



Conker Lodge, School Lane, Broughton, Stockbridge, Hampshire, SO20 8AN

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## PROSPECTUS

*In January 2012 we were inspected by Ofsted and graded as Outstanding in every area of our provision.*

We are an independent Pre-school offering education through play in a friendly informal setting for children aged 2 years to school age. We currently offer sessions from 8.45am to 3.15pm Monday, Tuesday, Wednesday and Thursday and Friday 8.45am-1pm.

Broughton Pre-school (a registered charity) is situated in 'Conker Lodge' at Broughton Primary School, School Lane, Broughton, Stockbridge, Hampshire, SO20 8AN.

### **MISSION STATEMENT**

- *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.*

## Our Aim

We pride ourselves on our high adult to children ratio and undertake a key person system.

Our aim is to provide a safe, secure, interesting and stimulating environment, which will enable each child to explore, interact, develop their knowledge and become enthusiastic learners.

We will achieve this by:

- Providing each child with the opportunities to develop their awareness, knowledge, understanding and respect of cultural differences and varying abilities of children and adults in our world.
- Providing each child with the opportunities to build and develop their experiences and knowledge on what they already know and is of interest to them.
- Ensuring that the teaching staff are fully trained, informed and participate in all available and applicable training opportunities.
- Providing various approaches and teaching methods to ensure that each child is stimulated and encouraged to develop their understanding, knowledge and participation of the world around them.
- Encouraging each child to recognise and understand the feelings and emotions of other people.
- Encouraging each child to initiate and direct their own learning experiences.
- Encouraging parental, family and community involvement within the Pre-School.

**Ofsted 2012:** *"Children are extremely happy at the setting where they are all fully supported and actively encouraged to achieve and enjoy."*

## Curriculum

**Ofsted 2012:** *" Children engage in an exceptionally wide range of interesting activities that promote all areas of learning, both in and outdoors, extremely well."*

## The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2012). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

## 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.

**Ofsted 2012:** *"Children relish having free access to the exciting outdoor area in all weathers, which has a significant impact on children's good health and learning."*

The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

### **Personal, social and emotional development**

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

### **Physical development**

- moving and handling
- health and self-care

### **Communication and language**

- listening and attention
- understanding
- speaking

### **Literacy**

- reading
- writing

### **Mathematics**

- numbers
- shape, space and measure

### **Understanding the world**

- people and communities
- the world
- technology

### **Expressive arts and design**

- exploring and using media and materials
- being imaginative

**Ofsted 2012:** *"The main focus of play and investigation is successfully encouraged through child initiated activities. Staff are extremely knowledgeable about how children learn and promote all aspects of their learning extremely well."*

## **Our approach to learning and development and assessment**

### **Learning through play**

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance to plan and provide a wide range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities, information from 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### **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 Development Matters the Early Years Foundation Stage guidance as:

- playing and exploring - engagement
- active learning - motivation
- 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.

### **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/he 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/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

### **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs and early mark making/art work, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's Learning Journals. We undertake these assessment summaries termly, as well as times of transition, such as when a child moves 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. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

### **Learning Journals**

We keep a Learning Journal for each child. This helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this journal. To do this you and she/he will 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. You and the key person 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 may sometimes have volunteer parent helpers, 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
- allow the children to explore and be adventurous in safety

**Ofsted 2012:** *"Children behave exceptionally well, learning to care and respect others as they take turns with toys, and being polite."*

**Ofsted 2012:** *"Children relish having free access to the exciting outdoor area in all weathers, which has a significant impact on children's good health and learning."*

## **How parents take part in the Pre-School**

As a member of the Pre-School Learning Alliance, Broughton Pre-school recognises parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child. We believe parents have the right to be:

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

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

There are many ways in which parents take part in making the Pre-school a welcoming and stimulating place for children and other parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff
- contributing to the progress check at age two
- being part of the management of the setting where appropriate;
- Helping during Pre-school sessions
- Sharing their own special interests and knowledge with the children
- Helping to provide, make and look after the equipment and materials used in the children's play activities
- Joining in community activities in which the Pre-school takes part
- Building friendships with other parents in the Pre-school
- We prefer children not to bring precious toys or items from home as we cannot accept responsibility if these are lost or damaged.

### **On a day to day basis:**

- Ensure that you drop off and collect your child on time, as arriving late can be upsetting for your child.
- Sign the registration book and clearly state who will be collecting your child. Please include a contact phone number if another person, such as a grandparent, is collecting the child.

- Dress your child in suitable clothes, as they need to move freely and will get messy from paint and glue, (although we provide overalls and aprons). We do have a supply of spare clothes in case of accidents.
- Ensure that your child is also dressed appropriately for the weather conditions i.e. hats and sun screen in the summer/coats and jumpers in the winter. Please also ensure that they have suitable footwear at all times (no flip flops). Ensure that clothing, especially outdoor clothing, Pre-school uniform and wellington boots are clearly marked with your family name.
- Assist with fundraising activities and attend committee meetings whenever possible.
- Please notify the Pre-school of any planned holidays.
- Notify the staff of any contagious illness, such as chicken pox and/or head lice.
- Please do not bring your child to the Pre-school if they are unwell (fever or sickness or diarrhoea). They can return after they have been clear of illness for 48 hours.
- Provide your child with a healthy snack each day (fresh or dried fruit or vegetable)

**Ofsted 2012:** *"Children make a hugely positive contribution to life in the setting, which helps them develop an extremely strong sense of belonging and independence."*

## Staff Training

As well as holding relevant qualifications in early years care and education the Pre-school staff regularly take part in further training to help them to keep up to date and develop practises which enable all children in our care to flourish.

The Pre-school also keeps itself up-to-date with best practice in Early Years Care and Education through the Pre-School Learning Alliance's magazine *Under Five* and publications produced by the Pre-School Learning Alliance.

