

St Michael's School
Back Lane
Aldbourn, Marlborough
Wiltshire SN8 2BP

Tel: 01672 541648

Prospectus

for 2010/2011

General Information

Refreshments

The sharing of refreshments can play an important part in the social life of the pre-school as well as reinforcing children's understanding of the importance of healthy eating. We will ensure that all snacks provided are varied and nutritious and include fresh or dried fruit and vegetables. Children's medical, personal and religious dietary requirements are respected.

Milk provided for children is whole and pasteurised. We do ask parents/carers to provide a healthy snack such as dried fruit or savoury crackers once or twice during the term if possible.

Noticeboards/Newsletters

These are the usual way in which we convey information and news to you. Please keep up to date with what is happening in pre-school by reading newsletters, checking boards and asking staff.

Partnership with Parents

Staff at pre-school work in close partnership with parents. We value you as your child's first and most important educator and we welcome your contribution to our pre-school.

If you have any queries or if we can be of any help please contact the staff at any time.

children behave in unacceptable ways. Physical punishment will neither be used nor threatened.

Adults will be aware that some kinds of behaviour may arise from a child's special needs.

Child Protection

All members of staff have a duty to follow the Local Safeguarding Children Board Protection Procedure.

Mrs Julie Kent is the designated Child Protection Person within the setting and she is responsible for referring any suspected child abuse to the social services department and discussing issues with parents/carers.

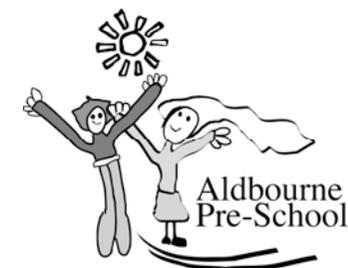
The paramount commitment of the pre-school is to the safety, and well being of the child. Please see also the Wiltshire Social Services policy on child protection, which is held on file.

Complaints

If you have a complaint or concern about any aspect of the pre-school please discuss this with either a member of staff or the managers. For a concern or complaint that has not been dealt with satisfactorily or has been left unresolved please look on our noticeboard for details of your options for further action.

Confidentiality

The pre-school's work with children and families will sometimes bring us into contact with confidential information. To ensure that all those using and working in the pre-school can do so with confidence, we will respect confidentiality as laid down in our confidentiality policy.



Bristol Standard Quality Assured
Ofsted Outstanding 2007/2008





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Dear Parents/Carers,

Welcome to Aldbourne Pre-school. We look forward to working in partnership with you and sharing the early education of your child. We hope that you and your family have a happy time at pre-school.

To help your child settle at pre-school we welcome parents/carers at our sessions prior to starting in order for you both to get to know the pre-school, to meet the staff and arrange sessions. We can also share information about the routines and organisation of the pre-school and gain information about your child. You are then welcome to stay with your child until you feel ready to leave him/her in our care.

Annette and Julie are also able to offer home visits to discuss any particular needs or requirements prior to your child starting pre-school, if you wish. Please let us know if you would like us to arrange a home visit.

We look forward to working with you

Yours sincerely

Annette Jerram and Julie Kent
Senior Practitioners and Co-Managers

Special Educational Needs

We aim to provide a welcome, and appropriate learning opportunity, for all children and to ensure that EVERY child has access to a curriculum which is matched to their needs

We identify any additional needs a child may have as soon as they become evident, and work in close partnership with parents and appropriate outside agencies to address them.

We have a designated special needs co-ordinator, Mrs Annette Jerram who monitors the progress and effectiveness of early support and intervention. Our policy ensures that we adhere to the code of practice on Special educational needs. All children in the group, irrespective of their special needs, are encouraged wherever possible and appropriate, to participate in all the group's activities.

If it is felt that a child's needs cannot be met in the pre-school without additional personnel and/or equipment funding will be sought to ensure that provision is appropriate to the child's needs.

Equal Opportunities and Race Equality

We have a written statement on Equal Opportunities and Race Equality and actively promote equal opportunities for children, families and our staff. We will always challenge discriminatory remarks or behaviour.

