



Chatsworth Baptist Church

Pre-school

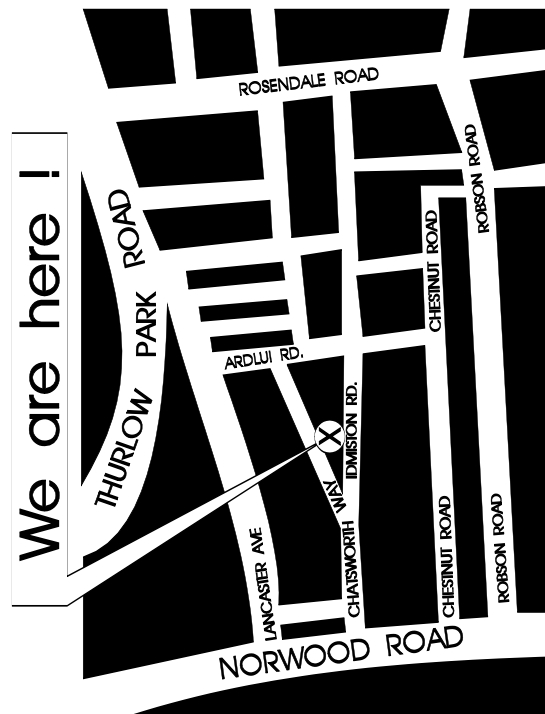
Prospectus

Chatsworth Way, West Norwood, London SE27 9HN

Pre-school: 020 8766 8252 / 07984 676834
Church Office: 020 8761 0011
Email: office@chatsworthbaptist.org.uk
Website: www.chatsworthbaptist.org.uk

Registered charity number: 1131202
Ofsted reference: 144047

Chatsworth Baptist Church Pre-school is a member of the
Pre-school Learning Alliance



For details of the drop-in groups for parents/carers and 0—5 year olds run by Chatsworth Baptist Church, please call the church office on 020 8761 0011; or visit the website www.chatsworthbaptist.org.uk

PARENTAL INVOLVEMENT

It is important that parents and Pre-school staff work together in partnership. Staff keep parents informed of their child's progress and development at Pre-school, and ask that parents keep us informed of anything concerning their child that could affect his/her time at the Pre-school. Parents are encouraged to approach the staff on any matter concerning their child or the Pre-school. If parents would like to talk to the manager about their child's progress, please do so at the end of a session or make an appointment for a mutually convenient time.

Twice a year progress review meetings are held between parents and the child's Key Person to reflect on, review and revise individual learning plans to introduce, consolidate or extend skills.

One of the ways in which parents can observe their child's progress and the activities of the Pre-school is to come and spend a morning with us. Parents able to participate in this way are encouraged to talk to the Pre-school Leader or sign up on the parent rota which is located on the notice board in the reception area.

We welcome opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group.

The Pre-school Board of Governors includes two parents.

COMMUNICATIONS/COMPLAINTS PROCEDURE

If you have any queries, concerns or complaints that you wish to put forward, please take these up with either the Pre-school Manager or other staff member. If you wish to take the matter further you will be referred to the Chair of the Board of Governors, who can be contacted via the church office on 020 8761 0011. Alternatively you may contact Ofsted on 0300 123 1231.

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PERSONNEL

Staff and Qualifications

Pre-school Manger:	Denise Crawford, BA Early Years
Deputy Pre-school Manager, & SENCO:	Gaye Evans, NNEB, Montessori Dip & ELKLAN (speech & language)
Pre-school Practitioner & H & S / Risk Assessment Officer:	Margaret Day, NVQ3
Pre-school Practitioner	Sue Steed NVQ3

PRE-SCHOOL SESSIONS

Mon, Tues, Wed, Thurs, Fri 9.15am -12.15pm

RATES

♦ Children not eligible to receive Early Years Funding: **£21 per 3 hour session**

For those who DO receive Early Years Funding charitable donations of £3.00 per session or a figure of your choosing are always welcome but are entirely at your discretion. It helps to cover the shortfall between the cost of a funded place and the cost incurred by Pre-school.

Full payment must be made when a child is sick or on holiday.

Cheques should be made payable to "Chatsworth Baptist Church Pre-school" (unless you have completed a Gift-Aid Declaration and are giving a charitable donation—then cheques should be payable to Chatsworth Baptist Church).

We are registered for 24 children per session. We provide government funded places via Lambeth for eligible 2 years olds and 3 & 4 year olds.

SETTLING - IN PROCEDURE

Some children settle at Pre-school very quickly and do not need parents to stay at all. Other children take much longer to adjust to new surroundings and the big step of leaving carers, and need "mum" to stay for a few sessions. You know your child best. Please discuss the situation with the staff, but experience has suggested to us that it is better not to prolong the settling-in period for more than a couple of weeks.

Snacks:

Your child will be given a drink of milk or water at Pre-school. Parents are kindly requested to provide 2 pieces of fruit (e.g. an apple, orange, banana) per week so this may be cut up and shared around.

Clothing:

Please see that your child is wearing clothes appropriate for play, and non-slip shoes. Aprons will be provided for messy work.

