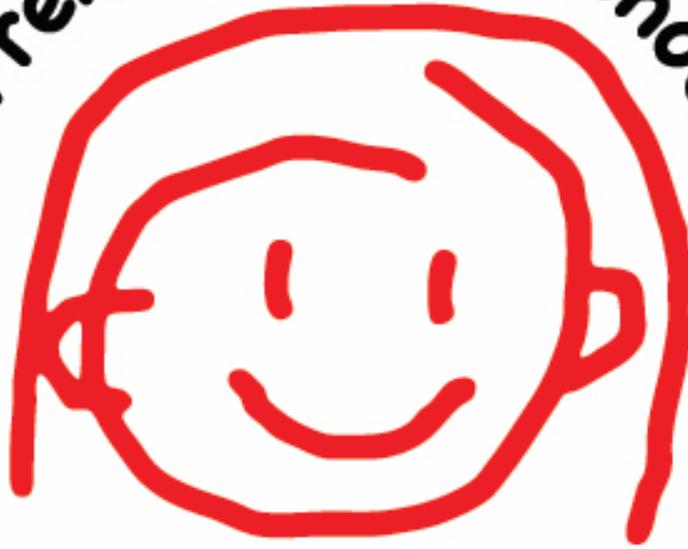


Frenchay Pre-School



PLAY . LEARN . GROW

Welcome Pack

April 2015

**Frenchay Village Hall
Beckspool Road
Frenchay
Bristol
BS16 1NU**

School Mobile: 07982 191158

Lucy Mobile: 07920 885185

Email: lucy_foley@hotmail.com



All about us

At Frenchay Pre-School we aim to provide a happy, safe environment where all children of our community can play and learn together and enjoy a wide range of activities. We believe that every child deserves the best possible start in life and we help to fulfil their potential by 'learning through play'. Learning through play enables children to have fun whilst becoming independent, gain positive self-esteem and build good relationships with people around them. These life skills are particularly useful during the next stage of the child's life-transition to big school!

Our setting is based on the Early Years Foundation Stage (EYFS). This is a mandatory framework for all schools and early years providers in Ofsted registered settings with effect from September 2008, updated in Sept 2012 & 2013. If you would like to understand more about this please contact Claire Frost (Manager) or refer to web page: <http://www.standards.dfes.gov.uk/eyfs/>

Our group is run by a Manager, Deputy Manager and 4 other qualified team members, and we also encourage parents to help out in sessions when possible. The pre-school is a member of the Pre-School Learning Alliance, Play Link and Bristol Association for Neighbourhood Daycare. We are also inspected by Ofsted at regular intervals. For our last report please refer web page <http://www.ofsted.gov.uk>

We welcome children from the age of two until their fifth birthday or the time they start full-time education. Pre-school is run from 9am until 3pm on 5 days per week. From the term after their third birthday, every child is eligible for 15 hours free childcare per week through the Nursery Education Grant (NEG). Some two years olds are also eligible. Please ask Claire or Lucy for more details.



Our Environment

Pre-school sessions are held downstairs in the main hall of Frenchay Village Hall on Mondays, Tuesdays, Thursdays and Fridays. We use the large hall, adjoining kitchen and the toilet facilities. On Wednesdays we use the 2 large upstairs rooms. We have two outside areas; the main playground to the side of the village hall and a nature garden at the back. All areas are fully risk assessed and accessible every day. We also (weather permitting!) regularly take groups of children to play in the field behind the Village Hall-we try to get out on to the fields as much as we can.



Playground



Nature Garden

Opening Times

The group is open five days a week during term time. The term dates are in Appendix A.

Monday	9am - 12pm / 12pm - 3pm
Tuesday	9am - 12pm / 12pm - 3pm
Wednesday	9am - 12pm / 12pm - 3pm
Thursday	9am - 12pm / 12pm - 3pm
Friday	9am - 12pm / 12pm - 3pm

Your child can have lunch with us when attending either session.

Sessions available

Full day: 9am- 3pm
Morning only: 9am-12pm
Afternoon only: 12pm-3pm



The Team

Lucy Foley - Proprietor

Lucy took over the pre-school in September 2014. Lucy has an NVQ4 in Children's Care, Learning and Development and a Bachelor's Degree in Childcare and Education. Lucy has worked previously as a special needs teacher, and has over 10 years' experience working with pre-school children.

