

The Villages Pre-School



Prospectus



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1 Introduction

From our initial meeting, we aim to build trust with you and your child and believe that a successful partnership is built upon two-way communication. All of us at the Villages Pre-school are open to feedback and suggestions to improve the setting – after all, this is how we continuously evolve and get better.

Our key focus without doubt is the children within our care and we are very proud of our child led ethos. Activity is led by the children and differs day to day in response to their needs and developmental stage.

We will support your child's independence, social skills, and commit to creating an engaging environment that fosters respect, intuition, perseverance and eagerness. We strongly believe it is crucial to child development to ensure the right, sensitive balance between child-led activities, support and guidance and adult-led activities. By maintaining staff ratios in accordance with Ofsted requirements; we feel enabled to do just that whilst providing a high level of care to each child.

We take the time to observe your child, and monitor their progress which is recorded in their individual electronic file. We share this file electronically, giving you access at home so you can add photos and comments of your own whilst also gaining an insight into the sort of play we have undertaken and progress your child has made whilst at Pre-School (all of which is done in line with Government standards - Early Years Foundation Stage). We are passionate about working in partnership with you, developing great relationships and helping to build a holistic view of your child as they grow and develop.

It is important to combine indoor and outdoor play and we use our range of outdoor equipment where possible. Weather permitting, we enjoy story time and singing outside and by promoting a healthy lifestyle through exercise and healthy food, we engage the children in making choices for themselves which will support them through their life.

Praise and recognition are used to promote the self-esteem and well-being of each child and we believe that this is a preventative measure to behaviour issues. The Villages Pre-school is smack-free and naughty step/corner free. We manage the children's behaviour using other methods such as talking to the child about their actions and feelings and getting them to think of strategies to overcome feelings of frustration. Whilst this may sound a bit 'woolly', it's a very effective strategy!

We will encourage all the children to respect themselves and their own ideas, needs and feeling. We will be respectful of your child and their needs and in return we encourage that children respect the other children, the teachers, the rules and boundaries, the environment and our resources.

Our premises offer clean, ventilated and well-lit environments, with direct access to an enclosed and purpose-built outdoor area.

Through careful planning, each session includes free play, registration, small group work and opportunities for larger group games. Resources change from week to week to provide each child with the opportunity to try new activities and use a variety of equipment. Children are encouraged to direct their own learning, through exploring the different areas of our setting at their own pace and in their own way.

We love what we do here at The Villages Pre-school and are proud of the individual level of care we provide. We very much hope your child will love it here too.

Jane Courtney Early Years Teacher and Manager

2 Background Details

The Villages pre-school is a privately owned pre-school run by a permanent team of fully qualified staff. Our pre-school offers education and care for children from 2 years until they are able to take up a reception place as they approach their fifth year.

We offer

- a specially tailored curriculum leading to learning goals
- individual care and attention
- fun and friendship with children and practitioners
- individual support from a key person
- electronic monitoring and development tracking system Playgroup
- For babies, young children and carers. A safe, caring, fun & educational environment

Our contact details and opening times

Address	Telephone Number	Days open	Session times
The Villages Pre-school The Eldwick Church Hall Otley Road Eldwick	07543713939 01274 214215	Pre-School Term-time only Monday – Friday	AM 9.00 – 12.00 PM 12.00 – 3.00

PRE-SCHOOL MANAGER: Jane Courtney Telephone: 07981124093
E-mail: villagespreschool@gmail.com

FEES: These will be advised upon starting and are payable termly in advance by cheque, cash, direct transfer or childcare vouchers. All sessions must be paid for, even when your child does not attend, this applies whether the absence is because of sickness or holiday.

We are registered with Bradford Early Years Childcare and Play and are inspected by Ofsted (latest report displayed on our notice board). We are registered to receive the 2 year old offer, Nursery Education Funding (15 universal hours and also the 30 hrs extended entitlement) and there are currently no top-up fees charged. Funding can be shared between different providers e.g. nursery and pre-school. We take childcare vouchers and the Tax Free Childcare Scheme.

Web-site: www.thevillagespreschool.co.uk

3 Routine

Registration:

Parents/carers sign in and support their child to sign-in. This helps your child's emergent writing skills and gives them a purpose to write too.

Parents' opportunity to talk to the practitioners.

Focus Groups

Activities which encourage turn-taking, including board games, memory activities, Numicon and bee bots.

