



POULNER PRE-SCHOOL

www.poulnerpreschool.co.uk

264 Southampton Road, Ringwood, Hampshire BH24 1JQ
Tel: 07517 824327 Email: poulnerpreschool@hotmail.com

Thank you for your interest in Poulner Pre-school. Please find enclosed a prospectus, key policies and an application to join form for you to complete should you wish to apply for a place.

Admissions

We intend to make our pre-school accessible to all children and families from all sectors of the community, regardless of gender, race, language, culture, disability or learning difficulties. We welcome fathers, mothers, carers, child minders etc.

Registration

Registration is for children from 2 years to school age. Places will be allocated on a first come first served basis. You will be invited to visit with your child before starting at Pre-School.

Our setting aims to:

- Provide high quality care and education for children below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality and values diversity.

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 in with other children and adults to live, play, work and learn together;
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- Has a personal key person who makes sure each child makes satisfying progress;
- Is in a setting that sees parents as partners in helping each child to learn and develop; and
- Is in a setting in which parents help to shape the service it offers.

The settings timetable and routines

Our setting 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 setting are provided in ways that:

- Help each child to feel that she/he is a valued member of the setting;
- Ensure the safety of each child;
- Help children to gain from 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, 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 small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them 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.

We are very lucky to have a large outside space exclusively available to us during our preschool sessions. We aim to make full use of the building and its facilities; we encourage all children to explore and play in the outside on a daily basis. We therefore ask that parents supply their children with appropriate footwear suitable for outside use as well as a pair of slipper/indoor shoes; this will help to promote independence and ensure our furnishings stay fresh and clean.



The Pre-school Room

Snacks

We ask that you provide your child with a healthy snack in a labelled pot, this could be a fruit snack, plain biscuit (no chocolate) or sliced vegetable. If they are here for a whole day please provide a snack for morning and afternoon.

Lunch club

All children who attend lunch club are asked to bring a packed lunch with them. The setting makes snacks and meal times a social occasion where staff and children sit together and eat together. Lunch club is from 12.00-13.00 daily.

Food safety

At a Paediatric first Aid course the risk of choking in under 4's was highlighted, as an early years setting we have been advised on the best practise in preventing a child within our care from choking; we therefore suggest:

- Items provided in lunch boxes are selected with caution (Be sure to read all manufacturers' food labels carefully to determine choking risks).
- **Grapes, mini sausages, blueberries, cherry tomatoes and any other foods that have skins on are chopped into small pieces or skins are removed.**
- Cheese is sliced rather than cubed.

As a setting we:

- Double check children's lunch boxes and chop anything we feel maybe a choking hazard.
- Encourage all children to sit when eating and to chew food thoroughly.
- Teach all children to chew and swallow their food before talking or laughing.

Clothing

We provide protective clothing for the children when they play with messy activities however we cannot guarantee that your child will not get dirty and it is important that children do not worry about this. We encourage children to gain the skills that help them to be independent and look after themselves, including taking off and putting on of both aprons and outdoor clothes. Clothing that is easy for them to manage will help them to do this. Please dress him/her appropriately for play. Heeled shoes and flip flops can restrict movement and can be dangerous as can jewellery and long skirts.

It is advisable for your child to wear clothing suitable for the weather at the time. We make full use of the grounds available to us and encourage the children to go outside regularly, whatever the weather, so please leave a coat and Wellington boots/outdoor shoes during the autumn and winter months.

We have a uniform available for parents to buy at an additional cost; the uniform is optional and can be purchased directly from the My Clothing embroidery website www.myclothing.com priced at:

- Royal or Navy blue embroidered polo shirt or t-shirt £5.50
- Navy blue embroidered sweatshirt £9.00
- Embroidered book bags £5.00



Bookbags

We ask that all parents purchase a bookbag for their child, this should be brought to each session at pre-school and placed in the box at the front of the pre-school room. All of your child's creations will be placed inside their bag ready for collection at the end of the session.

How parents take part in the setting

Our setting 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 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 with the staff;
- Contributing to the progress check at age two;
- Helping at sessions of the setting;
- Sharing their own special interests with the children;
- Helping to provide and look after the equipment and materials used in the children's play activities;
- Taking part in events and informal discussions about the activities and curriculum provided by the setting;
- Joining in community activities, in which the setting takes part; and
- Building friendships with other parents in the setting.

Parents are invited to take part in the life of the setting; we openly encourage parents to take part in a session or sessions of the setting. Helping at sessions enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

Parents are also invited into the session to share their own interests and skills with the children helping to provide many unique learning opportunities for the children at the setting.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is responsible. Your child's key person will be the person who works with you to make sure that the childcare 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 the setting, she/he will help your child to benefit from the setting's activities.

Policies

All of our policies are available to view on our website and within the setting.

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Safeguarding children

Our setting 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 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.

