

# WELCOME TO



Registered charity no. 1032436

## LEARNING THROUGH PLAY IS FUN

***“Moulton Pre-school is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within this setting to share this commitment”***

Moulton Pre-school has been established in this area since 1973, offering care and education for pre school children and a warm welcome for parents, In September 2007 we gained accreditation and received Suffolk Quality Assurance award for our high care and educational practices. This is a voluntary scheme and by working towards and achieving this award it shows that the pre -school is not complacent about how and what it provides for your child. The pre-school will continue to be monitored and will therefore strive to maintain the high standards of care, knowledge and skills that we are very proud of.

In December 2007 we were praised by Ofsted for our good level of care and education. The report can be found on our website [www.moultonpreschool.org](http://www.moultonpreschool.org)

Our pre-school is registered with the local Early Years Development and Childcare Partnership and contributes to the Partnership's overall planning to provide education and care throughout the Early Years Foundation Stage.

Moulton Pre-school is situated in Moulton Village Hall, Bridge Street, Moulton, CB8 8SP.

We are open for 3 mornings during term time only.

Times are:

Monday 9.30am to 12.00pm

Wednesday 9.30am to 12.00pm

Friday 9.30am to 12.00pm

The pre-school runs a demand lead lunch club for over 3's from 12.00pm – 1.00pm

We are able to cater for children from the half term they are two years, six months to five years.

Our aim is:

- ❖ To enhance the development and education of children under statutory school age in a parent-involving, community-based group
- ❖ To provide a safe, secure and stimulating environment
- ❖ To work within a framework which ensures equality of opportunity for all children and families.
- ❖ To talk and listen to the children and respect their individuality.
- ❖ To provide clear rules regarding behaviour which are explained to the children, and applied consistently.

We offer your child:

- ❖ A specially tailored curriculum leading to the early learning goals
- ❖ Individual care and attention made possible by a high ratio of adults to children
- ❖ Fun and friendship with children and other adults
- ❖ Opportunities for you and your family to be directly involved, in the activities of the group and in your own child's progress.

## Every Child Matters

Moulton Pre-school follows all guidelines recommended and set out by Ofsted. Every Child Matters was published along side the Green Paper. This paper seeks views from everyone but is addressed in particular to those vital groups of staff and professionals who are committed to meeting children's needs. The aim of this paper is to ensure that every child has the chance to fulfil their potential. When children, young people and families were consulted they wanted the government to set out a positive vision of the outcomes we want to achieve.

### These outcomes are as follows:

- ❖ **Being Healthy:** Enjoying good physical and mental health and living a healthy lifestyle
- ❖ **Staying Safe:** Being safe from harm and neglect
- ❖ **Enjoying and Achieving:** Getting the most out of life and developing the skills for adulthood
- ❖ **Making a Positive Contribution:** Being involved with the community and society and not engaging in anti-social or offending behaviour
- ❖ **Economic well-being:** Being prevented by economic disadvantage from achieving their full potential in life.



We make a positive effort to meet these outcomes through planning using the Early Years Foundation Stage.

## Early Years Foundations Stage (EYFS)

### Purpose and aims of the EYFS

At Moulton Pre-school we adhere to the Early Years Foundation Stage (EYFS) curriculum (Introduced September 2008). Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage is the framework that provides the assurance that we will provide a provision which will keep your child safe and help them to thrive.

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- ❖ **setting the standards** for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- ❖ **providing for equality of opportunity** and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- ❖ **creating the framework for partnership working** between parents and professionals, and between all the settings that the child attends;
- ❖ **improving quality and consistency** in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime;
- ❖ **laying a secure foundation for future learning** through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

The EYFS principles which guide our work are grouped into four distinct but complementary themes:

**A Unique Child** recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.

**Positive Relationships** describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.

**Enabling Environments** explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and

planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.

**Learning and Development** recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

The EYFS has statutory early learning goals which are under six areas of Learning and Development. These help us to provide a basis for our planning throughout the Early Years Foundation Stage, so laying secure foundations from birth to future learning.

### **The Six areas of Learning and Development**

At Moulton Pre-School we ensure that all children are given the best opportunity for effective learning and development by using the six areas of learning in our planning. Below is a short description of what we do to support each area.



#### **Personal, Social and Emotional Development**

##### **Positive Relationships:**

- ❖ Form warm, caring attachments with all children.
- ❖ Establish constructive relationships with parents/carers.
- ❖ Find plenty of opportunities to give encouragement to children, with practitioners acting as role models who will value differences and take account of different needs and expectations.
- ❖ Plan for opportunities for children to play and learn, sometimes alone and sometimes in groups of varying sizes.

