



## WELCOME TO ACRE END PRE-SCHOOL

**Address:** Acre End Pre-School, Eynsham Village Hall, Back Lane, Eynsham, Oxon OX29 4QW

**Telephone:** Pre-School on 01865 731147

**Email:** [staff@acreendpre-school.co.uk](mailto:staff@acreendpre-school.co.uk)

**Website:** <http://acreendpre-school.co.uk/>

**Ofsted Setting:** No: 134437

Our Pre-School offers education and care for children below school age and over the age of two. Where children are eligible for government Early Years funding up to a maximum of five sessions per week, attendance will be free of charge to parents. In the case of children under the age of three, except when eligible for two year old funding, parents will be charged at the sessional rate for a full term in advance. Please note fees are not refundable for sessions or lunch clubs where your child does not attend.

The Pre-School meets in the small hall of Eynsham Village Hall, Monday to Thursday from 9am to 12noon and Lunch Club Monday to Friday 12noon to 12.30pm. We also offer an afternoon session on a Monday and Tuesday from 11.30am to 2.30pm.

Pre-school hold a forest school session in partnership with Under the Trees, from a dedicated forest school site in Cassington. This gives children the opportunity for outdoor child led learning where they learn life skills, become more independent and begin to use a child's natural ability and curiosity to explore the natural world.

### Our aim at Acre End;

- ❖ We are committed to ensuring quality of opportunity for all children and their families.
- ❖ Qualified staff provide a safe, secure, creative and stimulating environment through a parent/carer community based pre-school.
- ❖ We believe that children learn best when exploring the world around them through their play. Our aim is to provide the children with the tools they need to develop their own play and to make confident choices.

### We offer your child:

- A specially tailored curriculum leading to the early learning goals within Pre-School.
- Individual care and attention made possible by using the 'Key Person Approach' and a high ratio of adults to children.
- Fun and friendship with children and other adults.
- The support of a personal 'key person' within Pre-School.
- Opportunities for you and your family to be directly involved in the activities of the group

through committee and in your child's own progress.

Our Pre-School is registered with the local Early Years Development and Childcare Partnership and contributes to the Partnership's overall planning education and care throughout the Foundation Stage. We are a registered setting with 'Ofsted' and The Pre-School Learning Alliance.

## STARTING PRE-SCHOOL

### The First Days

Your child's welfare is our first concern, so please feel free to stay with your child until they are settled and ready for you to leave them. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. As the child's parents/carers you know what your child needs and so we will be guided from you. We aim to work together to identify when the time is right for your child to be left in pre-school.

The Pre-School's policy on Settling In is available to view within the settings policies and procedures manual, please ask a member of staff.

Please...

- Notify the Leader of any relevant medical details.
- Keep your child at home if he/she is unwell or infectious. Please leave a period of 48 hours post sickness before returning to preschool.
- Please provide a drink in a plastic bottle, clearly labelled with your child's name. This should not be fizzy or of a high sugar content.
- We do not encourage food items other than packed lunch to be brought into preschool.
- If your child is staying for lunch club, please provide a healthy lunch and use an ice pack to keep it fresh. This must be **nut free** please.
- Bring a pair of indoor soft shoes e.g. canvas or slippers to change into, also outdoor clothing (wellies when wet) that are suitable for going for a walk and playing (always bring an outdoor coat) a change of socks, pants and outer garments in case of accidents. All these should be clearly named.
- In order to provide your children with a good quality snack we ask for 25p per session to cover the cost of this. Pre-school supply the milk for snack.
- Collect your child promptly at the end of their session and check their tray for activity work and letters.
- Notify the Leader if anyone other than a parent or known childminder is collecting your child from a session, and write it in the **Child Collection book**.
- Notify the Leader of changes in the address or telephone number of yourself, your child, or your childminder.
- Read the notices which are put up on display on the notice board in the foyer.

### Training

Our membership of the Pre-School Learning Alliance ensures that we are in touch with new thinking in the field of child education and care. We receive a monthly magazine offering practical advice and up to date information, and have access to a range of professionally produced publications. Parents may ask to see any of these. In addition, on-going training is available through Pre-School Learning Alliance courses, which welcome both staff and parents. Informal training is available through local meetings and conferences, and parents will always be informed about these.

Staff also attend regular training through Oxfordshire County Council to ensure we remain up to date with current legislation and to ensure good practice is shared.