Behaviour

Pre-school staff work closely together to encourage and value positive behaviour, and we need your support and understanding. We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. The pre-school has a written behaviour management policy and all adults apply consistent strategies when

To ensure our health and safety policy is followed we need your help...

SO PLEASE

- *Ensure we have up to date emergency contact details;*
- *Always inform us about changes in collection arrangements;*
- *Keep your child at home if they are unwell (48 hours after sickness and diarrhoea);*
- *Notify staff and sign the administration of medicine book if you bring in medication;*
- *Dress your child in safe and suitable clothes for pre-school (sleeves and sunhats on hot days with sunscreen applied, coats and wellies on cold wet days);*
- *Check that a staff member has locked the door when you leave;*
- *Collect your child on time.*

Clothing/toileting

Please don't send your child to pre-school in their best clothes! They will be encouraged to make use of all the activities including paint, sand, water, clay and the sometimes muddy, outdoor environment. Clothing that is suitable for messy play is best.

We will be using the outdoors each day so please send your child with a warm coat and wellies Please help your child to be independent when putting on his/her coat and shoes/wellies as this is encouraged in pre-school.

Your child will be learning to use the toilet independently so clothing that is easy to manage is best.

Sometimes children need a change of clothes. Please wash and return all borrowed clothing. You may wish to provide a spare set of clothes (named) to keep on your child's peg. We welcome contributions to our box of spare clothes.

Session times

Monday-Friday

7.45am-9am	Breakfast club for children age 3-11 years
9am-12pm	Foundation Stage sessions for children 2-5 years
12pm-1pm	Lunch club for pre-school children
1pm-3pm	Foundation Stage sessions for children 2-5 years

Term dates

Autumn 2010

Term 1	Monday 6 September - Friday 22 October
Term 2	Monday 1 November - Wednesday 15 December

Spring 2011

Term 3	Wednesday 5 January - Friday 18 February
Term 4	Monday 28 February - Friday 8 April

Summer 2011

Term 5	Tuesday 26 April - Friday 27 May
Term 6	Monday 6 June - Wednesday 20 July

In addition there may be a few days when the pre-school will be closed for staff training. You will be notified of these as soon as they are booked.

Fees and Funding

The pre-school operates as a not-for-profit group. Income is generated through government funding for nursery education and fees. Fees from September 2010 are £4.00 per hour (£12 mornings, £8 afternoons). Fees are payable per half term in advance unless prior agreement is reached. In cases of hardship please speak to Annette or Julie in confidence.

Fees continue to be payable if a child is absent for a short time. In cases of prolonged absence, parents should speak to Annette or Julie.

Children are entitled to 15 hours of free nursery education for 38 weeks per year commencing in the term following their third birthday. Any additional hours or services such as provision of food at breakfast and lunch will be charged for.



This is Mrs Kent
sitting watching the Olympics

Keyworker system

A key worker system gives each member of staff particular responsibility for just a few children. Each child has one special adult to relate to, which can make settling into the group much easier. The key worker will keep a watchful eye on the child during the first few sessions. She will also plan in conjunction with the child's parents/carers a play plan to help the child develop and progress during their time at Pre-school.

Staff 2010

Annette Jerram	<i>Early Years Professional (Graduate level 6) Leader</i>
Julie Kent	<i>FDA. Education Early Years (Graduate level 5) Leader</i>
Stephanie Standfast	<i>NVQ Level 3</i>
Victoria Parmiter	<i>Dip. Pre-school Practice Level 3</i>
Rhona Hunter	<i>NVQ Level 3</i>
Angela Goddard	<i>NVQ Level 2 (due to complete level 3 Autumn 2010)</i>
Joanna Hunt	<i>NVQ level 3 (currently on maternity leave)</i>

Assessment and Record Keeping

Ongoing observations of your child will be made for staff to understand your child as a learner and plan to extend their learning further. We share our observations with you both informally and at set appointments throughout the year. Your observations and comments are very valuable in helping us to work with you to help your child achieve and enjoy their early education.

Health and Safety

Every reasonable precaution is taken to ensure that we provide a secure, safe and healthy environment for children, staff, parents, carers and visitors. Minor accidents do sometimes occur, these are recorded in an accident book and reported to parents, who would always be contacted immediately if there is cause for concern. Risk assessments and regular checks are made along with regular fire drills.

