

# **CRESTWOOD PRE-SCHOOL**



# **PROSPECTUS 2024/2025**



**WELCOME TO CRESTWOOD PRE-SCHOOL** Clare Evans, Manager

**Crestwood Pre-school**

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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
- 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
- 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 two 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
- 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 2021). From September 2008, the Early Years Foundation Stage became law and a new revised curriculum was introduced from December 2023 . This brings together the learning and developing requirements for each child and the safeguarding and welfare requirements for everyone.

The four guiding principles are:

#### A Unique Child

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Every child will develop in their own way, building on their individual experiences, knowledge and interests. We therefore observe, assess and plan for each child through their interests and abilities to extend their knowledge and teach them new skills.

#### Positive Relationships

Children learn to be strong and independent through positive relationships. These are built through respecting each other by understanding feelings and developing professional relationships with the children and their parents. We have a strong keyperson ethos to allow children to have a secure attachment in Pre-school so they can build the confidence to thrive. We teach the children about friendships and co-operative play. We regard the parents as partners in their child's learning journey with us.

#### Enabling Environments

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. We use Tapestry online learning journal so that parents are regularly updated on their child's achievements and so that they can add photos and comments of what their child is doing at home.

#### Learning and Development

The importance and learning and development is that each child will develop and learn at different rates. The Early Years framework covers the education and care of all children in the Pre-school, including children with special educational needs and disabilities (SEND) following the characteristics of effective teaching 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 the children with interesting activities that are appropriate for their age and stage of development.

The areas of learning and development are comprised of the prime areas of learning that underpin all the other specific areas of learning.

#### The Prime Areas:

Communication and Language

Personal, Social and Emotional Development

Physical Development

#### The Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

For each area, the practice guidance sets out the Early Learning Goals. These goals state what 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.

## **Communication and Language**

The development of children's spoken language is of vital importance in the development of all the areas of learning. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what the children are interested in or doing and echoing back what they say with new vocabulary added, we will build children's language effectively. We frequently read to the children and actively engage them in stories, non-fiction books, rhymes and poems. We provide extensive opportunities to use and embed new words in a range of contexts to give the children the opportunity to thrive. Through conversation, storytelling and role-play, where children share their ideas with support and modelling from practitioners, sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

## **Personal, Social and Emotional Development**

Children's personal, social and emotional development is crucial for children to lead happy and healthy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

## **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences developed incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement, with both objects and adults. We create games and provide opportunities for play both indoors and outdoors. Adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools with feedback and support from adults, allow children to help to develop proficiency, control and confidence.

## **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them, and the books (stories and non-fiction) they read with them and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing).

## **Mathematics**

Developing a strong grounding in numbers is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationship between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding - such as using objects they can manipulate, including small animals and abacus equipment for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, we include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics, including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## **Understanding the world**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across many areas. Enriching and widening children's vocabulary will support later reading comprehension.

## **Our approach to learning and development and assessment.**

### **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 able to tailor the group's activities to the unique needs of each individual child, incorporating their interests. The key persons maintain links with each child's home, working with parents through shared recordkeeping 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.

### **Learning through play**

Play helps young children to learn and develop through doing and talking, which research has shown this is how 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. This means that in all activities, although the children are just playing, they are being taught new language, co-operative play, sustained friendships, about the world and each other, along with a range of other skills.

### **Assessment**

We assess how each child is learning and developing by observing them frequently. We use information that we gained 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 their child's development. We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of a children's record of achievement. We undertake these assessment summaries at regular intervals as well as at times of transition, such as when a child moves into a different group or when they go on to school.

### **Records of achievement**

We use a Tapestry learning journal as our record of achievement for each child along with termly record of development summaries. Staff and parents working together on each child's record of achievement, is one of the ways in which key persons and parents work in partnership. Your child's record of achievement helps us to celebrate together her or his achievements and to work together to provide what your child's needs for her or 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 your key persons will collect information about your child's needs, activities, interests and achievements. This information will enable the key persons to identify your child stage of progress. You and the key persons will then decide on how to help your child to move on to the next steps. We will complete a personal file along 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.