##### **Enabling Environment:**

- ❖ Ensure that all children have their key person.
- ❖ Make sure there is enough time and space for children to concentrate on their activities and experiences and to develop their own interests.
- ❖ Provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, languages, religion, culture, special educational needs and disabilities.
- ❖ Establish opportunities for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds.
- ❖ Support the development of independence skills.

##### **Learning and Development:**

- ❖ Plan activities that promote moral, spiritual and social development together with intellectual development.
- ❖ Provide experiences that help children to develop autonomy and a disposition to learn.
- ❖ Give support and a structured approach to all to help them achieve Personal, Social and Emotional Development.

#### **Communication, Language and Literacy**

##### **Positive Relationships:**

- ❖ We will help your children to communicate their thoughts, ideas and feelings and build up relationships with adults and each other.
- ❖ Give daily opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs, poetry and stories.
- ❖ Allow children to see adults reading and writing and encourage children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.

##### **Enabling Environment:**

- ❖ Plan an environment that is rich in signs, symbols, notices, numbers, words and rhymes, books, pictures, music and songs that take into account your children's different interests, understanding and home backgrounds and cultures.
- ❖ Allow plenty of time for children to browse and share these resources with an adult and others.
- ❖ Provide time and relaxed opportunities for children to develop spoken languages.

- ❖ Allow children to imitate conversation, respect their thinking time and silences and help them develop the interaction.
- ❖ Show awareness of, and sensitivity to the needs of children learning English as an additional language.

**Learning and Development:**

- ❖ Link language with physical movements in action songs and rhymes, role play and practical experiences such as cookery and gardening.
- ❖ Show sensitivity to the many different ways that children express themselves.
- ❖ Talk to your children and engage them as partners in conversation.
- ❖ Develop your children's phonological awareness, particularly through rhyme and alliteration
- ❖ Develop your children's awareness of language and writing systems other than English, and communication systems such as signing and Braille.

**Problem Solving, Reasoning and Numeracy**

**Positive Relationships:**

- ❖ Give your children sufficient time, space and encouragement to discover and use new words and mathematical ideas, concepts and language during child initiated activities in their own play.
- ❖ Encourage children to explore real life problems, to make patterns and to count and match together.
- ❖ Support your children, who use a means of communication other than spoken English, to develop and understand specific mathematical language while valuing knowledge of Problem Solving, Reasoning and Numeracy in the language or communication system that they use.
- ❖ Value your children's own graphic and practical explorations of Problem Solving, Reasoning and Numeracy

**Enabling Environment:**

- ❖ Recognise the mathematical potential of the outdoor environment.
- ❖ Exploit the mathematical potential of the indoor environment.
- ❖ Ensure that mathematical resources are readily available both indoors and outdoors.

**Learning and Development:**

- ❖ Develop mathematical understanding through all children's early years experiences including stories, songs, games and imaginative play.
- ❖ Provide a range of activities, some of which focus on mathematical learning.
- ❖ Use mathematical terms during play and daily routines.



**Knowledge and Understanding of the World**

**Positive Relationships:**

- ❖ Use parents/carers knowledge to extend children's experiences of the world.
- ❖ Help your children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues.
- ❖ Support all children.

**Enabling Environment:**

- ❖ Create a stimulating environment that offers a range of activities of which will encourage children's interests and curiosity, both indoors and outdoors.
- ❖ Make effective use of the outdoors, including the local neighbourhood.
- ❖ Use correct terms.
- ❖ Pose carefully framed open-ended questions.

**Learning and Developing:**

- ❖ Plan activities based on first hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion.
- ❖ Teach skills and knowledge in the context of practical activities.
- ❖ Encourage children to tell each other what they have found out, to speculate on their findings or to describe their experiences.

- ❖ Support your children in using a range of ICT.
- ❖ Give your children accurate information which challenges culture, racial, social and gender stereotypes.

## Physical Development

### Positive Relationships:

- ❖ Build your children's confidence to take manageable risks in their play.
- ❖ Motivate your children to be active and help them develop movement skills through praise, encouragement, games, and appropriate guidance.
- ❖ Notice and value your children's natural and spontaneous movements, through which they are finding out about their bodies and exploring sensations such as balance.
- ❖ Provide time to support your children understand how exercise, eating, sleeping and hygiene promote good health.

### Enabling Environment:

- ❖ Provide equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of ways.
- ❖ Allow sufficient space, indoors and outdoors, to set up relevant activities for energetic play.
- ❖ Use additional adult support, as necessary, to support individuals and to encourage independence in physical activities.

### Learning and Development:

- ❖ Plan activities that offer physical challenges and plenty of opportunities for physical activities.
- ❖ Give sufficient time for children to use a range of equipment to persist in activities, practicing new and exciting skills and learning from their mistakes.
- ❖ Introduce appropriate vocabulary to your children, alongside their actions.
- ❖ Treat mealtimes as an opportunity to promote children's social development, while enjoying food and highlighting the importance of making healthy choices.

