

## WELCOME

We hope that the following information will be of benefit to you in making a decision about pre-school care for your child.

May we point out at this stage that Broughton Pre-school is not directly associated with Broughton C of E Primary School, therefore normal admission procedures will apply if you are interested in your child attending this school.

However we do cater for children who attend Broughton Primary School in our Before and After School Club. We offer these children breakfast before school if they wish and a healthy snack after school. These children form a 'walking bus' to and from the school. During their time at pre-school activities are provided which are appropriate for their age and stage of development. With this in mind we have formed a strong link with the Primary School not only in exchanging information about individual children's needs but also about their learning styles and the activities that they may be involved with during their school day. In this way we can offer continuing care and learning for these children.

We were inspected by Ofsted in May 2007 and at that inspection we received an **outstanding grade in the areas of teaching and learning of the children and**

**also in management and organisation of the setting.** For further details of this inspection report log on to *dfes.co.uk* or through a link from the pre-school website at *broughtonpre-school.co.uk* In addition at the beginning of July 2007 we were one of the first four settings in Lancashire to have achieved **The Lancashire Quality Assurance Award**. In addition the Lead Practitioner and her Deputy have achieved the **Early Years Professional Status**. This is a new qualification introduced to raise standards throughout nursery education. It is hoped that all nursery provisions will have a practitioner with this qualification in the near future.

## **AIMS & OBJECTIVES**

### **As a setting:-**

We aim to provide high quality care and education for children below statutory school age. We will do this in a happy, safe and secure environment where all children, whatever their background, feel included and valued and are able to 'learn through play'.

We aim to provide positive relationships with parents in order to work effectively with them and with their children.

We aim to add to the life and well-being of the local community.

### **Parents:-**

We aim to ensure that parents are regarded as members of our setting who have full participatory rights.

These include a right to be:-

- Valued and respected
- Kept informed

- Consulted
- Involved and
- Included at all levels

### Children: -

We aim to ensure that **each child**:-

- Is in a safe and stimulating environment
- Is given generous care and attention, because of the ratio of qualified staff to children as well as volunteer helpers
- Has the chance to join in with other children and adults to live, play, work and learn together
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do
- Has a personal key person who makes sure each child makes satisfying progress
- Is in a setting that sees parents as partners in helping each child to learn and develop
- Is in a setting in which parents help to shape the service it offers

### Sessions

Breakfast Club	7.45 am - 9 am
Morning session	9am -11.30am.
Lunch-time session	11.30am-12.30pm.
Afternoon session-	12.30pm-3.00pm.
After School Club	3 pm - 5.30 pm

Children can attend any combination of these sessions but we do recommend two sessions per week to ensure that children benefit from our provision.

### DESCRIPTION

We are located in a semi-rural location, allowing us to benefit from a large fenced outdoor area. Additionally, the outlying area of the playing fields is utilised in many ways, including, nature walks, visits to the park, sports activities etc.

Inside the pre-school building we aim to make it bright and welcoming by

displaying as much of the children's work as possible. In addition, the children have their own Learning Story Journey, in which we document their work. This goes with them as a reminder of their time at pre-school when they leave for school.

## **PAYMENT**

Due to the fact that we are OFSTED inspected we are able to accept vouchers. If your child is not eligible for vouchers an information sheet containing details of fees payable is available.

Fees are usually paid on a monthly basis but can be paid weekly by arrangement. Unfortunately we have to ask for full payment even if your child is absent, as our bills have still to be met.

In the case of hardship and if unable to claim fees from a governing body, a child assisted place may be granted as a concession. The committee, composed of Chairman and Treasurer and Secretary will decide on the amount to be met by pre-school (50%-100%) and the number of sessions to be granted.

## **COMMITTEE**

The pre-school is run by a committee of parents, most of whom have children currently at pre-school. This committee is re-elected each year at the Annual General Meeting, which is normally held in June. However, new members are ALWAYS welcome. If you feel you could help in any way please let us know.

## **STAFF**

Judith Sutcliffe, Jane Atkinson, Elizabeth Hanson, Elizabeth Holden, Helen Atkinson, Sarah Mayor, Angela Dewhurst, Rachel Mason and Angela Greenwood are employed by the committee and are responsible for the daily running of pre-school.

### ***Judith Sutcliffe:***

DPP, Btec National Certificate in Childhood Studies, BA (Hons) in Education & Community Studies, EYPS, Forest School Leader Level 3  
Tel no: 01995 605771.