Claire Frost - Manager

Claire has an NVQ4 in Childcare and Education, and has worked with us for 7 years. As well as being our manager, Claire is our SENCO (Special Educational Needs Co-ordinator) and attends regular training to ensure we are up to date with the latest models of practice. Claire has two children of her own.

Sarah Belgium - Deputy Manager

Sarah has an NVQ3 in Childcare and Education, and has worked with us for 5 years. Sarah is our Child Protection Officer so is in charge of child welfare and safeguarding. Sarah has children of her own and before joining us worked at Crossways Pre-School for eight years.

Debbie Trim - Senior Practitioner

Debbie has her NNEB Diploma in Nursery Nursing Level 3 and her NVQ3. Debbie is our Health & Safety Officer and is also our Playground Organiser along with Diane. Debbie has three children of her own and has worked with us for 5 years.

Diane Amesbury - Practitioner

Diane has an NVQ2 and is working towards her NVQ3. Diane has worked with us for five years and has a son of her own. Diane is also our Equal Opportunities Officer and Playground Organiser along with Debbie.

Sara Osmond - Practitioner

Sara is working towards her NVQ3 and has worked with us for four years. Sara's son previously attended the pre-school.

Amber Priest - Apprentice Practitioner

Amber has just gained her NVQ3 and is looking forward to continuing in September as a qualified member of staff! Amber will take charge of overseeing work on the nature garden.

All staff hold current paediatric first aid certificates and child protection certificates

Please see Appendix C for full staff training list



Education Programme

We offer a wide range of resources and activities to the children. We aim to cover all areas of development and learning and provide a foundation in early education. We thrive on a "play as you learn" ethos.

Through investigating and engaging in a range of activities, children work towards all areas of the EYFS. Refer to <http://www.standards.dfes.gov.uk/eyfs/> for more information.

Personal, Social and Emotional Development

- making friends
- independence
- self-confidence
- self-esteem

Communication, Language and Literacy

- listening and speaking
- drawing
- painting
- enjoying books
- developing fine manipulative skills for later writing

Problem Solving, Reasoning & Numeracy

- counting
- sorting
- matching
- patterns
- construction
- shape and space

Knowledge and Understanding of the World

- exploring and investigation
- construction
- cultures
- information and communication technology
- showing an interest in people and places and the world in which we live

Physical Development

- co-ordination
- control
- manipulation
- movement
- keeping healthy and establishing hygiene routines
- developing fine and gross motor skills

Creative Development

- art
- music
- dance
- role play
- imaginative play



Play & Curriculum (EYFS)

The following explains how learning through play works alongside the different areas of learning set out in the EYFS. The children are learning without even realising it! By being involved with adults and other children, they have fun and take information on board quickly through their play. We do not have tick lists that children must fulfil whilst with us as they all learn at a different rate and are interested in different things, so we plan for each child as an individual. We document all our observations of the children in their Learning Journey which is given to each child when they leave us to go to Reception Class.

PRIME AREA		
Personal, social and emotional development		
Dressing up and role play involves: acting out roles - free or theme led; exploring feelings; learning to dress and undress independently	Making music gives children the experience of expressing feelings together	Playdough and construction toys give the opportunity to select and share materials and resources both independently and in a cooperative way
Books, jigsaws, pictures and stories give children the opportunity to increase concentration and develop resources for their cultural beliefs and those of others	Drinking and eating together provide the opportunity for sharing, turn taking and managing personal hygiene	Sand and water play enable children to progress from solitary observing to joining in with others
During Physical play and games children learn to take turns and work as part of a team in a competitive manner	Outings provide a pleasurable experience with peers and adults whilst learning the appropriate behaviour for such occasions	Creative activities enable children to try new ideas and motivate them to learn.



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PRIME AREA Communication & Language	
Music, stories, rhyme and poems encourage children to discriminate sounds, to listen and to concentrate	The use of labels help children to identify their own work, storage containers, craft materials and the group
Computers enable children to explore and experiment with sounds, word and text	Role Play gives children the opportunity to use their imagination and engage in conversation and understand the uses of written language (shopping lists, calendars, etc)
Imaginative play small scale, e.g. doll's house, castle, develops the fine motor skills necessary for writing	Planned themes, events and activities give practice in using language to recall the past and envisage the future
Sand, water and interest tables extend vocabulary by discussing objects and shared experiences with adults	Puzzles and games assist the skills necessary to discriminate between similar looking shapes
Circle and news time give children the opportunity to develop confidence in speaking, enabling them to comment, ask questions and explore	Recognise words using upper and lower case letters

