

WELCOME TO



Registered charity no. 1032436



LEARNING THROUGH PLAY IS FUN

Dear Parents/Carers,
Welcome to Moulton Pre-School.

We hope you find the enclosed details about the pre-school informative. If you have any queries or would like to discuss your own individual requirements please don't hesitate to contact the play leader, a member of staff or the committee.

Address

Moulton Pre-School
Moulton Village Hall
Bridge Street
Moulton
Suffolk CB8 8SP
Contact telephone number during
pre-school session:- 07905786303

Sessions

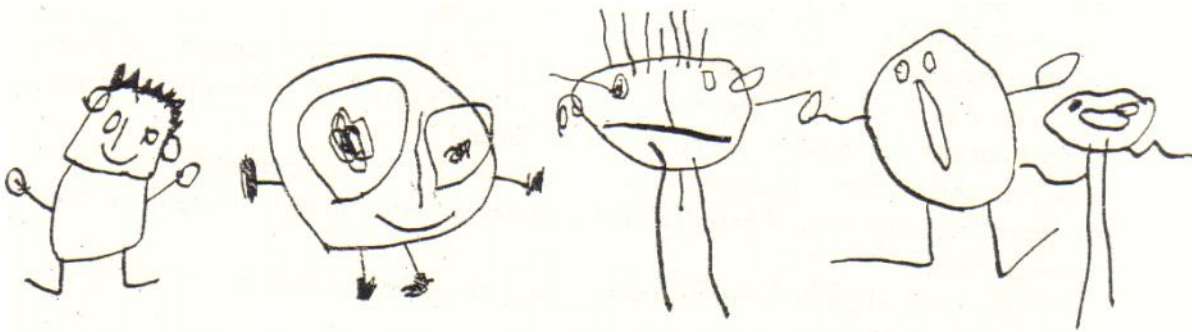
Sessions are held on
Monday 9.30 - 12.00
Wednesday 9.30 - 12.00
Friday 9.30 - 12.00

Lunch Club Mon/Wed/Fri 12.00 - 1.00pm
(Reviewed regularly)

Holidays

The term dates we have for 2008/2009 are:-

Autumn Term Open	3 rd September 2008
Half Term	27 th October - 31 st October 2008
Autumn Term Ends	19 th December 2008
Spring Term Opens	7 th January 2009
Half Term	16 th February - 20 th February 2009
Spring Term Ends	3 rd April 2009
Summer Term Opens	20 th April 2009
Bank Holiday	4 th May 2009
Half Term	25 ^h May - 29 th May 2009
Summer Term Ends	17 th July 2009



Organisation of Group

The Committee

Moulton Pre-school is a charity group run by a committee of voluntary parents who are elected at the AGM held in September according to the terms of The Pre-school Learning Alliance Constitution. (See appendix 1, Model Pre-school Constitution 2005 adopted at the AGM on 27th September 2006) It is critical to our ongoing success that all new parents adopt a fully supportive role within this committee. All are welcomed; previous experience is neither required nor expected.

Because of our organisation, we are legally obligated to have a committee and without a committee, our pre-school would close. Within the committee there are defined roles such as chairperson, secretary and treasurer. The committee manages a number of things such as the accounts, health and safety, policy setting, reviewing fees and fundraising. The committee hold regular meeting, and there is a suggestion/comments envelope available if you have any comments that you wish to be raised at the meetings.

Committee Members

Chairperson - Louise Stokes

Vice Chairperson Clare Lock

Admissions Secretary/Invoice clerk - Bev Addison

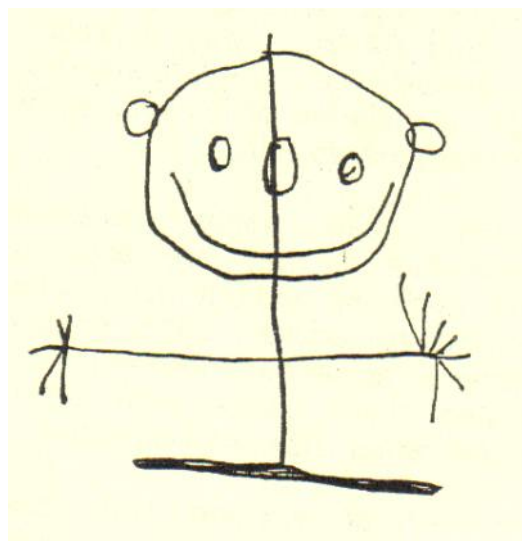
Secretary - Ros Wood

Treasurer - Natalie Newman

Rota Clerk/Health & Safety

Committee Members - Nicola Talbot

Trina Figredo



Staff Members

The highest quality of care will be provided for your child by staff that are qualified and experienced in working with young children. We are proud of the high ratio of adults to children in the group; this ensures individual attention is given to all the needs and development of each child.