We are aware that young children are individuals motivated and inspired by different interests and influences. They develop and learn at different rates and with different styles of learning.

So for example, in order to become a reader your child will need to:

Know and understand

- *how to handle books*
- *the fact that print conveys meaning*
- *the print appears in different places e.g. books, signs, computers, packaging*

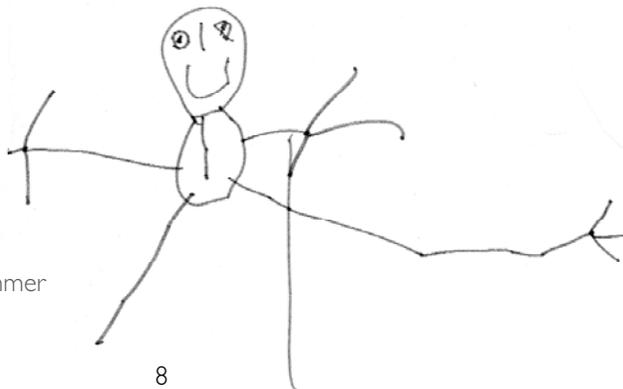
Have the skills to

- *handle and use books*
- *behave as a reader*
- *retell stories*
- *predict what may happen*
- *recognise letters and word*
- *listen to stories*

Have the attitude that enables them to

- *feel confident as a reader*
- *be interested in books*
- *concentrate*
- *be curious about print around them*

Jack is going to be
an olympic cyclist and swimmer



Admissions and Starting Pre-school

Admissions policy

Our pre-school welcomes both fathers and mothers, other relations and carers, including child minders and people from all cultural, ethnic, religious and social groups with or without disabilities.

In order to make our pre-school accessible to all children we will ensure that it's existence is widely known in all local communities through advertising and communicating with the communities we serve.

Children can be registered from the age of two and subject to a waiting list can be admitted in the term following their second birthday as places become vacant.

We will keep a place vacant in order to accommodate emergency admissions, if this is financially viable. In certain circumstances admissions will be dealt with based on individual need.

Settling in Pre-school: policy and practice

During the first days a child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and be able to share with their parents afterwards new learning experiences enjoyed in the pre-school.

The Foundation Stage – an Early Years Curriculum

Learning to be Learners

As we go through life we all constantly learn new things and we need the skills to do this. For example, persevering when things are hard, working out different ways to do things and learning with other people.

At pre-school we help children develop the skills they need to be successful life long learners and we talk to them about how they are feeling about their learning.

Research has shown for many years now that the most successful learning in young children happens through exploration, play, talk and questioning. For under fives play is central to a child's development and well-being and children will be taking part in both adult planned and child initiated play every day.

We build on the child's starting point, their knowledge and experiences to plan a balanced curriculum within 6 areas of learning:

- *Personal, social and emotional development*
- *Communication, language and literacy*
- *Problem solving, reasoning and numeracy*
- *Knowledge and understanding of the World*
- *Creative development*
- *Physical development*

All areas of development are equally important.

Maya is going to be running in the olympics



Daily Routines

Your children will follow the same routine each day. This has been planned to ensure they have experience of free play, small group work and being part of a larger group.

We encourage all children to access our nursery environment independently and make choices, we talk to them about what they are doing, extending their experiences and knowledge and developing new skills.

7.45 - 8.45	Breakfast club
8.45 - 9.00	Morning briefing (Staff)
9.00 - 9.10	Welcome circle – (staff, children and parent/carers)
9.10 - 9.20	Registration and planning (staff and children)
9.20 - 11.20	Play and learning – to include inside and outside play and exploration, child initiated and adult led activities, snack preparation and serving.
11.20 - 11.30	Tidy up time
11.30 - 12.00	Group story time followed by circle time
12.00 - 1.00	Lunch time
1.00 - 1.10	Welcome, registration and planning
1.10 - 2.25	Play and learning including inside and outside, snack 1
2.25 - 2.40	Tidy up time
2.40 - 2.50	Storytime, review
2.50 - 3.00	Songs, rhymes goodbyes and home time