

Welcome to London Road Pre-School's Prospectus



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(8:30am-3.00pm)

REGISTERED CHARITY NUMBER 1051204

Welcome to London Road Pre-School

London Road Pre-School opened in 1968 providing a high quality of education for children. Hours of hard work, patience and dedication have enabled us to earn a very high reputation, which we will continue to build upon. The Pre-School is registered with Ofsted; a copy of our registration is displayed on the notice board together with our insurance certificate. London Road Pre-School welcomes all children aged 2 to 4 years.

Our Pre-School Aims to :

- Promote an environment that is FUN, HEALTHY, SAFE, SECURE, and WELCOMING
- Provide high quality care and education for children below statutory school age.
- To help children make the transition from home to Pre-School and then Pre-School to school smoothly and confidently.
- To promote understanding and kindness towards others.
- Nurture Self Confidence, Self Esteem and encourage independence.
- Provide an environment where Equal Opportunities for all takes place.
- Work in Partnership with Parents. Building strong and supportive relationships
- To enable children to form positive and trusting relationships with their peers and with adults.
- To provide experiences for children to explore and learn from.
- To provide a range of learning opportunities which support the development of each individual child.



“My child is loving it and that’s the most important thing!”

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

- Help each child feel that he/she is a valued member of the pre-school,
- Ensure the safety of each child,
- Help child gain from the social experience of being part of a group; and
- Provide children with opportunities to learn and help them to value learning.

The Pre-school Day:

Our pre-school believes that care and education are equally important in the experience which 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/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; and
- provide children with opportunities to learn and help them to value learning.



The session

We organise our sessions so that the children can choose from a range of resources and in doing so build up their ability to select and work through activities. The children are also helped and encouraged to take part in child/adult-led small and large group activities. This introduces them to new experiences and helps them to gain new skills and to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities in all weathers. Outdoor opportunities introduce children to the natural world.

Outdoor play is available throughout the morning, the children can free flow from inside to out... outdoor clothing is essential.

The First Days at pre-school

We want your child to feel happy and safe with us. The staff will work with you to decide on how to help your child to settle into pre-school. We hope that you and your child enjoy being members of our pre-school 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.

At the start of the session

When London Road Pre-School opens, all the children are welcomed, they come in and find their name to hang up. Then the children make their way to the story corner to sing the 'Hello Song', listen to a story, sing songs and/or play simple ring games talk about pre-schools golden rules i.e walking feet indoors, indoor voices. Following this children play in the big hall where the activities are chosen by the children and planned by the staff to meet the children's needs and interests.

The pre-school day cont.

Snacks

The pre-school makes snacks and lunch time a social time at which children and adults eat together.

We offer a variety of healthy snacks introducing the tastes of fruits and foods from various cultures alongside milk or water. Please tell us about your child's dietary needs and we will make sure that these are met. We ask for weekly donations for snacks.

During all sessions the children have access to their water bottles so they are able to help themselves to this. Please make sure your child's water bottle is CLEARLY named and only contain water. Some sugary drinks make the children over excited and we must promote healthy eating and drinking.

The children are encouraged to be as independent as possible by pouring their own milk/water and helping to hand out the snack plates. Pre-school makes snack and lunchtime a social time at which children and adults eat together. We like the children to have snack all together as we feel this encourages a lot of great group socializing. The children also help to make their own snack such as making their own sandwiches and cutting up their own fruit with supervision.

Lunch:

Children bring a packed lunch and a drink for lunch time to Pre-school which should be part of a healthy balanced diet. We would also strongly recommend that a cool pack is included with your child's lunch to keep it cool and fresh. Your child's lunchbox should be CLEARLY named and placed on the blue trolley as you come into the main hall.

Clothing

Your child will be encouraged to explore different materials such as paint, glue, water, dough and clay, and despite wearing plastic aprons they may get a little messy or wet, so please make sure that your child wears comfortable easily washed clothes. It is also advisable that they bring a change of clothes in a named bag to pre-school each day.

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. Clothing that is easy for them to manage will help them to do this.

We also have a pre-school t-shirt and jumper which are available to buy.

Pre-School polo shirts (£7.00) and sweatshirts (£8.00) are available on request but are not compulsory. The children take part in physical activities at Pre-School and therefore non slip shoes are recommended, Velcro fastenings make it easier for the children to be more independent when it is necessary to remove their shoes. We request that the children do not wear 'flipflop' type shoes. We encourage outdoor play and feel all weather conditions offer a valuable experience. With this in mind please provide your child with suitable clothing for the weather. Named wellington boots and coats should be brought to each session for use when playing outdoors as whatever the weather the grass may still be wet. During the summer please ensure you put sun cream on your child and provide them with a CLEARLY named hat. 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. Clothing that is easy for them to manage will help them to do this.