### **Working together for your child.**

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:

- Contributing to your child's Tapestry learning journal
- Exchanging knowledge about your child's needs, activities, current interests and progress with your child's key persons through talking or through tapestry.
- Helping out during a session.
- Sharing your own special interests with the children.
- Helping to provide, make or look after the equipment and materials used in the children's play activities.
- Being part of the committee management of the Pre-school.
- Assisting with fundraising.
- 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 take part.
- Building friendships with other parents in the Pre-school.

In our Pre-school, we maintain the ratio of adults to children in the setting that is set through the safeguarding and welfare requirements. We like to 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
- allow the children to explore and be adventurous as safely as possible

Please let me know if you would like to come in to be a volunteer parent helper.

Other ways that parents can offer to join us in the Pre-school is by sharing their own interests and skills with all the children. Parents have visited the setting to play the clarinet for the children, show pictures sharing their family experiences, coming in their uniform to talk about their jobs, sharing books and stories and to show children a collection of shells for instance. We welcome parents to drop into the setting to see it at work or to speak with the staff.

### **Learning opportunities for adults.**

As well as gaining qualifications in Early Years Care and Education, the Pre-school staff take part in further training to help them to keep up to date with the current thinking about Early Years Care and Education. The Pre-school also keeps itself up to date with best practice in early years as a member of the Early Years Alliance and through the Under 5 magazines, training and publications produced by the Alliance. If you would like to come into the Pre-school to see how adults can support children to learn and develop in their early years please let me know. If there's an area of the curriculum you would like more information about to help your child, again, please let me know.

### **Safeguarding children.**

Our Pre-school 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 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 that we are aware of any problems that may emerge, and we can offer support, including referral to appropriate agencies when necessary to help families in difficulty. Our Designated Safeguarding leads are Clare Evans, the Pre-school Manager and Rachel Platt, the Deputy Manager and SENCO.

### **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 follow to ensure that all children and adults are kept safe and secure. Policies include the 'Settling In' policy, 'Health and Hygiene', 'Equal Opportunities' and the 'Complaints' policy and procedure. The policies and procedures are all available on our website and we ask that you read them and speak to a member of staff if you wish to. The Pre-schools policies help us to make sure that the service provided by the Pre-school is a high quality one and that being a member of the Pre-school is an enjoyable and beneficial experience for each child and her or his parents. The staff and parents of the setting, work together to adopt the policies and they all can take part in the annual review of policies through our management committee. This review helps us to make sure that the policies are enabling the Pre-school to provide a quality service for its members and the local community.

### **Special educational 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 setting works to the requirements of the Education Act and the Special Educational Needs Code of Practice. Our special educational needs coordinator is Rachel Platt. There are a wide range of special educational needs, and these include times when where a child may need some short-term help in a specific area, so please don't worry if Rachel asks to speak to you. We work closely with the 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 Clare Evans or Rachel Platt at any time. Common areas that we can provide a lot of support with are speech, hearing, toilet training, behaviour management, autistic spectrum disorder and transition to school.

## **The management of our Pre-school.**

We have a parent management committee who volunteer to help run the Pre-school. The committee is responsible for helping to:

- Manage the Pre-school's finances
- Employ and support the Pre-school Manager
- Making sure the Pre-school has, and works to, policies that help it to provide a high-quality service
- Making sure that the Pre-school works in partnership with the children's parents
- Organise and help at fundraising activities

Elections take place at our annual general meeting. Which is open to the parents of all the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the current year's plans. **It is a legal requirement that we have a committee and without it we are not able to run.** It is a fun experience and gives you the opportunity to make friends with like minded people and enhance your time as a family at the Pre-school.

## **Fees and Funding at Crestwood Preschool.**

### Universal funding

All 3 and 4-year-old children are entitled to 15 hours of free childcare from the term following their third birthday.