Indoor and Outdoor Free play:

Children are able to choose their play including:

Sand	Water
Easels	
Creative	
Drawing/Writing	Small
World	
Table Top/Puzzles	Dough
Books/Quiet Area	
Interest Table	
Home Corner/Pretend Play	
Physical Play	
Theme/Curriculum Activity	

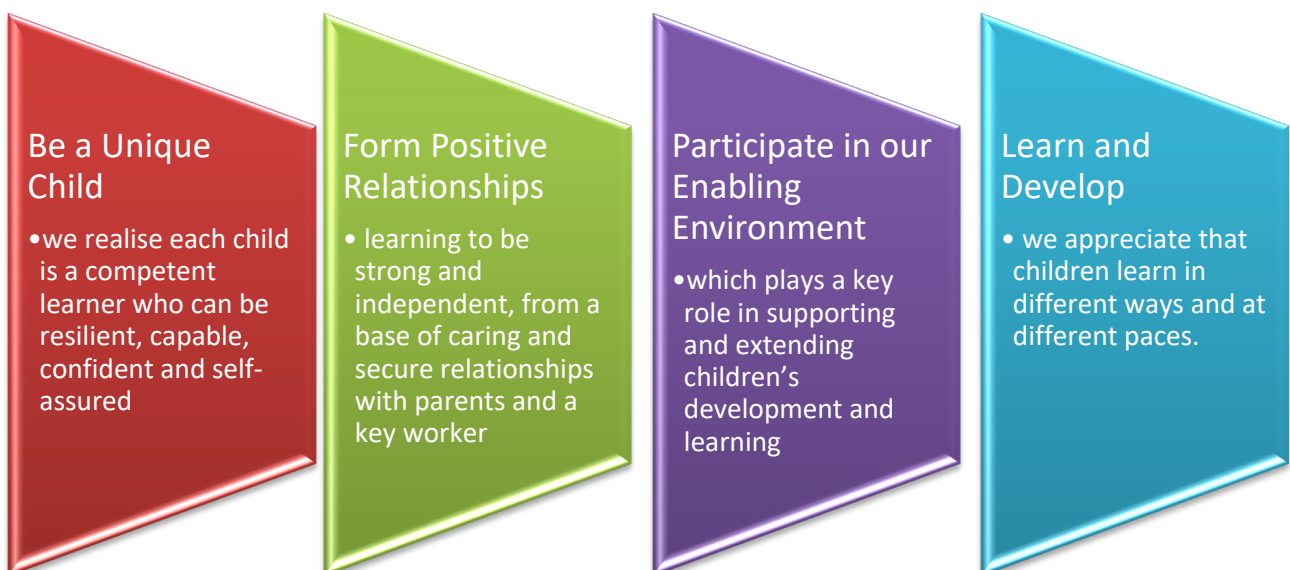
Small Groups:	Games, discussions, focus activities.
Snack:	Free-flow drink and snack, available for an hour during the session.
Tidy up time:	Children are encouraged to help with this in preparation for other activities.
Energetic play:	Outdoor/indoor depending on the weather.
Music:	Singing, instruments, dancing etc.
Home time	Picking up time. Feedback from staff, parent/carers opportunity to talk to practitioners.

We also plan in activities which are driven from the individual needs of our children.



4 Play with a purpose

Within Pre-school, your child will have the opportunity to participate in a varied and interesting range of activities. Based around the 4 key themes of the Early Years Foundation Stage, we will encourage your child to gain important skills that will support them in life both now and in the future. These include:



The Characteristics of effective learning we actively promote.

(1) Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

(2) Active learning

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

(3) Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

All areas of Learning and Development are equally important and inter connected. These are:

Personal, Social and Emotional Development:

We promote positive behaviour by giving positive praise, identifying unwanted behaviour at an early sign and diffusing the issue before it escalates. We help the children to make new relationships with peers, through encouraging them to talk with each other, respect differences and embrace areas which they enjoy together. We promote self confidence and self-esteem through praise and encouraging the children to try new tasks and activities themselves – providing whatever level of support they feel they need at that time. We help the children to develop a sense of where they live and the community with whom we share it.

Communication, Language:

We encourage children to discuss their ideas and share their thoughts and experiences with practitioners and the other children. This is a great way of strengthening relationships, helps language development and is a great way of communicating together. We enjoy lots of singing and action rhymes that support language development through repetition.

We also have tactile letters, voice recording devices, story sequencing and Rhythm Time sessions too. We embrace the technical world through ICT, using bee bots, touch screen computers, tough-cam video recorders and easy-speak.