## Creative Development

### Positive Relationships:

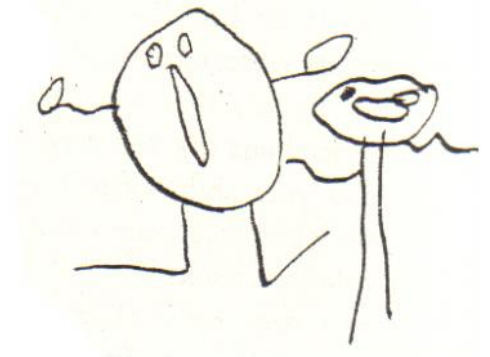
- ❖ Ensure your children feel secure enough to 'have a go'.
- ❖ Value what your children can do and children's own ideas rather than expecting them to reproduce someone else's picture, dance, or model for example.
- ❖ Give opportunities for children to work alongside artists and other creative adults.
- ❖ Accommodate your children's specific religious or cultural beliefs relating to particular forms of art or methods of representation.

### Enabling Environment:

- ❖ Provide a stimulating environment in which creativity, originality and expressiveness are valued.
- ❖ Include resources from a variety of cultures to stimulate new ideas and different ways of thinking.
- ❖ Provide opportunities for all.

### Learning and Developing:

- ❖ Present a wide range of experiences and activities that children can respond to by using many of their senses.
- ❖ Allow sufficient time for children to explore and develop ideas and finish working through their ideas.
- ❖ Create opportunities for children to express their ideas through a wide range of types of representation.



## Adult Resources

We are proud of the high ratio of adults to children in our group. This ensures individual attention to the needs and development of each child.

### Staff

The regular staff in the group are:

<u>Name</u>	<u>Title</u>	<u>Qualifications</u>
Pauline Paines	Play Leader	IPP (Introduction to Pre School Practice) and DPP(Diploma in Pre School Practice) First Aid, Food Hygiene, Safe Guarding Children
Janet Murphy	Deputy Play Leader	NVQ Level 3 Child Care and Education Family Day Care First Aid, Food Hygiene, Safe Guarding Children
Chris Grant	Play Assistant	First Aid, Food Hygiene, Safe Guarding Children

### The pre-school rota and the role of the parent

Research shows that children learn better when their parents are involved. We offer a parent/carer rota, where you will be asked if you wish to take part and how many days per term you wish to attend. This helps to maintain the high ratio of adults to children in our group, guaranteeing individual care and attention for each child; it also gives the parents the opportunity to take an active part in the group to see what happens there and to talk about it afterwards with their child. In addition, the rota system provides a valuable opportunity for all children to see their own parents/carers in a new role. Our parent/carer rota is copied to you in advance of each term. Please let the rota secretary know in advance if any days are unsuitable.

In addition we welcome parents in:

- Assisting with fundraising
- Forming part of the committee and taking part in the management of the pre -school.
- Representing the pre-school at branch and county activities of the Pre -School Learning Alliance
- Attend open meetings of the Pre-School Learning Alliance
- Attending training courses, workshops and conferences organised by the Pre -School Learning Alliance.

### Management and Administration Decision making



The pre-school is a registered charity and is run by an elected committee, which ensures that major decision making is in the hands of the parents who use the group. The committee is responsible for reviewing both policies and practice, and for the employment and appraisal of members of staff. The staff are responsible for the planning and implementation of the educational and care day to day activities. Our Annual General Meeting, at which the committee for the following year is elected, is held each September, and parents will be informed in good time so they are able attend.

Support from parents and staff is essential for the running of the group, both in decision making and fundraising.

All staff have a statutory duty to record and report any incidents of an untoward nature to the appropriate authority, but will undertake to discuss any matter for concern with the parent first.

### Policies

All our policies are designed to offer the best possible experience for the children and families in the group. Our policies are reviewed on a regular basis and comments and suggestions from parents are always welcome.

A copy of the policies is on the notice board and is available on request from the committee or Play Leader. By accepting a place at our pre-school you agree to adhere to the policies and any stipulations set by the pre-school. These policies and stipulations are set for the benefit of us all.

### Special educational needs

We aim to provide equality of opportunity for all members of our group, and this includes children with special educational needs. The number of adults present in the pre-school enables us to provide individual attention for each child. Each child is able to progress at his/her own rate in all areas of development, and this is true for children with and without disabilities or learning difficulties. We are experienced in working in close liaison with professionals across the range of special needs, and we operate in accordance with the government's Code of Practice on special educational needs. If you would like to discuss the group's ability to meet your own child's special needs, please talk to the play leader.

### Training

Our membership of the Pre-school Learning Alliance ensures that we are constantly in touch with new thinking in the field of child education and care. We receive a monthly magazine offering practical advice and up-to-date information, and have access to a range of professionally produced publication. Parents may ask to see any of these. In addition, on-going training is available through Pre-school Learning Alliance courses, which welcome both staff and parents. Informal training is available through local meetings and conferences, and parents will always be informed about these.

