

BEANSHEAF PRE-SCHOOL

PARENT INFORMATION

Beansheaf pre-school information

Starting Pre-school is an important time for both children and their parents. We hope that this booklet will explain a little about us and perhaps answer some of the questions you might have. You are always welcome to come and chat to the staff and see what we offer. Further information is also available on our website [beansheafpreschool.co.uk](http://www.clysthydonpreschool.org).

Beansheaf pre-school is run by a voluntary committee of parents who, along with the staff, provide a “good” rated setting by Ofsted. Sessions are held in the Linear hall, Beansheaf community centre. Beansheaf Pre-school welcomes all staff, volunteers, children and their families and carers committed to the care and education of the children regardless of ethnic group, religion, race, nationality, first language, disability, age, status, sexual orientation, medical requirements, offending background or social or family commitments.

Our overall objective is to provide a nurturing environment which we believe will inspire all children to learn and develop well. We aim to provide high quality care and education in a safe, well-equipped and stimulating environment which promotes learning through play, using a wide range of resources, and which most importantly is fun! We ensure that all children feel relaxed, comfortable, listened to, valued and treated with respect. All children are treated as individuals and are encouraged to develop and learn at their own pace. Through a wide range of activities we provide them with opportunities to develop their social, physical, emotional and communication skills.

Beansheaf Pre-school is registered with Ofsted to provide full day care on Mondays through to Friday for children aged 2 to 5 years.

Our latest Ofsted report (October 2017) rated us as good in all areas. To view this report, please ask a member of staff, visit our website or ofsted.co.uk

The Pre-school is a registered charity.

**Staff**

The most important people as far as your children are concerned are our staff who are all dedicated and caring, with a wealth of experience. Our staff interact with the children by encouraging, facilitating and supporting them whilst they have fun, learn through play, talk about their experiences and share their enjoyment with others, thus enabling the children to become more confident and independent.

There is a high ratio of adults to children ensuring individual care and attention at all times. At least 5 qualified members of staff are always on duty. All staff have relevant Disclosure and barring checks and all hold current paediatric first aid certificates.

The staff review and assess the need to update their skills and regularly attend training sessions to continue their professional development. As members of the Pre-school Learning Alliance we are constantly in touch with new thinking in the field of child care and education.

PRE SCHOOL STAFF

The pre-school currently have 5 members of staff, four fully qualified to NVQ level 3, one to level 2 We are:

KAREN ALBANESE – Pre-school manager/Chair- NVQ3/Level 3 in Management / Safeguarding and child protection officer Level3

I have two children, who are 21 and 18. They both came here to the pre-school which is where I found my passion for working with children. I started as a parent volunteer, and was an active member of the committee for 3 years before deciding to leave my job of 17 years in the travel industry and become qualified in childcare. 18 years on I am still here, loving it just as much and managing the best team of staff I could wish for, which gives your children a fantastic environment to be in to achieve their early learning goals.

JENNY FAULKNER – NVQ3/ Assistant manager

I have been qualified in childcare since year 2000. I started my career as a Nanny and then became involved with the pre-school when my Daughter joined. A job became available when she was due to start school and I began my employment here. I have now worked here for 11 years, during which time both my younger daughters have come through the pre-school and started school happily.

I thoroughly enjoy my job and love working closely with all the children and their families to provide a happy, stimulating place for the children to play, socialise and learn.

MICHELLE KIRTON– NVQ 3 / SENCO

I have been qualified in childcare since 1999, and I worked as a nanny for 13 years. I have 2 children. Both of my children attended Beansheaf pre-school before going onto primary school and loved every minute. I began my employment here at Beansheaf pre-school in November 2013. After working for families for many years I decided that I would like a new challenge, and a position came up so I applied and have never looked back! I love being a part of the pre-school team and especially part of your child’s future learning journey here. I am qualified as a level 3 SENCO and have taken on this role in pre-school.

RACHEL REEVES-NVQ level 2

I am qualified for my Level 2 in children’s learning and development. I worked in the pre-school for a year as a volunteer while studying for my level 1 and have now been employed for a further 3 years, I love working as part of a team and helping children to learn and develop

VICKI MILSOM – NVQ level 3

I have been qualified as a level 3 practitioner since January 2018. I have 2 children, one that is attending pre-school with me. I have worked in the childcare sector since 2015 and have thoroughly enjoyed encouraging children to become secure and independent on their journey into primary school.

