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St Mary's Catholic Pre-
School
Cookham Road
Maidenhead
Berkshire

Parent Information Pack

Your child is important to us and we aim to deliver the highest quality of care and education to help them to achieve their best.

This information pack aims to provide you with an introduction to our Pre School, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs.

Our setting aims to:

- provide high quality care and education for children aged 2.5 - 5 years.
- work in partnership with parents to help children to learn and develop;
- offer children and their parents a service that promotes equality and values diversity.

Parents

You are regarded as members of our setting and have a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

Children's development and learning

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 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 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

The Early Years Foundation Stage

Provision for the development and learning of children from birth to 5 years 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* (DfE 2014):

- *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 and 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 rates. 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*
 - Personal, social and emotional development.
 - Physical 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 *Early Years Outcomes* (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our curriculum supports children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- making relationships;
- self-confidence and self-awareness; and
- managing feelings and behaviour.

Physical development

- moving and handling; and
- health and self-care.

Communication and language

- listening and attention;
- understanding; and
- speaking.

Literacy

- reading; and
- writing.

Mathematics

- numbers; and
- shape, space and measure.

Understanding the world

- people and communities;
- the world; and
- technology.

Expressive arts and design

- exploring and using media and materials; and
- being imaginative.

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of

activities that children plan and organise for themselves and activities planned and led by practitioners.

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 Early Years Foundation Stage 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 children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of the children, to document their progress using the development matters criteria. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make assessment summaries of children's achievement based on our on-going development records. These form part of your children's learning journey. We undertake these assessment summaries termly at parent consultations, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age 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. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Learning Journey books.

Each child has a Learning Journey book which is a record of your child's observations, assessments and a celebration of their achievements.

You and your child's key person will work in partnership to 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. Together, we will then decide on how to help your child to move on to the next stage.

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 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.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Mrs Michelle Truman	Manager/ head Pre School Teacher	BA(hons) in Early childhood Care and Education(level 6) Foundation Degree in Supporting Childhood Learning and Development NVQ 2 & 3 in Childcare & Education City & Guilds in Family and Community Care
Miss Estelle Jack	Deputy Manager	Early Years Foundation Degree NVQ Level 3 in Early Years Care

		and Education Diploma in Pre School Practice
Miss Rachel Davison	Pre School Practitioner	NVQ Level 2 & 3 in Childcare and Education NVQ Level 4 in Management in a Childcare setting
Mrs Teresa Krynicka	Pre School Practitioner	NVQ Level 3 in Childcare and Education
Mrs Maria Beasley	Learning Support Assistant	
Mrs Ingrid Nash	Administrator	
Mrs Sarah Palfrey	Pre School Practitioner	Diploma in Pre School Practice Levels 1&2 NVQ Level 3 in Childcare and Education
Mrs Jackie Savoca	Pre School Practitioner	NVQ Level 3 in Childcare and Education
Mrs Barbara Johnston	Pre School Practitioner	NVQ Level 2 & 3 in Childcare and Education

We are open for	38	
We are closed	14	Weeks each year
We are open for	5	days each week
	9.00am - 12.00	
The times we open are	12.30 -3.30pm (closed Weds pm)	

We provide care and education for young children between the ages of:
2.5 years and school age.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of our 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 our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our 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;
- being a member of 'Little friends' our fundraising committee, organising events to raise money to help us maintain the setting and purchase resources.
- 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.

Parent helpers

Our setting has a 'Parent helper board' which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities. Parents can offer to take part in a session by sharing their own interests and skills with the children.

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 is particularly 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 will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from our activities.

Learning opportunities for adults

Our staff take part in further training to help them to keep up-to date with best practice, from time to time we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's 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 our 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 the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from a range of activities and, in doing so, develop their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led 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, as well as those provided in the indoors.

We offering children 2-3 sessions initially, those children who are due to go to school the academic year in which they enrol, will be offered 5 sessions where possible.

We are happy for you to split the 15 hour Nursery Education Funding between 2 settings, please inform us if your child will be attending another childcare provider.

If you would like more sessions than you have been offered please speak with Mrs Truman or Mrs Nash and they will check availability, if there are no spaces available we will put you on a waiting list for additional sessions.