Staff have a professional positive outlook and value and respect all the children and their families as individuals and treat all with equal concern. They listen, encourage and praise all the children's efforts, recognising that parents are the child's first educator and you know your child the best.

<u>Name</u>	<u>Title</u>	<u>Qualifications/Courses</u>
Pauline Paines	Play Leader SENCO (Special Educational Needs Co-ordinator)	DPP(Diploma in Pre-School Practice) IPP (Introduction to Pre-School Practice) First Aid for Childcarers Child Protection Food Hygiene SENCO Training Workshops:- Music, Multi-Cultural, Tactile Materials

Profile

I have lived in Soham since 1992 when my husband left the army . I have been at Moulton Pre-school since November 2002, where I originally was employed as the Deputy. Previously I worked at a local pre -school for 4 ½ years, which was my introduction back to work after having the children, who are now 20 and 17. Outside of pre-school I am involved with Brownies, Ely Swimming club, fund raising committee for a new Guide/Scout Hut and enjoy walking.



Janet Murphy

Deputy Leader

NVQ Level 3 Child Care
and Education Family Day
Care
First Aid for Childcarers
Child Protection
Food Hygiene

Profile

I have been working at Moulton Pre-School since April 2007 having returned to childcare in 2006. Previously I worked for 20 years as a physiotherapist in the NHS and also a registered childminder for 4 years during which time I completed an NVQ 3 in Childcare and Education. I have lived just outside Moulton with my husband for the 23 years having moved from Cornwall where I grew up. We have 4 children aged between 14 and 21, and 2 dogs. I enjoy walking and going on holiday.

Chris Grant

Play Assistant

First Aid for Childcarers
Child Protection
Food Hygiene

Profile

I have lived in Moulton since 2005 and worked in the Pre-school since January 2006, before this my husband and I lived in East London. For 19 years I worked in a nursery school, starting off as a parent helper when my son started. Over the years I became welfare assistant first aider and then classroom assistant. My son and grandson (5 $\frac{1}{2}$ years) still live in London, but come and visit us regularly when we enjoy feeding the ducks and horses. My husband and I are in the local pub petanque team and we enjoy visiting other village teams on match nights. We also like walking, and travelling.



Why Play is Essential for Learning

This appears on a sign at the Eden Project, Cornwall.

"There's less play going on than there used to be when we were kids.

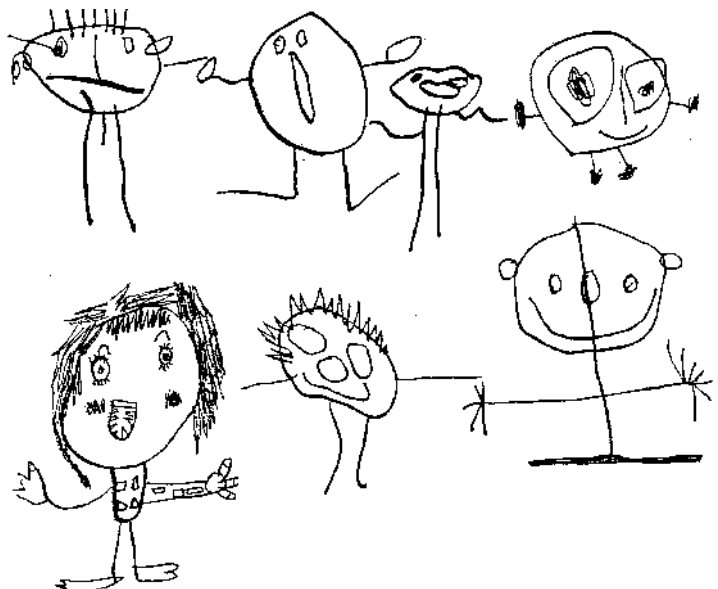
Through play children develop a range of skills that equip them for life: - physical skills language and social skills, positive attitudes, increased concentration, tolerance, perseverance and much more. Through play children learn how to learn, how to solve problems and how to string bits of behaviour together".

The Pre-School recognises that happy children become willing learners **"Play is the means by which children learn about and make sense of the world"** (O'Hogan & Smith 1999 Page 66)

Through well planned play the children will learn while having fun and experiencing new challenges. In play they can be loud, physical and boisterous. They can be expressive whilst exploring the world around them or be quiet, listening and reflecting as they play.

Why play is important:-

- ❖ Helps social development:- sharing and taking turns etc..
- ❖ Helps physical development
- ❖ Helps development in imagination/creativity
- ❖ Helps intellectual or cognitive development:- concentration development
- ❖ Helps emotional development:- play out fears and anxieties
- ❖ Helps making learning fun, they enjoy it, motivates
- ❖ Helps develop independence skills
- ❖ Experiment, practise and perfect skills, consolidates learning
- ❖ Challenges
- ❖ Practice adult roles
- ❖ Opportunity to make mistakes
- ❖ Relaxing
- ❖ Develops balanced individuals



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 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 is 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 o 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 developmen t 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 simulate 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.