ZOE ANDREWS

I joined the preschool in November 2019 to support the team with helping children with additional needs. Previously I spent 7 years working with adults and children with autism. I have 2 children that both attended Beansheaf preschool they really enjoyed their time here.

**Fees and Funding**

All children are eligible for Early Years Funding (up to 15 hours) the term after their third birthday

You may be able to claim funding (up to 15 hours) for a two year old if your family is on a low income. Please see the Manager for further information. 30 hour funding is also available

Our fees are £15 per session for children over 2 years old

Our fees are set at a level which covers hall rental and staffing. Fundraising activities cover all other expenses. Fees are payable at the beginning of each half term. Late payment may incur a charge, however further arrangements can be make if any parent is having difficulty paying their fees – please contact the Manager.

**Keeping Our Children Safe**

Safeguarding Children

Beansheaf Pre-school aims to provide a friendly, welcoming environment where all children feel safe, secure and free from harm. We promote and safeguard the welfare of children in our care, which includes protecting children from maltreatment, preventing impairment of children’s health or development and ensuring that children are growing up in circumstances consistent with the provision of safe and effective care. We have a duty of care to refer any allegation, complaint or concern received relating to a child to Social Care or the police. A copy of our Safeguarding Children Policy is available for parents to read (see Policies File on parent’s table). Karen Albanese holds a Level 3 Safeguarding qualification and is the designated child protection officer. All staff hold a level 2 safeguarding qualification.

**At Beansheaf pre- School we actively promote the British Values of:**

* Democracy
* the rule of law
* individual liberty
* mutual respect and tolerance of those of different faiths and beliefs

We believe that the promotion and teaching of these values actively prepares our children for adult life. The promotion of British Values also supports the requirement placed on schools to implement the Prevent strategy. This is through our SMSC (Spiritual, Moral, Social and Cultural) Education and is embedded in our everyday life in pre-school.

The staff at Beansheaf pre-school aim to provide many opportunities for the children to explore British Values. Some of the ways in which this is done are detailed below:

**Democracy – What do we do?**

Provide children with a broad general knowledge of, and promote respect for, public institutions and services

Encourage children to become involved in decision-making processes and ensure they are listened to in school

Help children to express their views

Group Time

**Rule of Law – What do we do?**

Ensure pre-school rules and expectations are clear and fair

Pre-school rules and celebration of adhering to these rules

Help children to distinguish right from wrong

Help children to respect the law and the basis on which it is made

Help children to understand that living under the rule of law protects individuals

**Individual liberty – What do we do?**

Support children to develop their self-knowledge, self-esteem and self-confidence

Encourage children to take responsibility for their behaviour, as well as knowing their rights

Challenge stereotypes

Implement a strong anti-bullying culture

E-Safety through pre-school

Children are actively encouraged to make the right choices

Explore feelings, rights and behaviour

Encourage children to take responsibility for their own actions and to understand the consequence their actions might have.

**Mutual respect and tolerance of those of different faiths and beliefs – What do we do?**

Promote respect for individual differences

Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life

Develop links with faith and other communities through working alongside children and their families

Learning to disagree in a respectful way

Develop critical personal thinking skills

Top of Form



Bottom of Form

Health and Safety

We carry out risk assessments of the building, equipment and all activities on a daily, termly and yearly basis. All staff know what to do in the event of a fire and the children do fire drill practice once a term. Michelle Cox is our health and safety officer.

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We are diligent in ensuring parents are informed of infections and ways of avoiding them.

We have robust procedures for administering medicines and, if specialist knowledge is needed, for example using an Epi Pen, all staff will undergo training. No medicines are administered unless this is requested by parents – a medical form must be completed. We inform parents of any injuries.

Illness/Absence

If your child is absent for any reason telephone before 9.00am on the day.

If your child has a temperature, is sick or has diarrhoea, please do not send them in until a clear 48 hours after symptoms have stopped.