Toilet:

If possible your child should be toilet trained before joining Pre-school. It would be helpful to staff if children were able to use the toilet by themselves. Otherwise nappy changing requirements should be provided. A bag with spare clothing is always a good idea.

ATTENDANCE

Regular attendance is helpful for the child's stability and security. It is preferable for the smooth running of the group if your child could arrive and be collected on time. Please do not send a sick child to Pre-school. It is unfair to him/her and the other children. If your child has suffered from vomiting or diarrhoea, please keep him/her away from Pre-school for 48 hours. If your child has an infectious disease, please inform the Pre-school and keep your child away for the appropriate period of recovery.

If your child is unwell please ring **020 8766 8252** or **07984 676834**. If you are going away with your child please let us know verbally or with a short note.

Anti-social / challenging behaviour will be discouraged by ensuring that every child is treated with respect. This is done by :-

- ♦ Explaining to the child why his/her behaviour is inappropriate.
- ♦ If the behaviour is repeated, by removing him/her from the activity.
- ♦ For repeated unacceptable behaviour it may be appropriate for the child to have a period of “time-out” with an adult.

When children behave in inappropriate ways :-

- ♦ Staff will not use disciplinary practices that frighten or humiliate children.
- ♦ Physical punishment will not be used in any circumstances.
- ♦ Any action taken will be appropriate to the child’s level of understanding and maturity.
- ♦ Recurring problems will be addressed in partnership with the child’s parents.

HOME LANGUAGE

The Pre-school must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

PRE-SCHOOL INFORMATION

Introduction

Chatsworth Baptist Church provides a range of family support services of which the Pre-school is a part. The Pre-school has its own Board of Governors including parent representation and is overseen by the church’s board of deacons. Our current Ofsted and Local Authority rating is ‘**GOOD**’, December 2013. A copy of the Ofsted report is available on the notice board.

Aim

We aim to provide a safe, supportive and stimulating environment in which children can explore and develop their understanding of themselves and the world in which they live. As a Christian pre-school we remember the major Christian festivals and draw upon stories and songs which reflect a Christian understanding of life.

Premises

The Pre-school has the exclusive use of a room, outdoor garden area and hall during its sessions. This provides opportunities for a range of learning through play activities and physical pursuits. We have the use of toilets and kitchen.

Insurance

Insurance for the Pre-school is arranged through The Baptist Union Insurance Company.

PRE-SCHOOL AND THE EARLY YEARS FOUNDATION STAGE (EYFS)

The Pre-school follows the Early Years Foundation Stage (EYFS) and its **Aims, Standards and Principles for Learning, Development and Care**

Its standards and guidelines for good practice are described below:-

- ◆ Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.
- ◆ The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and 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.
- ◆ The EYFS seeks to provide:
 - ◇ **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
 - ◇ **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
 - ◇ **partnership working** between practitioners and with parents and/or carers.
 - ◇ **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

SAFEGUARDING POLICY

We commit ourselves to the nurturing, protection and safeguarding of all the children in the Pre-school by creating an environment in which children are safe from abuse.

All staff are trained to recognise the symptoms of possible abuse, including neglect, physical, emotional and sexual abuse. It is the responsibility of each staff member to report any concerns regarding abuse, discovered or suspected, through the appropriate channels. Extensive internal procedures are in place which follow statutory and specialist guidelines. Any parent/carer with a concern should talk to their child's Key Person or another member of staff.

BEHAVIOUR MANAGEMENT POLICY

We aim to provide a safe, supportive and caring environment in which children can develop their potential.

For this reason we try and keep a balance between structure and free choice in our activities. At all times we encourage the children to interact with staff and other children in an appropriate manner.

- ◆ All adults in the Pre-school will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- ◆ All adults will provide a positive model for the children with regard to friendliness, care and courtesy.
- ◆ Adults in Pre-school will praise and endorse desirable behaviour such as kindness and willingness to share.
- ◆ We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- ◆ An accident and incident record book is kept.

EQUAL OPPORTUNITIES POLICY

In our Pre-school we believe that each child is unique. Recognising this we seek to value each child as an individual.

Equality of opportunity will be given to each child to explore and develop in all areas of the curriculum as they are able.

All activities will be offered to both boys and girls.

Discriminatory behaviour or remarks are unacceptable in Pre-school and will be challenged.

We provide resources that give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society.

SPECIAL NEEDS STATEMENT/INCLUSION POLICY

We aim to provide a welcome and appropriate learning opportunity for all children. It is anticipated that some of the children who attend the Pre-school may have a special need e.g. learning difficulty, hearing loss, physical disability. It is our aim to integrate all children into the Pre-school, believing that a child with special needs is to be given an equal opportunity to participate in every aspect of the Pre-school curriculum.

Our system of observation, planning and assessment enables us to monitor children's needs and progress on an individual basis through the Key Person system. Our **Special Educational Needs Co-ordinating Officer** (SENCO) is Gaye Evans. We work in liaison with other professional staff outside the group to help meet children's specific needs if appropriate.

