



Prospectus

Elham Pre-School
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Contents

- Page 3 Welcome to Elham Pre-School
- Page 4 The management of our setting
- Page 5 Early Years Practitioners
- Page 6 Our aims
- Page 7 Children's development and learning
- Page 10 Typical day
- Page 13 How parents take part in the setting
- Page 14 Admission and attendance
- Page 15 Fees
- Page 16 Pre-School policies
- Page 17 General information
- Page 18 Ofsted contact

Welcome to Elham Pre-School

Elham Pre-School, established in 1965, is a thriving pre-school for 2, 3 and 4 year olds. We provide a safe, fun and stimulating environment in which children have the freedom to play, learn and socialise.



Set in an Area of Outstanding Natural Beauty, Elham Pre-School has a lot to offer:

- Caring, nurturing and fully qualified staff, all of whom are parents themselves
- Fun and stimulating activities for the children to enjoy and to help their physical and social development
- Large spacious hall with beautiful surrounding countryside
- Excellent equipment
- Very competitive rates
- Community involvement

The Pre-School is a registered charity and company limited by guarantee, and is run in accordance with a constitution approved by both the Charity Commission and Companies House, a copy of which is available on request.

The Pre-School has full registration under the Children's Act 1989 and has insurance arranged through Morton Michel. To gain the Government's free Early Education funding for three and four year olds and free for two funding for two year olds, the Pre-School is inspected by Ofsted at regular intervals, and has consistently received very good Ofsted reports.

In conjunction with this prospectus, parents are asked to read our policies and procedures which are available in hard copy format at Pre-School and/or to download from our website.

The management of our setting

As a charity, a Management Committee manages the setting. This is largely made up of parents who are elected at our Annual General Meeting, to which all parents are invited. The Committee is responsible for:

- managing finances;
- employing staff;
- ensuring that the Pre-School has, and works to, policies that help to provide a high quality service;
- ensuring that the setting works in partnership with the children's parents.

Committee as at September 2017

Claire Greenwood

Anthony Payne

Cherri Norman

Elaine Troth

Kate Miller

Committee members are checked for suitability by Ofsted and undergo an enhanced Disclosure and Barring Service (DBS) check.

Early Years Practitioners

Manager

Elaine Troth

Diploma in Pre-School Practice, Early Years Designated Lead Safeguarding, Health and Safety

Deputy Manager

Laura Jennings

Cache Diploma in Childcare and Education, Early Years SENCO, Paediatric First Aid, Safeguarding

Pre-School Practitioners

Maria Wakefield

Diploma in Pre-School Practice, Paediatric First Aid, Safeguarding

Patricia Sutton

Diploma in Pre-School Practice, Paediatric First Aid, Safeguarding

Jane Sharpe

Higher National Diploma in Early Years Care, Paediatric First Aid, Safeguarding

General Assistant

Tina Milton

Food Hygiene, Safeguarding, Paediatric First Aid

Our aims

Our aim is to provide sessional care for children aged 2 and over to school age in a secure, safe and stimulating environment; to enhance the development and education of the children in a parent-involving community based group; and to work within a framework which ensures equality of opportunity and support for all children and their families.

Your child's welfare and development is paramount. We aim to ensure each child is given generous care and attention, and because of that our ratio of qualified staff to children is above those set through the Early Years Foundation Stage Statutory Framework.

We believe it fundamental that all children are treated with respect and as individuals whose needs, including special needs, should be catered for. Children are encouraged to become more self-reliant and to learn self-discipline. We aim to achieve this by ensuring that each child:

- has the chance to join with other children and adults to play, work and learn together;
- is helped to take forward his/her learning and development by being helped to build on what he/she already knows and can do;
- has a key person who ensures he/she progresses to reach their full potential;
- is in a setting that sees parents as partners in helping each child to learn and develop;
- is in a setting in which parents help to shape the service it offers.

We have an equal opportunity policy which states that no one will be denied a place for reasons of race, culture, belief, class, sex or disability. This applies not only to children but also adults who are connected with our Pre-School. We are always pleased to admit children with SEN and through consultation with parents/carers, try to do the best we can to provide for their needs and to build on their abilities.

We welcome comments from parents to help us to provide the best possible service and results.

Children's development and learning

The provision for children's development and learning is guided by the Statutory Framework for the Early Years Foundation Stage (EYFS) 2014 document issued by the Department for Education. This document is available for parents to look at in Pre-school. Please ask a member of staff.

The Framework states that there are seven areas of learning and development that must shape educational programmes in early years settings, and details of these follow.

The prime areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Typical day

At Elham Pre-School, no two days are ever the same! We rotate our resources and activities daily so that the children are always able to explore new and exciting ways to discover and grow. Children at Elham Pre-School have lots of fun learning through play.