Moulton Pre-School Daily Routine

- 9.30am** Pre-school opens, self registration
Children go to self chosen activity
- There will be occasions when we will have group time before the end of the session, i.e. birthdays, fire drill, something of interest has happened.
- 9.35-11.25am** Free play - children choose their play activities, also adult focus activity will be going on.
- 10.45-11.15am** Snack Table is open for children to have a snack
- 11.15 - 11.55am** Adult focus games - board games, sound lotto, etc
Outside activity
Singing/music session
Story
- 11.55am** Get ready to go home, collect art work, sing good bye song
- 12.00 - 1.00pm** Lunch Club

This routine is only a guide and is very flexible.



Parental Involvement

The pre-school operates a voluntary parent rota system; this involves parents being asked if they can help in the setting and for how many sessions. The rota helps to maintain a high ratio of adults to children in the group, helps keep costs down, and it also gives parents an opportunity to take an active part in the group to see what happens on a day to day basis and to talk about it afterwards with their child.

Benefits of Partnership with Parents

Where parents and early year's settings work closely together children do better. Parents are their children's first and enduring educators and understand their children better than anyone else. By sharing information about their children's interests, strengths and needs parents help the adult who works with them to plan experiences and activities that will capture their interests and fire their imagination and enthusiasm. This helps children to make good progress in their learning. By talking about what they plan to do and sharing their observations of children with their parents, the adults who work with them can help parents better to build on this at home in ways that are fun. This is done through written information, talking with parents and by parents spending time in the setting.

Working in partnership with parents is valued very highly in the pre-school, the setting recognises that every family is different and has different individual needs. In the setting we value staff, helpers and parents working together, as a setting we aim to promote and provide equal opportunities for all families and to treat all families with equal concern. The value of working in a good partnership with parents will provide a happy and positive environment, where parents, staff and children can build, trust, respect and confidence in the setting. The partnership will help all parents to feel that they are included and are recognised as individuals and are respected and valued for whatever contribution that they can offer to the setting.

Other benefits are: -

- ❖ Gain a greater understanding of their child's needs
- ❖ Understand the Early Years Foundation Stage and learning areas, gaining a wider knowledge of their child's development.
- ❖ Make new friends.
- ❖ Parents feel valued and respected.
- ❖ Feel happy about their child's care and reassured that their child is treated equally and fairly.



Parent Rota

Before the rota is set, you will receive a form from the rota secretary asking if you wish to be put on and for how many days also for days that you are not available. Once the rota is set you will receive a copy along with a Parent Helpers Duties letter. When it is your rota day, if you have any skills (i.e. musical, cooking) or ideas that you wish to share, with the children, then please don't be shy, see the play leader so she can include the activity in the planning.

Clothing

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 children dressed in clothes, which are easily washable and not new. We would appreciate it if you would send your child in clothes, which are easy for them to cope with when going to the toilet. This helps children practise the skills, which will make them independent.

Sweatshirt and T-shirt

Whilst we operate a non-compulsory uniform policy, it does help the children to adapt to wearing a uniform when they move on to further education where it could be compulsory. To this end our uniform, which you can purchase from a committee member consists of a red sweatshirt, and t-shirt with our logo printed on the front. The cost is T-Shirts = £5.00, Sweatshirts = £8.50

Clothing

As the new EYFS states "**Children must have opportunities to play indoors and outdoors**" please send them to pre-school with the appropriate clothing for the weather of the day.

There is a saying which goes "**its not unsuitable weather but unsuitable clothing**"

Summer months: -Please make sure you have put sun cream on your child before the session and make sure your child has a sun hat to protect themselves from the sun on hot days.

Other Days: - Please make sure they have extra layers, hat, gloves, suitable footwear, etc suitable for the weather of the day.

Change of clothes

In case of accidents, spillage etc we do have changes of clothes, but some children are reluctant to wear other children's clothes, so if possible we would appreciate a change of clothes in a named bag hung on their peg.

General

To help the adults in the session, please make sure that all clothing that is likely to be removed while at pre-school is named.



Please ensure your child's shoes are suitable for running and climbing. Fashion shoes are not suitable for pre-school, due to the wooden floor and the nature of children being children i.e. doing a forward roll on the carpet with others around and high heels going into someone face.

Early Arrivals

If you arrive early the back room is available for you to use with your child until it is time for pre-school. Please feel free to take a book or something else small in with you. You must remain with your child or ask another parent to look after them as the pre-school staff are not available to look after children until 9.30am.

