



Chaldon Preschool

& FOREST SCHOOL

Chaldon Village Hall,
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Reg. charity 1185107

Prospectus

Our setting aims to:

- Provide high quality care and education for children aged between 2 and 4 years old;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of its local community; and
- Offer children and their parents a service that promotes equality and values diversity.

Parents

In community-based settings that are members of the Early Years Alliance (EYA), whether sessional settings or full-day care nurseries, all parents are regarded as members who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- Included at all levels.

In community-based, voluntary managed settings, we also depend on the good will of parents and their involvement to keep going. Membership of the setting also carries expectations on parents for their support and commitment. This is the basis of the 'mutuality' that characterises an Early Years Alliance (EYA) member setting.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, within our ratio of qualified staff to children.
- has the chance to join with other children and adults to 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; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation stage

The EYFS is from birth to the end of reception year (six years). Every child has their own individual records. As your child moves through the EYFS you will have access to digital records through Interactive Learning Diary.

The records will be observations of your child, which will help us plan session to develop your child needs through planned activities. We will feedback any points that need addressing and give you the opportunity to add to your child's individual learning plan through on-line access and speaking to your Child's Keyworker.

All children are different, and to reflect this age range the EYFS have created developmental phases

The four themes are:-

- A unique child
- Positive Relationships
- Enabling Environments
- Learning & Developing

These four themes express the important principles underpinning effective practice in the care, development and learning to young children. Each principle is supported by four commitments which describe how the principles can be put into practice.

A Unique Child

Every child is a competent learning from birth who can be resilient, capable, confident & self assured.

1. Child Development. Babies & children develop in individual ways and at varying rates. Every area of development – physical, cognitive, spiritual, social and emotional is equally important.
2. Inclusive Practice. The diversity of individuals and communities is valued and respected, no child or family is discriminated against.
3. Keeping Safe Young Children are Vulnerable. They develop resilience when their physical and psychological wellbeing is protected by adults.
4. Health and Well Being. Children's health is an integral part of their emotional, mental, social wellbeing and is supported by attention to these aspects.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person

1. Respecting Each Other. Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.
2. Parents as Partners. Parents are children's first and most enduring educators. When parents and practitioners work together in early year's settings, the results have a positive impact on children's development and learning.
3. Supporting Learning. Warm, trusting relationships with knowledgeable adult support children's learning more effectively than any amount of resources.

4. Key Person. A Key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning

1. Observation, Assessment and Planning Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All of our planning starts with observing children in order to understand and consider their current interests, development and learning.
2. Supporting Every Child The environment supports every child's learning through planned experiences and activities that are challenging but achievable.
3. The Learning Environment A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.
4. The Wider Context. Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of Every Child Matters: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.

Learning And Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

1. Play and Exploration. Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.
2. Active Learning. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.
3. Creativity and Critical Thinking. When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adults support in this process enhances their ability to think critically and ask questions.
4. Areas of Learning and Development. The Early Years Foundation Stage (EYFS) is made up of seven areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.

The seven areas of Learning and Development are:-

1. **Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
2. **Physical Development** - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement.

Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

3. **Person, social and emotional development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.
4. **Literacy development** – involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.
5. **Mathematics** – involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures.
6. **Understanding the World** – involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
7. **Expressive arts and design** – involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set though the National Standards for Day Care. We also have volunteer parent helpers where possible to complement these ratios for our end of term parties. 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; and
- Allow the children to explore and be adventurous in safety.

The team at our setting are:

Name	Job Title	Qualifications and Experience
Claire Robinson	Management Team	First Aid / The Prevent Duty / Safeguarding/FGM/Health & Safety
Lisa Hookway	Management Team	CACHE Level 3 Childcare /Food Hygiene Level 2/ Safeguarding / First aid / The Prevent Duty/DSL/FGM / Speech and language / Communication L2 / Understanding & Addressing behaviour