The Early Years Foundation Stage (EYFS)

Information on the Early Years Foundation Stage framework and how your child benefits from this framework at London Road Pre-School.

Characteristics of effective learning:

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Areas of Development and Learning comprise:

Prime areas

- personal, social and emotional development;
- physical development;
- communication and language

Specific areas

- mathematics
- Literacy
- understanding the world;
- Expressive Arts and Design

The EYFS is a stage of children's development from birth to the end of their first (reception) year in school. The EYFS Framework describes how early years practitioners should work with children and their families to support their learning and development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of Learning and Development.

Pre-School follows the Principles of the Early Years Foundation Stage. For this there are four themes which each express important Principles underpinning effective practice in the care, development and learning of young children.

Principles:

- **A Unique Child**- Every child is unique child who is constantly learning and can be resilient, capable, confident and self assured.
- **Positive Relationships**- Children learn to be strong and independent through positive relationships.
- **Enabling Environments**- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development**- Children develop and learn in different ways.

Early Learning goals for children by end of reception.

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 preschool has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our Pre-school supports children to develop:

- *Positive approaches to learning and finding out about the world around them;*
- *Confidence in themselves and their ability to do things, and valuing their own achievements;*
- *Their ability to get on, work and make friendships with other people, both children and adults;*
- *Their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;*
- *Their ability to dress and undress themselves, and look after their personal hygiene needs; and*
- *Their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.*

Physical development

Our Pre-school supports children to develop:

- *Increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;*
- *Increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and*
- *Their understanding about the importance of, and how to look after, their bodies.*

"Both my girls have loved coming to pre-school and it has definitely helped with their development."

Early learning goals for children by end of reception – continued

Communication and language

Our Pre-school supports children to develop:

- *Conversational skills with one other person, in small groups and in large groups to talk with and listen to others;*
- *Their vocabulary by learning the meaning of – and being able to use – new words;*
- *Their ability to use words to describe their experiences;*
- *Their knowledge of the sounds and letters that make up the words we use;*
- *Their ability to listen to, and talk about, stories;*
- *Knowledge of how to handle books and that they can be a source of stories and information;*
- *Literacy*
- *To provide resources and opportunities to develop physical skills.*

Understanding of the world

Our Pre-school supports children to develop:

- *Knowledge about the natural world and how it works;*
- *Knowledge about the made world and how it works;*
- *Their learning about how to choose, and use, the right tool for a task;*
- *Their learning about computers, how to use them and what they can help us do;*
- *Their skills on how to put together ideas about past and present and the links between them;*
- *Their learning about their locality and its special features; and*
- *Their learning about their own and other cultures.*

Mathematics

Our Pre-school supports children to develop:

- *Understanding and ideas about how many, how much, how far and how big;*
- *Understanding and ideas about patterns, the shape of objects, and the amount of space taken up by objects;*
- *Understanding that numbers help us to answer questions about how many, how much, how far and how big;*
- *Understanding and ideas about how to use counting to find out how many; and*
- *Early ideas about the result of adding more or taking away from the amount we already have.*

Expressive Arts and Design

Our Pre-school supports children to develop:

- *The use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and*
- *Their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings*

Working together for your children

In our pre-school we maintain the ratio of adults to children in the pre-school that is set through the Welfare Requirements. We also have volunteer parent helpers where possible to complement these ratios.

This helps us to:

- *give time and attention to each child;*
- *talk with the children about their interests and activities;*
- *help children to experience and benefit from the activities we provide; and*
- *allow the children to explore and be adventurous in safety.*

Learning and development and assessment.

Learning through play:

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think.

Our pre-school uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Assessment:

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

We use information that we gain from observations, as well as from photographs 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. This information will enable the key person to identify your child's stage of progress and then plan next steps for your child using PLODS (Personal Development Plans).

Learning Stories:

The Pre-School keeps a Learning Story for each child. Your child's learning story helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress. We also send home an 'All about Me' which enables your key person to get a better understanding about your child and his likes and dislikes. Staff and parents working together on their children's learning story is one of the ways in which Pre-School and parents work in partnership.

Key persons approach and adult learning.

Key persons and your child

Our pre-school uses a key person approach. This means that each member of staff has a 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 what we provide is right for your child's particular needs and interests. When your child first starts at the pre-school, she/he will help your child to settle and throughout your child's time at the preschool,

Learning through play:

Play helps young children to learn and develop through doing and talking. Our Pre-School uses the practice guidance Development Matters in the Early Years Foundation Stage (2012) to plan and provide a range of play activities. 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.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the preschool staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The pre-school also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance.

"There is always loads of different things available for him to play with or things to do and learn."