Children who turn 3 between Jan 1<sup>st</sup> and March 31<sup>st</sup> will be entitled to funding from April 1<sup>st</sup>

Children who turn 3 between April 1<sup>st</sup> and August 31<sup>st</sup> will be entitled to funding from Sept 1<sup>st</sup>

Children who turn 3 between Sept 1<sup>st</sup> and Dec 31<sup>st</sup> will be entitled to funding from Jan 1<sup>st</sup>

To claim this funding, you need to complete a funding form each term from Clare at Pre-school and provide proof of your child's date of birth at entry.

### 30 hours funding

The government has increased the free childcare offer for three- and four-year-olds from 15 to 30 hours a week. To qualify for the full 30 hours of free childcare each parent (or the sole parent in a single parent family) will need to earn, on average, the equivalent of 16 hours on the national minimum wage per week and no more than £100,000 per year. Self-employed parents and those on zero-hours contracts will be eligible if they meet the average earnings threshold. The government intends to make provisions to support families where one parent is in receipt of benefits relating to caring responsibilities or has a disability and the other parent is working.

To claim this funding, you need to check your eligibility for 30 hours childcare (and for tax-free childcare by visiting the government website at <https://childcare-support.tax.service.gov.uk/> this will take you to the eligibility checker where you will be given a code which you will need to give the Pre-school along with your National Insurance number. Hampshire County Council will check this code when we enter our termly funding details and if you are not entitled then you will be charged for any unfunded hours. Initially, you have to apply for this code before the qualifying period is up, which are 31<sup>st</sup> March, 31<sup>st</sup> August and 31<sup>st</sup> December, so please don't leave it until just before your child begins with us as you may have missed out on the funding period for that term. Once you have a code it will inform you of when it is due to expire and you will need to log on to renew the code, then pass it onto the Pre-school.

### 2-year-old funding.

2-year-olds of working families are entitled to 15 hours of funded childcare the term after their child turns 2. This is based on the same format as the 30-hour funding for 3 and 4 year olds. At



Crestwood Pre-school we take children from 2 years 9 months, so you can use this funding with us from then. To find out if you are entitled and how to claim please look at the Hampshire County Council website

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/payingforchildcare/frechildcare/3and4yearoldoffer>

There is also an eligibility checker on <https://www.gov.uk/check-eligible-free-childcare-if-youre-working>

If your child is eligible for disadvantaged 2-year-old funding, then Hampshire County Council will write to you before your child turns two with the details on how to apply for an eligibility code. You will then need to bring in your letter and code to the Pre-school to apply for termly 2-year-old funding. More details on this can be found at

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/payingforchildcare/frechildcare/2yearoldoffer>

### Fees

Presently fees are £6.00 per hour, payable in advance. Fees are evaluated annually by the committee in March with any increase being implemented from September. Fees must still be paid if children are absent for example if they are on holiday or ill. If your child needs to be absent over a longer period of time, please talk to Clare, the Pre-school manager. Please also talk to Clare if you experience difficulty with the cost of fees and would like to have a payment plan over a longer period of time. Caroline, our accounts administrator will email you at the beginning of each term with your fees and a break down of monthly payments if this is how you have requested you would like to pay it.

### **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 Pre-school. We have a policy about helping children to settle into the Pre-school, a copy is available on our website.

#### **Lunch and Snack**

The children attending, bring in their own healthy packed lunch but no drinks please. Fresh drinking water is always available for the children to help themselves to (sometimes with support). We offer milk or water to all the children during snack and lunch. We also provide a healthy snack during each day 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, 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).

The Pre-school room is colder than our own homes so please make sure that your child always has a jumper, sweatshirt or cardigan with them.

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

We are requesting that all families provide a small backpack with a change of clothes for their child in case of an accident or spillage. The children are much more comfortable with putting on their own clothes than borrowing some from us.

If your child is toilet training or has recently been toilet trained, please provide a few changes of clothes just in case. Please ensure all clothes and belongings have your child's name on them as we often have children with the same things.

**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

Please phone, text or email every day your child remains off as we have a duty of care for all our children as set out in the Safeguarding Children Statutory Guidance.

