



Information for Parents & Carers

“Fun when learning”

We are a voluntary Pre-school serving the village of Ascott under Wychwood and surrounding communities. We meet in a modern village hall – known as the Tiddy Hall. As well as this superb indoor area, we have a well equipped outside play area and garden. We make full use of the surrounding countryside. We work in close partnership with the Primary Schools in the Wychwoods and Leafield, and the Leafield Pre-school. Ofsted has rated us a good Pre-school.

We commit ourselves to:

- working in partnership with parents to help children to learn and develop
- enriching the life and well-being of the local community
- treating everyone equally and celebrating diversity
- providing high quality care and education.

Parents

Parents are members of our Pre-school and we hope they will play a full part in our life and work.

Parents are:

- valued and respected
- kept informed – through regular newsletters and children’s learning journeys
- consulted – on anything that involves their children
- involved – we hope parents will act as volunteers in Pre-school
- included in everything we do – we hope parents will join the management committee

Partnership is not just a word. We depend on the goodwill of parents and their practical help – indeed we expect it!

We make every effort to see that every child:

- is in a safe, stimulating and healthy environment
- receives love, care and individual attention. We have a high ratio of adults, staff and volunteers, to children
- can join with other children and adults - living, playing, working and learning together
- learns - building on what she or he already knows and can do

- has a personal key person they can trust, who supports them to learn, develop and achieve their full potential.
- sees their parents as partners in the school, working with staff to help them develop as happy, independent and confident young people
- understands that parents help run their school.

Working together for your children

In our Pre-school we maintain a high ratio of adults to children. This is usually higher than set through the Welfare Requirements. We also have volunteer parent helpers. This helps us to:

- give time and attention to each child
- talk with the children about their interests and activities.
- find and help talents to flower
- help children to experience and benefit from all the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff that work at our Pre-school are:

Name	Job Title	Qualifications
Pauline Plant	Supervisor SEN co-ordinator Safeguarding Officer	Primary teacher & NVQ Tutor Assessor.
Sharon Light	Deputy Supervisor Health and Safety Officer	NVQ Level 3
Lisa Munro	Assistant Teacher Forest School Leader	NNEB & Forest School Leader Award
Sally Walker	Assistant Teacher Equality and Diversity Officer	NVQ Level 3
Nicky Davies	Assistant Teacher Forest School Leader Literacy co-ordinator	NVQ Level 3 & Forest School Leader Award
Sally Pitcher	Assistant Teacher Maths co-ordinator	NVQ Level 3
Aleesha Barrington-Cramp	Assistant Teacher Forest School Leader	NVQ Level 3 & Forest School Leader Award

All staff members hold up to date first aid certificates and DBS checks and are fully trained in Safeguarding & Prevent.

Learning opportunities for adults

All staff are highly qualified in early years care and education. Even so, they take part in further training to help them to keep up-to-date with thinking and current early years practice.

The Pre-school also keeps itself up-to-date with best practice. We are members of the Early Years Alliance, and gain from the Under 5 magazine and publications produced by the Alliance and other organisations.

Key persons and your child

Our Pre-school uses a key person approach. This means that each member of staff has a group of children for whom they are 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 first starts at the pre-school, they will help your child to settle. Throughout your child's time at the pre-school, they will help your child to benefit from the pre-school's activities by working with you to plan for their learning and development both at home and preschool.

We also have a buddy system. Each staff member is paired up with another member of staff or 'buddy' who acts as the secondary key person when the other is away. This means that each child has their main key person and a link with another member of staff. Each member of staff is the main key person for around four to six children. The paired staff (key person and buddy) work together, both groups sit together at snack time, this enables everyone to get to know each other.

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 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. We use an online learning journal (Tapestry) to record children's learning and parents are also encouraged to comment and have their own input in their child's journal.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school. There are opportunities to discuss these records with your child's keyperson.

Focus weeks

Each child has a focus week once a term where all the staff help your child to achieve one or two specific targets. Your child's key person will arrange a meeting with you afterwards to review their progress.