Dropping Off/Collecting Children

Sessions start at 9.20am and 12.00pm, we ask that you arrive on time for sessions. Please also ensure that you collect your child on time. Late arrivals and collection can be very upsetting for some children. Occasionally, you may be unexpectedly delayed, we ask that you let the staff know as soon as possible if this is going to be the case. We will only let children go home with a known adult – this information is included on your registration documents. Late collections after 10 minutes may be charged at a rate of £5 per 10 minutes

**Special Educational Needs**

We aim to provide equality of opportunity for all the members of our Pre-school, and this includes children with special educational needs. Our staff to child ratio enables us to provide a greater level of attention for each child with and without disabilities or play/learning difficulties. We work in close liaison with professionals across the range of special needs and we operate within the Government’s Code of Practice on Special Educational Needs

Our Special Educational Needs Co-ordinator (SENCO) is Michelle Cox.

**The Role of Parents**

Beansheaf pre-school recognises that parents are the first and most important educators of their children; it is important for you and your child that you play an active part in this exciting phase of her/his life. The staff see themselves as partners with you in providing care and education for your child. We strive to build respectful, understanding and inclusive relationships with parents and other family members from the very first visit.

We strongly believe in parental involvement; this is imperative on trips, fundraising, and as part of the Committee. You may be able to help in pre-school and share a special skill or interest such as music, cooking, dance or even your job – please do let the staff know if you would like to do this.

Committee: parental involvement is informal and voluntary at our Pre-school and critical to its future – without a committee the pre-school would not exist. The Committee is responsible for fundraising and overseeing the Pre-school. A meeting is held each half term with the Annual General Meeting held in October. Social evenings also happen. Some parents prefer not to be part of the Committee but take on responsibilities to help with the day-to-day running. All parents are invited to join the Committee. Should you wish to do so, please speak to Karen who will be pleased to give you more details.

**What happens during a session?**

Our first priority is to make sure your child feels happy, confident and settled in the group. We treat the children as individuals and understand that they all develop in different areas at different ages.

Each child will have their own **key person** (a member of staff) who will help settle your child into pre-school and will be responsible for their well-being within the group.

The following timetable is a guide as to what happens during a typical day at Beansheaf pre-school:

**Beansheaf Community Pre-school Routine**

|  |  |
| --- | --- |
| Routine | How Areas of learning are provided for |
| 9.20am  Welcome and registration  Children are greeted at the door and settled in by all staff | PSED - Providing a secure base with familiar adults allows independent exploration of the environment. Anxious children are settled in slowly and a key person is assigned before entry to provide reassurance. Children are involved in welcoming and caring for each other and feelings can be understood by naming them such as happiness and sadness. |
| 9.30am  Group time  Children are lead to talk about the days, months, weather, rules of pre-school a colour and number of the week. | PSED, CL, L, M, UW - Children are able to explore and talk about what they are learning while having their ideas valued.  There are opportunities to listen with increasing attention and recall key events & phrases. Early reading skills can emerge with familiar words and phonics being displayed and repeated. Numbers are explored with numerals and counting 1 to 20 and curiosities about their environment can be investigated through questioning and the discussion of current topics. Rules of the preschool are discussed to set expectation of behaviour in the setting and children are asked why the rules are in place so they have a full understanding of the actions required of them. |
| 9.35am  Independent learning & Focused Activities  Activities are provided and resources available for free choice alongside the access to a cafe and adult lead focused activities.  This also includes outside access. | Please see the planning and focused activities |
| 11.30am  Story time  Children are encouraged to join in a fictional story or to share in information related to the current project or areas of interest. | CLL - Another opportunity to increase attention and recall Key events or phrases while experiencing how to handle and use books. An understanding of the information held in books is formed and recognising the structure of stories as they start to anticipate and suggest how the storyline may continue or end. |
| 11.35am  Tidy up time  Children are asked to support the staff to tidy away the resources in to their boxes and areas | PSED – To support children understanding the need to care for the resources they use staff involve children with tidying away the materials and equipment. Demonstrating value and praising their efforts leads to independent care throughout the session |
| 11.45am  Song time  Children are able to interact with music and movement and choose from a changing selection of song ideas | EAD – Children will be creating sounds with a range of media, imitating movements to the response of the music created to build a repertoire of songs and dances |
| 11.50am  Morning Session Home Time |  |
| 12.00pm  Afternoon Session Welcome and Registration  Children are greeted at the door settled to the lunch table by all staff | See the morning routine |
| 12.00pm  Lunch  Children sit together with adults | UW, PSED, CL – sitting together allows the children to demonstrate and talk about community life and expectations of behaviour. They can observe the social routine and vocabulary can be introduced to enable them to talk and ask questions about these observations |
| 12.30pm  Lunch club session home time |  |
| 12.35pm  Group time  children are lead to talk about the days, months, weather, a colour and number of the week | See the morning routine |
| 12.40pm  Independent learning & Focused Activities  Activities are provided and resources available for free choice alongside the access to a cafe and adult lead focused activities.  This also includes outside access. | Please see the planning and focused activities |
| 2.00pm  Story time  Children are encouraged to join in a fictional story or to share in information related to the current project or areas of interest. | See the morning routine |
| 2.05pm  Tidy up time  Children are asked to support the staff to tidy away the resources in to their boxes and areas. | See the morning routine |
| 2.15pm  Song time  Children are able to interact with music and movement and choose from a changing selection of song ideas. | See the morning routine |
| 2.30pm  Afternoon Session Home time |  |

