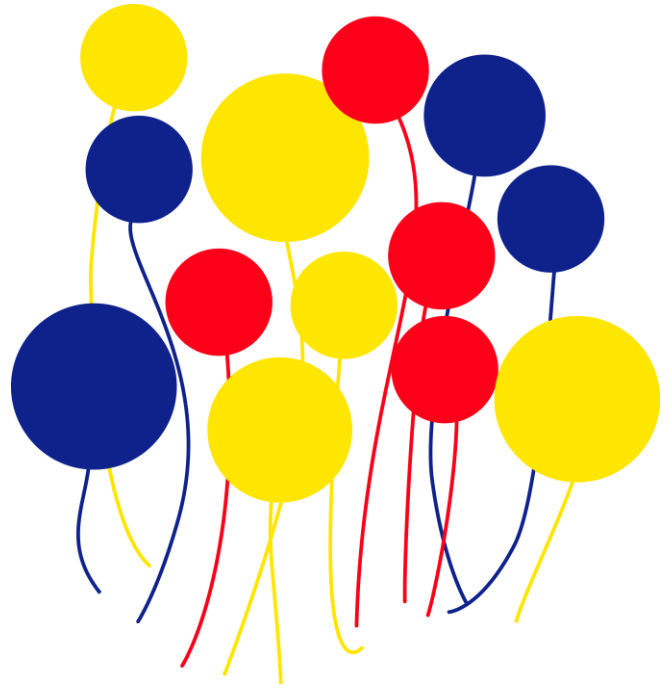
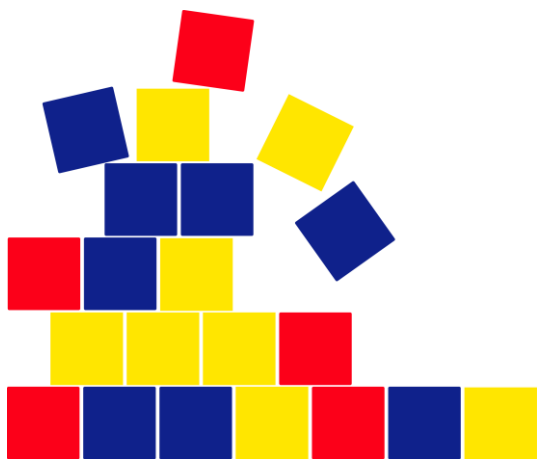


# Great Tey Pre-school



## Prospectus





**Supervisor:** Marian Hamer 01206 213716

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## **INTRODUCTION**

Great Tey Pre-school cares for children aged 2 to 5 years. Our dedicated team of practitioners and parents works together to provide a secure and stimulating learning environment, at the same time promoting equality and valuing diversity. We are open during Essex Local Education Authority school terms, from 9.15 to 12.15, Monday to Friday. We also operate an optional lunch club on Mondays, Wednesdays and Fridays, from 12.15 to 1.15.

We consider ourselves very fortunate to work in a village hall that has recently been refurbished to a high standard and decorated with warm, bright colours. The setting has access to the large and the small halls, as well as the kitchen, and we make full use of these facilities during each session. We also have a secure garden area, which is provided for the sole use of the pre-school. It is a requirement of Ofsted that we take full advantage of this valuable facility, and use it on a daily basis as an extension of the learning environment. Research shows that children benefit both physically and intellectually from regular outside exercise and activity.

We are members of the Pre-school Learning Alliance, and are registered with Ofsted who carry out regular inspections to ensure that the setting meets required standards of care and education.

The Pre-school is run by a parent management committee, elected by parents at our Annual General Meeting. We actively encourage parental involvement in the running of the pre-school, as well as their support in providing quality care and education for their children.

Day to day practice within the pre-school is governed by our policies, which are strictly adhered to, in order to safeguard the well-being of children, parents and practitioners alike. We strongly recommend that you take the opportunity to familiarise yourselves with our policies which are on display in the entrance hall, and are available for loan on request.

## **OUR AIMS FOR EACH CHILD**

We aim to ensure that each child:

- is in a safe and stimulating environment
- is given generous care and attention, by maintaining a high ratio of qualified staff to children.
- has the opportunity to join with other children and adults to play, work and learn together
- is helped to progress his/her learning and development by building on what s/he already knows and can do
- has a key person who makes sure that each child makes satisfying progress
- is in a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers.