The Early Years Foundation Stage

The [EYFS framework](#) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy & safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This section shows how these themes, and the principles that inform them, work together for children in the EYFS

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Practitioners should:

- Understand and observe each child's development and learning, assess progress and plan for next steps.
- Support children to develop a positive sense of their own identity and culture.
- Identify any need for additional support.
- Keep children safe.
- Value and respect all children and families equally.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Practitioners should provide positive relationships that are:

- Warm and loving and foster a sense of belonging.
- Sensitive and responsive to the child's needs, feelings and interests.
- Supportive of the child's own efforts and independence.
- Consistent in setting clear boundaries.
- Stimulating.
- Built on key person relationships in early year's settings.

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 and parents/carers.

Practitioners should offer environments that:

- Value all people
- Value all learning
- Include stimulating resources, relevant to all the children's cultures and communities.
- Involve rich learning opportunities through play and playful teaching.
- Support children in taking risks.
- Allow children to explore.

Learning and Development

Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including with special educational needs and disabilities.

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development

They foster the characteristics of effective learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

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 Pre-school helps children to continue to do this. We provide every child with interesting and challenging opportunities across the prime and specific areas of development. Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including those with special educational needs and disabilities.

Characteristics of Effective Learning

Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do things

Development Aspect

Prime Areas

Personal, Social and Emotional Development

- Making Relationships
- Self-Confidence and Self-Awareness
- Managing Feelings and Behaviour

We help 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.

Physical Development

- Moving and Handling
- Health and Self-Care

We help children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies. They 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.

Communication and Language

- Listening and Attention
- Understanding
- Speaking

We help children to develop:

- conversational skills with one other person, in small groups and in large groups. They learn 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;

Specific Areas

Literacy

- Reading
- Writing

We help children to develop:

- 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.

Mathematics

- Numbers
- Shape, Space and Measures

We help 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.

Understanding the World

- People and Communities
- The World
- Technology

We help children to develop:

- knowledge about the natural world and how it works;
- knowledge about the manmade 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.

Expressive Arts and Design

- Exploring and Using Media and Materials
- Being Imaginative

We help 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 – making learning fun

Play helps young children to learn and develop through doing and talking. Research shows this is how young children learn to think. Our Pre-school uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities. These 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. We use the guidance to the Early Years Foundation Stage to plan appropriate activities and to decide what equipment to provide and how to provide it.

Phonics

Before children can start to read they need to learn to say the sound that is represented by each letter or group of letters and later to 'sound out' words. At the very earliest stages it is important to keep it very simple. We introduce the children in their final year of Pre-school to Read Write Inc phonics, the phonics scheme used at local primary schools.

Forest School

Forest school is co-ordinated by Lisa Munro and runs every Wednesday for children in their final year of Pre-school. We begin the year by half day local sessions progressing onto using the minibus and accessing our Forest School site in Bruern as well as other environments such as Leafield Community woods, the allotments and local farms. We go out in all weathers unless it is considered unsafe. We ask that the children have suitable clothing for all weathers. The children always need to have their arms and legs covered even in the warmer weather due to brambles, nettles & insects and in the winter it is especially important to wear many layers on clothes including extra layers of socks. We provide

waterproof trousers for all the children. The cost of attending is £6 per session. Unfortunately, if your child is unable to attend Forest School one week, we will not be able to accommodate them in the hall due to staff ratios.

Cookery Club

We run a Cooking Club for 3 to 5 year olds. Our aim is to enable the children to cook simple and fun recipes while learning about the importance of healthy eating. We work with a small group of children, in rotation, with each child attending approximately once every 3-4 weeks, depending on the total number of participating children. The cost of attending Cooking Club is £5 per session and children can join from the term they turn 3. Cookery Club generally runs from January through to July.

Little Dancers

Sally Elderfield assisted by staff runs a dancing club on a Thursday from 12.15pm – 12.45pm, for 3 to 5 year olds. Our aim is to enable the children to discover a variety of music and dance styles and have some fun. The cost of attending Little Dancers is £3 per session and children can join from the term they turn 3.