PRIME AREA Physical development	
Music and movement encourages children to use large muscles in a controlled fashion, whilst adding confidence, imagination and monitoring the changes that happen to our bodies	Physical skills and hand-eye coordination can be developed and exercised with the use of balls, bean bags, hoops and skittles
Musical instruments and woodwork teaches children to handle tools in an appropriate way	Steering wheeled toys helps with learning to judge speed and direction
The climbing frame and clay each in their different ways tax and exercise large muscles	Opportunities in snack, meal and circle time are used to recognise the importance of keeping healthy
Construction with large materials , e.g. cardboard boxes helps children to develop a sense of balance and spatial awareness	



SPECIFIC AREA	
Expressive Arts & Design	
Children are learning to express individual feelings, explore senses and responses when enjoying paints, woodwork, music, dance, role play and storytelling	Collage and junk activities involve bringing together unfamiliar and familiar materials in 2 and 3 dimensions
Music sessions incorporating instruments, singing and dance give children the opportunity to explore sound patterns and movement	Domestic play allows children to draw on all available resources, including their own experiences, to create a new situation or game
Using lateral thinking in an open-ended play situation , children can draw on the available materials for their own purposes, e.g. using stickle bricks as food	

SPECIFIC AREA		
Understanding of the World		
A variety of books can show children different cultures, abilities, festivals and interests	Living and growing things helps children learn about the conditions needed for maintaining life	Computers and programmable toys develop skills in communication and information technology
Cooking gives children the opportunity to experience the different tastes and food from different countries, etc	Interest tables can be used to exercise links between home, playgroup and the environment and extend the children's thoughts and interests beyond the group	Music helps children develop their senses and experiment with the way sounds are made by using a range of instruments
Using a microscope or magnifying glass , children are able to look closely at similarities, differences, patterns and change	Sand and water using pumps and wheels , etc., introduce children to tools and techniques	Woodwork and construction activities enable choice and decision making

SPECIFIC AREA	
Mathematics	
Construction activities involve children in estimating size and units of measurement	Cooking involves measuring weight and volume, checking ingredients against a recipe and organising activities in order
In domestic play , children recognise one to one correspondence as they match clothes to dolls, etc	Wheeled toys - beginning to judge relative speed and distance involves understanding about space and sequence
Puzzles and games establish the ideas of size and sequence, comparing and ordering	Adventure play develops spatial awareness by moving along, beside, around and through things
Pegboards , beads and mosaics give practice in copying sequence and making patterns	While painting , gluing and mixing dough , children are estimating quantities
Compare bears and sets give the opportunity to count up to 10 and use language, e.g. smaller and bigger	Using sand and water develops the concepts of volume and conservation, offering a chance to use language, e.g. heavier, lighter, and draw comparisons
When handing out milk , children learn to add and subtract with real objects	

Children's Records

Learning Journeys of all the children are kept to monitor their progress and attainment throughout their time with us. These are available to you at any time to browse and discuss with your child's key person. We send your child's Learning Journey and additional Transition Profile onto your child's reception school for the new teacher to read, it provides them with an overview of your child as an individual. You will be invited in to see and sign these before we send them off to the Primary School.

Stay & Play Sessions

We encourage parents, carers, grandparents and child minders to come and play at pre-school if they wish. Please just arrange it with Claire first. The Stay and Play sessions are beneficial to you as well as your child as they give you not only the opportunity to get to know the staff and other children, but also real insight into how your child is playing and learning each day. All the staff at pre-school undergo DBS checks. In line with our Child Protection policy, Parent helpers are not allowed to be left alone with a child or group and are not allowed to take children to the toilet.



Fees Policy

Our full Fees Policy is in the Policy & Procedures book which is available to all parents at each session; it can be found on the table in the foyer and on our website. The basics are:

The fees are £4.20 per hour for children who are not eligible for the Nursery Education Grant (Eligible NEG children = £4.40 per hour). As previously mentioned, Parent/carers can claim 15 hours of free Nursery Education Grant with us.

Invoices and Nursery Education Grant forms will be handed out 3 times a year, September, January and April. All fees and NEG forms are due back within 7 days of the invoice being handed out. We also take vouchers e.g. Busy Bees, Accor and Care4. We will be pleased to discuss payment terms for any reason e.g. to pay by instalments - please contact Lucy in confidence.