♦ The EYFS specifies requirements for learning and development for safeguarding children and promoting their welfare. The learning and development requirements cover:

- ◇ **the areas of learning and development** which must shape activities and experiences (educational programmes) for children in all early years settings.
- ◇ **the early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).
- ◇ **assessment arrangements** for measuring progress (and requirements for reporting to parents and /or carers).

♦ The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

Overarching principles

- ♦ Four guiding principles should shape practice in early years settings. These are:
 - ◇ every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
 - ◇ children learn to be strong and independent through **positive relationships**:
 - ◇ 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 and/or carers.
 - ◇ **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

PRE-SCHOOL EDUCATIONAL PROGRAMME WITH REGARD TO THE SEVEN AREAS OF LEARNING

Pre-school offers a young child a variety of opportunities for learning and experience within a safe and stimulating environment. Children learn new skills and concepts by learning through play and mixing with other children and adults so that by the age of five they are confident at school. The Pre-school educational programme is relationship based. With a high ratio of staff to children we are able to provide a good level of individual attention which is so important in these early years.

Our curriculum is designed to help children develop a range of skills which will assist them with their future learning and ensure a solid foundation for their personal, social, emotional, physical, intellectual and spiritual development. We observe and record the characteristics of learning within each child's development.

The curriculum covers the seven areas which are all important and inter-connected, but directed into three prime areas and four specific areas. The Pre-school must deliver a programme which involves activities and experience for children to explore and achieve.

The Prime Areas:

1. Communication and Language: 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: 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.

POLICIES:

Copies of our policies are available at the Pre-school or displayed on the noticeboard.

ADMISSIONS POLICY

The Pre-school is open to every family in the community. We welcome all children; no child will be discriminated against in terms of religion, culture, gender, special needs or disability.

- ♦ Parents may register children from the age of 2 years by completing an application form.
- ♦ Our waiting list is arranged in order of date of birth. Whenever a place becomes available it will be offered to the next child on the list of eligible age.
- ♦ A few places are available for children 2½ - 3 years at each session. The remainder of places are for children 3 - 5 years.
- ♦ As far as possible parents will be given 4 weeks prior notice of a vacancy.
- ♦ The Pre-school Board of Governors reserves the right to exclude any child on the grounds of unacceptable behaviour or immaturity, where the well-being or safety of the other children may be adversely affected.

Vacating a place

Four weeks notice is required before vacating a place at Pre-school.

ASSESSMENT AND PLANNING

Throughout their time at the setting observations made by each child's Key Person monitors their development, firstly in the three prime areas and thereafter the other four specific areas, as they become ready for school.

The information gained is used to organise appropriate pathways of learning, exploring through play and activities, child and adult led, for each child. This process is one which is carried out in partnership with parents /carers for their knowledge, input and approval.

If appropriate, children will be referred to external professionals for additional support.

3. Personal, Social and Emotional Development: 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.

The Specific Areas:

4. Literacy: development to encourage 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: 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: 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: 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.

PRE-SCHOOL RESOURCES

Pre-school provision takes place indoors and out using a wide range of resources including:

home corner or an equivalent, book corner, sand, water, dirt and malleable play, construction aids, numeracy aids, small world, role play, painting, drawing, collage, model making, cooking, gardening, climbing apparatus (indoor/out) with fortnightly sessions with a physical skills instructor, musical rhymes and games.

To enhance and extend the knowledge and experience of the children every three to six weeks we introduce a different area of interest which is reflected in the objects, displays and activities they undertake and create. This enables children to have an increased understanding and appreciation of life and world around them and of different cultures. We also have visits from various community services such as the road safety officer, fire service, and health promotion.

We have a sound / letter / number / colour table to which children add objects brought from home.

We provide a balance between free choice and structured play so that children learn to value other people as they learn to share with and relate to new adults and other children. Within our framework children learn independence and gain confidence. They are encouraged to make decisions for themselves and to be able to undertake tasks by themselves. Children feel secure, valued and confident, and develop a sense of achievement by learning through play, which is a pleasurable and rewarding experience.

On Wednesdays, because of space restrictions, provision is limited to 12 children, usually the eldest.

THE PRE-SCHOOL MORNING

9.15 - 10.30	Free play indoors/outdoors with interest focus/ activity.
10.30 - 11.00	Sound, letter, number, colour table; Weather/Calendar; Toilet; Drinks & fruit.
11.00 - 12.00	Large Hall/Garden:- Physical play apparatus, water, sand, dirt, construction, gardening, painting, dressing up, quiet play, gym.
12.00 - 12.15	Story/Rhymes/Conversation/Listening/Music

Daily / weekly activities will include:

Activity table
Book Corner / story telling
Cooking
Computer
Construction
Drawing / graphics / creative
Gardening / natural world
Gym based / climbing apparatus / bikes, scooters etc
Home corner or equivalent
Mark making—using a variety of tools and resources
Music based activities
Practical life
Physical—staff and outside agency
Problem solving & reasoning
Puzzles & Games
Role play
Sand / water / dirt
Science / Technology
Small world—cars, trains, dolls house, farm / animals etc
Tactile / malleable