Our opening times are

Mornings from 9 am to 12 noon Monday to Friday.

Afternoon sessions run until 1pm, 2:30pm or 3:30pm every day except Thursday.

Little Dancers Thursday 12.15 to 12.45pm.

Forest School runs on Wednesdays.

The Pre-school's timetable and routines

Our Pre-school gives equal priority to care and education. The routines and activities that make up the day in the Pre-school make certain that:

- each child feels loved, valued and cared for
- learns how to be healthy and safe
- gains from the social experience of being part of a group; and
- learns to love and value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities. They build up their ability to choose, concentrate and finish a task. We encourage children to take part in small (adult-led) and large group activities. This introduces them to new experiences, new skills and to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. We encourage the children to take part in outdoor child-initiated and adult-led activities, as well as those provided in the indoor playroom.

Arriving at Pre-school

A member of staff will unlock the door at 9am and mark your child off on a register. If someone other than yourself or the usual carer is collecting your child we ask that you notify the staff member taking the register so that they can log this information, ensuring the best standard of safety for your child.

Please encourage your child to put their red bag in the relevant colour coded key person box in the foyer, hang their coat and boots on their peg and find their name to put on the board. Each child has 2 pegs, the top one for their coat and the lower one for a named plastic bag with their wellies. If your child is at all unsettled it is better to leave them with their key person or another member of staff.

Settling in at our Pre-school

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 Pre-school. We have a policy about helping children to settle. Children settle in different ways and some may take longer than others, please do not worry if it takes a while for your child to settle. Please speak to us if you have any concerns.

Clothing

We provide protective aprons for the children when they play with messy activities. Please can you also provide at least one full set of clothing in the child's red bag.

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.

In summer we ask that you provide your child with a hat and apply sunscreen prior to arriving at pre-school. In winter a coat will be necessary for any outdoor play as well as wellies, hat and gloves on colder / wet days.

Please ensure that all items of clothing are labelled with your child's name. We have some forms available if you would like to order name labels.

Snacks

The Pre-school makes snacks a social time at which children and adults eat together. We provide the children with a drink of milk or water and they are able to choose from a wide variety of fruit, vegetables, cheese and other savoury snacks. The mid morning snack is an important part of each session. If your child does not drink milk or has a milk alternative please let the staff know. We ask for a £4 contribution per child per half term to cover the snack time costs. This will be added to your termly invoice for fees & club costs.

On your child's birthday, please feel welcome to bring in a cake or some small cakes or biscuits to share.

Sickness & Absence

If your child is unwell or not attending Pre-school you must phone us by 9am. If your child has had sickness or diarrhoea please do not bring them into pre-school until 48 hours after the last bout.

If your child is unwell during a session we will call you and ask you take your child home.

Snow and circumstances beyond our control

If we are unable to open due to adverse weather conditions, or other circumstances beyond our control, we are unable to refund fees as we still have to pay our staff in the short term. Any fees paid for clubs that may be cancelled due to the above will be credited against the next term's invoice.

Communication

Our Pre-school recognises the importance of working in partnership with parents. We try our best to provide information in the best possible way. We send a weekly email with updates of activities and key information for the week ahead and future dates, we have regular blog posts & photographs on our website and we have regular progress meetings with you. If you need to discuss anything in addition, please arrange a meeting with your child's key person.

How parents take part in the Pre-school

Our Pre-school recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents. Together we provide care and education for the child. There are many ways in which parents can take part. Together we make our pre-school a welcoming and stimulating place for children and parents. You can help by:

- telling us about your child's needs, activities, interests and progress
- helping at sessions of the Pre-school;
- sharing your own special interests with the children;
- being part of the management committee of the Pre-school;
- joining in community activities in which the Pre-school takes part; and
- making friends with other parents in the Pre-school.

The parents' rota

Parent and carer help is essential to the smooth running of sessions and you will be given the opportunity to help if you are able every term. A blank rota will be posted in the entrance foyer. You can choose when you would like to help during the next term. Duty activities include preparing the fruit and drinks for the children or assisting with the planned activities. Guidelines for helping can be found in the kitchen or please ask any member of staff for help.