The fees are open to review at any time but if an increase in fees is necessary, you will be informed before the end of the preceding term. NEG only covers 12 or 13 weeks per term, and as some terms are longer than this, payment for any extra sessions would need to be paid by you - as per your invoice.

Admissions Policy

Waiting List

We arrange admissions through a regularly updated waiting list.

Age Limit

Children can join the pre-school once they are two years old, then stay with us up until they attend school.

Three Year Olds & Nursery Education Grant (NEG)

Parents can claim the NEG from the term after their child's third birthday (Jan. Apr, Sept). We will try to allocate the full 15 hours a week, dependant on spaces available.

Changes

If you wish to change your child's pre-school sessions, please contact Lucy. Of course we are happy to give you extra sessions 'ad lib' providing there are spaces available. If you have accepted a place at pre-school but no longer want it, please give us at least one months' notice.



Complaints Procedure

Should you be unhappy with any aspect of our Pre-school and feel that you have cause for complaint, please talk in the first instance to Lucy or Claire. If your complaint isn't resolved and you feel that you wish to contact an independent person, please contact Ofsted, Picadilly Gate, Store Street, Manchester, M1 2WD or phone Ofsted on 0300 123 4234.

Policies and Procedures

The Pre-School also has the following policies and procedures and they are on display in the foyer of the pre-school at every session. We recommend that you familiarise yourself with them.

Admissions	Drop Off & Collection	Nature Garden
Aims & Objectives	Equal Opportunities	Parental Involvement
Anti Bullying	Fees	Play
Behaviour	Fire	Safety
Child Protection	Grievance	Special Educational Needs
Complaints	Health & Hygiene	Special Needs
Confidentiality	Health & Safety	Temporary Staff/Student Placement
Diet	Inclusion	SunSmart Sun Protection
Disciplinary	Lost Child	Transition
Closure		

These are regularly reviewed and new ones created when required. Please note that the Health & Safety Policy includes Communicable Diseases & Exclusion Timescales as in Appendix B for your information.

Medical Procedures

When applying to join the pre-school, you will have completed a form with your child's medical history and emergency contact numbers. Please ensure that Claire is made aware of any changes to this information.

In the event of a minor medical incident, appropriate first aid will be administered by a qualified staff member and noted on an Accident Form, which you will be asked to sign at the end of the session. In the unlikely event of an emergency, medical services will be called and you will be contacted as soon as possible.



Session Routine

The children enter the hall, take their name off our butterfly and pop it onto their creativity box. They are then encouraged to decide which activity they would like to investigate and the staff observe and station themselves accordingly. We have a time line for the children so they know visually which part of the day we are currently in. It helps them understand our routine and starts to give them understanding of time. The manager will take a register of who has arrived and at what time so we know who is in the building, including adults and helpers.

The outside area is always open for those who want to venture out and they have their coats readily available to them. It can be fun in the rain and wind, but some children choose not to venture out too much when the weather is poor! We also have a strict policy on sun care-hats and sun cream (applied by you before they attend) are a must.

At snack time (10.15am and 1.30pm) children are taught to wash their hands and to pick their name from a board. They then help themselves to a snack and a drink (milk or water). We then encourage them to wash and dry up their plate and cup before choosing their next activity. Each child is required to bring a piece of fruit each day, and the fruit is all cut up and shared at snack time.

If the weather has been poor we have physical play inside e.g. parachute, ball games, obstacle course. We like to ensure all the children all have some physical play each day.

Five minutes' notice is given for tidy up time and we then all tidy up with the children's help. Then it is circle time where we first go through the register, maybe in another language or funny voice. Then we talk about the day's learning, sing some songs and have a story. Sometimes the children act out stories during this time!

Then it is home time. You will come into the hall to collect your child. Each child will have a creativity box with their name on. In the boxes are any paperwork for you as well as anything your child has made that session-paintings, junk models, cakes etc for you to take home. Often the children have something to take home but not always-sometimes they have been so busy playing with friends and socialising they do not make anything, but they are learning the important life skills for when they go to big school. Each activity has been put out for a reason and the staff monitor the children and equipment closely. We have also created mind maps which details the type of knowledge a child will get from each activity - these are in the parent information folder in the hallway.



What to expect on your first day

At Frenchay Pre-School we want your first day to go as smoothly as possible. To ensure this we would like to provide you with the following information.

DROP OFF

When you arrive and park up outside the Village Hall, please wait for one of the staff to open the door for you to come inside. The staff open up once they have got all the equipment out and are ready to welcome the children in.