## **CHILDREN'S DEVELOPMENT AND LEARNING**

The provision for children's development and learning is guided by The Early Years Foundation Stage (EYFS), which was implemented in September 2008, and provides a framework for children's learning from birth to the end of their first year in school.

The EYFS is based on four important principles, and describes how we should work together to provide an environment which supports children's development and learning, whilst keeping them safe and cared for, to be able to achieve the most that they can in the early years of life.

### **The four principles:**

#### **Theme: A Unique Child**

**Principle:** This principle is about how the children develop: they are all different, but should be treated equally. Positive relationships and good communication are vital. The children need to learn about risks and safety, how to make good choices, and how to stick to boundaries. They do best when their all their physical and emotional needs are met.

#### **Theme: Positive Relationships**

**Principle:** This principle is about the children learning to manage their feelings and build friendships. We respect all kinds of families and aim to develop a positive two-way relationship with parents. We support, listen to and work with the children to help them learn. A Key Person looks after each child.

#### **Theme: Enabling Environments**

**Principle:** This principle is about practitioners planning for and checking on each child's progress. We involve parents and the local community. We ensure that inside and outside spaces at the setting are safe, interesting and engaging. We support children when they move on, working as a team to help your child succeed.

#### **Theme: Learning and Development**

**Principle:** This principle is about how the children learn through play and exploration, with adult support for each individual. We encourage the children to develop imagination, to get actively involved in learning and to make decisions. We develop the children's creative and critical thinking, balancing the need for both the children and adults to lead the learning. Children's learning and development is divided into six different areas known as early learning goals; by the time they reach the end of the EYFS, at the end of their reception year at school, most children should have reached or gone beyond these goals.

The Areas of Development comprise:

Personal, Social and Emotional Development  
Communication, Language and Literacy  
Problem Solving, Reasoning and Numeracy  
Knowledge and Understanding of the World  
Physical Development  
Creative Development

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

#### *Personal, social and emotional development*

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

#### *Communication, language and literacy*

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

#### *Problem solving, reasoning and numeracy*

Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

#### *Knowledge and understanding of the world*

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;

- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

### *Physical development*

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies.

### *Creative development*

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

We believe that play helps children to learn and develop through doing and talking, and provide a range of play activities to help children make progress in each learning area. Activities such as cooking, water, sand play, music, computer, construction, sports and painting are regular features of our Pre-school. In some cases children will have the opportunity to decide how they use the activity, and other activities are adult-led, helping and encouraging children to take part.

### **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make termly assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. Parents are invited to termly meetings with their child's key person to discuss progress and agrees next steps for development.

### **Records of achievement**

The setting keeps a record of achievement for each child. One of the ways in which the key person and parents can work in partnership is to work together on children's records of achievement. These help us to celebrate children's achievements together, and to work together to provide what your child needs for her/his well-being and development.

Your child's key person will work with you to keep this record, by collecting information about your child's needs, activities, interests and achievements. S/he will then use this information to identify your child's stage of progress, and you will be invited to meet with the key person once a term to discuss how to help your child move on to the next stage.

## **WORKING TOGETHER FOR YOUR CHILDREN**

### **Staff**

In our setting, we maintain, or exceed, the ratio of adults to children set down by the Statutory Framework for the EYFS. Occasionally, we will also invite parent helpers into the setting, particularly if they have special interests they can share with the children that are relevant to our topic. Maintaining the correct staff levels helps us to give time and attention to each child, and make sure the children experience and benefit from the activities provided. We also have the opportunity to talk with the children about their interests and activities, and the children can explore and be adventurous in safety.

We encourage our staff to gain qualifications in early years care and education, as well as taking part in further training to help keep up to date with current thinking and legislation. The setting also keeps itself up to date with best practice in early years care and education through subscription to a range of publications produced by the Pre-school Learning Alliance and other relevant bodies.