Helping at a session enables parents to see what the day-to-day life of the pre-school is like. By joining in, you help the children to get the best out of their activities.

Joining in

Joining the rota is not the only means of taking part in the life of the Pre-school. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the pre-school to tell us about their job, read stories, playing a musical instrument, cooking and to show the children their pets.

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

The management of our Pre-school

A management committee manages and steers the Pre-school. You can join at any time but elections also take place at our Annual General Meeting in October each year. 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 that help it to provide a high quality service; and
- making sure that the Pre-school works in partnership with the children's parents and the community.

The Annual General Meeting is open to the parents of all of the children who attend the Pre-school. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Current Committee Members are:

Chair – Rachel Chapel

Vice Chair – Pippa Cotton

Secretary – Miriam Owen

Treasurer/Administrator – Sally Elderfield

Pre-school Supervisor & Committee Member – Pauline Plant

Pre-school Deputy Supervisor & Committee Member – Sharon Light

All roles on the committee are voluntary and very rewarding, sociable & fun. Parental involvement is informal, but it is the lifeblood of our pre-school and critical to its future. Without the committee the Pre-school could not operate so if you are interested in joining, or can offer help in anyway, please let Pauline or Pippa Cotton know.

Fundraising

The Pre-school is a registered charity and a non-profit making organisation. Fundraising plays an essential role in maintaining the excellent standard of equipment and toys for the children to play and learn with. Our main fundraising event of the year is the summer sports day and fete. The children also perform in a Christmas concert where families are all welcome to join staff for refreshments afterwards. Other successful events in the past have included a Pancake Café, live music night, curry and cinema

evening, craft morning, cake sale, quiz night, frock swap and an Easter bunny hunt. We will be asking for your support with fundraising – and all new ideas and offers of help are very welcome!! We are always looking for parents/carers to join our fundraising team, please speak to Pippa Cotton if you are willing to do so.

An easy way for you to help support us with fundraising is to use the following website when shopping online. www.easyfundraising.org.uk. We can benefit from your purchases with no extra cost to yourself and it would be great if you could encourage family and friends to use the site. There are hundreds of retailers involved including Next, Boden, M&S, John Lewis, Amazon, ELC, Mothercare, and Boots.

All you have to do is go onto the website and then follow 3 easy steps:

- ❖ Register Ascott-under-Wychwood Pre-school as the cause that you want to support. Registration is free.
- ❖ Login using your username/password. This is how the system recognises who you are and which cause benefits when you make purchases.
- ❖ Click any of the retailer links provided and then shop just as you would normally.

Events

The Pre-school likes to involve the children and carers in a variety of events outside of the pre-school. These can involve fundraising walks such as the Big Toddle for Barnardos, cycling/scooter event, sponsored reading.

Fees

Pre-school Fees - £4.50 per hour

Clubs:

- Forest School - £6 per session
- Little Dancers - £3 per session
- Cookery Club - £5 per session

The fees charged to parents help us to pay for the hall rental and staff wages. Your prompt payment is therefore appreciated in order to aid the smooth running of our Pre-school.

Fees are payable half termly, in advance. Invoices will be issued within the first 2 weeks of each half term, via email, and payment must be made by the date given (usually 2 weeks after the invoice is issued). Payment can be made via Bank transfer (our preferred option), childcare voucher, cash or cheque (payable to 'Ascott Preschool').

If you experience difficulties with payment please contact Pauline Plant, on receipt of your invoice and she will liaise with our Treasurer to agree a mutually acceptable payment plan where necessary.

Absence due to illness or holiday will still be charged at the normal session rate in order that your child's place is secured.

Free Early Education (FEE) funding for two year olds

Free early education for two year olds is a funded scheme that entitles some children to access a place in a Pre-school, nursery or with a childminder for 15 hours per week, 38 weeks per year. You must be in receipt of certain benefits to qualify. Where funding is not received, then fees apply.

