



WETWANG PRE-SCHOOL WELCOME PACK

Welcome to Wetwang Pre-school. I hope this information will help you to decide whether our pre-school will meet both you and your children's needs.

Enclosed with this pack are two copies of -:

- The Contract & rules.
- The Registration Form.
- The Parent/Carer Contract.

Please retain this Welcome Pack for your reference and return the book of Registration Forms for us to keep with your child's records.

PEOPLE TO CONTACT.

Committee

Chairperson	Vicky Dee	01377 236122
Vice-chair	Jilly Rewse-Davies	01377 236641
Administrator	tbc	

Pre-school staff

Rosemarie Edgerton	01377 254772.
Nicky Yates.	01377 288449.
Kathy Buckton	01377 236064
Heather Bollon	01377 236148
Julie Joynson	01377 236771

Pre-school also has a mobile telephone where we can be contacted during working hours the number is **0777 5597732**.

Please feel free to ring any of the above should you require any further information.

Thank you for your interest in our Pre-school.

INFORMATION.

Where School Room,
St. Paul's Methodist Chapel.
Main Street,
Wetwang.

When

Monday	- 9.15 to 11.45am
Tuesday	- 9.15 to 11.45am and 12.30 to 3.00pm Lunch 11.45 to 12.30pm (packed lunch to be provided).
Wednesday	- 9.15 to 11.45am
Thursday	- 9.15 to 11.45am
Friday	- 9.15 to 11.45am

Term dates are displayed on the notice board

Premises and Equipment.

The premises are situated in the centre of the village providing easy access to all. The toys and equipment used in the Pre-school provide opportunities for the children, with adult help, to develop new skills and concepts in the course of their play and exploration.

Age

We take children from the half term that they turn 2½ years old, until school age. Parents are encouraged to attend the first few sessions with their child, to help the settling in process. To register for a place or to be put on the waiting list, please fill in an application form and hand this to a member of staff or committee member. Pre-school will notify you when a place becomes available.

Cost

The Pre-school is a Registered Provider and is therefore eligible to receive funding for three and four year olds. Please see insert for our current fees.

Trips.

Pre-school will occasionally plan/organise a trip. This is normally during the summer term. Parents or carers must accompany their children on these trips.

STAFF PROFILES

ROSEMARIE EDGERTON

Rosemarie has three grown up children of her own and has been working with pre-school children for the past 12 years, 8 of which were spent at a private prep school and the last 4 with the Pre-school Learning Alliance working with special needs children.

QUALIFICATIONS: N.V.Q. Level 3 in Child Care and Education: First Aid for Childcarers. Rosemarie has also attended various training courses associated with pre-school child care.

NICKY YATES.

Nicky is a mother of three children and has past experience of working in Pre-schools. Nicky has gained her level 2 N.V.Q. and we are sure that her experience as both a Mum and a pre-school helper will make her an excellent supervisor.

QUALIFICATIONS: Introduction to Pre-school practice. First Aid, N.V.Q. Level 2.

KATHY BUCKTON

Kathy has two young children and is a qualified Nursery Nurse, with 16 years experience working in a variety of childcare settings.

QUALIFICATIONS; N.N.E.B. Nursery Nurse, followed by a variety of related training courses.

HEATHER BOLLON

Heather is working towards her NVQ Level 2 in Child Care and Education. Heather is a mother of six children aged 30 to 5 years, and a Grandma of two little girls. Heather also travels around to Pre-schools and Nurseries selling her selection of books, and is very keen to encourage the reading and enjoyment of books.

JULIE JOYNSON

Julie is working towards her NVQ Level 2 in Child Care and Education. Julie is the mother of six children and has spent her time up until now devoting herself to their upbringing.

ROLE OF THE PRE-SCHOOL.

Our aim, as a Pre-school, is to provide a happy, loving and secure environment with a wide range of activities for the children in our care and to help them develop through play. We welcome children with special educational needs and will work closely with parents/carers of all the children, to ensure that their child/ren will benefit from the experience.

Ratios of Staff to Children

We have a good ratio of staff to children. The maximum intake is twenty children, we have 5 members of staff. Should this not be enough to cover any special educational needs, we would take on extra staff as necessary.

Curriculum and Child Development/Progress

Our curriculum plans can be seen at any time. Within the group, all children are supported in developing their full potential at their own pace. Our key worker system enables us to ensure a planned curriculum, tailored to the needs of each individual child. By means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum that leads to nationally approved learning outcomes and prepares children to progress with confidence to the National Curriculum at the age of five years. The long-term curriculum plan is displayed on the notice board at all times; we also display the medium term plan. A short-term plan is produced each week that will show the theme for the day/week or term, as appropriate. If this is not on display, please ask a member of staff to show it to you. The children's progress is monitored on a development chart, which is confidential, and is recorded by a member of staff. These records can be seen at any time by the parent/carer of the child.