EYFS (Early Years Foundation Stage)

All of our activities are designed to promote the prime and specific areas of the EYFS learning and development goals. We structure our day to achieve a balance of child-initiated play and adult led activities.

Each child has a learning journal, which is completed by their key worker. Tailored to every individual child, the learning journal records each stage of development in accordance with the EYFS goals. It includes photos of the child doing specific activities, examples of their learning achievements and any comments and observations noted by their key worker. Parents are encouraged to meet with their child's key worker at the end of each full term to discuss their child's progression in relation to the EYFS goals. Parents are welcome to see and contribute to their child's learning journal at any time.

Daily timeline

In order to maximise what the children do each day and to structure each session, we broadly follow the timetable outlined below - although as you will appreciate, we embrace a degree of flexibility given the age of the children in our care.

9:00 Welcome children - Parents and guardians settle their children into pre-school.

9:10 Registration - Children are split into two groups: Badgers (children who will be going to school in the next intake) and Hedgehogs (the younger ones). Children use and learn Makaton signing at registration to spell their name and basic words like 'hello'. We discuss the theme for the day and reinforce the Elham Pre-School Rules (e.g. be kind to each other and look after one another). The younger children will have a story during this time as well. If any of the children have brought an item to pre-school, they have an opportunity to 'show and tell'. A 'helper' for the day is also chosen in rotation and the children sing the 'You are Special' song to them. Helpers have special responsibilities for the day, such as helping to prepare the refreshments for snack time.

9:20 Child-initiated free play (indoors and outdoors) - Children have the option to do a range of activities in different zones of our large hall and outdoor

area. These include using arts and crafts materials, role-play areas and costumes, and small world toys (e.g. dolls' house, pirate ship, fort), in addition to our extensive range of physical equipment (e.g. mini trampoline, climbing frame, tandem trike, scooters and other ride-on vehicles).

9.45 Snack time - Children wash their hands and choose their snacks. We provide a variety of different fruits, crackers and breadsticks, with a choice of milk or water to drink. We can accommodate special dietary requirements on request.

10:30 Adult led planned activity - This can include a variety of activities, including cooking and science experiments.

10:45 Outdoor play - Outside we provide a variety of activities and games such as a sandpit, water play, slide, trampoline, bikes and ball games. We sometimes plant seeds in our garden and our mud kitchen is also very popular!

11:15 Key worker time - Whilst the other children and staff enjoy continuous outdoor or free play, a member of staff spends time with individual children doing activities appropriate to their learning journal as described above.

11:35 Tidy up time - We encourage children to be involved in tidying up.

11:45 Circle time - A going home circle (with story and songs) is created for those leaving at 12pm.

12:00 Lunchtime - Children staying for lunch sit down with staff to eat their lunch and chat together. This is a very sociable time.

12:30 Quiet time - We encourage calm activities such as books and jigsaws immediately following lunch.

12.45 Child Initiated Free Play

1.0 Pick up time

The afternoon session follows a similar structure to the morning.

3.00 Home time - An LCD screen is on display at pick up times that shows photos of the children doing the previous weeks activities. This helps parents to see exactly what their child has been doing at pre-school and the children enjoy the opportunity to point themselves out in the pictures.

Special events

We also enjoy special days at Elham Pre-School such as our annual Sports Day and Nativity Play. The Nativity and Christmas Fayre is our main fundraiser of the year and we host a variety of stalls and a big raffle for everyone to enjoy. We also host a Christmas party for the children, when Father Christmas pays a visit. On the last day of the summer term, we also throw a leavers' party.

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 you in providing care and education for your child. There are many ways in which parents can take part in making the setting welcoming and stimulating, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- being part of the management of the setting;
- sharing their own special interests with the children;
- building friendships with other parents in the setting;
- 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;
- sometimes helping at sessions of the setting; and
- helping to provide, make and look after the equipment and materials used in the children's play activities.

Admission and attendance

Places

We are permitted to receive 30 children on the premises at any one time. Children must be at least 2 years old. Please note that we need to see your child's birth certificate or passport in order to claim Free Early Education funding.

Hours

The pre-school is open during school term times from 9am to 3pm Monday to Friday. You can book for as few or as many sessions as you would like, on a regular basis.

Groups

We generally divide the children into two groups. Badgers – those who are due to start primary school the following academic year, and Hedgehogs – all other children. Where appropriate, we have separate registration and snack times, and plan distinct age-appropriate activities. We find that this is effective in preparing the older children for school. We have an excellent relationship with the local primary school and often have visits from the Reception teacher, which helps make for a smooth transition each September.

Fees

There is a basic rate of £5.00 per hour, on which these fees are based.

