



Walton Under Fives Pre-School Prospectus



For children aged 2 to 5 years

Walton Village Hall
Meadow Lane
Walton
Somerset
BA16 9LA

Registered Charity No 1048513
Ofsted number - 143024

Website address www.walton-preschool.org.uk

Facebook – Waltonunderfives

Email: waltonunderfives@yahoo.co.uk

Phone 07970 443157 – Pre-school hours

Ofsted Report July 2017 – Good Quality Provision with Outstanding in Personal development, behavior and welfare.

'Care practices are outstanding'

All staff have a good understanding of the early years curriculum and provide a range of stimulating activities

The pre-school is situated in a beautiful countryside setting with views overlooking Glastonbury Tor. We are located in the village hall, a modern building within Walton Village, and walking distance of Walton Primary School. Inside it is light, spacious and has good facilities such as a kitchen, stage, low-level sink and toilet, baby changing area and disabled access/toilet.

Our Aims and Objectives

We aim to produce a well-planned and resourced curriculum following the children's interests, to take their learning forward building on what children already know and can do. Provide opportunities for all children to succeed in a happy atmosphere of care and of feeling valued, showing each child they are accepted as an individual. Offer rich and stimulating experiences, where all children can explore, experiment, plan and make decisions for themselves, enabling them to learn and develop within a safe and secure play environment.

Staff understand that every child has unique needs, abilities and learning styles and by doing so we can tailor the curriculum to suit your child.

Our philosophy

Our philosophy is providing well-planned play in which all children learn with enjoyment and challenge. Building on their natural curiosity, interests and creativity we support their needs, enabling them to achieve and feel good about what they have accomplished.

Working Together, Observation & Personalised Planning

Whilst your child is at pre-school they will be observed in order to build up a picture of their interests, focus's, existing skills and abilities. These observations, together with information from parents and carer's, are used to develop a personalised plan, to provide opportunities for your child to explore, enjoy and move forward with learning.

All observations and shared information are recorded in the children's individual Profile Book, completed by your designated Key Worker. You are welcome to see this information at any time. We encourage parents and carers to help build on this by completing information regarding your child's main interests and focus which is reviewed each term.

For more information on the EYFS Statutory Framework and Guidance Notes, please visit one of the following:-

www.ofsted.gov.uk

www.pre-school.org.

The Early Years Foundation Stage

The Early Years curriculum is divided into Prime and Specific areas. The prime areas lay the foundations for children's success in all other areas of learning and life. This is where we focus a great deal of our time as we feel that developing these fundamental skills sets children up for lifelong learning.

The Prime Areas are:-

Personal, Social & Emotional Development

Within this area, children learn to play with others and form friendships. They become confident to separate from their main carer and are able to express their own preferences and interests. Children also show an understanding of the boundaries and routines that we follow.

Physical Development

This area focus's on children's motor skills enabling them to not only run and jump but also hold smaller tools for writing and painting as well as being able to use things like cutlery to feed themselves and unzipping or buttoning their clothing.

Communication & Language

Children will be able to listen with interest to stories and sustain concentration on a particular task. They will develop an understanding of simple questions and concepts such as big or little and will be able to express feelings and thoughts in simple sentences and in time ask questions to clarify their thinking.

The Specific Areas are:

Literacy

Children begin to know favourite rhymes, songs and poems, using familiar words within their play. They will also begin to mark make, sometimes bringing meaning to these marks. We feel that talking with children and sharing stories is vital and therefore this is something we do on a daily basis.

Mathematics

In this area children will begin to use mathematical language within their play and everyday lives such as 'Please can I have one more?' They will learn about shapes and may spot them within their living environment or when out and about.

Understanding the World

Children will learn about 'their world' including their family and things of importance to them. They will play with toys acting out real life situations such as cooking in the role-play and will learn to operate basic ICT equipment and mechanical toys.

Expressive Arts and Design

We focus in this area on the children making representations of themselves and other objects of importance using different media including paint and pencils. We also sing songs and begin to make music. The children also develop a new aspect to their play, make-believe and pretending.

The specific areas cannot be encountered in isolation from the prime areas as the prime areas develop skills that need to be utilized when approaching the specific areas. We therefore have a broad curriculum that covers each area on a daily basis ensuring each child can develop as a rounded individual.

Policies

Our policies are available to all parents and carers and they can be viewed on our website or at the pre-school. All policies are subject to regular review and any person is invited to comment on them. Our policies are designed to help ensure the health, safety and well being of all children, families, staff and visitors attending the group.

Additional Needs

Walton Under Fives recognises the DFEE Code of Practice on the early identification of additional educational needs. Children with additional needs, like all other children are admitted to the pre-school after consultation with parents / carers.

Special Educational Needs Coordinator
Sally Culliford
Equal Opportunities Coordinator
Jenny Rogers

Other Agencies

Health Visitor / Speech Therapists / Physiotherapists and Early Years Support Officers.

