



(Registered Charity No. 1005511)

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PROSPECTUS

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Welcome to Needingworth Community Pre-school!

In this prospectus we hope to provide you with all the information that you as a parent/carer need to understand how the pre-school works. We hope that the prospectus is clear but if there is any area you feel is not covered or about which you need more information, please do not hesitate to ask either a staff or committee member. Needingworth Community Pre-school is a very busy and happy pre-school and we would like to take this opportunity to welcome you and your child into the busy, happy pre-school family.

Background

Needingworth Community Pre-school is a registered charity that was set up in 1978 by a group of parent/carers keen to provide community based sessional day-care for the under fives in the parish of Holywell-cum-Needingworth.

The pre-school operates from the village of Holywell-cum-Needingworth's Community Education room, which is situated in the school grounds of Holywell Church of England Primary School. Pre-school maintains close links with the school and has sole use of the room it operates from. Pre-school has use of the schools playground at designated times and the school playing fields.

Pre-school values its place at the heart of our community both as a provider of quality, nurturing community childcare and as a social network that provides support, friendship and opportunities for families to be directly involved in their children's pre-school education.

We have regular OFSTED inspections, which enable us to receive government funding for our 3 and 4 year olds. We hope you and your children enjoy becoming a part of this thriving pre-school!

Our Pre-School aims to:

- Provide high quality care and education for children below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality and values diversity.

Parents

Parents are regarded as members of our pre-school who have full participatory rights. These include a right to be:

- Valued and respected;
- Kept informed;
- Consulted;
- Involved; and
- Included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the pre-school carries expectations on parents for their support and commitment.

We aim to ensure that each child:

- Is in a safe and stimulating environment;
- Is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
- Has the chance to join with other children and adults to live, play, work and learn together;
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- Has a personal key person who makes sure each child makes satisfying progress;
- Is in a pre-school that sees parents as partners in helping each child to learn and develop; and
- Is in a pre-school 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 (DCFS 2007). From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for Foundation Stage. Our pre-school reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our pre-school helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- Personal, social and emotional development;
- Communication, language and literacy development;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development; and
- 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 pre-school has regard to these matters when we assess children and plan for their learning.

Personal and social 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 and 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 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.

The schedule of a typical pre-school day is included with this pack.

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our pre-school uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 or videos 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 periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

Records of achievement

The pre-school keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our pre-school we maintain the ratio of adults to children in the pre-school that is set through the Welfare Requirements. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;

- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at our pre-school are:

Staff Name	Job Title	Qualifications	Designated Role
Dawn Gibson,	Supervisor	NNEB	SENCO, Behaviour ENCO, Child Protection, First Aid
Margaret Riggs	Deputy Supervisor	NVQ L.3	Health & Safety, Risk Assessment, First Aid, Food Handling
Dianne Bailey	Pre-school Assistant	NVQ L.2	Communication, Language & Literacy, First Aid
Angela Maxwell	Pre-school Assistant	NVQ L 2	Mathematical Development, Child Protection Assistant, First Aid
Sally Beaman	Pre-school Assistant	NVQ L 2	Food Handling, First Aid
Cathy Biddle	Trainee Pre-school Assistant		

How parents take part in the pre-school

Our pre-school recognises parents as the first and most important educators of their children. All of the staff sees themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the pre-school a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the pre-school;
- 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 pre-school;
- taking part in events and informal discussions about the activities and curriculum provided by the pre-school;
- joining in community activities in which the pre-school takes part; and
- building friendships with other parents in the pre-school.

The parent's rota

The pre-school has a dated rota which parents can sign if they would like to help at a particular session or sessions of the pre-school. Helping at the session enables parents to see what the day-to-day life of the pre-school is like and to join in helping the children to get the best out of their activities.

Joining in

Joining the rota is not the only means of taking part in the life of the pre-school. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the pre-school to talk about being a dentist, being a farmer, being a hairdresser and many more.

We welcome parents to drop into the pre-school to see it at work or to speak with the staff.