When you go through the door, please hang your child's coat on the portable coat hanger and if they have a bag with clothes/nappies etc, please hang by disabled toilet. There will also be a bowl for you to put the piece of fruit you have bought for the children's snack time, which we chop up and share with all children so they have a good choice each day.

Your child's key worker will welcome him or her in and the children who are staying for lunch will be asked to put their packed lunch onto our trolley. The staff will help your child into the hall and encourage them to start an activity. If your child is a little nervous on their first day please be assured that the staff are very used to handling such situations and will endeavour to help out and make you and your child feel happy and comfortable.

COLLECTION

Again the staff will open the door when it is time to collect your child. You will be welcomed into the main hall to collect your child once all the children are lined up. A member of staff will stay on the door to ensure that the correct child goes with the correct adult and to tick your child off the register.

Each child will be by their creativity box, which you will need to empty. It will contain items for you to take home e.g. Newsletters, Invoices, Paintings or other creative art. Once you have removed the items please leave the box in the hall.

We would also like to ask all parents/carers to be as prompt as possible when dropping children off and especially when picking children up as it can be upsetting for a child who is left after all the other children have gone.

We know that your child will be having a great time, enjoying every moment with loads of fun, so make sure you also enjoy the few hours that they are with us!!

Please see Appendix D for first day checklist.



Appendix A - Dates

Sept 2014 - July 2015 School Term

TERM 1	1 st September	to	24 th October
TERM 2	3 rd November	to	12 th December (Xmas Party)
TERM 3	5 th January	to	13 th February
TERM 4	23 rd February	to	27 th March
TERM 5	13 th April	to	22 nd May
TERM 6	1 st June	to	17 th July (Sports Day)

Please note that Pre-School will also be closed on the following days:

Mon 4th May 2015 - Early May Bank Holiday

Thur 7th May 2015 - Hall closed for General Election (although, we are trying to make alternative arrangements)

Please note there will be no afternoon session on Sports Day, which is also the final day of the academic year (17th July).

Invoice Periods (2014/2015)

Payment 1 due in September 2014 to cover Sept/Oct/Nov/Dec (14 NEG weeks)

Payment 2 due in January 2015 to cover Jan/Feb/March (11 NEG weeks)

Payment 3 due in April 2015 to cover April/May/June/July (13 NEG weeks)

Appendix B - Communicable Diseases & Exclusion Timescales

COMMUNICABLE DISEASES AND EXCLUSION TIMESCALES	
<p>Your child should not attend Pre-School if they are suffering from any of the following. Our <u>minimum</u> exclusion days are:</p>	
DIARRHOEA/VOMITING	For 48 hours from the last episode (Incl. E.Coli, Typhoid, Shigella)
CHICKEN POX	Until blisters are all crusted, or skin has healed. Usually 5 days
CONJUNCTIVITIS	Until infection has cleared (the child can be readmitted to Pre-School once prescribed antibiotic drops have been administered for a minimum of 24 hours)
DIPHTHERIA	Exclusion until HPU consultants advise okay to come back
GERMAN MEASLES/RUBELLA	For nine days or as advised by GP, minimum of 5 days after rash appears
FLU	Until recovered
HAND, FOOT & MOUTH	For seven days, when blisters have disappeared
HEAD LICE	When treatment has been carried out successfully
HEPATITIS A,B,C	Exclusion may be - consult with HPU
IMPETIGO	Until spots have healed, following treatment for at least 5 days
MEASLES	For five days after onset of rash
MUMPS	For nine days (after swelling has appeared)
RINGWORM	When treatment has commenced
ROTAVIRUS	<i>For 48 hours from last episode of diarrhoea or vomiting</i>
SCABIES	Until after the treatment has completed
SCARLET FEVER	For a minimum of 5 days (once antibiotics commenced)
SLAPPED CHEEK	None, but beware can be dangerous for pregnant women
THREADWORM	When treatment has commenced
WHOOPING COUGH	For 28 days
ANTIBIOTICS	Children on antibiotics must be excluded from Pre-School for the first 24 hours
A TEMPERATURE	Until temperature is normal for 24 hours or on the advise of a doctor
IMMUNISATION	Excluded for Pre-School for 24 hours after Immunisation has taken place
<p>Coughs and colds do not normally require exclusion unless they are severe or the child is distressed. Please note this list is not exhaustive and the advice is taken from NHS Direct Healthcare Guide & HPU (Health Protection Unit). We also refer to the Guidance for Schools and Nurseries from the Health Protection Agency. Please seek medical advice if you are unsure or concerned.</p>	