### Key Persons

Each child in the group will have one special adult to relate to, which can make settling into the group very much easier. In addition, the key person will be in a position to tailor the group's curriculum to the unique needs of each individual child. The key person will maintain links with the child's home setting working with parents through shared record-keeping to ensure that all children are supported in reaching their full potential.

### Fees

Fees are £7.00 per session, payable half termly in advance. We are registered with the Suffolk Early Years Plan and offer government funding for 3 and 4 years old, the entitlement is 5 two and half hour sessions. This starts the term after they are 3 years old. For more information on this please speak to the treasurer or Play Leader. We also ask for a £5.00 voluntary donation each term to enable us to purchase new toys and equipment. There will also be a one off registration fee of £15.00 to cover administration cost and a book bag for your child. Fees continue to be payable whenever your child is absent i.e. sickness or holiday. In case of prolonged absence parents should consult the committee about fee payment. Each child's attendance at the group is conditional upon continued payment of any necessary fees and/or eligibility of a nursery funding. If parents are having difficulties paying for their child's place at pre-school, they should speak to either a play leader or the treasurer in confidence and they will work out a payment plan, to enable your child to continue at the pre-school. **Please note** we ask that you give at least 3 week notice if you intend to withdraw your child from the pre-school. If you do not give this notice, you may be charged for the following half term.

### Lunch Club

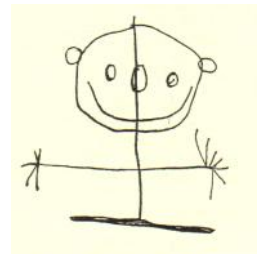
To further support your child's social development we have introduced a Lunch Club for the over 3's. It gives your child the opportunity to stay at preschool after the main session and bring along a packed lunch to eat with their friends and preschool staff. This is reviewed each term to make sure there is enough interest to cover costs. The lunch club runs between 12pm and 1pm at a cost £3.20 per session. This additional cost is not covered by your government funding and would be payable in advance on half termly invoice.

### Mid morning snack

A mid morning healthy snack and drink consisting of a variety of foods such as cheese, breadsticks, fruit, and raw vegetable, and milk or water to drink are offered. We aim to introduce children to new foods and at the same time promote healthy eating. The pre-school has a café style snack, where they can help themselves to snack and a drink during their free play session therefore encouraging independence. The play leader will always check each child's registration form first to ensure all dietary requirements are met and food allergies noted. Water is available at all times for the children to drink.

### Starting pre-school

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. It is not uncommon for new children to be upset



when starting pre-school. To minimise any distress we can be as flexible as your child needs whilst settling into a new routine.

Please do not be late collecting your child. Children are easily upset when the adult collecting them is late. It is important for your child to have a positive impression of attending pre-school. Also our insurance only covers your child during the stated opening times.

### **What to wear**

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send your child dressed in clothes, which are easily washable or not too new. As the EYFS state that **“Children must have opportunities to play indoors and outdoors”** we ask that children are provided with welly boots and outside clothing appropriate to the time of year.

It is good for children to practice the skills which will make them independent. Simple clothing which they can handle themselves will enable them to go to the toilet when they want to and to put on and take off (please make all clothing with child's name) their outdoor clothes without being too dependent on other people's help.

### **Illness**

The pre-school is unable to accept children who are unwell. If a child becomes unwell or has an accident whilst in our care, we will contact you, or any person named on the registration form, to collect your child. Please ensure that you inform us of any changes to your registration details e.g new telephone number, at home or at work. If your child has had sickness and or diarrhoea, she/he should not return to pre-school for 48 hours after the last normal bowel movement or bout of sickness. These Policies are implemented in the interests of all children and staff of the pre-school.

### **Fundraising**

Moulton Pre-school is a registered charity. We are constantly seeking to raise funds to provide equipment and materials for the preschool. We always welcome any help and new ideas from you and would like you to feel that all members of the committee and staff are approachable.

### **Complaints**

We encourage all complaints to be raised with the Committee/Play leader. Should Parents/Carers feel it necessary to raise their complaint, complaints forms can be obtained from the staff, These should be returned to the Committee/Play Leader who will do their best to resolve any issues. If in the unlikely event that this matter cannot be resolved, the Committee/Play Leader will refer you to Ofsted.

**We hope that your child's time in pre-school will be a very happy and productive one. If you have any queries or if we can be of any help, please contact the committee/staff at any time.**



For further information or to register your child for Moulton Pre-school, please visit the web site [www.moultonpreschool.org](http://www.moultonpreschool.org) or contact:-

Admissions Secretary Bev Addison Tel 01638 555103 or Pauline Paines Play Leader on 07905 786303