**What activities will my child do?**

MC900198161[1]We aim to encourage a positive attitude to learning through well planned, purposeful and varied activities. Children are exposed to a wide range of activities during each session; this ensures that we meet the Early Years Foundation Stage (EYFS) and allows social, emotional and communication skills to develop. There are opportunities to work as a whole group, in smaller groups and on a one-to-one basis with an adult during each session.

Our topics are child based, in other words we develop our topics based on the interests and experiences of the children. This means that every topic means something important to the children; this enthusiasm results in a lot of discussion and children regularly bring in relevant topic related objects to show others.

Once your child is settled, we begin to use the framework of the pre-school curriculum and develop the areas of learning taken from the EYFS. This sounds rather daunting, but the activities are planned around the individual needs of the children and we ensure that they are always fun and exciting.

As children develop they start to learn to recognise numbers, colours, shapes and letter sounds. They also develop the ability to concentrate and relate to other children and adults. All the skills above are necessary to help a child when they start school.

The best thing of all about Beansheaf pre-school is that we have lots of toys and plenty of time for free play, both indoors and in a safely fenced outdoor play area.

**How will I know how my child is progressing?**

We are required by Ofsted to keep certain records about each child. Observations and photographs are used to track progress and help us to provide activities which develop well-rounded individuals who are ready for school, these are shared with you through our on line learning journals “tapestry”

We feel that it is vital that you know how well your child is progressing, so we will inform you of major successes and any concerns that we may have as soon as possible. You will have the opportunity to meet with your child’s key person for a more detailed discussion at our annual Parents meetings. Parents have access to their own child’s records via our online Tapestry learning journals. 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.

**CHARACTERISTICS OF EFFECTIVE LEARNING**

We understand that all children engage with other people and their environment, through the characteristics of learning that are described in the Early years foundation stage as

Playing and exploring

Active learning

Creating and thinking critically

We aim to provide the foundation for effective learning by observing each child and being clear about what we can do and provide in order to support them so that they will remain an effective and motivated learner

During your child’s time at pre-school we will be covering the 7 areas of learning from the EYFS, these are broken down into 3 prime areas and four specific areas:

**PRIME AREAS**

**PERSONAL, SOCIAL AND EMOTIONAL**

Children will develop their confidence to try new activities

Their ability to work in a team

Their understanding of rules and acceptable behaviour

Their ability to form positive relationships

**COMMUNICATION AND LANGUAGE**

Children will develop conversational skills with one other person, in small groups and in a large group to talk with and listen to others,

They will develop their ability to use words to describe their experiences

To gain knowledge on how to handle books and that they can be a source of stories and information.

**PHYSICAL DEVELOPMENT**

Children will develop an increasing control over the large movements they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift

They will gain increasing control over the smaller movements with their arms, wrists and hands so that they can pick up and use objects tools and materials.

