

CRESTWOOD PRE-SCHOOL



PROSPECTUS 2018/2019



WELCOME TO CRESTWOOD PRE-SCHOOL Rachael Barrett, Manager
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Our setting aims to:

- provide high quality care and education for children below statutory school age;
- provide a friendly, welcoming learning community for children, and their parents and families;
- 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 setting 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 setting carries expectations on parents for their support and commitment.

Children

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, learn and have fun together;
- is encouraged to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has 2 personal key persons who make sure each child makes satisfying progress and who offer support to the family as a whole;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- 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 (DCFS 2012). From September 2008, the Early Years Foundation Stage became law and a new revised curriculum was introduced from September 2012. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision 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 well-being.

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, and 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, and 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 setting 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 and language development;
- Physical development;
- Understanding the world;
- Mathematics
- Literacy; and
- Expressive Arts and Design.

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 and language development

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;

Mathematics

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.

Understanding 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.

Literacy

Our programme supports children to develop:

- 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.

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.

Expressive Arts and Design

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.

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 setting 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.

Key persons and your child

Our setting uses a key person approach. Our key person system gives each child and their family two members of staff who will be the key persons for the family. This ensures that each child has two special adults to relate to, which can help make settling into the group much easier. In addition, the key persons are in a position to tailor the group's activities to the unique needs of each individual child. The key persons maintain links with each child's home, working with parents through shared record keeping to ensure that all children are supported in reaching their full potential. You are welcome to come in to see your child's key persons at any time and will be invited to regular termly meetings to share information for your child's file.

Records of achievement

The setting 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 persons 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 persons 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 persons to identify your child's stage of progress. You and the key persons will then decide on how to help your child to move on to the next stage.

We will complete a personal file alongside with observations recording their achievements to build a learning journey of their time with us. You will find photos, artwork and other examples of activities in here as well as the formal learning journey observations. The files help the key persons to plan for individual children to ensure that their unique needs are met. On leaving Crestwood Pre-school, the files will be given to the parents/carers.

Working together for your children

In our setting, we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We 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 parents' rota. The setting has a dated rota that parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting 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 setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures sharing their family experiences, talking about their job as a firefighter, sharing books and stories and to show the children their collection of shells.

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

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All the staff see themselves as partners with parents in providing care and education for their child. There are many ways that parents can take part in making the setting 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 through talking to your child's key persons or through your home sheet;
- helping at sessions of the setting;
- 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;
- assisting with fundraising;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in 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 current copy of Under Five is available for you to read. From time to time, the setting 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 setting's timetable and routines

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

- help each child to feel that she/he is a valued member of the setting;
- 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 session

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 that introduce them to new experiences and help them to gain new skills, as well as encouraging them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their understanding 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 playroom.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Please read our Safeguarding Children and Child Protection policy, Confidentiality and Client Access to Records Policy and Information Sharing Policy for full details. 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. Our Child Protection Officer is Rachael Barrett, the Pre-school Manager.

Policies

We have a wide range of policies and procedures that are used to set out how the Pre-school is run and the legislation that we adhere to ensure all the children and adults are kept safe and secure. The policies include the Settling in policy, Health and Hygiene, Equal Opportunities, and the Complaints policy and procedure. The policies and procedures will be shared with you during your child's first session and we ask that you read them and speak to a member of staff if you wish and then sign to confirm that you have read and understand them. Thank you. All the policies are available at all times on the parent information table should you wish to revisit them. The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents. The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

Special educational 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 (2014).

Our Special Educational Needs Co-ordinator is Rachel Platt. There are a wide range of Special Educational Needs and these include times where a child may need some short term help in a specific area so please don't worry if Rachel P. asks to speak to you.

We work closely with a range of services that can help you and your child so if you have any worries about your child, their development or you would like any advice please feel free to speak to Rachel P or Rachael.

The management of our setting

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

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

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

Fees

The fees are £5.00 per hour payable monthly/weekly/daily or half-termly in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Rachael, who is the Pre-school manager.

For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds where applicable. Where funding is not received, then fees apply. If you experience difficulty with the cost of the fees or would like to have a payment plan over a longer period of time please see Rachael to arrange this.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting; a copy is available from Rachael.

Lunch and Snacks

The children attending all day or for afternoon sessions bring in their own healthy packed lunch. We offer milk or water to all the children during snack and lunch times and fresh drinking water at all times during the session for the children to help themselves to. We also provide a healthy snack during each session that will consist of a choice of a fresh fruit or vegetable and a choice of a dry product such as breadsticks, crackers, cereal, wraps etc. Please do tell us about your child's dietary needs and we will make sure that these are met.

Clothing

We provide protective clothing for the children when they play with messy activities however, the children do still at times mark their clothes so we suggest that it is best to send children in dressed in clothes that are easily washable and not too new.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Simple clothing that is easy for them to manage will help them to do this.

