

Pre-School & Nursery Class Prospectus

**United Reformed Church Hall
Vaughan Road
Harpenden
AL5 4ED**

www.urcpreschool.co.uk

**Monday - Thursday
9.15 am - 12.15
Fridays
12.15 - 3pm**

You are welcome (and indeed encouraged) to visit us

Please make an appointment with Mrs Chichester-Miles, the Pre-School Leader.

**Home 01582 461303
Mobile Number 07961445377**

Our setting aims to:

- Provide high quality care and education for children below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality and values diversity.

Parents

Our pre-school and nursery class is a member of the Pre-School Learning Alliance, as a sessional setting. 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
- include at all levels

We depend on the good will of parents and their involvement to keep going. The employers of the setting The Elders of the URC Church carry expectations on parents for their support and commitment. We depend on the good will of parents and their involvement on a regular basis to sustain the quality of provision.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, due to our ratio of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by building 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;



The Early Years Foundation Stage

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

For children between the ages of three and five years, the URc provides a curriculum for the Early Years Foundation Stage (EYFS). This curriculum is set out in a document, published by the Qualification and Curriculum Authority and the Department for Education and Skills, call Curriculum Guidance for Early Years Foundation Stage (EYFS). We follow this guidance.

The guidance divides a child learning and development into six areas;

- personal, social and emotional development;
- communication, language and literacy development;
- problem solving;
- knowledge and understanding of the world;
- physical development and
- creative development

For each area, is set out by the practice guidance for the Early Years Foundation Stage (EYFS). These goals state what it is expected that children will have experienced and be able to do by the end of the reception year of their education.

For each of the practice guidance once sets out by Early Years Foundation Stage (EYFS), which describe the stages through which children are likely to pass as they move to achievement of the goal. Our setting uses the practice from Early Years Foundation Stage (EYFS) lead to the early learning goals to help us to trace each child's progress and to enable us to provide the right activities to help all the children to achieve and progress.

Personal, social and emotional development

This area of children's development covers;

- having a positive approach to learning and finding out about the world around them;
- having confidence in themselves and their ability to do things, and valuing their own achievements;
- being able to get on, work and make friendships with other people, both children and adults;
- becoming aware 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;
- being able to dress and undress themselves, and look after their personal hygiene needs; and
- being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.



Communication, language and literacy

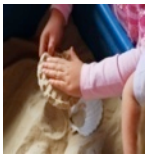
- being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others;
- adding to their vocabulary by learning the meaning of - and being able to use- new words;
- being able to use words to describe their experiences;
- getting to know the sounds and letters that make up the words we use;
- listening to - and taking about stories;
- knowing how to handle books and that they can be a source of stories and information;
- knowing the purposes for which we use writing; and
- making their own attempts at writing.



Problem Solving

This area of children's development covers:

- building up ideas about how many, how much, how far and how big;
- building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- starting to understand the numbers help us to answer questions about how many how much, how far and how big;
- building up ideas about how to use counting to find out how many; and
- being introduced to finding the result of adding more and taking away from the amount we already have



Knowledge and Understanding of the World

This area of children's development covers:

- finding out about the natural world and how it works;
- finding out about the man made world and how it works
- learning how to choose- and use- the right tool for a task;
- learning about technology, how to use it and what it can help us to do;
- starting to put together ideas about past and present and the link between them;
- begin to learn about their locality and it special features; and
- learning about their own and other cultures.



Physical development

This area of children's development covers:

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

- gaining control over the small movements they can make with their arms, wrists and hands, so that they pick up and use objects, tools and materials and
- learning about the importance of - and how to look after- their bodies.



Creative development

This area of children's development covers:

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

At the United Reformed Church we believe play helps young children to learn and develop through doing and talking. Research has shown this to be the means by which young children think. Our setting uses the stepping stones lined to the goal to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and in others, an adult takes the lead. In all activities guidance from the statutory early learning goals helps to decide what equipment to provide and how to provide it.



Working together for your children

At the United Reformed Church Pre-School we maintain a high ratio of adults to children. For Most of our provision we have a higher ratio that set by the National Standards for Day Care. We also ask for volunteer parent helpers on outings and special occasions to increase our ratio further. 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.

Name	Job Title	Qualifications and Experience
Mrs D Chichester-Miles	Manager	Foundation Degree & NVQ3 Full First Aider, SENCO co-ordinator
Mrs S Parker 5	D e p u t y Manager	Early Years Professional Status & NVQ3 First Response Aider
Mrs R Shaw	Keyworker	NNEB (Level3) First Response Aider
Mrs Wood	Keyworker	NVQ3

**T h e
s t a f f
w h o
w o r k
a t o u r**

setting are:

We are open for forty eight weeks each year

We are closed for fourteen weeks each year

We are open for 5 days each week Monday-Thursday (9.25 - 12.15) Friday (12.15 - 300)

We provide care and education for young children between the ages of 2 $\frac{1}{2}$ years - 5 years.

How parents take part in the setting

The United Reformed Church Pre-school 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 welcome 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;
- joining in community activities in which the setting takes part , and
- building friendships with other parents in the setting.

The parents' rota

The United Reformed Pre-School Church has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children 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 setting. Parents can offer to take part in a session by sharing their own interest and skills with the children. For example parents have visited the setting to play music instruments for the children, show pictures of local events held in their neighbourhood or bring in a pet. We welcome parents to talk staff at the beginning and the end of any sessions.