## **POLICIES**

Our policy statements are referred to in this welcome pack and are designed to offer the best possible experience for the children and families in the group. They are reviewed on a regular basis; comments and suggestions from parents are always welcome.

### **Policy and Procedures:**

Please...

- ✓ refer to the individual procedures for more detailed information on our policies and practice.

Copies are held at Pre-School and can be made available for parents to take away and read. A member of staff will be happy to provide you with one, upon request.

- ✓ Speak to any member of staff should you have questions or concerns about any of these policies.

## **MANAGEMENT AND ADMINISTRATION**

### **Decision making**

The Pre-School is run by an elected committee, made up of parents from the preschool. This ensures that major decision making is in the hands of the parents who use the group. The committee is responsible for reviewing both policy and practice, and for the employment and appraisal of members of staff. Our Annual General Meeting, at which the committee for the following year is elected, is held in May.

The committee is a legal part of the pre-school and so without a committee volunteering the pre-school would have no choice but to close.

### **Grievance procedures**

If you are unhappy with any aspect of the running of Pre-School, please speak either to the manager (Sarah Tynan) of the setting, or the Chair of the Committee. The comments book is available for suggestions and feedback and is regularly checked for report and discussion at committee meetings. This is found hanging outside of the pre-school doors underneath the notice board. For more information, please see our procedures. If after speaking to the manager or committee chair, you are still unhappy with the decision making, policies, or procedures of the Committee, you may contact Ofsted, The Regulator of Childcare Services (0300 123 4666).

## **ROLE OF THE KEY PERSON**

The role of the key person is recommended in the Guidelines and in the Accreditation manual. See below how the system works and of the advantages to operating the key person system.

### **Definition**

A key person has a special responsibility for a small group of children. Parents and children know the name of their key person from the beginning of their involvement with the Pre-School.

### **Aim**

The key person will ensure that the needs of each child are recognised within the Pre-School so that

within the overall curriculum framework of the group, individual needs are met.

## Main Duties

- To assist the child to settle into the Pre-School.
- Introducing the child and parents to the Pre-School.
- Talking with the parents.
- Keeping a special watchful eye of the child in the first few sessions.
- Assisting the child to integrate into the Pre-School as necessary.
- To provide for the emotional needs of the child e.g. to comfort and reassure the child at any time of distress.
- To complete all observations on the child's online Taspestry learning journal, and to develop next steps and develop areas of need for each child.
- To develop a day-to-day rapport with parents.
- Informing parents of their child's activities.
- Being available, especially at the beginning and at the end of each session to answer any queries.
- To contribute information about individual children's needs to the planning of the Pre-School curriculum framework whilst respecting confidentiality as necessary.
- To liaise in conjunction with parents with statutory/professional personnel

It is important to remember that a key person does **not**:

- Shadow their children throughout the session.
- Liaise only with their key group children.
- Prevent other adults from developing a relationship with her key children.

## The EYFS (Early Years Foundation Stage)

Within the group, all children are supported in developing their potential at their own pace. Our key person system enables us to ensure next steps are developed for the individual child. By means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum which enables children to progress towards the early learning goals throughout the Early Years Foundation Stage and prepares them for the National Curriculum, which begins at year 1 in primary school. We encourage children to develop their own ideas, try new things, have a go and to not be afraid to make mistakes and to try again. We scaffold and develop the children's play to encourage thinking and to allow the children to develop their own ideas.

## The Three Primary Areas

### 1. Physical Development

Children develop confidence and enjoyment of physical skills through a range of indoor and outdoor equipment.

A high level of adult supervision enables them to meet physical challenges, in moving, climbing and balancing.

They are also helped to handle small objects, such as pens and pencils, with increasing control and precision.

They develop awareness of their bodies, and of what keeps them healthy.

## **2. Communication and Language**

Children are encouraged to extend their vocabulary and fluency by talking and listening and hearing and responding to stories, songs and rhymes.

Children are helped to understand the meaning of drawn and written symbols and, when ready, to use them for themselves.

A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books for pictures, stories and reference. These books are changed frequently so that the children come familiar with lots of books and so interest levels are kept high.

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

Within a caring environment, children are individually supported in developing confidence, independence, and self-respect.

Children are encouraged to work and concentrate independently, also to share and co-operate with others.