### **Elizabeth Hanson**

Btec National Diploma in Early Years  
BA Hons in Professional Development, EYPS

### **Jane Atkinson**

NVQ 3 in Childcare

**Elizabeth Holden**

NVQ 3 in Childcare

**Sarah Mayor**

NVQ 2 and NVQ 3 in Childcare

**Claire Garner**

NNEB and NVQ 2

**Laura Clark**

NVQ 2 Childcare working towards NVQ 3 in Childcare

**Rachael Mason**

NVQ 2 in Childcare working towards NVQ in Childcare

Consistently good inspection reports demonstrate that we are providing high quality pre-school care for children aged two to five years. Copies of our inspection reports are available for parents to see, please ask a member of staff.

We believe strongly at pre-school that quality is a dynamic process requiring training, on-going support and development, rather than simply 'reaching standards'.

### **KEY PERSON**

Our key person system gives each member of staff particular responsibility for just a few children. Each child is allocated a member of staff when they begin pre-school. This staff member is responsible for settling your child into pre-school, record keeping, observing and ensuring that your child's interests and developmental needs are being met.

Please ask your child's key person if you are unsure or have any questions.

## EARLY YEARS FOUNDATION STAGE



### Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DfES 2009). From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage

#### A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

#### Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

#### Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The working, the community.

#### Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

## Areas of Development and Learning.

The Areas of Development and Learning comprise:  
personal, social and emotional development;  
communication, language and literacy development;  
problem solving, reasoning and numeracy;  
knowledge and understanding of the world;  
physical development; and  
creative development

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' 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.

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

Our programme supports children to develop:

positive approaches to learning and finding out about the world around them;  
confidence in themselves and their ability to do things, and valuing their own achievements;

their ability to get on, work and make friendships with other people, both children and adults;

their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;

their ability to dress and undress themselves, and look after their personal hygiene needs; and

their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

### ***Communication, language and literacy***

Our programme supports children to develop:

conversational skills with one other person, in small groups and in large groups to talk with and listen to others;

their vocabulary by learning the meaning of - and being able to use - new words;

their ability to use words to describe their experiences;

their knowledge of the sounds and letters that make up the words we use;

their ability to listen to, and talk about, stories;

knowledge of how to handle books and that they can be a source of stories and information;

knowledge of the purposes for which we use writing; and  
making their own attempts at writing.

### ***Problem solving, reasoning and numeracy***

Our programme supports children to develop:

understanding and ideas about how many, how much, how far and how big;

understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;

understanding that numbers help us to answer questions about how many, how much, how far and how big;

understanding and ideas about how to use counting to find out how many; and

early ideas about the result of adding more or taking away from the amount we already have.

### ***Knowledge and understanding of the world***

Our programme supports children to develop:

knowledge about the natural world and how it works;

knowledge about the made world and how it works;

their learning about how to choose, and use, the right tool for a task;

their learning about computers, how to use them and what they can help us to do;

their skills on how to put together ideas about past and present and the links between them;

their learning about their locality and its special features; and

their learning about their own and other cultures.

### ***Physical development***

Our programme supports children to develop:

increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;

increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials;

and

their understanding about the importance of, and how to look after, their bodies.

### ***Creative development***

Our programme supports children to develop:

the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and

their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

### ***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 practice guidance Early Years Foundation Stage to plan and provide a 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 the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

#### ***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 or videos of the children, 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.

### **Learning Journeys**

The setting keeps a record of children's learning for each child. Staff and parents working together on their children's records is one of the ways in which the key person and parents work in partnership. Your child's Learning Journey 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 with you to keep this record. 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.

### **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

### **Joining in**

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival held in their neighbourhood, show the children their collection of shells, show us their cooking skills etc.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

### **Learning opportunities for adults**

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking

about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. The events also provide an opportunity to discuss your child's learning, well-being or any points you wish to raise.

### **The setting's timetable and routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

help each child to feel that she/he is a valued member of the setting;

ensure the safety of each child;

help children to gain from the social experience of being part of a group; and

provide children with opportunities to learn and help them to value learning.

### **The day**

The setting organises the day so that children can take part in a variety of child-initiated and adult-led activities. These take account of children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

### **Policies**

Summaries of the setting's policies and procedures are enclosed with this prospectus. If you wish to see the full documents please ask any member of staff as these are available for you to see at the setting or alternatively on a CD rom.

The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the setting work together to adopt the policies and procedures and all have the opportunity to take part in the annual review of these documents. This review helps us to make sure that the policies and

procedures are enabling the setting to provide a quality service for its members and the local community.

### **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children against the likelihood of abuse in our 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.