Joanna Bristow	Deputy Supervisor	NVQ L3 Childcare/Safeguarding / Forest School Leader L3 Food Hygiene Level 2 / First Aid / The Prevent Duty/FGM
Anna Creech	Senior Practitioner	NVQL L3/ Food Hygiene Level / Safeguarding / First Aid / The Prevent Duty/FGM
Louise Beal	Practitioner	Safeguarding / Early Years Care & Education L3/ First Aid / The Prevent Duty/FGM
Saffron Rayner	Practitioner	First Aid / Safeguarding / The Prevent Duty/FGM
Sarah Million-Moyes	Senior Practitioner	Special Educational Needs & Disability SEND Diploma / CYPW Level 3/Safeguarding / Food Hygiene Level 2 / First Aid / The Prevent Duty / FGM / Speech Language and communication L2 / Let's talk with under 5's / Sensory Processing Disorder Awareness / Autism Awareness
Samantha Egan	Practitioner	Safeguarding / Prevent First / First Aid / FGM
Ning Reed	Practitioner	CACHE Level 2 / Safeguarding / First Aid / Food Hygiene / FGM / Prevent / Speech Language & communication
Lucy Mills	Administrator	Safeguarding/Food Hygiene Level 2/ Level 2 Awareness or Mental Health First Aider / Positive Touch

We are open for 38 Weeks each year.

We are open for 5 days each week

Our core opening times are 9.45am-2.45pm

We provide care and education for young children between the ages of 2- 4 years

How parents take part in the setting

As a member of the Pre-school Learning Alliance, our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners

with you in providing care and education for your 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.

Parents can offer to take part in a session by sharing their own interests and skills with the children

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

Key persons and your child

Our setting has a key person system. 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 what we provide is right for your child's particular needs and interests. When your child joins the setting, the key person will help your child to settle and throughout your child's time at the setting, them to benefit from the setting's activities.

Learning Journeys

The setting keeps a digital learning journey of each child. Staff and parents working together on their children's learning journey 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 learning journey. 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 will be able to contribute to your child's learning and development by accessing a digital learningbook through a secure website.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the settings staff takes 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 through the Pre-school Learning Alliance's webpage.

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 session/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 self-chosen 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 session.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

Snacks and meals

The setting makes eating a social event and children and adults eat their lunch together. Parents are asked to provide a piece of fruit or vegetable each day their child attends. Do tell us about your child's dietary needs and we will make sure that these are met during cooking activities with your child. Please provide your child with a named bottle of water each day.

Please ensure you bring your child into school with a healthy packed lunch. Water and milk are available throughout the session.

Policies

Copies of the setting's policies are held at Pre-school and available on the front desk each session. Should you wish to have a copy please speak to Karen Pearce.

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 parent committee of the setting work together to adopt the policies and have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

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 (2014).

Our Special Educational Needs Co-ordinator is:

Sarah Million - Moye

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.

Fees

Our fees are currently:

2+

8.45am to 9.30am - £5.00

9.30am to 12.30pm - £25.50

9.30am to 2.45pm - £44.62

3+

8.45am to 9.30am - £5.00

9.30am to 12.30pm - £22.50

9.30am to 2.45pm - £39.37

Fees are payable half-termly in advance.

Fees must still be paid if children are absent for sickness, holidays or for any other reason a child does not attend. If, however, your child has to be absent for a long period of time, please contact the manager.

For your child to keep her/his place at Chaldon Pre-school you must pay the fees within the given period or late payment fees will be levied at a rate of £5.00 per day.

We are currently in receipt of nursery funding for three and four year olds, and also offer qualifying families +15 hours in line with the government 30 hours scheme. Where funding is not received, then fees apply. Should you accept an offered place and subsequently not join us your deposit is non-returnable. We are also able to offer Free Entitlement for two year olds (FEET) where criteria is met.

If you are late picking your child up a charge of £5.00 per child will be incurred. If you are late more than once per half term this increases to £10.00 for each subsequent late pick up.

No reduction is made where a child is collected early.

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 in, and a copy is available from the manager.

Uniform/ Clothing

We provide protective clothing for the children when they are involved in messy activities.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing that is easy for them to manage will help them to do this.

We hope that you and your child enjoy being a member of our setting and that you both find taking part in our activities interesting and stimulating. Our team are always ready and willing to talk with you about your ideas, views or questions.