Session	Time	Price
Morning	9am-12pm	£15.00
Lunch	12-1pm	£5.00
Afternoon	12-3pm	£15.00
Ad hoc afternoon	1-3pm	£10.00
Full day	9am-3pm	£30.00

We are in receipt of Free Early Education for 2, 3 & 4 year olds; fees apply to any hours above the 15 hours. For further information you can go to www.kent.gov.uk and then type "free early education" in the search box. Free Early Education can be used on any day or session providing the session is a minimum of three hours.

The fees are invoiced monthly but you can make arrangements to pay weekly if required. Fees must still be paid if children are absent for a short period of time. If your child is likely to be absent over a longer period of time, please talk to the Manager or a member of staff.

You will be emailed a monthly bill detailing the fees for your child, if you don't have access to email then a printed copy will be given. For your child to keep her/his place at the setting, you must pay the fees. You may pay by bank transfer, cheque or cash. Please place cheques/cash in an envelope and put in the designated fees box on the staff table. Bank details are on the invoice for transfers.

Should you wish to change any days your child attends we will try and accommodate these changes wherever possible. If you decide to remove your child from Pre-School or reduce their sessions, four calendar weeks' notice is required to compensate us for loss of income unless your child is only accessing their Free Early Education place, but this is at the discretion of the committee. Notice should be put in writing, stating the date your child will be leaving, or details of the reduced hours, and addressed to the Pre-School Committee Chairperson, c/o a Pre-School Practitioner. Likewise Pre-school will be unable to refund fees for absences, holidays or sickness.

If you are persistently late in collecting your child then we reserve the right to charge a £10 late collection fee for every session you are late.

Pre-School policies

The setting's policies help ensure that the service is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and his/her parents. The staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies.

Pre-school has written policies and procedures on the following:

- Admissions and settling in
- Behaviour management
- Closure days
- Complaints
- Confidentiality and data protection
- Disciplinary
- Equality and diversity
- Equipment and resources
- Grievance
- Health and safety
- Intimate care
- Non-collection of children
- Parental involvement
- Parental responsibility
- Safeguarding children
- Special educational needs / disability
- Staffing and employment

Copies of all policies are kept at Pre-school and are also available to download from our website.

General information sheet

Doorbell

Please note that staff will unlock the doors at 9am, midday, 1pm and 3pm, and we ask that parents/carers try not to ring the doorbell unless absolutely necessary. This is because if the doorbell is rung it can prove quite disruptive to the children, who all eagerly want to run and see if it is their parent. This can make our packing up and goodbye process quite difficult. Thank you for your understanding.

Signing in and out Sheet

Please ensure you sign your child in and out on arrival and departure from Pre-school, stating who will collect your child. This acts as a register in case there is a fire. The book is in the entrance hall. Parents must confirm with staff if a person who is not authorised is collecting, and this individual should know the password.

Clothing

We ask that parents dress their children in suitable clothing for pre-school, i.e. clothes that can get dirty and ideally that children can undo themselves. This aims to promote independence. It is also important that children wear appropriate footwear that enables them to move around safely. All clothing must be named and in a clearly labelled bag.

Please ensure that children have hats and gloves during the cold months for outdoor play. From September to April we ask all children to bring in wellingtons.

Sun cream and hats

During the summer term please provide your child with a named sun hat that can stay at Pre-school for the term. Please also apply sun cream to your child in the morning before Pre-school. This should be recorded on the signing in sheet. We also ask that parents provide a named sun cream so that we can reapply where necessary.

Parents' show and tell

Pre-school welcomes any parent who is able to come in and talk to the children about a particular skill they have or job they do. For example, in the past we have welcomed a paramedic and a soldier.

We hope that you and your child enjoy being members of our setting and that you find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about any ideas, views or questions regarding the pre-school.

Ofsted contact

If you would like to contact Ofsted regarding our setting there are a number of methods:

Address: Piccadilly Gate,
Store Street,
Manchester M1 2WD

Email: enquiries@ofsted.gov.uk

General Enquiries: 0300 123 1231 (Monday-Friday 0800-1800)



Privacy Notice - Data Protection Act 1998

We **Elham Pre-School** are a data controller for the purposes of the Data Protection Act. We collect personal information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data to:

- Support your learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well we are doing.

Information about you that we hold includes your contact details and personal characteristics such as your ethnic group, any special educational needs and relevant medical information.

We will not give information about you to anyone without consent unless the law and our policies allow us to.

We are required by law to pass some information about you to our Local Authority (LA) and the Department for Education. If you want to receive a copy of the information about you that we hold or share, please contact **Elaine Troth**.

If you need more information about how the LA and/or DfE store and use your information, then please go to the following websites:

http://www.kent.gov.uk/your_council/contact_us/access_to_information/data_protection.aspx

<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

Information Resilience & Transparency Team
Kent County Council
Sessions House
County Road
Maidstone
ME14 1XQ

Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Email: dataprotection@kent.gov.uk

Website: www.education.gov.uk
email: <http://www.education.gov.uk/help/contactus>
Telephone: 0370 000 2288