The children will be experiencing outside play during every session we therefore ask that they attend with the appropriate outdoor clothing i.e. warm coats and hats for the winter, waterproof coats for the rain and sunhats for the summer with appropriate shoes (no flip-flops or open toe sandals please).

We have Crestwood Pre-school sweatshirts, T-shirts and sunhats available for sale; please see a member of staff.

No jewellery of any kind is allowed (except small stud earrings) for Health and Safety reasons.

Toilet Training/Nappies

We are happy to accept children who are in nappies but ask that you provide a changing bag with nappies, wipes and disposable bags. Unfortunately, we cannot dispose of the nappies on the premises so they will be placed in the child's changing bag for disposal at home.

If you are toilet training your child or have done so recently please provide a changing bag with wipes and spare clothes in case of accidents. Please discuss any toilet requirements with one of your child's key persons to ensure that we are doing the same thing for your child. We have a potty available, a toilet training seat and different size toilets to give your child lots of choices to make them feel comfortable.

Health and Illness

If your child is going to be absent, please contact the Pre-school to inform us.

This is especially important if the absence is due to illness and we would like to request that you follow these guidelines:

- Contact the Pre-school as soon as possible
- Inform us of the nature of the illness
- Keep your child home from Pre-school if they are ill
- If your child has a prolonged illness please keep us informed of their progress

Contagious Illnesses

Please follow these guidelines if your child is contagious;

- Please keep your child home if they have any infections for example; impetigo and viruses
- In cases of sickness and diarrhoea please keep your child at home for 48 hours after they are clear to help prevent any spreading
- In cases of chickenpox please keep your child at home until their spots have healed over (usually about 5 days) and remember to let us know
- In cases of head lice please keep your child home until they are treated, please ask for help and advice we have all dealt with head lice before and can help with different ideas

We will ensure that we will:

- Alert all parents if any child has a contagious illness keeping personal details private
- Make careful observations of any child that seems unwell
- Contact parents immediately if their child becomes unwell whilst at Pre-school
- Ensure that all staff are aware of any allergies that your child may have
- Ensure that any medication is given in accordance with your child's medical plan where necessary

Arrival and Collection

If driving to Pre-school please park only in designated parking spaces within Crestwood College (including following disabled spaces protocol) if there are no spaces available please park in Shakespeare shopping centre car park.

On arrival at Crestwood reception, you will be asked to show your Pre-school pass. You will need to show this pass on every visit to the Pre-school to help in the protection of all Pre-school and college children. If you require more than the two passes that you have been given or you lose one, please see Tracey.

Mornings

On arrival in the morning, you will be greeted in reception by a Pre-school staff member who will show you through to the Pre-school to sign your child in and settle them in for registration. Please feel free at this time to talk to one of your child's key persons or Rachael the Pre-school Manager.

On your return to collect your child you will be asked to wait just outside the reception area until just after 12, when you will be welcomed through reception into Crestwood, please remember that this is a working reception and you will need to come through quietly.

At 12.05 the staff team will bring all the children out to their parents/carers to sign them back out. If you would like to talk to a member of staff at the end of the session, please wait back in the Pre-school until the other children have been collected. Thank you.

Afternoons

You will be asked to wait just outside the reception area until just after 12, please remember that this is a working reception and you will need to come through quietly.

After the morning children have been lead out please come into the Pre-school to sign your child in and settle them for registration. Please feel free at this time to talk to one of your child's key persons or Rachael the Pre-school Manager.

At 3.05, the staff team will bring out the children in small groups for you to sign out. If you need to collect other children from the infant school, please let Rachael or Judith know so that we can ensure that your child is brought out quickly. If you would like to talk to a member of staff at the end of the session, please wait back in the Pre-school until the other children have been collected. Thank you.

Sessions start and finish times

	A	M	P	M
	Start Times	Finish Times	Start Times	Finish Times
Monday	9.05 or 9.35	12.05 or 3.05	12.05 or 12.35	3.05
Tuesday	9.05 or 9.35	12.05 or 3.05	12.05 or 12.35	3.05
Wednesday	9.05 or 9.35	12.05 or 3.05	12.05 or 12.35	3.05
Thursday	9.05 or 9.35	12.05 or 3.05	12.05 or 12.35	3.05
Friday	9.05 or 9.35	12.05 or 3.05	12.05 or 12.35	3.05

Please can all parents/carers be on time at the start and finish times to minimise any disruption for the children. If you are held up, please phone us so that we can explain to your child and keep them happy and looked after until you arrive.

Keeping each other up-to-date

It is really important that we know as much information about your child as possible in order to provide the best possible care and education for your child. There are many ways you can let us know any changes in the home which may affect your child or any new interests or skills your child develops. You can come in to chat to one of your key persons, you can add to their computerised file, you can write a note and put it in your child's Pre-school box or you can come in to see Rachael at any time.

