

Welcome to Broughton Pre-School



The staff have put this pack together in order to explain as much as possible about Broughton Pre-School, so that you and your child feel at home immediately.



Routines

Pre-School is open from 7.45 am to 5.30 pm with a variety of sessional care available between those times.

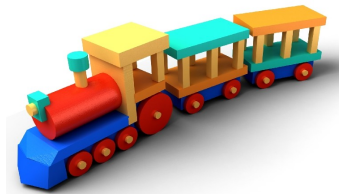
When children arrive at pre-school we ask parents to help them hang up their coat and belongings on their named peg and then support them in **self-registering**. At Broughton this involves supporting your child in finding their name and displaying it by the next available number on the board.



While we wait for the majority of the children to arrive for the morning session the door stays locked and the children remain inside. A variety of activities are on offer indoors during that time.

Around 9.30 am we have **circle time**, for say five minutes, when we encourage the children to sit down and listen to any news others may have, take the register, count the children etc. We encourage children to bring objects of interest to talk about at circle time. By doing this, children often understand both the need to sit down and also want to talk about their individual items which in turn helps them grow in confidence.

Following this short break the children have a free choice of activities either indoors or outdoors. Adult-initiated activities are offered throughout the sessions and are based on observations of individual children and take into account their interests and possible next steps in their development. Child-initiated activities are encouraged and a variety of suitable resources are on offer also depending on individual interests and levels of development. At Broughton we have mainly natural resources outdoors as we find these inspire the children to learn holistically. Children will play outdoors in all weathers and so we recommend appropriate clothing according to the seasons.



A **healthy snack** is offered on a 'rolling' basis between about 10 am and 11 am either indoors or outdoors depending on the weather. The children are encouraged to have some, but if they do not want snack a jug of water with cups is always available for the children to help themselves to.

The lunch time period begins at about 11.30 am for approximately 1 hour. If you are providing food that requires cold storage for the period before lunch please give these items to a practitioner on arrival. Please try to place healthy options in your child's lunch box avoiding crisps and chocolate as far as possible. The staff sit with

children during lunch time to role model behaviour and healthy eating, During this period the front door is locked. After lunch the routine is repeated with a variety of different activities and resources to stimulate children's learning.



Key Persons

Each member of staff is responsible for a small group of children. This enables individual children to have a special adult to relate to throughout their time at pre-school. The system, makes it easier for children to settle initially at pre-school and also helps them to get over any crisis which could occur during the day. In addition each child's key person observes their play to plan the next steps in their individual learning and development.

Children's individual belongings/parents' news

As well as a named peg the children have a named drawer where they independently place their 'creations'. Each drawer also displays your child's photograph to assist him/her in finding the correct one.

Each parent has a 'pigeon hole' on the back wall of the cloakroom where newsletters, fee invoice, advertisements etc. are placed to keep you up to date with what is happening at pre-school

Partnership with Parents

Pre-School recognises that parents are the first and most important educators of their children. We welcome any information, however small about your child, are grateful of your support and will work with you in whatever way possible to make your child's time at pre-school happy and fulfilling.

Your child's key person is keen to understand your child's individual needs and learning style. Therefore with that in mind we do ask parents if they would like their child's key person to visit them in their home. Please feel free to discuss this if this idea appeals to you and it has not been already mentioned to you.

Forest School

This is a new initiative in Lancashire although it has been in operation in other parts of the country for some time. The idea originated in the Scandinavian countries in the 1950s and promotes holistic learning in the outdoor environment. Their philosophy of the Forest School was based upon a desire to provide young children with an education that encouraged appreciation of the wide, natural world and which would encourage responsibility for nature conservation in later life.

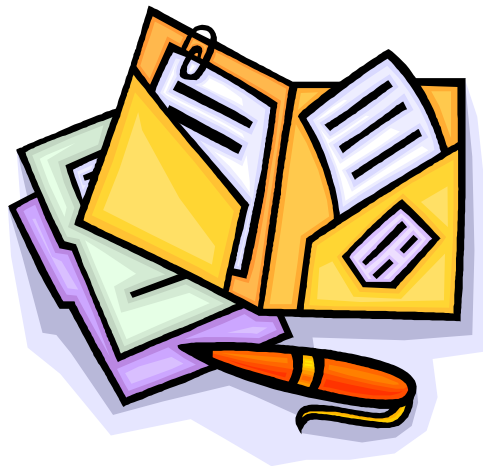
Whilst using the outdoor environment children show increased confidence, independence and self-esteem. In addition they develop an ability to assess risks for themselves. Forest School incorporates the government policy 'Every Child Matters' covering all five key areas of the guidance.