Physical Development

We believe it is important to combine indoor and outdoor play and utilise the great outdoor area where possible. By promoting a healthy lifestyle through exercise and food, we aim to engage the children in making choices for themselves and get them involved in preparation where possible. We encourage the children to learn about their body and understand that it has needs – for rest, food, water and good personal hygiene and we give choices so that children decide what they feel is the right choice (with some support and guidance!). The children also benefit from regular visits from the Physical team.

Literacy:

Phonics are a part of our weekly routine and children develop these skills through games such as finding their first name letter on signs, in books and magazines. Reading and writing are a key lifelong skill and we help the children to enjoy these areas through a partnership with Bingley library, giving lots of choice of book selection and providing many different ways of mark making.

Mathematics:

Number games such as a number line (similar to a washing line!), Numicon and dominoes are enjoyable ways of aiding and supporting number recognition. Jigsaws, shape sorters and building blocks are excellent ways in helping children to develop problem solving skills and we enjoy such activities within the Pre-School. We encourage children to answer questions for themselves and help them to work things out, instead of simply giving them the answer straight away or doing something for them - this builds up confidence and gives children a great sense of achievement.

Expressive arts and design:

Through movement and dance, musical instruments and Jabadao equipment, we have a wide variety of resources to encourage musical creativity. Imagination is supported and encouraged through puppets, dens and tents and role-playing. Messy play is also a key area of creativity and this is always available for the children to participate in and enjoy. It is advisable to dress your child in clothes that can get dirty, paint-splattered, muddy and covered in baking activity ingredients!

Understanding of the World:

Baking activities, exploration of different textures and building models are all great examples of how the children within our setting help investigate the wider world. We have a children's Vtech camera which they are able to use and take photographs of themselves and their peers, which gives the children independence. You are encouraged to let your child bring in items from home for the snack table, so we can talk about them as this helps us to provide a seamless transfer from home to Pre-School and helps the children see their time with us as an extension of their family. We enjoy growing and harvesting foods from our garden, as well as seeing life-cycles first hand with caterpillar/butterfly, tadpole/frog and chick experiences.

5 Plans and activities

Planning helps us to provide structure to your child's development and all of the team are involved in the planning process. Planning also ensures that you can be involved in their education too by providing activities that can be built on at home and by sometimes contributing to activities.

Any themes or topics are usually implemented as a result of following the children's interests. These topics may have activities that are adult led and others that form part of our continuous provision e.g. sand, water or are part of the 'routine' e.g. snack time. The themes will make use of the local environment, outside/inside play, local, national and international events, all our resources and equipment and they will also reflect equality of opportunity and diversity (see policies on page 11).

Children learn through play and they also have fun, our extensive range of resources and equipment are designed to ensure all types of play opportunities are available:-

Dough & Clay

Provides exercise for fingers, hands and arms and it stretches imagination used with cutters, for pretend cooking, with presses and squeezers. Dough can be also made by the children.

Water

Water is fascinating and can be used in so many ways, pouring, floating and sinking, bubbles, fishing etc.

Natural Materials

Sand

Our sandpits are used with dry sand for pouring and sifting, with wet sand for building and modelling, with trucks and vehicles, dinosaurs and insects, and with 'treasure' etc.

Mud

We use mud to sculpture and be creative and we may also use cornflour, foam, pasta, lentils, bark for alternative messy play.

Gardening.



We are lucky enough to have garden areas where children can learn about how plants grow and they can be actively involved in nurturing plants from seed.



Baking.

A great way to build self esteem, develop maths skills and learn about and try new foods along the way!

Arts and Crafts

- Painting with different brushes, colours, mixing paints etc. Paint is also used with fingers, hands, feet, sponges, vegetables, bubbles, rollers and a whole lot more.

Easels



- Making things with paper, card, collage, wool and any other materials that can be re-cycled.

Crafts



- Children can enjoy using pencils, crayons, pens, scissors, templates, stencils, tracing materials and different materials to fix things together e.g. glue, tape etc.

Drawing, Cutting and Sticking





Books

Our book unit contains an exciting variety of suitable books with pictures, stories and reference material for children to look at, and for adults to read and discuss with the children.

Book Library – Please take advantage of our book lending library. Encourage your child to look through and select a book to enjoy at home. Return when read and enjoyedthen take another...