Timetable

We have a flexible but predictable routine so the children are secure that they may be able to finish what they started but with the knowledge of what will happen next.

We organise our sessions so that children can choose from a range of experiences. In doing so, they build up their ability to select and work through a task to its completion. Walton under fives is child-led which means that we rarely plan activities far into the future. Staff are adept at recognizing the dynamics of both individuals and as a group at any one time. They will observe the children before deciding whether to interact or not. If they choose to interact; they will then provide challenge for the children by commenting on what they are doing, asking open questions or enhancing the equipment for them. We believe that children should have the freedom to explore without adult interference which can hinder their learning, and most importantly, their enjoyment.

The child are helped and encouraged to take part in occasional adult-led small and large group activities, which introduces them to new experiences and helps them to gain new skills, as well as helping them to learn to work with others. The activities take into account the children's changing energy levels throughout the day and will also cater for their individual needs for rest and quiet activities.

We treat the outside garden as the same way as the inside. We set out experiences for the children to explore in their own way. Our garden is filled with resources that are 'open-ended' as well as specific toys – the planks of wood and tyres can be a castle one minute and a boat the next. This way children use their imagination and critical thinking skills.

9.00 – 9.15 Children explore a selection of toys and equipment, creative play, investigation area, water, sand, malleable materials, physical equipment and computer games.

9.15 – 9.30 Registration, letter sounds, counting.

9.30 – 10.45 Child initiated play (this is arranged by previous knowledge and observations of the children) and the children are also encouraged to take part in planned and spontaneous adult led activities, which are fun and educational. These are based on the children's interests and ability levels

10.00 – 11.00 Children prepare food and drink for snack time.

11.00 – 11.35 Physical activities and games, music and movement as well as child initiated play

11.35 – 12.00 Tidy up time, story time, and show and tell

12.00 – 12.45 Lunchtime

12.45 – 1.00 Quieter activities to allow for food to be properly digested and some children prepare to go home

1.00 – 2.30 Child initiated play (this is arranged by previous knowledge and observations of the children) and the children are also encouraged to take part in planned and spontaneous adult led activities, which are fun and educational. These are based on the children's interests and ability levels.

2.30 – 3.00 Sharing books and stories

We have free flow to our own enclosed garden where the children can grow, observe and nurture vegetables, fruit and seasonal flowers. They can do this whenever they wish throughout the session. Within safe walking distance we also make the most of our local park, adjoining fields and the multi-games unit for physical games and play activities. During the warm weather we go outside first thing in the morning in line with our Sun Care Policy. We access outside play everyday unless the weather is particularly unsuitable.

Working with families

Parents are regarded as valued and respected members of our pre-school and we strive to keep you informed, involved and consulted at all levels. As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep the preschool going.

We assess how young children are learning and developing by observing them continuously. 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 learning journals. 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.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Our pre-school recognises that parents are the first and most important educators of their children. All of our staff sees themselves as partners with parents in providing care and education for their children. There are many ways in which parents 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
- Contributing to the progress check at age two
- Sharing their own special interests with the children
- Being part of the management of the pre-school by joining the committee
- Assist in fund raising events
- Joining in any community activities in which pre-school takes part
- Building friendships with other parents here in pre-school

The key person approach

Our pre-school uses a key person approach. This means that each member of staff has a small group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the care that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at preschool, she/he will help your child to benefit from the preschool's activities.

All children are unique and therefore will settle into us in various ways. Staff will work with you to ensure that your child settles in, in a way that is suitable for them, and you.

Sessions

Mondays	9.00am to 12.00am or	9.00am to 1.00pm	
Tuesdays	9.00am to 12.00am or	9.00am to 1.00pm	or 9.00am to 3.00pm
Wednesdays	9.00am to 12.00am or	9.00am to 1.00pm	or 9.00am to 3.00pm
Thursdays	9.00am to 12.00am or	9.00am to 1.00pm	
Fridays	9.00am to 12.00am or	9.00am to 1.00pm	

Fees

Our hourly rate is £4.10 for over 3 year olds, ratio is 1 adult to every 8 children and £4.40 for children who are 2 years old, is 1 adult to 4 children. Fees are payable weekly, monthly or in full. Fees are payable if a child is ill, on holiday or absent for any other reason. The hourly fee change will happen the term after they turn three.

We would be grateful if we could be given prior notice of any family holidays to be taken during term time. During term time fees remain payable throughout the period of absence for the purpose of a holiday.

Please be aware that we operate a **Late Collection Policy** whereby fees will be incurred for persistent lateness.

Your child's attendance at the pre-school is conditional upon the continued payment of the pre-school's fees and/or qualification for funding through the government Early Years Education Funding Scheme.

Illness

We would ask that you notify the pre-school staff if your child is to miss a session due to illness. We do ask that you do not send your child to pre-school with an infectious disease. Also if your child has had sickness and/or diarrhea please keep them at home for 48 hours after it has stopped, in an attempt to stop the sickness spreading. If your child becomes ill whilst at the pre-school you will be contacted and your child will be able to rest on a fold out bed until your arrival.