We have been fortunate enough to be offered government funding to develop a forest school site at Broughton. With this in mind Mrs Sutcliffe has undertaken training and is working towards becoming a Forest School Leader. She and two other members of staff take approximately 10 children across to the wooded area on the other side of the playing fields to experience outdoor activities. Since we began the 'outdoor classroom' in the wood, staff have noticed the benefits of this kind of learning on the children's learning and development. Within a safe, secure environment it is possible to encourage the children to move away from close adult interaction and to become more responsible for each other and for themselves



Individual Children's Learning Files

Each child has a record of their time at pre-school which we refer to as a **Learning Journey**. This Learning Journey is a file containing a record of your child's individual learning and development whilst at pre-school. It begins with the information you give us in the initial 'All About Me' Booklet and continues with information we collate, such as interests, observations of your child which could contain stories of how your child achieved a particular skill, creations and how they were enjoyed and achieved these and activities which were enjoyed to name but a few.



These are sent home periodically and we would really appreciate any comments on your child's learning and please do add any additional thoughts you may have on your child whatever they may be. This enables us to plan effectively to meet your child's individual needs and follow their learning style. If you have anything to add to the file at a particular moment in time please mention this to your child's key person as she will appreciate your comments.

Our Ethos

We believe that **education at pre-school is about educating the whole child** through play in a **holistic way**. All our children are treated as individuals and valued for what they are and could become. Our role as a pre-school is to work with you as parents to encourage and nurture your children so that they reach the very limits of their abilities.

Although our approach to learning may sometimes seem a less formal one than some settings, the approach is structured in the Early Years Foundation Stage. You will not find children sitting down and being taught to write or do basic mathematics, rather they are given plenty of opportunities to explore the six EYFS areas of learning.

The focus on **active learning** backed up with efficient observation, planning and evaluation by qualified and enthusiastic staff brings these six areas of learning to the children in the context of varied activities. They then begin to learn at their own pace following their own interests and friendships.



One of the family

Choosing a pre-school is like choosing a home; it has to feel right. We are proud of our warm, friendly and relaxed atmosphere.



Everyone matters

A happy child will learn. Your son/daughter will be encouraged to discover his/her strengths within a diverse range of activities indoors and outdoors whatever the weather! Our aim is to have children who are happy and eager to come to pre-school ready to take part in any of the activities on offer.

A haven of calm amidst a busy world.

The modern world we live in requires flexibility and a relaxed atmosphere to allow children to feel 'at home'. Here at pre-school we provide an unhurried calmness where children can relax and enjoy the learning that goes on.

We now have a breakfast and after school club offering a wide range of activities and different areas within the building to ensure that children can take part or 'just chill' as the

mood takes them.



SAFE EARLY YEARS ENVIRONMENTS

Children taking risks

We, at Broughton Pre-School, place much emphasis on keeping children safe and minimise risk in all situations. However we know that children need and instinctively want to be able to take risks in order that they can test their abilities and strengths. What better environment for them to do so than that of an early years setting where practitioners will already have removed hazards not readily identifiable to young children and will provide well managed opportunities for appropriate risk taking to take place, for example, climbing to the top of the climbing frame or building a tower of crates and jumping off them. In order to undertake these experiences children are given support and guidance as to how to complete these tasks in safety.



Children with disabilities do not always have the freedom of choice of their non-disabled peers, yet have the same need for opportunities to take risks. It is the responsibility of early years practitioners to assess and manage the level of risk in the environment so that all children in their have the opportunity to experiment and extend their abilities without the risk of undue harm.

When creating a safe environment for children, practitioners at pre-school will consider their legal duty to identify and reduce or eliminate risk but will also take into account those risks which are proportionate/acceptable too. For example, the risk of falling off larger play equipment is quite high, however the risk of harm is minimised by ensuring that there is adequate supervision, correct positioning of the equipment (away from other objects), a suitable landing surface, no overcrowding and some 'rules' set by adults in accordance with individual children's level of understanding. The benefits will include children being able to expand skills, as they climb higher, reach further, or balance longer, but also experience the consequence of taking risks beyond their current ability.

Children have a range of physical competencies and abilities, including a growing ability to assess and manage risk which adults arguably tend to underestimate. However children typically have less experience than adults of assessing the broad range of risks and hazards that they may encounter. Hence it is important to give them appropriate controlled environments in which they can learn about risk. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

WHAT IS RISK ASSESSMENT?



The Early Years Foundation Stage requirements ensure that essential standards of provision are in place, but it does not end there. Providers are required to conduct regular risk assessments which identify aspects of the environment that need to be checked on a regular basis. The process should then involve deciding what should be done to prevent harm, making sure that the relevant actions are taken and are updated whenever necessary.



Health and Safety Law does not expect all risk to be eliminated - but that 'reasonable precautions' are taken and that staff are trained and aware of their responsibilities. This is particularly important in an early years setting such as ours, as children should be able to grow and develop being able to take appropriate risks through physically challenging play.