Free Early Education (FEE) funding for three and four year olds

All three and four year olds are entitled to 15 hours of free early education for 38 weeks of the year. This applies from the term after their third birthday until they leave Pre-school to move on to Primary education.

- If your child is born between 1st January and 31st March, you are eligible for funding from April (Term 5).
- If your child is born between 1st April and 31st August, you are eligible from September (Term 1).
- If your child is born between 1st September and 31st December, you are eligible from January (Term 3).

Please note that the funding cannot be used to cover snack time costs or club fees i.e. Forest School, Little Dancers or Cookery.

Please let us know if you want to share the hours between Ascott Pre-school and another setting.

Eligibility for FEE funding

30 hours free childcare for working parents

You may be able to get up to 30 hours free childcare per week:

- in work - or getting parental leave, sick leave or annual leave
- each earning (or if you are a single parent meeting the criteria alone) at least the [National Minimum Wage or Living Wage](#) for 16 hours a week - this is £125.28 if you're over 25

This earnings limit does not apply if you're self-employed and started your business less than 12 months ago.

To check if you are eligible please follow the link

<https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

You'll need your details, including your:

- National Insurance number
- Unique Taxpayer Reference (UTR), if you're self-employed

You'll get a childcare account if your application is successful. You can use it to get your code for 30 hours free childcare which you will need to give to us so that we can claim funding.

Please let our Treasurer know if you need help with your application.

Safeguarding children

Our Pre-school has a duty under the law to help safeguard children against suspected or actual 'significant harm'. We observe children and are aware of any changes in well-being. We are obliged to record all existing injuries and report any concerns. More details about safeguarding can be found in the Family Information file.

Our employment practices ensure children are protected against the likelihood of abuse in our setting 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. When difficulties arise, we can offer you support, including referral to appropriate agencies when necessary.

Door Locking

The front door of Tiddy Hall is kept locked during all Pre-school sessions to prevent any unaccompanied children leaving the hall or unknown persons entering. When you have settled your child and are ready to leave, the staff member on the door will let you out and lock the door behind you. If the session has started and no one is at the door, please ask a staff member to let you out and lock the door behind you. Equally, if you arrive during a session, please ring the bell and a staff member will let you in and ensure that the door is locked behind you. If the car park gates are closed, please ring the bell on the gate and a member of staff will come and let you in.

DBS checks

All adults working with children are now required by law to have a DBS check. Please be aware that if you are helping out during a Pre-school session and have not been checked, you should not take any child to the toilet other than your own. If a child tells you they need to go to the toilet please inform a member of staff.

Special needs

As part of the Pre-school's policy, we make sure that we meet the needs of each individual child. We take account of any special needs a child may have. The pre-school works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). Our Special Educational Needs Co-ordinator is Pauline Plane.

Policies

Copies of the Pre-school's policies and procedures are available for you to see at the Pre-school and are also on the Pre-school website.

The Pre-school's policies help us to make sure that the service provided by the Pre-school is of high quality and reflects current legislation. In this way we make certain that being a member of the Pre-school is an enjoyable and beneficial experience for each child and her or his parents.

The staff and committee of the Pre-school work together to adopt the policies and they have the opportunity to take part in the annual review of the policies. This review helps us to improve our service for its members and the local community.

Complaints

We hope that with our open style you will not feel the need to complain. If there is anything that you feel particularly unhappy about, however, please speak to Pauline Plant or Sharon Light. If you find this is inappropriate then the contact numbers for the pre school chairperson and OFSTED are available on our information board.

Contact numbers

In Pre school hours: 01993 832671

Out of hours: Pauline Plant: 07968 006451 or Sharon light: 07799 458124

Rachel Chapel – chair of management committee: 01993 832484



Ascott-u-Wychwood
Pre School
Dorset Reg: 1030851 Ofsted: 1/3/17

A warm welcome from your Pre-School Committee

 Rachel Chapel - Chair	 Pauline Plant - Supervisor/Committee Member	 Pippa Cotton - Vice Chair
 Miriam Owen - Secretary	 Sharon Light - Deputy Supervisor/Committee Member	 Sally Ekerfield - Treasurer/Administrator