They will develop their understanding about the importance of and how to look after their bodies

**SPECIFIC AREAS**

**LITERACY**

Children will develop their vocabulary by learning the meaning of, and being able to use new words

Their knowledge of sounds and letters that make up the words we use

Their ability to listen to, and talk about stories

Knowledge of the purpose of writing and making their own attempts at writing

**MATHAMATICS**

Children will develop and understanding and have ideas about how many, how much, how far and how big

Ideas on patterns, shapes of objects, parts of objects and the amount of space taken 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 how many

Early ideas about the result of adding more or taking away from the amount we already have.

**UNDERSTANDING THE WORLD**

Children will develop knowledge about the world and natural world and how it works

They will learn how to choose and use the right tool for the task

How to use tablets and other ICT equipment and what they can do to help us

Their skills on how to put together ideas about the past and present and the links between them

Their locality and its special features

Their learning about their own culture and of others

**EXPRESSIVE ARTS AND DESIGN**

We will support children to develop the use of paint, materials, music, dance, words, stories and role play to express their ideas and feelings

Their interest in the way these things can be used to express their ideas and feelings

**What does my child need to bring to each session?**

* A healthy packed lunch and drink is needed for those attending lunch
* Nappies, if necessary.
* A change of clothes in a named bag
* We go outside in all weather conditions, so it is important that children are dressed appropriately – sunhat, sun cream (labelled), warm jumpers and coat, wellies and waterproofs are needed, depending on the weather.
* Contributions from our snack list

**What should my child wear?**

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In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children in clothes which are easy to wash and not too new. We have sweatshirts and t-shirts with the Pre-school logo, which can be purchased. These help children to feel like they are ‘going to school’ – very helpful if they have older siblings. Children wear aprons for all messy activities, but paint and water always seem to get everywhere!

Prices for our uniform are available on request.

Simple clothing is best. This means children can go to the toilet comfortably and put on/off outdoor clothes – all of which encourages independence.

**What will my child eat and drink?**

Mealtimes are important, children have the opportunity to sit and have a conversation with their friends and staff.

* Milk or water are provided at snack time.
* Water is available throughout the day.
* Toast, with a choice of spreads or cereal is given for the morning breakfast club.
* Fruit, crackers, and healthy snacks are eaten at the snack table .
* Packed lunch is provided by parents.

Any concerns over your child’s diet or allergies should be discussed with the staff and included on the registration forms.

**What happens when my child begins Beansheaf pre-school?**

Before starting we ask for the following documentation to be completed. The information on these forms is kept strictly confidential.

* Registration documentation which includes medical and dietary information. Please do update us if this information changes.
* Consent forms: Written Records/Photography/Filming, Emergency Medical Treatment, Sun Cream Application and nappy changing.
* Background information – this gives us a better understanding of likes and dislikes, special words and people in the child’s life.

We want you and your child to feel happy and safe with us. As part of the settling-in time, we ask all parents and children to have a few free ‘taster’ sessions with us before actually starting. This allows you as parents to see what happens during a session, gives you and us the opportunity to ask questions, allows us to get to know your child and makes it less daunting for your child when he/she starts attending by him/herself.

When your child starts properly, we have found from experience that staying only prolongs the agony of parting. It is usually better to say ‘goodbye’ and leave – we will contact you quickly, if your child is very distressed.

**How am I kept up-to-date with all that’s happening at pre-school**

* Our staff are very friendly and are always on hand to talk to you.
* Day-to-day information is placed on the parent’s noticeboard in the foyer, here you will also find our policy and procedures file . A weekly newsletter is e-mailed to you each Friday.
* We hold a Parents evening once a year which not only gives you the opportunity to speak in-depth with your child’s key person, but is used by staff as an opportunity to explain various aspects of the curriculum.
* Our website, is another useful source of information.

Thank you for taking the time to read this prospectus. We hope it has provided you with a clear idea of what our Pre-school does and how it is run.

If you have any questions or would like to discuss anything further, please do ask – we very much welcome your comments and suggestions.

We are really proud of what the children achieve at Beansheaf pre-school. We look forward to

welcoming you and your child.

Karen , Jenny, Michelle,Rachel and Zoe