## Policies & Procedures

In order to comply with the National Standards of Day Care, the Pre-school has adopted policies and procedures which help us to make sure that the service we provide is of high quality and that being a member of the Pre-school is an enjoyable and beneficial experience for each child and his/her parents.

All policies & procedures are available to download from our website [www.broughtonpre-school.com](http://www.broughtonpre-school.com) or there is a hard copy at pre-school. Please ask a member of staff if you would like to read them.



## Special Needs

As part of the Pre-school's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs which a child may have.

The Pre-school works within the requirements of the Special Educational Needs Code of Practice (2001). The Pre-school's Special Educational Needs Co-ordinator is Paula Jennings, who works closely with the Area Inclusion Coordinator to ensure these needs are met.

## The Committee

The Committee of Broughton Pre-school is voluntary and made up mainly of parents, whose children attend the Pre-school. It consists of five trustees including an elected Chairperson, Secretary, Treasurer and two Fundraisers. These people are entrusted with the overall responsibility for ensuring that the group runs successfully.

The Annual General Meeting is held in the summer term, when the Committee for the next school year is elected, all parents are invited to attend.

The Annual General Meeting is a forum for looking back over the previous year's activities and shaping the coming year's activities.

Please feel free to talk with any of the Committee Members or Staff if you have any questions at all regarding Broughton Pre-school.

The committee is responsible for:

- Managing the Pre-school's finances
- Employing and managing the staff
- Making sure that the Pre-school has - and works to - policies which help it to provide a high quality service
- Making sure that the Pre-school works in partnership with the children's parents.

## Fees

Fees are paid each half term in advance, a bill will be sent to you but you can make other arrangements if you wish, by speaking to Paula Jennings or the Treasurer. Fees continue to be payable if a child is absent or sick. In cases of prolonged absence, parents should consult the manager about the fee payment.

Fees are currently £4.80 per hour for 2 year olds and £4.40 per hour for 3 and 4 year olds. Payment can be made using Childcare Vouchers.

## **Funding**

The Government provides funding under the Early Years Education. Children from the *term after* their third birthday, living in Hampshire (not Portsmouth or Southampton) are eligible for free nursery education and who do not also attend a state school. The Pre-school will issue the relevant forms when necessary. The payment allows for 15 hours per week, for a maximum of 38 weeks per year.

## **Equal Opportunities and Equality**

Broughton Pre-school is committed to provide equality of opportunity for all children and families. We work in accordance with all anti-discrimination legislation (Disabled Persons Act 1986, Race Relations Act 1976, Sex Discriminations Act 1986 and Children Act 1989).

## **Safeguarding**

Our Pre-school wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life. Every child has the right to be protected and it is everyone's responsibility to protect children.

Our Pre-school 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 settings 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 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. For further information please read the Pre-school policy document.

## **Fundraising**

The fees you pay to Pre-school are used primarily to cover the wages, rent and insurance. We therefore rely on the parental generosity to support our various fundraising events during the year - these funds enable us to provide numerous resources, activities and to replace and purchase new equipment.

## Snack

In line with our healthy eating policy we ask that you provide your child with a healthy snack of fresh or dried fruit or vegetable each day. They can put this in their drawer to have during the morning along with a drink of milk or water (provided by us). Children can choose when to have their snack and are encouraged to pour their own drinks and cut up their snack if they like.

Sometimes we have a cookery activity or food tasting session, which the children are encouraged to join in, *please let us know if your child is allergic to, or should avoid certain food items.*

**Ofsted 2012:** *"Healthy lifestyles are promoted exceptionally well in the group."*

## Should My Child Be Bringing Something Home Each Day?

Whilst it can be reassuring for you to see what your child has been doing, expecting them to bring something home after each session is not very realistic. It can also create a lot of pressure. It is important to remember that creativity is not just about 'producing' things. Children who have simply enjoyed playing with play dough, Lego and ribbons will have been just as creative as a child who has been drawing. Creative development also indicates imaginative play such as dressing up, role play and playing with play people or music making.

## Library Books

Your child will be provided with a book bag and will be encouraged to choose a library book to read with you at home. They can change this book each time they come in if they wish, but we do not change these books if the child tells us they haven't read it yet as it is quite time consuming and there is little point in us changing book after book just to take it back and forth without reading it!

## Notice

A minimum of half a terms written notice is required if you withdraw your child from the Pre-school, otherwise half a terms fees become payable.

## Information/newsletters/Website

There is a notice board outside pre-school in the waiting area which details information on upcoming events and activities, it is therefore important to read this, whenever you drop off/collect your child. The white board (in the window near the door at pick up) also shows details of what your child may have been doing that day. This, along with the digital photo frame, helps to keep you informed about your child's time with us at pre-school on a daily basis. We also produce half termly newsletters giving details of forthcoming events, social and fundraising activities; these are made available by email and through our website (hard copies available on request). Please make sure you read these as they can contain important information. Our website, [www.broughtonpreschool.com](http://www.broughtonpreschool.com) is also regularly updated and contains lots of information about our Pre-school. We always welcome your suggestions. This information can be made available on audio tape or in Braille if required.

### Play Today

You say you love your children  
And are concerned they learn today.  
So am I - that's why I'm providing  
A variety of kinds of play.

You're asking what's the value  
Of having your children play  
Your daughter creates a tower  
She may be a builder some day.

You're questioning the free choices  
It just looks like useless play  
Your children are making choices  
They'll be on their own some day.

You are asking me the value  
Of blocks and other such play  
Your children are solving problems  
They will use that skill every day!

You're worried your children aren't learning  
And later they'll have to pay  
They're learning a pattern of learning  
For they'll be learners always!

*(Source Unknown)*