Collecting your child

If at any time someone other than the usual person needs to collect your child from pre-school, written notification must be given to pre-school. A message book located on the entrance table is available for this. If the person is unknown to pre-school, a password will be agreed with you, so that the collecting person can pass this onto the staff member at the door on collection. If we do not receive written or telephone instructions about collection we will not release your child.

Please try to telephone the pre-school if you are going to be delayed in picking up our child for any reason, so that we might reassure them.

When collecting your child please remember to be on time as 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.

Can we please ask that when you collect your child you come up to the middle door, when their name is called and then please move away to respect other people collecting their children.

If for any reason you wish to speak to a staff member at the end just ask to come in and as soon as the rest of the children have been collected we will gladly speak to you.

Non Collection of Children

The pre-school has a non collection procedure, where the very last resort is to contact Social Care Services,
Please be reassured that we would do everything possible to locate you or anyone on your emergency contact list before this came into action.

Fees

Fees are £7.00(Jan 2009) (reviewed every January) a sessions, and then the term after your child is 3 you will be entitled to Nursery funding. The treasurer will issue the relevant forms which need to be filled in and returned along with the child's identification. i.e. birth certificate. If you require more information on this please see the play leader or treasurer.

Lunch Club

The pre-school like to offer the facilities' of a lunch club, as it helps prepare the children ready for lunches at primary school, and encourages them to have a healthy lunch. In order to offer this, there must be enough children to make it financially viable, as this facility is not covered by your nursery grant. The terms and days it is run is dependable on the interest we have, so watch out for the forms being sent home.

Health

If you suspect your child is ill, please do not risk bring ing them to school. If the staff feel that a child is unwell, they have the right to refuse admission for that session.

If your child becomes unwell during a session, the staff will contact you or a person on your emergency contact list, to collect the c hild as soon as possible.

It is vital that the pre-school have correct and current contact numbers in an emergency and ask that if you change your telephone number or address you would let the staff know at your earliest convenience.

In consideration of your child and others, we ask that any child who is unwell or not well enough to participate in the planned activities is not brought to the pre -school. We do state an exclusion time of 48 hours for any child who is suffering from the effects of vomiting or diarrhoea. The time should be calculated from the last symptom or incident of the illness.

Complaints

We are here to help you and your child experience a happy and enjoyable start to their early educational life. Any feedback, positive or otherwise, is most welcome. Please feel free to bring any comments, questions or concerns you may have about the care of your child or any other aspect of the running of the pre -school to the attention of a member of staff. It is likely that initially, the nature of your concern can be addressed verbally.

If you are dissatisfied with the way your concern has been dealt with by pre -school staff or if no action has been taken to address your concerns within five days please write your concerns down, date sign and present them to a member of the parent committee, a list of whose names can be found on the notice board.

The committee will address your concerns within 28 days and may invite you to speak at a meeting to discuss them. We hope that these procedures will resolve any concerns you may bring to us. If you feel your concerns have still not been fully addressed please make contact with our regulator Ofsted with full details of your complaint and quoting our Unique reference number 251574 Ofsted Royal Exchange Buildings, St Ann's Square, Manchester, M2 7LA, Tel No. 08456 404040



Policies

All policies and procedures set out by the pre -school are available for you to look at any time. As part of this welcome file you will find the policies held at the back of the file. The policies and procedures are reviewed and adopted at the AGM in September.

As the policies and procedures are in place for the benefit of all concerned with in the pre-school we assume that by bring your child to pre-school you agree to adhere to the policies and procedures and any stipulations set by the pre -school.

Smoking

The Pre-school/Village hall is a no-smoking environment; therefore no smoking must be carried out at any time you are present in the hall, i.e. dropping off and picking up your child and when you are parent helper.

Book bags

Your child should have been given a book bag by now. You can use the books in the entrance hall as a lending library, so please take time to help your child choose a book; the bags are also used as postbags for written communications between the pre-school and home, so please check the bags regularly.



Absences

If you are going to be away during term time, it would be helpful for planning if the pre-school knows, so please let the staff know, either through a letter or writing it in the message book which is located on the entrance table. If your child is absent through sickness it would help the pre-school if you would phone them to let them know the situation.

Fire Drills

When you are parent helper, please be aware of our procedure in the event of a fire,. A fire drill is normally practised in the second week of each half term, on every day.

Emergency Cards

When you start with the preschool you will be in possession of a credit type card, classed as an emergency card, this is for carrying around with you, and in the unfortunate event of you having an accident the card will show the days of the week you have a child at pre-school, along with the play leaders mobile number which they can contact to inform pre-school of the situation.

Birthdays

We like to celebrate the children's birthday, we have a special chair and they will receive a birthday star and a birthday card. If you wish to bring in a birthday cake on their birthday or nearest day, please feel welcome.

The pre-school hopes you have found this Welcome File informative and helpful. However if you have any further questions or concerns please do not hesitate to ask a member of staff or committee member.

We hope your time with us is happy and memorable.