### **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 their last episode 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 in the overflow car park, within Crestwood College (including following disabled spaces protocol) if there are no spaces available, please park in Shakespeare shopping centre car park.

On arrival in the morning, please wait outside the main reception, on the gravel path so as not to disturb the students in their lessons, keeping your child with you. You will be greeted here 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 at 9.05am. Please feel free at this time to talk to one of your child's key persons or Clare the Pre-school Manager.

On your return to collect your child you will be asked to wait just outside the reception area until 3.05pm, 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 and then wait just outside the Pre-school room.

You will then be invited into the Pre-school room to collect your child. 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.

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, add to their Tapestry file, can write a note and put it in your child's Pre-school bag or wallet, email, or come in to see Clare at any time.

We will be in contact with you in the following ways; you will receive a newsletter at the beginning of each half-term, 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. 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.

### **The timetable and routine of the day**

Our Pre-school 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 Pre-school are provided in ways that:

- Help each child to feel that she or 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.
- Provide children with opportunities to learn and to help them to value learning.
- Help each child to achieve their full potential.

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 larger 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 the 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.

### **To introduce all our staff members.**

**Clare Evans. Pre-school Manager** and is our Designated Safeguarding Lead. She has nearly 19 years of experience working with early years children. Clare has a Foundation degree Arts in Early Years Care and Education, a level 4 diploma in Childcare, Learning and Development and a Level 3 diploma in Early Years Care and Education. She has undertaken SEN training, Autism Spectrum Training, early language training, training in parental support and other child learning courses. She is currently undertaking a National Professional Qualification in Early Years Leadership.

**Rachel Platt. Deputy Manager and SENCO** is also our Designated Safeguarding Lead. She has worked in the setting for over 14 years. She has a Level 3 Diploma in Children and Young Peoples Workforce, various SENCO courses, Level 2 understanding Autism, Paediatric first aid, visual impairment courses, child learning courses and experience in Policies and Procedures committee. Rachel also has a BA Hons degree in Photography.

**Nicola Westwood, Pre school practitioner** has worked in the setting for over 14 years. She has a Degree in Childhood, Youth and Community studies. A Level 3 Diploma in Childcare and Education. Has done other child learning courses.

**Carolyn Lewis, Pre-school practitioner** has worked in the setting for over 15 years. She has a Level 3 diploma in Childcare and Education. Communication friendly spaces training, first aid training and other child learning courses. Carolyn also has BA Hons Degree in English Literature

**Debbie Paddock, Pre-school practitioner** has worked in the setting for over 8 years. She has a Level 3. Diploma for the Early Years workforce, First aid training, Level 2 in food hygiene and other child learning courses.

**Jodie Colliss, Pre-school practitioner** has worked in the setting for over 7 years. She has a Level 5 foundation degree in Learning Support. A Level 3 Diploma in Childcare and has completed several child learning courses including first aid.

**Elisha Dunne, Pre-school practitioner.** Joined us late 2021. She is currently studying a level 3 Diploma in Early Years Workforce and has completed several child learning courses including a level 2 in food hygiene and paediatric first aid.

**Anna Cleal, Pre-school practitioner.** Joined us late 2022. She is currently studying a level 3 Diploma in Children and Young People's Workforce and has completed several child learning courses including a level 2 in food hygiene and effective safeguarding practice.

**Louise LeMarechel, Pre-school Practitioner.** Joined us in April 2023. She has over 16 years previous childcare experience. She has an NVQ Level 3 in Children's Care, Learning and Development, Paediatric first aid, Level 2 food hygiene and many other childcare courses

**Caroline McKay, Accounts administrator.** She works behind the scenes processing our funding, invoices and dealing with all financial matters. She can be emailed on [accounts@crestwoodpreschool.com](mailto:accounts@crestwoodpreschool.com)

**To introduce our current parent committee.**

**Committee chair.** Sarah Bradbury

**Treasurer** Katie Earnshaw and Amy Stevenson

**Secretary** Lisa Tomlinson

**Committee Members** Louisa Couzins and Hollie Joyce.

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 Clare 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](http://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

We look forward to your family joining us.