The staff who work at our setting are:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications and Experience</b>
Mrs Marian Hamer	Supervisor SENCo Safeguarding Children	Level 3 (CACHE) Diploma in Pre-school Practice Dec 2003 SEN Code of Practice Autumn 2003 IDP : Supporting Children with Speech, Language and Communication Needs Fire Safety July 07 First Aid for Child Carers Nov 07
Mrs Joyce Street	Deputy Supervisor Health and Safety Co-ordinator Behaviour Co-ordinator	Level 3 (CACHE) Diploma in Pre-school Practice Jul 2004 Promoting Positive Behaviour March 2005 Health & Safety Fire Safety July 07 First Aid for Child Carers Nov 07
Mrs Christine Lucock	Senior Assistant	Playgroup Foundation Course June 1981 Food Hygiene March 1998 Fire Safety July 07 Introduction to Child Protection Feb 05

		Impact of Child Abuse Nov 07 First Aid for Child Carers Nov 07
Mrs Rebecca Reeve	Qualified Assistant with responsibility for 2 to 3 year olds	Level 2 (CACHE) Certificate in Pre-school Practice Oct 08 Fire Safety July 07 First Aid for Child Carers Nov 07
Mrs Mary Clarke	Qualified Assistant with responsibility for rising 5's ENCo	Level 2 (CACHE) Certificate in Pre-school Practice Sep 09 Fire Safety July 07 First Aid for Child Carers Nov 07 The Role of the ENCo Nov 09
Mrs Jayne Fox	Qualified Assistant	Level 2 (CACHE) Fire Safety July 07
Mrs Cheryl Belchambers	Assistant	Level 1 (CACHE) Introduction to Pre-school Practice Sept 03 Fire Safety July 07 First Aid for Child Carers Nov 07
Mrs Kylie Chapman	Assistant in training	

### **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with you in providing care and education for your child. There are many ways in which parents can become involved in making the setting a welcoming and stimulating place for children and parents:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff
- sharing their own special interests with the children
- helping to provide, make and look after the equipment and materials used in the children's play activities
- being part of the management of the setting
- taking part in events organised by the setting
- building friendships with other parents in the setting

### **Key persons and your child**

We operate a key person system, which means that each member of staff has a group of children for whom s/he is particularly responsible. Your child's key person will be the person who works with you to make sure that we provide for your child's particular needs and interests. When your child first starts at the setting, the key person will help your child to settle, and will then help him/her to benefit from the setting's activities throughout his/her time at the setting.

### **Learning opportunities for adults**

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance.

## **THE SETTING'S TIMETABLES AND ROUTINES**

### **The session**

We believe that care and education are of equal importance in the experience which we offer children. The routines and activities that make up the session in the setting are provided in ways that help each child to feel valued and ensure the safety of each child, whilst providing opportunities to learn and enjoy learning, and to gain from the social experience of being part of a group.

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children are encouraged to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playrooms.

### **Snacks and meals**

Snack time and lunch club are social times, at which children and adults eat together. We encourage a healthy approach to food, and daily snacks are provided that are healthy and nutritious. Please inform us of any special dietary needs your child may have and we will ensure that these are met. Children who attend lunch club on Mondays, Wednesdays and Fridays are required to bring their own packed lunches in named lunch boxes. We request that you provide a balanced and healthy lunch for your child, and no more than you would expect him/her to eat.

At snack time we encourage children to be independent by selecting and serving their own snacks and drinks, under supervision and with support where necessary. Some of our younger children have not yet mastered drinking from a cup, so we help them by supporting the cup as they drink. We do not provide drink bottles with lids as they are difficult to clean properly and present hygiene problems. If you would prefer your child to use one of these bottles at snack time you are welcome to bring one from home, clearly marked with the child's name.

### **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

### **Special needs**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is Mrs Marian Hamer.

## **PRE-SCHOOL POLICIES**

Below is a list of the policies governing the day-to-day practice within the setting:

- Children's rights and entitlements
- Safeguarding children and child protection
- Looked after children
- Confidentiality and client access to records
- Information sharing
- Uncollected child
- Missing child
- Supervision of children on outings and visits
- Maintaining children's safety and security on premises
- Making a complaint
- Valuing diversity and promoting equality
- Supporting children with special educational needs
- Achieving positive behaviour
- Administering medicines
- Managing children with allergies, or who are sick or infectious
- Nappy changing
- Food and drink
- First aid
- Employment and Staffing
- Induction of staff, volunteers and managers
- Student placements
- Risk assessment
- Health and safety general standards
- Fire safety and emergency evacuation
- Recording and reporting of accidents and incidents
- Food hygiene
- Admissions
- The role of the key person and settling-in
- Parental involvement
- Working in partnership with other agencies
- Children's records
- Provider records

Copies of all policies are on display at the entrance to the setting, and are available for loan if required. You can also view them via the link on our website. It is in your interests to take the time to read these, so that you are aware of our practices. The setting's policies help us to make sure that the service provided by the setting is of high quality. Staff and parents work together to adopt the policies, which are reviewed regularly to make sure that they are enabling the setting to provide a quality service for its members and the local community.