If your child is taking medication then the pre-school must be contacted in advance in order to consent to administering such medication. Pre-school staff should be advised as to the nature of the medication. All medication must be clearly labeled with your child's name and the dosage requirements. Any medication must be given directly to pre-school staff for safe storage; parents must also sign a consent form.

Our full health policies are available for you to see in pre-school at any time.

Additional Costs

On occasions the pre-school will organise trips, cooking activities or for other professionals to deliver their services at the pre-school which may attract additional fees. These will be communicated prior to any event taking place.

Funded Children

Somerset County Council will fund 570 hours per year this will start in the funding period after your child's third birthday and will last for 3 funding periods. Below is an example of how we have broken down the hours termly, due to our opening times. These hours may change year on year due to when Easter falls.

Summer Term:	195 hours	Autumn Term:	210 hours
Spring Term:	165 hours		

You can claim a minimum of 2.5 hours to a maximum of 10 hours a day. There are some

weeks where we are not open for 5 days, in this instance funding can be claimed for a maximum of 3 hours per day. After you have used your entitlement you will be charged at the standard pre-school hourly rate. Funded hours are still claimed by the setting if a child is ill short term or on holiday.

Information concerning 2 year old funding and 30 hour funding can be accessed at www.somerset.gov.uk

Special Events

The children and their families are welcome to take part in special events and celebrations throughout the year:-

Summer Outing

Local Visits

Fund-raising events

Children's Parties

Christmas Nativity

End of Term Family Party

Useful Items to Remember

Small bag or rucksack with a change of clothes.

Nappies, trainer pants, wet wipes if needed.

Soothers, comforters, special toys, blankets if needed.

Sun-hat, sunscreen and UV sunglasses.

Lunchbox with a cool pack.

Wellington boots.

A water bottle.

Coat/jacket etc. dependent on the weather.

Waterproof trousers and jacket as we do go outside in most weathers.

Please remember to label everything.

Pre-school activities are often messy and therefore we ask that your child wears clothes that they feel comfortable in, which 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. If you can ensure they come to pre-school in clothing that is also easy for them to manage, that will help them to do this. .

We are registered with:

Pre-School Learning Alliance Member.

Registered with Ofsted and conforming to all provisions of the Children's Act.

Our Staff

The group's qualified, experienced, professional and caring staff are responsible for the day-to-day management of the sessions and development of the curriculum. Training is on going within the group and the development of our staff is a high priority. They regularly attend workshops and courses run by professional agencies. We support the work of our staff by means of regular monitoring and appraisals.

Manager

Jenny Rogers

Deputy

Amber Davidge-Sears

Assistant Deputy

Alison Shirley

SENCO

Sally Culliford

Early Years Practitioners

Julie Barber

Helen Baker

Management of the pre-school

The pre-school is governed by an elected committee of parents who help organise fund raising events throughout the year enabling us to purchase or replace equipment and resources. They also monitor the finances, employ staff and keep families informed of changes within the pre-school.

Our Pre-school's policies and procedures are very important as they make clear for committee members, staff, volunteers and parents, the principles which pre-school works towards achieving. They aim to reflect The Safeguarding and Welfare Requirements within the Statutory Framework of the Early Years Foundation Stage whilst serving as a constant reminder of the standards our pre-school is working to. They help us to make sure that the service provided is of a high quality and that being a member of the pre-school is an enjoyable and beneficial experience for each child and her/his parents.

A parent management committee - whose members are elected by the parents of the children who attend the pre-school - manages the pre-school. They meet half termly. The elections take place at our Annual General Meeting. The committee is responsible for:

- Managing the pre-school's finances
- Employing and managing the staff
- Fundraising and organising social events
- Making sure that 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

If you would like to know more about the responsibilities of being a committee member and what the key roles on the committee involve, please ask the committee chair who will be happy to talk to you.

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

Fundraising is a very important part of our pre-school activities, as it is a charity and charges relatively low fees to parents. Fundraising is therefore needed to purchase toys and equipment. We aim to hold at least one fund-raising activity per term and we rely on parents/carers for their support. It's a good way of becoming involved with other parents and the workings of the committee.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information (data) about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject (you and your family)
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects (you and your family) for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding children

The prime responsibility of the pre-school is to protect our children. Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. We follow guidelines set down by the Somerset Safeguarding Children Board to ensure our children are safe within our care at all times.

Our employment practices ensure children against the likelihood of abuse in our setting 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.

The settings safeguarding lead is Jenny Rogers.

Unexpected closure of pre-school

In the event of very bad weather or other exceptional circumstances such as a power cut the pre-school may be forced to close. The staff and committee members, via email, put an announcement on our Facebook page or telephone and we will circulate information for parents about any such closure.