Key person and your child

Our pre-school uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. When your child first starts at the pre-school, she/he will help your child to settle and throughout your child's time at pre-school, she/he will help your child to benefit from the pre-school's activities.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the pre-school staff takes part in further training to help them to keep up-to-date with thinking about early years care and education. The pre-school 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 current copy of Under Five is available for you to read. From time to time the pre-school holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. Courses on similar topics are held locally by the Pre-school Learning Alliance; watch out for information about these.

The Pre-School's timetable and routines

Our pre-school believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the pre-school are provided in ways that:

- help each child to feel that she/he is a valued member of the pre-school;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The day

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 learn to work with others.

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

The pre-school takes into account the changing energy levels throughout the day and caters for children's individual needs for rest and quiet activities during the day.

Links with school

Strong links have been forged over the years between pre-school and Holywell Church of England Primary School. In the year before they start in reception, our four year olds follow a "Getting ready for school" program which involves going into reception, meeting Mrs. Harland who will be their teacher, doing story snaps, visiting the school hall and even trying a school dinner. We also take part in various school social and fundraising events. A letter from Mrs Harland to Pre-school is included in this pack.

Snacks and meals

The pre-school makes snacks and meals a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Policies and Procedures

The way we run the pre-school is governed by our Policies & Procedures. The Pre-school Committee reviews these annually with regard to OFSTED recommendations and with help from the Pre-school Learning Alliance (PLA). Pre-school is a member of the PLA, which is a support network that provides all registered pre-schools with help and advice for all areas of work - from planning children's activities to writing business plans. All policies and procedures are written and reviewed annually with input from staff and parents.

Pre-school's Policies and Procedures are very important because they make clear for committee members, staff, volunteers and parents, the principles which pre-school works towards achieving. Our Policies and Procedures aim to reflect

The Welfare Requirements within the Statutory Framework of the Early Years Foundation Stage whilst serving as a constant reminder of the standards our pre-

school is working to achieve.

The following policies are available on the pre-school notice board to be viewed in detail:

Admissions Policy

Behavior Management Policy

Child Protection Policy

Collecting your Child Policy

Complaints Procedure

Confidentiality Policy

Equality and Diversity Policy

Equipment and Resources Policy

Fire Procedure

Food and Drink Policy

Health and Safety Policy, including Nits Policy

Lost Child Policy

No Smoking Policy

Outings Policy, including Lost Child Procedure

Parental Involvement Policy

Recruitment of Ex-Offenders Policy

Secure Storage, Handling, Use, Retention & Disposal of Disclosures, and Disclosures Information Policy

Settling in at Pre-school Policy

Special Educational Needs/Disability Policy

Staffing and Employment Policy

Student Placement Policy

Pre-school Closure Procedure in case of Bad Weather or Unexpected Closure of Pre-School

Whistle Blowing Policy and Procedure

Safeguarding children

Our pre-school 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 pre-school 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 pre-school'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 pre-school 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 **Dawn Gibson**.

Management and Administration

A parent management committee - whose members are elected by the parents of the children who attend the pre-school - manages the pre-school. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the pre-school's finances;
- employing and managing the staff;
- making sure that the pre-school has, and works to, policies that help it to provide a high quality service;
- fundraising and organising social events; and
- making sure that the setting works in partnership with the children's parents.

The Committee meets half-termly, in the evenings usually from 8pm onwards at a member's house. The way we run ourselves as a committee is governed by our Constitution which is on the notice board outside pre-school.

A list of the current committee, with telephone numbers, can be found at the back of the prospectus. Please feel free to contact any committee member directly if you have any questions concerning pre-school. Photos of the committee and their jobs are on the notice board outside pre-school.

If you would like to see a "committee member welcome pack" which explains the responsibilities of being a committee member and what the key roles on the committee involve, please ask Alison or Anna and they'll give you a copy.

The Annual General Meeting is open to the parents of all of the children who attend the pre-school. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Starting Pre-school

Opening Times

Pre-school is open for a session every morning. Lunch club is a bookable facility available once your child is 3 years old. Afternoon sessions are run according to demand, generally in the Spring and Summer terms. Our pre-school offers education and care for children below school age and over the age of 2 years 10 months. Toilet-training is encouraged but is not a requirement for starting pre-school. Term dates coincide with those of Holywell School. Dates for the next year can be found at the back of the prospectus.