### **Special needs**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). Our Special Educational Needs Co-ordinators are:-

**Judith Sutcliffe**  
**Elizabeth Hanson**

### **Fire Procedure**

If you discover a fire;

Notify a member of staff immediately, the whistle will then be blown FOUR times and the children lined up by the fire exit.

IMPORTANT; only stop to tackle the fire with an extinguisher if it is safe to do so.

Regular fire drills are carried out whilst the pre-school is in operation.

### **Missing Child Procedure**

All children on arrival at the pre-school are marked in the register by a staff member, if a child leaves early for any reason, they are signed out, enabling pre-school staff to obtain a clear picture of who is present at any one time.

In the event of a child going missing all other children will be collected together

in the pre-school building. They will be watched by one staff member and a parent helper, whilst the other staff will undertake a thorough search of the building and outside play area, also all rooms, cupboards, corners etc., large enough to hide a child will be inspected.

If the child is not found in the building or grounds, a search of the surrounding area would take place, whilst the supervisor would inform the parents, (through the emergency details on the admissions form) and the Police.

### **Procedure followed if a child is uncollected by an authorised adult at the end of session**

We will apply our child protection procedures as set out in our child protection policy in the event that children are not collected from the setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on the premises. We will then contact our local authority for Safeguarding Children for guidance.

### **Storage and administration of Medication**

All medication is kept out of the reach of children. Medicines/ Skin Creams/ Lotions CANNOT be administered without written authorisation from the parent/guardian.

The parent/guardian must complete an 'Authorisation of Medication' form in order for medication to be administered. A written record will be kept of all medication administered. Injections can only be undertaken by a qualified nurse or medical practitioner.

### **Outings**

Outings are arranged for the children to compliment our themes/projects. These outings enhance and reinforce in a practical way what your child is learning through the pre-school. First aid equipment would be taken. Mobile phones are also taken for use in an emergency.

### **Smoking and drinking**

The pre-school has a no smoking policy. Here at pre-school we support this policy and will ensure that this policy is observed at all times. This will apply to all staff, parents, visitors and contractors entering the pre-school.

Staff at the Pre-school are not to work under the influence of drink/drugs.

**All other policies and procedures are available either as a copy or to view on request.**

## The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents.
- The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

## Starting at our setting

### *The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting: a copy is enclosed in this prospectus or is available from a member of staff.

### FOOD AND DRINK



At snack and meal times we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements as stated by Ofsted in the Care Standards for Food and Drink (Standard 8).

Parents who wish their child(ren) to take lunch on the premises are asked to provide a suitable well balanced packed lunch. Our Policy, over lunch time eating is for staff to encourage children to eat savoury food before they begin their fruit, yoghurt etc. We are happy to give your child the food you provide but

would ask for your co-operation in trying to follow healthy options ie. No fizzy drinks, a small amount of crisps and chocolate etc. If you wish to include any items that require refrigeration please give these labeled items to a member of staff who will place these in our fridge until lunch time. The children have milk and a healthy snack of, for example, fruit or toast mid morning and mid afternoon. If your child has any special dietary requirements please let us know.

### Precautions Concerning Infectious diseases/Illness

If the pre-school staff suspect that a child is suffering from an infectious disease then he/she will be isolated with a member of staff until the parent/guardian can be contacted and collects the child. If we have to take your child to hospital as a result of the illness or an accident we would do our utmost to inform you immediately (using the emergency details on the pre-school Admissions Form). It is, therefore vital that you inform us of your timetable/whereabouts. All accidents are reported in an accident book and parents/guardians will be asked to sign this in the event of their child having an accident. Children should not attend pre-school if they have a rash, sore throat, discharge from the eyes or nose, diarrhoea or any contagious/infectious illness. **A list of diseases along with the minimum periods of exclusion for children having these diseases is included with this brochure.** Please keep it at hand for future reference.

### Sun Safety



We are aware of the dangers of exposing a young child to direct sunlight. We need written authorisation from parents if they wish us to apply sun cream during hot weather. Staff will apply this prior to the children going outside. We also prefer children to wear sun-hats. Please provide one in hot weather clearly marked with your child's name.

## OUTDOOR PLAY

At pre-school we do encourage the children to experience outdoor play whatever the weather. In connection with this we request that your child come with a waterproof jacket, and hat. Thank you

## CONCLUSION

I hope this brochure has answered all your questions about Broughton Pre-school, if however this is not the case, do not hesitate to contact us on 01772 860834 or at [enquiries@broughtonpreschool.co.uk](mailto:enquiries@broughtonpreschool.co.uk) Please call us to come in for a visit during working hours.