THE AREAS OF LEARNING.

Personal, social and emotional development.

Within a nurturing environment, children are individually supported in developing confident autonomy and self-respect. They are encouraged to work and concentrate independently and also take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

Communication, language and literacy.

In both small and large groups, the children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding, to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, the ability to handle them and to be aware of their uses, both for reference and as a source of stories and pictures.

Mathematics.

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities, which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics. Identifying objects by shape, position, size, volume and number. Songs, games and picture books, help the children to become aware of number sequences and when they are ready, to use simple mathematical operations such as adding.

Knowledge and understanding of the world.

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

Physical development.

A range of equipment and opportunities, both indoors and out of doors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. A very high level of adult supervision enables children safety to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

Creative development.

Children are encouraged to use a wide range of resources in order to express their own ideas and to construct their individual response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils, as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group.

STAFF TRAINING.

Staff profiles are included in this pack. All the staff is involved in regular training and attends courses which are appropriate for their needs. Pre-school funds will pay for the training from money raised in fund-raising activities, if this is possible, for the regular staff. We invite all the staff to training sessions. Our staff attends, whenever possible, training on Special Educational Needs arranged by the Pre-school Learning Alliance and other professional bodies.

PRE-SCHOOL POLICIES.

Our Pre-school follows a comprehensive set of policies, which are available for reference at Pre-school and are hanging on the notice board in the hall. Should you require a copy of any of these policies, please ask a member of staff.

Our Policies are as follows: -

- Admissions.
- Behaviour Management.
- Child Protection.
- Complaints Procedures.
- Confidentiality.
- Diet.
- Equal Opportunities.
- Health and Hygiene.
- Missing Child.
- Parental Involvement.
- Safety.
- Selecting Play Equipment and Toys.
- Settling in Pre-school.
- Special Needs.
- Staffing and Employment.
- Student Placements.

These policies are reviewed regularly and amended as necessary.

REGISTRATION FORM.

OFSTED require us to keep a record of each child. Details on this registration form are confidential and are kept on file, only to be used in an emergency.

Name of Child D.O.B.

Name of Parent/Carer

Address
.....
.....

Post Code Tel. No.

Place of Work Tel. No.

Doctor's Name

Address

Post Code Tel. No.

Child's Nationality Child's Religion

If there are any special events you wish pre-school to celebrate, please see a member of staff or a committee member.

Child Immunised (*Please Tick*) Yes () No ()

Any other medical condition that may affect the child at Pre-school e.g. Allergies, Sight, Hearing, Asthma (if so please give details).

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CONTRACT AND RULES.

1. Wetwang Pre-school times are Monday to Friday 9.15 to 11.45 plus Tuesday 12.30 to 3.00; these times must be adhered to as your children are not covered by our insurance policy outside these times.
2. Registration forms must be completed and returned to the staff before your child can be left at Pre-school.
3. The Pre-school is a Registered Provider and is therefore eligible to receive funding for three and four year olds. Please see insert for our current fees.
4. Bills will be issued at the end of a half term, detailing the amount due for the succeeding half term. The exception to this may be the half term starting in September and for new admissions.
5. Payment for a session must be made in *advance*. This may be on whatever basis is suitable e.g. weekly, fortnightly and half termly.
6. No refunds will be given unless a child is absent for a valid reason i.e. hospitalisation.
7. If your child no longer requires a place for reasons other than moving on to Primary School, please give two weeks written notice to the Pre-school.
8. Children must be 2½ years of age to be accepted without parental supervision. Parents are encouraged to attend the first few sessions with their child.
9. Parents must advise Pre-school, (in writing), if they have authorised a person, other than the usual person, to collect their child from a session.
10. Staff will not be held responsible for any child brought to the session prior to 9.15 a.m.
11. The staff are not responsible for any non Pre-school child at any time.
12. Regular committee meetings are held to enable all parents to contribute to the running of the pre-school
13. No children will be allowed in the kitchen at any time, and *all* the safety gates must be kept firmly closed at all times.
14. If there are any infectious diseases within your family, this should be notified to the Pre-school at once.

I have read, understood and agree to abide by the above rules.

Signed

Date

PARENT /CARER'S CONTRACT.

I understand the terms and conditions of Wetwang Pre-school and understand that payments made for a child, pay for the place whether the child attends a session or not. Arrangements can be made, for example, if a child is on extended holiday, given prior written notice.

Illness

Parents are asked to keep their children at home if they have any infection, and to inform the pre-school as to the nature of the infection. This will allow the pre-school to alert other parents as necessary and to make careful observations of any child who seems unwell.

Parents are asked not to bring in to the pre-school any child who has been vomiting or had diarrhoea until at least 24 hours has elapsed since the last attack.