Role Play – is an important part of play at this age with children acting out their experiences and worries, helping them to understand and make sense of the adult world and people’s roles in it. This area may be set-up as a room in a home, or as a doctors surgery, post office, shop, hairdressers and lots more besides – the possibilities are endless and driven by the children’s own imagination.

Small World – these toys enable children to set up a mini-world and move elements around developing hand-eye co-ordination and fine motor skills and include - trains, garages, roads, airports, zoos, farms, dolls houses, building sites, etc.

Table Top & Floor Toys

Construction Duplo, sticklebricks, popoids, wooden bricks, boxes, lego, cogs and wheels.

Puzzles Peg, wooden, lift and look, multi-layer floor and tile puzzles covering a variety of subjects, shapes and dimensions, to suit all abilities.

Thinking & Doing Beads, feely bags, mosaic pegs, cotton reels, letters and numbers for threading and counting, magnets, magnifying glasses, mirrors and scales, shapes and items for sorting ordering and counting.

Energetic Play



Inside Play Equipment includes a slide, balance beams, skittles, bats and balls, hoops, tents, bean bags and cones.



Outside Play Equipment – the children can play on cars, trucks, push alongs, and bikes with or without pedals suitable for all abilities. Other toys used outside include play streets, ramps, parachute, balls, rackets, hoops, water, bubbles and gardening equipment.

6 Policies and procedures

All of our full policy statements are available for you to read on our web-site and are designed to offer the best possible experience for children and families. Our policies are reviewed on a regular basis and comments and suggestions from parents and carers are always welcome. The following policies are summarised below.

- Admissions
- Behaviour Management
- Child Protection
- Complaints
- Confidentiality
- Equal Opportunities
- Lost and Uncollected Child
- Health & Safety
- Special Needs
- Staffing and Employment
- Procedures for arrival, picking up, emergencies etc

Behaviour Management

We will provide a positive role-model for your children with regards to friendliness, care and courtesy and will offer strategies for children to resolve conflict. We will praise and endorse desirable behaviour and when unacceptable behaviour does occur children will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. In any case of mis-behaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome. Physical punishments, such as smacking or shaking, will **never** be used or threatened. Any on-going issues regarding behaviour will be discussed with parents.

Health & Safety



If you are in any doubt as to whether your child is well enough to attend pre-school, please do not send him/her. Your child will not enjoy themselves if they are feeling under the weather; also they may spread infection among the other children and staff. For that reason, we ask you not to bring into pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.

You will need to notify us of any infectious disease e.g. German Measles (Rubella) and Chickenpox. This will allow us to alert other parents as necessary and to make careful observations of any child who seems unwell. Please also inform us if your child has head lice or threadworms so that we can ensure all parents are vigilant in treating this.

A register of both adults and children will be completed on arrival and departure so that a complete record of all those present is available in an emergency. Fire drills will be held at least twice a term. Children are supervised by adults at all times and all toys are regularly checked for safety. For your child's protection they can only be collected by authorised adults.

There will always be on the premises at least one qualified first aider trained to administer first aid to the children.

Child Protection

We intend to create a happy and caring environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. The welfare of the child is paramount. Parents will normally be the first point of reference, however the 'Working Together to Safeguard Children' (July 2018) document places a clear responsibility on us to ensure that we work together with other agencies to safeguard and promote the welfare of all children and it may therefore be necessary to involve Children's Services.

Equality of Opportunity

The pre-schools activities are open to all children and families. We aim to ensure that all who wish to work in, or volunteer to help with our pre-school have an equal chance to do so. Our aim is to show respectful awareness of all the major events in the lives of the children and families in the pre-school, and in society as a whole, and to welcome the diversity of backgrounds from which they come and we will reflect this in our curriculum plans. Respect is shown for families' traditions and child care practices and every effort is made to comply with parent's wishes for their children.

Complaints

Our aim is always to provide the highest quality education and care for all our children. Many concerns can be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result then the pre-school Manager should be approached and if necessary the complaint should be put in writing. The next stage would be to request a more formal meeting with Jane Courtney and an agreed written record of the discussion will be made. It is unlikely that any issue will require further action, however if a parent should want to pursue an issue then a mediator from the Pre-school Learning Alliance may be used or in exceptional circumstances the registering authority Ofsted may become involved.

Procedure for Lost & Uncollected Child

All our safety and risk assessment procedures are designed to ensure that a child is never 'lost' whilst in our care. However in the unlikely event of a child being lost during the session we will follow the procedure which involves scanning the building and grounds, telephoning you as parents and reporting the matter quickly to the police.