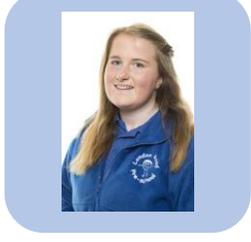
Working together for your child:

By having a key person system in place at Pre-School this enables us to:

- Give time and attention to each child
- Talk to the children about their interests and activities they enjoy doing.
- Help children to experience all that is available at Pre-School
- Allow children to explore and be adventurous in safety



The staff who work at our pre-school are:



Name	Job Title	Qualifications
Resette Coppack	Supervisor	CACHE Level 3 NVQ in Children's Care, Learning and Development
Samantha Ball	Deputy Supervisor	NVQ Level 3 Supporting Teaching and Learning in Schools
Jayne Gardner	Early Years Lead Practitioner	BEd (hons) Primary Degree
Amelia Smith	Early Years Practitioner	Level 3 Children and Young People Workforce

A full list of all other members involved with pre-school can be found in our foyer as you drop your child off i.e. admin, bank staff, committee.

When are the pre-school opening hours?



We are open	Term time only	
We are closed	School holidays and bank holidays (Please ask the Supervisor for a detailed list of our term times.)	
We are open	4 Mornings 4 Afternoons	Each week
The times we are open are:	9:00am – 12:00pm 12:00pm – 3:00pm	
Also Available:	Breakfast Club 8:30 till 9:00 After School Club 3:00 till 4:00 (Please ask staff for more information regarding after school clubs.)	
We provide care and education for young children between the ages of: All children aged 2 to 4 years.		

“Pre-school has been really helpful with R’s learning and taking the next steps to help her with her speech and language.”



“The staff are all a lovely bunch always ready to answer any questions I may have.”

The management of our pre-school and fees.

London Road Pre-School is a charity lead Pre-School run by a committee whose members are elected by parents and staff. We meet three times a year on a Tuesday evening at 6:00. It is essential that we have a Chairperson, Treasurer and Secretary together with several committee members. Every September we have an Annual General Meeting (AGM) where new members can be voted into these positions. We discuss the day to day running of Pre-School, future events and any fundraising ideas. Committee members will also be asked to come in to the Setting to help out on occasions. Details of who is on the committee can be found on the notice board hanging in the entrance hallway. If you are interested in joining the Committee, please speak to a member of staff for more details.

The committee is responsible for:

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

Fees

The fees are £13.00 per session this includes snack. You will receive your bill at the end of each term to be paid in full by the second week of the start of the new term, if you wish to pay weekly this can be arranged. Fees must still be paid if children are absent, if your child is on holiday or away for other reasons such as illness. If your child has to be absent over a long period of time, please talk to Resette Coppack who is the supervisor.

For your child to keep her/his place at the pre-school, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

Please place your child's fees in an envelope and put it in the 'Fees box' located in the entrance hall.

We accept 2 and 3 year old Government funding, please ask staff for more details.

Please ask to see our fees policy for more details.

How parents take part in the pre-school.

Our pre-school recognises parents as the first and most important educators of their children.

All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the pre-school a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the pre-school;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the pre-school by being involved with the Committee;
- taking part in events and informal discussions about the activities and curriculum provided by the pre-school; and
- building friendships with other parents in the pre-school.



Parent Morning:

In the January term we have a Parents Morning from 9:00 till 10:00. Each parent can have a half hour meeting with their child's Key person to look through their Learning Story and have a chat. We have found that this is a good opportunity for parents to talk to us about any concerns, changes at home or just to have a chat with us on a one to one basis.

“N has shown great improvement in social skills, and other learning skills since she joined the pre-school.”

All notices and newsletters will be on the notice board in the entrance lobby. At the beginning of each term a Newsletters will be given to all parent/carers to inform you of any events, changes, requests. It is very important that you take the time to read the Newsletter this is our link to you and always contains very important information, if you would like help with this a member of staff will be more than happy to go through any information you receive from us. If at any time you wish to discuss any matters please feel free to do so. All discussions will remain confidential between you and Pre-School. Please see a member of staff if you wish to help become a parent helper within the setting. At all times we try to keep you informed on anything that is happening at Pre-School. If you would prefer any information by email please state this on your admissions form.

Safeguarding children and additional needs.

Our pre-school has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

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

Safeguarding

The Children Act 2004 places a duty on organisations to safeguard and promote the wellbeing of children and young people. This includes the need to ensure that all adults who work with, or on behalf of children and young people in these organisations are competent, confident and safe to do so.

Everyone working with children and young people should be familiar with local procedures and protocol for safeguarding the welfare of children and young people. Adults have a duty to report any child protection or welfare concerns to a designated member of staff in their organisation and/or report any concerns to local Children's Services/Police.

Equal Opportunities:

London Road Pre-School ensure that our service is fully inclusive in meeting the needs of all children. We recognize that children and their families come from diverse backgrounds. London Road Pre-School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Special 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 pre-school works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Education Needs Co-Ordinator is

Samantha Ball

Pre-School Policies

The Pre-School's 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/his parents.