Snacktime

We ask parents to bring fruit each day for the children to share. Children help to prepare the fruit at snacktime. We ensure snack is a social time at which children and adults eat together. We are a

healthy eating Pre School and have a gold 'Smiling for life award' .Please tell us about your child's dietary needs and we will plan accordingly.

Prayers

As a Catholic Pre-School we aim to encourage children to give thanks to God. We say a short prayer before having our snack and at the end of the session.

Home time

Help us God each day
To follow you along the way
Teach us to be kind like you
In everything we say and do
Amen.

Snacktime

Thank-you for the milk we drink
Thank-you for the water we drink
Thank-you for the fruit we eat
Thank-you God for everything.
Amen.

Festivals

As a Catholic Pre-School we shall celebrate Christian festivals and also celebrate other religious and cultural festivals and special days. If your family has a special day that you would like to share with the Pre-School children please speak to a member of staff.

Clothing

Please do not dress your child in their best clothes for Pre School, although we provide aprons and puddlesuits children can still become messy taking part in the activities available. Uniform is available to purchase, although not compulsory. Please provide named spare clothing in a bag for your child, this can be left on your child's peg. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Toileting

Please let us know if your child is still in nappies or requires support in toileting. Please refer to our leaflet 'Toileting at St Mary's Pre School' for further information on how we support children to become dry.

Policies

Our staff will explain our policies and procedures to you. Copies of which are available from the office.

Our policies help us to make sure that the service provided by our 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 that 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.

Confidentiality

To ensure that all those using and working in the Pre-School can do so in confidence we will respect confidentiality in the following ways

Staff will not discuss individual children, other than for the purpose of curriculum planning or pre-school management with people other than the parents/carers of that child

Information given to the Manager will not be passed on without the parents' permission.

Personal records of staff, children and their families will be securely locked when the pre-school is closed

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Barbara Johnston

The management of our setting

Mrs Truman manages our Pre School and is supported by the Local Governing Body of the Catholic Academy Trust. The Local Governing Body make up the registered person with Ofsted and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

The members of the Local Governing Body

Chairperson: Mrs Janice Laycock

Manager: Mrs Michelle Truman

Governor Representatives: Mr Tim Manning & Mr Scott McDonnell

Parent Governor: Mrs Vicky Hern

Link Governor: Tori Rozputynski

Clerk: Mrs Rachael Hodgson

The Local Governing Body meet each term. Please see Vicky or Tori should you wish to feed back to the Local Governing Body.

Fees

The fees are £14.00 per session for those children not yet in receipt of Nursery Education Funding. (Children become eligible for Nursery Education Funding the term after their third birthday). Fees

are payable half-termly and will be invoiced. Fees must still be paid if children are absent, or absent without notice for a short period of time. If your child has to be absent over a long period of time please talk to Mrs Truman.

For your child to keep her/his place at our setting, you must pay the fees.

Illness

If your child is absent from Pre-School for any reason please ring and let us know. If there is a child with an infectious illness we are required to notify other parents. If your child has been sick or had diarrhoea they should not return to Pre-School for at least 48 hours. If your child is prescribed medication, such as anti-biotics, they should remain at home for 48 hours after the onset of taking it to ensure there are no adverse reactions and allow the medication to work.

If your child needs medication whilst at Pre-School please ask a member of staff for a medication consent form. We will not administer any medication that is non prescribed unless this form has been completed and agreed by a member of staff. Please make sure that any medication or medical equipment, eg an inhaler, is clearly marked with your child's name and details proper usage and appropriate dose. If your child has been given medication whilst in Pre-School you will be asked to sign the medication form at the end of the session to show that you know it has been done.

Holidays

Please notify us if you are going to be away on holiday or absent for any reason.

Collection of children

Children should be collected promptly at the end of each session. If you are going to be late please let us know so that we can reassure your child that you are on your way. Please inform us if someone different is collecting your child, this person will also need to provide us with your chosen password, the one we have on file. This is a security procedure, staff will not allow an unfamiliar person to collect your child.

Please note siblings under the age of 18 are unable to collect the children, please also let us know if your child is due to go home with another child/parent from the setting.

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, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is enclosed with this prospectus.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your views or questions.