Through activities, conversation, and practical example, they learn acceptable ways of expressing their own feelings and to respect the feelings of others.

All children are given the opportunity, where appropriate, to take responsibility for themselves, the group, its members and property.

## **The Four Specific Areas**

### **1. Mathematics**

Sorting, matching, ordering, sequencing and counting become familiar activities.

Through solving practical problems they learn to use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number.

Songs, games and picture books make them aware of number sequences and to use, when ready, simple operations such as adding.

### **2. Understanding of the world**

Children observe and experiment with a range of natural and manufactured materials.

They learn to recognise differences, patterns and similarities and to share and record their findings.

They are helped to explore and understand their environment in the group and the wider community.

A range of safe and well maintained equipment is provided to allow children to extend their technological understanding, using simple tools and techniques.

### **3. Expressive Arts and Design**

Children use a wide range of resources to express their ideas and feelings.

They construct their response in two and three dimensions.

Art equipment, including paint, glue, crayons, and pencils, as well as natural and discarded resources, provide for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.

Children join in with music and stories and there are opportunities for imaginative role play.

### **4. Literacy**

Children are encouraged to link sounds to letters and to begin to read and write.

Children have access to a wide range of reading materials to ignite their interest. Children are read to in the book corner and books are chosen to look at in greater depth.

Different media are used to encourage early writing skills, pencil control sheets, chalks, paint brushes etc. A print rich environment helps the children to understand that words have meaning.

## VOLUNTARY PARENT HELPER

### Your help

We are grateful for all help and ask that you sign up on the rota for a date that is convenient to you, once a term if possible.

Please...

- Arrive ready to start at the beginning of each session.
- Familiarise yourself with the routine tasks of the session.
- Be ready to contribute in any way that is needed (this may include washing up after snack)
- Feel free to ask questions if you're not sure about anything.
- Please store mobile phones in the office, as we are not permitted to have mobile phones or other personal photographic devices in the area with the children.
- Please abide by our confidentiality policy and do not discuss pre-school issues outside of the setting.

Last but not least....

**.....ENJOY YOUR MORNING WITH THE CHILDREN AND THANK YOU FOR YOUR HELP.**

## THE ROLE OF PARENTS

The Pre-School Learning Alliance recognises parents as the first and most important educators of their young children. Our Pre-School aims to support parents in this.

### Parents are requested:-

- to work in the group with the children
- to assist with fundraising
- Attend committee meetings
- to take part in the management of the Pre-School
- to attend open meetings of the Pre-School Learning Alliance

### The Committee

Overall responsibility for the Pre-School is exercised by a committee of parents who volunteer and are elected at the Annual General Meeting. The committee meets regularly through the year and is responsible for the general management of the Pre-School. It is essential that we have enough parents represented on the committee to make decisions. Day to day responsibility in all matters rests with the manager.

Please consider whether you could offer your skills and energy to the work of the committee.

### Fundraising

A lively, enthusiastic core of parents is needed to run fundraising events.

Parents are asked to help in whatever way they can, no particular skills needed - just time and enthusiasm! Support is important for purchasing resources to enrich the life of the Pre-School.

Please...

- Get involved in any way you can i.e. help set-up for the summer or Christmas fair, run a stall, make suggestions for fundraising or even run an event.
- Attend and support our fundraising events. Please encourage friends and family to come along as well.

## **TIMETABLE**

### **Morning Routine**

9.00 a.m. Open Doors

Welcome parents and children individually. Staff available to discuss any issues parents may have.

9.05 a.m. Registration (this is done whilst the children are settling in for the morning session).

9.05 a.m. Free play - inside and out. This is child initiated and staff are there to scaffold and develop this play.

10.00 a.m. Snack time (on a rolling programme) The children continue their free flow play whilst snack time runs.

11.40 a.m. Tidy Up time, followed by group stories, music and movement, show and tell.

12.00 a.m. Pre-School prayer and home time for those children not staying for lunch club.

12.00 a.m. Lunch Club

12.30 p.m. Doors open for home time or continue for afternoon session on a Monday and Tuesday

2.30 p.m. Doors open for home time

Staff are available to discuss any issues parents may have at the end of the session, time allowing.

## **Committee Members 2016**

### **Management Committee**

Chair	Naghza Khokhar
Treasurer	Silvia Rylett
Secretary	Kelly Smith