The staff of the Pre-School work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the Pre-School to provide a quality service for its members and the local community.

Copies of all the Pre-School's policies are always available for viewing and are on our display trolley in the Hall. Below are some important snippets from policies.

Complaints Procedure:

Should you have any need to complain about Pre-School, please discuss your concerns with the Supervisor, Chairperson or a Committee member. Our full complaint procedure is detailed in our policies should you need to take matters further. If you do not feel comfortable speaking to a member of our group or you are unhappy with the actions which the group has taken you may contact OFSTED 0300 123 1231.

Please see notice board in the entrance hallway for more details.

Confidentiality:

All verbal information and written documents concerning the children shall remain confidential between their parents/carers and the staff.

All written records shall be kept in a locked cabinet with access allowed only to Permanent Staff. Individual children's records are available for parents to see on request. Any concerns regarding the children, will be discussed between the staff and the child's parent/carer only with an outside agency should it be deemed necessary, once parental consent has been obtained.

All committee members sign a Confidentiality Statement and whilst parents/carers are engaged in a duty they must respect our confidentiality rules and not discuss anything they may have heard or seen with any other persons.



Policies cont.

Informing the preschool of Child Sickness

Parents/guardians of sick children kept at home are asked to inform the preschool of the condition affecting the child as soon as possible so that the Pre-school can alert other parents, and make careful observations of any child who seems unwell.

I understand staff cannot undertake the care of sick children in particular those with infectious disease and high temperatures. I agree not to return my child to the setting until 48 hours after the last episode of diarrhoea and vomiting.

Any child being administered medication i.e. calpol, ibuprofen, anti-biotics before attending pre-school will be sent home. As if your child is ill enough to need medication they are not well enough to attend pre-school.



"I am very happy with the type and variety of activities offered; my child comes home happy after every session!"

The London Road Pre-School Policy file is kept in the entrance hall and is available to anyone to view at any time during Pre-School hours. Our Policies are listed below:

Safeguarding and promoting children's welfare
Safeguarding Children

- Equal Opportunities
- Promoting health and hygiene
- Suitable people
- Suitable premises
- Organisation
- Childcare practice
- Partnership
- Documentation

"I am very happy with the pre-school they are welcoming and supportive, my child can be a bit of a handful at times and they handle her with care and comfort, Thank you."

Collection and Security

Security:

We ask that only you or the stated person on the application form pick up your child. If for some reason you cannot, please inform staff and provide the person collecting your child with the password. This person must be over 18. If you are 60 minutes late and we are unable to contact you or any other named person, Social Services will be informed and they will collect your child. Please make sure you inform staff if any of your phone numbers change immediately.

Collection Password:

In the event the designated person is unable to collect your child please choose a password that can be used as a security ID. You will have to inform your child's collector of this password and inform members of staff of the change.

Without this password your child will not be released.

Late Collection:

In an extreme case of lateness and your child has not been collected after 1 hour, it is the supervisors duty to follow the settings "late collections policy and procedure" and to inform Social Services and the care of your child will continue with them.

Premises security:

A Risk Assessment has been drawn up for the premises. Each morning a check is made of both the indoor and outdoor areas. Other risk assessments have been done for the premises e.g. equipment, activities, car-park etc. All visitors are required to provide suitable identification to the staff and sign in and out of the visitor's book.

Useful Extra Information.

Visiting and Settling In:

Before your child starts our Pre-School we ask you to stay with your child for a few visits to enable the child to familiarize themselves with the environment, children and staff whilst having the security and support from you being there. Once you and the Supervisor feel that the child is ready to attend the session alone we will arrange for a home visit by the Supervisor and your child's key person. We will then slowly settle them in, first by you leaving them an hour, and then gradually increasing the time to a whole session if needed.

Newsletters:

There is a regular newsletter sent to parents (at least once a term at the start) giving information about the pre-school and upcoming events. There is a white board which is situated out the front of the Pre-School for notices that are happening within the Pre-School.

Fundraising:

Fundraising is important to Pre-School as we are entirely self-financing. We hold regular fund raising events which are varied, fun and often a social occasion during which you can meet other people. We look forward to your support at these events. If you have any ideas for fund-raising, please let a Committee member know.

Toilet/Potty Training

We do not require your child to be toilet trained in order to attend London Road Pre-School. We are happy to change nappies and soiled clothes if accidents occur. Please provide changing equipment i.e. nappies, wipes and nappy bags and a change of clothes in a named bag. We will work hard with you throughout all stages of potty training.

London Road Pre-School hopes that you and your child enjoy being members of the Pre-School and that you both find taking part in our activities interesting and stimulating. The staff is always ready and willing to talk with you about your ideas, views or questions.