Parent/Carer signature

Date

We also ask parents to give us permission for us to seek medical help for their child if the need arises, and to apply sun cream when necessary.

Parent/Carer signature

Date

We also ask parent's permission to take their child's photograph for Pre-school activities.

Parent/carer signature

Date

We like to offer the children a selection of fresh or dried fruit, and samples of foods from other countries/cultures, to eat at snack time. If there are any fruits/foods that you would like us not to offer your child, please advise below.

Child's name

Cannot be given

Parent/Carer's signature

Date

Walks

We may wish to take the children for short walks around the village, when possible, to explore and become familiar with their surroundings and also to collect/examine seasonal plants, birds, insect's etc.

I give/do not give permission for to be taken for short walks around the village, providing there is a good level of supervision.

Signed

Date

EMERGENCY LIST.

These are the names and addresses of people who may pick up your child/ren with written permission.

Name

Address

.....

..... **Tel. No.**

Signature.

Name

Address

.....

..... **Tel. No.**

Signature.

Please include the names of any person who may collect your child/ren or be contacted in the case of an emergency. Please ask the person named to sign the above form.

SAFETY PROCEDURES.

FIRE DRILL.

As most of you will be aware, we hold regular fire drills to ensure that the staff and children know what the procedure is in case of an actual fire. We have, however, realised that any parent/carer on duty when there is a fire drill, or an actual fire, may not realise what their role may be. We are therefore giving each parent a copy of our fire drill routine so that you all know what you need to do.

ROUTINE FOR FIRE DRILL.

- 1) Whoever is first aware of the fire to sound their whistle or shout.
- 2) NICKY/Heather to gather the children and go to the nearest fire exit, and evacuate the building.
- 3) ROSEMARIE to check the kitchen, bathrooms and vestibule and evacuate the building at the appropriate fire exit.
- 4) KATHY to get register and mobile phone and join NICKY at fire exit and evacuate the building.
- 5) EVERYONE to meet at the nearest fire point and KATHY to head count, then call the register.
- 6) No one to return to the building for any reason until given the all clear.

PLEASE KEEP THIS FORM FOR REFERENCE.

ROUTINE OF THE MORNING.

Our routine of the morning is flexible when necessary e.g. special occasions, weather etc. (for outdoor play), and activities instigated by the children. The following information is a rough guide for the routine of the morning.

- 9.15 - 9.30 Greetings and parent and staff interaction.
- 9.30 - 10.00 Register, news time, story time, weather, days of the week, weekly letter and counting tin and any other group activities.
- 10.00 - 10.45 Topic work, creative work, free play, early learning and outdoor play if possible.
- 10.45 to 11.00 Tidy up time, (children and adults), books in the book corner whilst adults clean tables and prepare for snack. Hand washing.
- 11.00 to 11.15 Snack time.
- 11.15 to 11.45 Song time, music and movement, indoors or outdoors depending on weather, or physical play with bicycles, cars etc. or balls, hoops and large play equipment.
- 11.45 Parents/carers collect children.

THE AFTERNOON ROUTINE WILL BE AS ABOVE.

As a requirement of OFSTED, staff will make regular observations of all the children during the pre-school session

THINGS WE HAVE OUT AT EVERY SESSION.

- Role-play toys e.g. dressing up clothes, kitchen, puppet theatre, doctor's set etc.
- A selection of books, including reference and multi-cultural.
- Construction toys e.g. Duplo, wooden blocks, Georello, Construx etc.
- Small world toys e.g. farmyard, doll's house, garage etc.
- Jigsaws.
- Play dough or clay.
- Paints and chalks.
- Pencils, pens or crayons and paper, for drawing, tracing, mark making etc.
- Craft e.g. painting, gluing and sticking, printing, cutting out etc.
- An early learning activity e.g. Compare Bears, games, counting tin etc.
- Sand or water or both.
- I.T equipment e.g. computer, show and learn.
- Interest table e.g. nature objects, colours, children's contributions.

THINGS WE DO AT EVERY SESSION.

- Register and welcoming for each child.
- Story time.
- Children's news.
- Weather chart.
- Weekly letter of the alphabet.
- Early learning activity.
- Craft, artwork.
- Drawing, writing.
- Book time, when the children are encouraged to look at books on their own for a short time.
- Snack time, with the children pouring the milk, helping to prepare and serve the food.
- Some physical activity, either action songs and rhymes or outdoor play.

PRE-SCHOOL DUTIES.

At the moment we are not running a Parent Rota. However, we are always pleased to see parents/carers, and should you wish to come in and help you will be very welcome.

We like the parent's/carers to be involved with the children so if there is an activity that you would particularly like to help with, please discuss it with the supervisors at the beginning of the session.

As the staff has all been police checked, parent's/carers are not expected to take the children to the toilet.