Special needs

We welcome all children to Poulner Pre-school regardless of their physical or educational needs. We have a dedicated team of staff committed to ensuring inclusive practice for ALL children and their families. Our designated Special Educational Needs Co-ordinator (SENCo) is Sade Grant. Please speak to the SENCo if you would like to discuss any concerns you have. The setting works to and supports the requirements of the Equality Act 2010.

Fees

The fees are payable monthly in advance. Fees must still be paid if children are absent. For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of nursery funding for 2,3 and 4 year olds; where funding is not received then fees apply.

We ask parents to consider sending their child to us for a minimum of two sessions a week to ensure continuity for their child, which we believe plays an active role in the settling of children within our setting.

We are open from 9.00am until 3.00pm Monday, Tuesday and Wednesday and Fridays and from 9.00am until 1.00pm on Thursdays. Fees are charged at £5.00 an hour.

Morning Session 9.00-12.00	£15.00	Snack included
Lunch Club 12.00-1.00	£5.00	Please provide a packed lunch
Afternoon Session 1.00-3.00	£10.00	Snack included
All Day 9.00-3.40	£30	

Childcare funding

All 3 and 4-year-olds in England are entitled to 570 hours of free early education or childcare a year. We offer this as up to 15 hours each week for 38 weeks of the year (term time). The funding starts at the beginning of a new term following the child's 3rd birthday as detailed below.

Child's birthday

When you can claim

1 January to 31 March

the beginning of term on or after 1 April

1 April to 31 August

the beginning of term on or after 1 September

1 September to 31 December

the beginning of term on or after 1 January

Some 2-year-olds in England can get free early education and childcare.

You must be getting one of the following:

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- support through part 6 of the Immigration and Asylum Act
- tax credits and have an annual income under £16,190 before tax
- the guaranteed element of State Pension Credit
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)
- Universal Credit

Children are also entitled to a place if:

- they're looked after by a local council
- they have a current statement of special education needs (SEN) or an education health and care plan
- they get Disability Living Allowance
- they've left care under a special guardianship order, child arrangements order or adoption order

30 Hour Funding Eligibility criteria:

The extended entitlement is available to 3- and 4-year-olds of working parents. To qualify, each parent (or the sole parent in a single parent family) will need to earn, on average, at least the equivalent of 16 hours on the national minimum wage per week (currently £115.20 per week for over 25s), and no more than £100,000 per year. Self-employed parents and parents on zero-hours contracts will be eligible if they meet the average earnings criteria.

Families where one parent is not in paid employment (or neither parent works) will usually not be eligible for the additional hours. There are exceptions for parents who are on parental, maternity, paternity, adoption or sick leave. Parents who are studying or in training will not be eligible unless this is combined with paid work which meets the minimum average earnings threshold.

However, parents will be eligible where one parent is in receipt of benefits relating to caring responsibilities or has a disability and the other parent is working. Single parents who are disabled or have substantial caring responsibilities will not be eligible.

Parents will apply for both the extended entitlement and the Tax-Free Childcare scheme through a joint online system being developed by HMRC, as the eligibility requirements for both schemes are the same. Parents will have to declare that they expect their earnings to fall within the required threshold either over the next quarter or the current tax year. Parents who make inaccurate or dishonest declarations can be fined between £300 and £3000.

Please feel free to discuss this with a member of staff if you require any information or further help.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

A Unique Child

- Every child is a 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 to develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development

- Children develop and learn in different ways and at different times. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

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 of the children with interesting activities that are appropriate for their age and stage of development.

The areas of development and learning comprise:

Prime Areas			
Physical development	Personal, social and emotional development	Communication and language	
Specific Areas			
Literacy	Mathematics	Understanding the world	Expressive arts and design

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The Development Matters guidance sets out 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.

Our approach to 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 setting uses the Development Matters in the Early Years Foundation Stage guidance 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 'Development Matters' in the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters the Early Years Foundation Stage guidance as:

- Playing and exploring – engagement;
- Active learning – motivation; and
- Creating and thinking critically – thinking,

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

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 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 journeys. We undertake these assessment summaries termly.

The progress check aged 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.

Learning journeys

The setting keeps a learning journey for each child. Your child's learning journey helps us to celebrate together his/her achievements and to work together to provide what your child needs for his/her well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage. We currently use an online learning journey package called Tapestry, which

allows our parents to have access to their child's development records from the comfort of their own homes.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and 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.

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 setting.

We hope that you and your child enjoy coming to Poulner 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 any questions you may have. If you would like to visit us please call the Pre-School to arrange a convenient time or just call in! More information is available at www.poulnerpreschool.co.uk

What to bring on your first day:

- A water Bottle
- Packed lunch (If staying for lunch club)
- A labelled snack
- A bag with a spare change of clothes
- Wellies for the garden
- Slippers or inside shoes
- Nappies and wipes (if applicable)