Safety

The premises and equipment used at pre-school are inspected regularly for safety by the local social services department. Safety for the children is of paramount concern to all involved in our pre-school. The equipment used has been carefully assessed and chosen to be age/stage appropriate for the children.

The first days

Before a child starts at pre-school a home visit will be arranged. There will be a few forms to fill in and some paperwork to go through. Your child will have the opportunity to meet with the Preschool Supervisor and any queries or concerns can be discussed. You and your child are then invited to attend a trial morning. This gives your child a chance to join in the session activities giving you an idea of our routine and to meet the staff.

It is important for parents/carers and pre-school staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than for others and you should not feel worried if your child takes a while to settle. The pre-school's policy on settling is available for reference in the policies folders at pre-school.

What to wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes which are easily washable or not too new. It is good for children to practise the skills that will make them independent. Simple clothing, which they can handle themselves, will enable them to go to the toilet when they want to and to put on and take off their outdoor clothes without being too dependent on other people's help.

Red or navy blue Sweatshirts and T-shirts, with the pre-school logo, are available for sale from pre-school. However, please note that these are optional.

Please provide a pair of named plimsolls or old sandals (not slippers) for your child to change into when they come into pre-school. Please also provide a change of clothing (in case of accidents) which can be kept in their bag provided by pre-school.

Fees

The Early Years Education Scheme is the new name for the government scheme that provides funding for pre-school school children. In Cambridgeshire, children are entitled to funding for up to a total of five sessions from the term after their third birthday. You can split your entitlement between different childcare providers (e.g. pre-school and nursery) but you cannot claim for more than five sessions in total. Once your child is eligible for funding, you will be asked before the beginning of each term how many sessions per week you would like to claim for your child. Any extra sessions you choose for your child over the grant funded ones will be charged at the grant rate, which is currently £8.45 per session. These fees are paid half termly in advance. Please note that the Government and Local

Authority are constantly reviewing the scheme and that changes may occur at any time.

Before grant funding applies, fees are paid half-termly in advance (£6.20 per session). Lunch club is not grant funded and is available @ £3.00 per session. Fees continue to be payable if a child is absent without notice or for a short time. If absences of a week or two (for holidays, hospital visits etc.) are notified beforehand then a 50% reduction will be given for those sessions. In cases of prolonged absence, parents/carers should consult the committee about fee payment. Each child's attendance at the group is conditional upon continued payment of any necessary fees and/or qualification for funding through the government Early Years Education Funding Scheme.

If at any time you experience difficulties in paying a bill, please talk either to the Chair person or the Registrar. In certain situations we are happy to receive weekly instalments, and in some cases the Social Services may be able to help. Of course, such matters will be dealt with in confidence.

Pre-school request 4 weeks notice if your child is leaving pre-school for any reason (except when leaving at the end of the summer term to attend school).

Illness

We would ask that you notify the pre-school staff if your child is to miss a session due to illness.

We do ask that you do not send your child to pre-school with an infectious disease. Also if your child has had sickness and/or diarrhoea please keep them at home for 48 hours after it has stopped, in an attempt to stop the sickness spreading.

Our full health & hygiene policy is available for you to see in pre-school at any time.

Pre-school closure

In the event of very bad weather or other exceptional circumstances such as a power cut the pre-school may be forced to close. Information about any such closure will be publicised on BBC Radio Cambridgeshire or the radio station Q103.

Complaints procedure

If you feel uneasy about any aspect of the pre-school's provision, please speak to the Pre-school Leader and talk over any worries or anxieties you may have. It is always better if a problem can be resolved informally. However, if you feel the matter is still not resolved then please refer to the complaints procedure, which is included in this pack.

We hope that your child's time in pre-school will be a very happy and productive. If you have any queries or if we can be of any help, please contact the staff or any member of the committee at any time.