Appendix C-Training List

Lucy - Proprietor (BA, NVQ4)

Advanced inter-agency child protection
 Business and finance
 Staff supervision and support
 Supporting children with SEN
 Team Teach Positive handling
 Promoting Positive behaviour
 Supporting children to eat well
 EYFS training

Claire - Manager (NVQ 4)

Creating Sensory Spaces in your setting
 SEAD in Practice
 Aspiring to Lead
 Senco Network Meeting
 CAF - Information Sharing
 SEAD in Practice - Scheduled Training
 Identifying Difficulties
 Supporting Children with behaviour problems
 SENCO Network Meetings (various across year)

Sarah - Deputy Manager (NVQ 3)

Makaton for Beginners 1, 2, 3 & 4
 Co-ordinating Additional Needs in settings
 Essentials of Food Hygiene - Level 1
 Child Protection Level 1
 ELLP Training
 Movement and Dance for Children
 ECAS Music Training for Raspberry Ripple ELLP's
 Inter-Agency Child Protection
 Every Child a Talker
 Supporting Quiet Children
 EcAT Network Meetings (various across year)

Amber Priest (Apprentice Practitioner)

Training Courses are being arranged for Amber along with our in house training

Debbie - Senior Practitioner (NVQ 3)

Role of Adult in your setting
 Child Protection Level 1
 Making Music Part 1 & 2
 Forest Skills

Diane Amesbury - Practitioner (NVQ 3)

Child Protection - Level 1
 Early Years Music Making
 Making & Using Observations
 Network Meetings

Sara Osmond - Practitioner (NVQ 3)

Makaton Part 1 & 2
 Discovering & Learning - Sand & Water
 Movement & Dance for Children 2 - 5yrs
 Makaton - Christmas Signs
 Child Protection - Level 1
 Fruit & Veg Planting
 Creating Quality Learning Outdoors
 EDI Level 2 Award - Employment Responsibilities
 & Rights
 Network Meetings



Appendix D-Things to bring on first day/Check List for parent

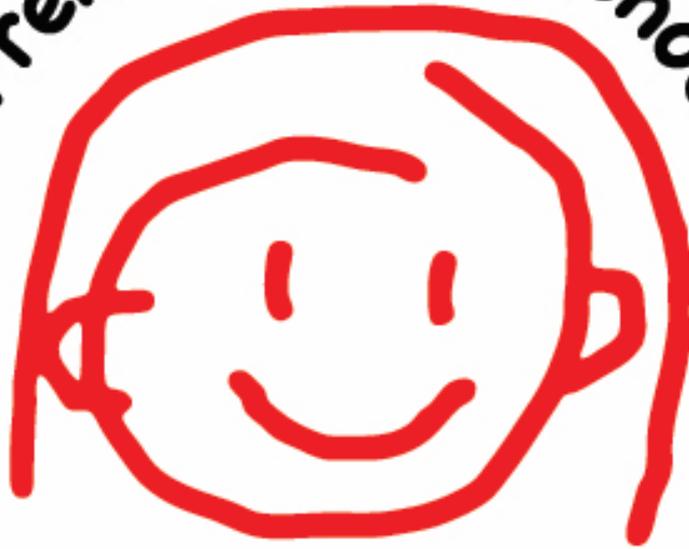
Original Birth Certificate to view & photo copy for our file	
Permission Forms which have not been completed yet	
Photo of Child x 2 (for Learning Journey & Special Tree)	
Medication Bag (if applicable)	
A named packed lunch. Please remember to provide a drink and a spoon if they need one	
A named bag with change of clothes and nappy with wet wipes and nappy bags if required. A name on the outside of the bag is really helpful!	
A named coat/hat	
A piece of fruit/veg for sharing at snack time	

We operate an open door policy so if you have any concerns or questions at any time, please pop in to see us. If we are busy we can arrange a more convenient time for both parties to meet.

If your child cannot make a session or is going to be late please call the **School Mobile** (0798 219 1158) and let us know. Thank you.

Anything outside of pre-school hours please call or email Lucy (see front of pack for details). We look forward to seeing you on your first day!

Frenchay Pre-School



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**Frenchay Village Hall
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BS16 1NU**

**School Mobile: 0798 219 1158
Lucy Mobile: 07920 885195**

Email: lucy_foley@hotmail.com