We will be in contact with you in the following ways; you will receive a newsletter at the beginning of each month, the staff may speak to you at the beginning or end of a session, there is a notice board on the wall outside the Pre-school - please look at this to keep up-to-date, there is an information table for all parents with leaflets of events in the area, help and advice leaflets and a full copy of all policies that you are welcome to read at any time. We will also put any important or action required information on the notice board where you sign your child in so please check this daily. There will also be parent questionnaires sent out during the school year, please help us out by completing these as your responses help us shape the service we are able to offer you and your children.

Thank you.

Can we take this opportunity to let you know that it is vital that all information on your child's registration form is updated as necessary so please inform us immediately if your address or any emergency phone numbers change or any details about your child health or allergies.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

To introduce the staff who work at our setting:

Name	Job Title and experience	Qualifications
Rachael Barrett	Pre-school Manager. Child Protection Officer Parent Coordinator Support Early Language Lead Practitioner Worked up from a Pre-school Assistant and Admin Assistant over 16 years experience of working with Early Years children	BA Hons Degree in Education and Training Foundation Degree Arts in Working with Children Level 3 Diploma in Pre-school Practice. Level 4 Child Protection Paediatric First Aid, SEN Training Early Language Training Training in parental support Other Child Learning Courses
Judith Long	Session Supervisor Past committee member and volunteer. Worked up from a Pre-school Assistant over 15 years experience.	Level 3 Diploma in Pre-school Practice. Level 3 Child Protection Paediatric First Aid Outside Play Environment and Planning Visual Impairment Courses Other Child Learning Courses
Tracey Nuttall	Admin Assistant and Pre-school Assistant Worked in setting for over 10 years	Level 3 Diploma Children and Young Peoples Workforce BTEC in Business and Finance Paediatric First Aid Other Child Learning Courses
Nichola Westwood	Pre-school Assistant Worked in setting for over 9 years	Degree in childhood, youth and community studies. Level 3 Diploma in Childcare and Education Paediatric First Aid Other Child Learning Courses
Carolyn Lewis	Pre-school Assistant Past volunteer. Has now worked in setting for 78years	Level 3 Diploma in Childcare and Education Other Child Learning Courses Communication Friendly Spaces Training
Rachel Platt	Pre-school Assistant SENCO Past committee member and volunteer. Has now worked in setting for 7 years	Level 3 Diploma Children and Young Peoples Workforce SENCO Courses Visual Impairment Courses Child Learning Courses Experience in Policies and Procedures Committee
Michelle Thorn	Pre-school Assistant Past Committee Member and Volunteer. Worked in the setting for over 4 years	Level 3 Diploma Early Years Educator Child Learning Courses Experience in Policies and Procedures Committee
Debbie Paddock	Pre-school Assistant Past committee Member and Volunteer	Child Learning Courses First Aid

Pre-school and Social Events

We have lots of fun days for you and your child including a Christmas performance and visit by Santa with lots of fun stalls and a raffle. We have a Pre-school trip during the summer term and a big fun day and sports day. We have a leaver's presentation in July and an end of year party for those children who are not going to school. We are also starting to have a social evening once each term such as a games night, quiz night etc to enable you, the parents, to meet each other in a social capacity to help build friendships and a support network as you will be spending a lot of time waiting at Pre-school and in the schools playgrounds for many years to come. We hope these evenings will help to break the ice with each other and help you all to get to know each other, so please look out for dates in the newsletters.

To introduce our current Parent Committee Members these members may change following the Annual General Meeting and also throughout the year if new parents wish to join. If you would like to meet any of the committee please see Rachael Barrett Pre-school Manager to introduce you.

Committee Chair: Clare Evans

Committee Treasurer: Sam Austin

Committee secretary: Kristine Watts

Committee members: Tracey Nuttall, Louise Benham, Ann Hill, Caroline McKay, Kate Smart, Chris Gerrard

We welcome new members to our Pre-school Committee and we need new members each year to enable us to operate. The Committee are responsible for making the decisions on the management of the Pre-school, staff management, managing the budget and finances, replying to correspondence, organising fundraising activities to buy new resources for the Pre-school, and helping organise the fun day and Pre-school trip. If you have a skill that would help us or you would like to develop a skill you are interested in please come along to a meeting (details in each half-terms newsletter). If you would like further details about the Committee please see one of the members or Rachael for further details.

Other contact details

Ofsted

The National Business Unit
Ofsted
Picadilly Gate
Store Street
Manchester
M1 2WD

Tel: 0300 1231231

www.ofsted.gov.uk/parents

Services for Young Children

Hampshire County Council
Children's Services Department
Aquitaine House
2-5 St Clement Street
Winchester
SO23 9DR

Tel: 01962 847070