If a child is not collected at the end of the session we will firstly try all available contacts as per the child's registration form. Only if we are unable to get in touch with any contact and after an hour has passed, will we phone social care. There will always be two people looking after a child and we will not leave the premises until the child is collected by an agreed contact or social care.

7 Working in partnership with parents and carers

We respect that you as a parent or carer are expert on your own child and that you occupy a central position in their life, so we encourage you to become involved in their education and to view our pre-school as working in partnership with your home environment.

You are very welcome and we actively encourage you to come and help at a pre-school session at any time, just let us know.

Parents are welcome to discuss their child's progress, or any other matter relating to their child or The Villages at any time. Between the age of 2 – 3 we will also provide you with a summary highlighting your child's achievements and areas in which extra support might be needed. Information about children's development and progress is shared openly with parents.

Key Person



Each child is assigned to a key person, who will be your initial contact and will undertake observations of your child and use these to plan activities to meet their developmental stage. Your child's key person will make themselves known to you in the first few weeks of your child attending. Progress is monitored in line with the Early Years Foundation Stage and is discussed with parents. The role of the Key Worker is to meet the individual needs of the children and respond sensitively to their feelings, ideas and behaviour.

Settling In



A happy introduction to pre-school for your child is most important, that is why we tailor introductions to meet both yours and your child's individual needs. It may be that we start with shorter sessions at first, some children may walk straight in, others may need you to stay for a while. Whatever the approach, we are flexible and will accommodate the needs of your child. The most important thing is for us to build a relationship with your child and then they will want to come. This is when they will become confident learners.

Snack Time



During the morning a drink of water or milk and a healthy snack is provided for each child. We would also encourage you to introduce us and the children to new snacks. We are sure you have some great ideas! If your child has any dietary requirements please let us know and we will work together to provide alternative appropriate foods.

Lunch Club



Lunch Club is open for any children. .

Please provide a packed lunch in a clearly labelled lunch box. We do not have cold storage facilities so if this could contain an ice pack, this will help to keep your child's lunch cool. We try to encourage healthy eating so we would be grateful if this did not contain chocolate, biscuits and crisps. We are a nut-free setting so please do not pack nutella or peanut butter sandwiches, or bring in nuts.

Birthdays & Celebrations



If your child's birthday falls on or near his/her pre-school morning you may (only if you want to) bring treats to celebrate. At circle time we blow out the candles on a bun / cake and sing 'Happy Birthday'. Your child is then encouraged to select a gift from our 'Birthday Bag'.

Your Skills & Contacts



As part of our curriculum we plan visits from people such as musicians, the police, a vet, small babies (with mum/dad!) etc and we may occasionally plan external visits. Please look out for planned activities and if you or someone you know is able to help let us know!

Cardboard/ Paper & Other Resources

Wherever possible we always aim to use re-cycled resources and so any donations of old paper, cardboard, wool, material, boxes etc is most welcome.

What Should Your Child Wear



To encourage your children to do things independently please dress them in clothes they can manage themselves :

- going to the toilet is easier in sweatpants, leggings and things with elasticated waistbands rather than dungarees, jeans with buttons, belts or braces. Things need to be undone quickly otherwise there may be accidents! We accept children in nappies and pull ups and will work with you towards goals for toilet training.
- for painting, water play and hand washing, sleeves that can be easily pushed up rather than shirts, blouses, cuffs or very tight sleeves. These will often get wet and will then need changing.

Also remember:-

- Coats, hats and mittens are necessary for winter outside play (not all in one suits please!)
- Shoes/trainers for climbing equipment
- Names in outside clothes would be really helpful
- Although we provide protective aprons, we don't insist that children wear them and clothes will inevitably get messy sometimes – please do not dress children in anything that can't easily be washed. We do have spare clothes available

True partnership

This is a brief overview of the care we provide and briefly describes the fun, excitement, laughter, hugs, smiles, achievement, development; friendships and feeling of security that we hope all of the children feel within our setting.



We all feel very lucky to be part of their extended family and want to work very closely with families to ensure your child experiences consistent care of the highest standard. We welcome the opportunity to chat with you informally or meet with you separately to discuss any aspect of your child's care – please just ask!

We are sure your child (and you) will really enjoy their time spent at The Villages Pre-school.

Jane Courtney 07981124093
villagespreschool@gmail.com