## **THE MANAGEMENT OF OUR SETTING**

### **The committee**

The setting is managed by a committee made up of parents, whose members are elected by the parents of children who attend the setting. Elections take place at our Annual General Meeting in September, which is open to parents of all children who attend the setting. It is our shared forum for looking back over the previous year, and shaping plans for the coming year. The committee is responsible for:

- managing the setting's finances
- employing and managing the staff
- making sure that the setting has policies that help to provide a high quality service, and that these policies are adhered to
- making sure that the setting works in partnership with the children's parents

### **Fees**

Fees are at present £9.02 per morning. In addition, there is a registration fee of £25.00 payable for the first term only. This price includes a sun hat, which is part of the pre-school uniform.

Fees are payable half-termly (A weekly paying service is available on request). Payment should be made within the first two weeks of the half term, either by cheque or cash. Cheques should be made payable to Great Tey Pre-school. A half-term's notice of leaving is required. If a child is withdrawn by a parent during a half term, fees will be payable in full for that half term. No refunds can be made for holidays or sickness in term time. Special arrangements can be made in cases of prolonged illness.

Pre-school reserve the right to increase fees at any time during the year. A half term's notice will be given prior to any increase.

If two or more fee-paying children are attending Pre-school at the same time, though not necessarily the same sessions, a discount will be given for the sibling/s. The discount will be 10% of the standard session fees, including lunch club, for second/ third and subsequent children. However, children for whom Nursery Education Grant funding is being claimed do not qualify for this scheme; a sibling discount will not apply for session fees for the second child, but will be given for lunch club fees.

### **Funding**

Parents are entitled to claim funding from the Local Education Authority for childcare places for up to 5 sessions per week, from the term after a child's 3<sup>rd</sup> birthday. All 5 sessions can be used at this setting, or you may wish to split your entitlement between this and another childcare setting. If you choose to split your entitlement, or use all 5 sessions at another setting but also wish your child to attend sessions at our pre-school, any additional sessions will be charged at the funded rate, which is currently £9.28.

## **OTHER INFORMATION**

### **Clothing**

A uniform of polo shirt, sweatshirt and sun hat is available to order if required. Although the uniform is optional, most children are happy to wear it, as it promotes a sense of belonging within the setting. We have a few second-hand items that are available to buy for a small donation to pre-school funds.

In order to protect the hall floor and minimise slipping over, would parents ensure that their children wear soft soled footwear when attending Pre-school, and that they are dressed appropriately for play. We encourage children to gain skills that help them to be independent and look after themselves. These include going to the toilet independently, and putting on and taking off outdoor clothes. Clothing that is easy for them to manage will help them to do this. Please label all outdoor clothes and hats clearly.

We provide aprons for the children for messy activities.

It is dangerous for children to wear chains of any description around their neck whilst at Pre-school. Equally, if earrings must be worn, they should be safety earrings or small studs.

### **Outings**

From time to time staff will take the children on local walks or outings during the Pre-school sessions and you are therefore asked for your permission for your child to participate in such an event. If you have any strong objections, please make it clear to staff at the time of registering.

### **Birthdays**

It is a nice custom for parents to bring some sort of sweets, biscuits or cakes to be shared on a child's birthday. It makes their birthday a little special and it is a nice treat now and again. Please ask a member of staff the number of children attending on the day.

## **STARTING AT OUR SETTING**

During the half term before your child is due to start at the setting, we will write to you inviting you to bring her/him along to a few sessions. This will be an opportunity for you both to meet your child's key person, complete the necessary paperwork, and get to know the staff and the routines of a pre-school session. We suggest at least four of these sessions, to give your child the chance to bond with his/her key person.

To help your child to settle quickly in the setting, we recommend that you initially enrol for at least two sessions a week, so that there is not too great a gap between sessions. We want your child to feel safe and happy with us, and staff will work with you to decide how to help her/him settle in to the setting.

**We look forward to welcoming you and your child at our pre-school**