Key person and your child

The United Reformed Church Pre-School 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 adult 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 key person will help your child to settle and, throughout your child's time at the pre-school, she/he will help your child to benefit from the pre-schools activities.

Records of achievement

At the United Reformed Church Pre-School we keep a record of achievement (ROA) for each child. Staff and parents working together on their child's records of achievement is one of the ways in which the key person and parents work together to provide what your child needs for her/his well-being and progress.

Your child's key person will work to keep this record. To do this she/he will collect information about your child's needs, activities and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person can then help your child move on to the next stage.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the URC staff takes part in further training to help them to keep up to date with thinking about early years care and education.

The URC also keeps up to date with best practice in early years care and education through the Pre-School Learning Alliances, Literature, Sure Start and other publications.

From time to time the URC holds workshop for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's timetable and routines

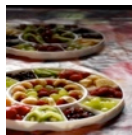
The United Reformed Church Pre-School believes that care and education are equally important in the experiences which we offer children. The routines and activities that make up the session are provided in ways that;

- 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 the group and
- provide children with opportunities to learn and help them to value learning

The Session

The United Reformed Church Pre-School we organise our sessions so that the children can choose from- and work at - a range of activities and , in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoors activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity - and are encouraged- to take part in outdoor child chosen and adult-led activities, as well as those provide in the indoor rooms.



Snacks

The United Reformed Church Pre-School makes snacks a social time at which children eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Policies

Copies of the United Reformed Church policies can be found on our web site www.urcpreschool.co.uk.

The United Reformed Pre-school polices help us to make sure that the service provided by us is a high quality one and that being a member of the URC Pre-School is an enjoyable and beneficial experience for each child and her/his parents.

The staff work together to adopt the policies and they all have the opportunity to take part in their annual review. This helps us to make sure that the policies are enabling us to provide a quality service for parents and the local community.

Special Needs

As part of the United Reformed Church Pre-school 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.

We work to the requirements of the 1993 Education Act and The Special Educational Need Code of Practice (2000)

In our setting our Special Educational Needs Co-ordinator is:

Mrs D Chichester-Miles

The Management of our setting

The elders of the United Reformed Church are the management committee- whose members are elected by the church. The election take place at the church's Annual General Meeting. Their role is to:

- Manage the settings finances
- Employ the staff
- Making sure that the setting has -and works to - policies that help it to provide a high quality service;

Fees

The fees are £16 per session payable half-termly. Fees must still be paid if children are absent. If your child has to be absent over a long period of time, talk to Mrs Chichester-Miles who is the manager

For your child to keep her/his place at the setting, you must pay the fees.

We are in receipt of nursery education funding for three and four year olds; where funding is not received, then full fees apply.

Starting at the United Reformed Pre-School

The first day

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 you child to settle into the pre-school. The pre-school has a policy about helping children to settle in: a copy is enclosed in this prospectus.

Clothing

We provide protective clothing for the children when they play with messy activities.

We encourage children to gain the skill 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 will join us and enjoy being a part of our setting and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

Information

Frequently asked questions

How long is each session?

Three hours, from 9-15 to 12-15

Are there a maximum or minimum numbers of sessions my child should attend?

We like children to attend at least twice a week so that the child can settle easier, however this is only a suggestion we also recommend only two sessions to begin with for young children, this can be increased at a later date.

What age does my child have to be to attend?

The minimum age is around two years and six months.

Does my child need to be potty trained?

No but we would recommend sending your child in Pull Ups so that we can actively encourage them to use a toilet.

Can I provide snack for my child?

We provide a healthy snack and drink, however if your child has a specific diet or allergies please let us know and we will try and cater for your child's needs.

Can I stay with my child while they settle in?

We ask parents to attend three or four visits with their child to familiarise both parent and child with the pre-school and staff, but we are aware that some children need more help and parents are welcome to stay for as long as they feel necessary.

Can I visit the pre-school?

Yes you can just pop in but if you would like to speak to our manager on your visit please contact us first and we will arrange for Mrs Miles to be available.

Can I change session?

Session changes can be arranged with adequate notice providing spaces are available.

My child has physical difficulties can he/she still attend?

Children with special needs, like all children, are admitted to the pre-school after consultation parent and the manager. We have three appointed SENCO (Special Educational Needs Co-Ordinator) who are responsible for any educational need a child may have. We offer an equal opportunities policy which means access for all.

How will I know how my child is doing?

We operate a keyworker system where your child has one or two special adults to relate to, all staff are available to speak to at each session, and we would encourage parents to meet with us periodically to discuss your child's development.

My child has a comforter can he/she bring this with them?

We are happy for children to bring comforters into the pre-school although your child will be encouraged to leave it in a special place so that it does not get lost.

What kind of activities do the children get involved in?

We make a concerted effort to offer a broad and balanced 'foundation stage curriculum. Activities are undertaken in small groups or as a whole group. Practical activities are dovetailed with more formal activities.

When do I have to book a place for my child?

We operate a waiting list on a first come first served basis and depending on date of birth. We would advise placing your child's name on our waiting list as soon as possible to avoid any disappointment. Please see our contact numbers