



Oundle Community Pre-School

Prospectus

Oundle Community Pre-School was founded in 1963, making it one of the oldest pre-schools in the country. It is a member of the Pre-School Learning Alliance and is run by a committee of supportive parents and a dedicated staff team who provide a happy, friendly, caring, inclusive setting for children from the age of 2 until they go to primary school.

Each child's natural development and curiosity are stimulated through a wide range of play-based activities to help him/her reach their full potential – emotionally, socially and cognitively and to meet the goals of the government's Early Years Foundation Stage Curriculum. We value diversity: we welcome and provide for children with additional needs, dietary or health requirements and children for whom English is not their first language. Our experienced staff work closely with parents and carers to help each child to learn and develop and parents are asked to support the pre-school to ensure it continues to thrive.

Sessions run from 9.15am – 12.15am every morning, with a daily Lunch Club from 12.15 – 12.45 and extended sessions until 3.15pm on certain afternoons.

Facilities

There is one large room that has been carefully divided into different areas which support children's development in the prime and specific areas of the Early Years Foundation Stage Curriculum and create a safe, comfortable environment in which to play and learn. All activities are supported with a wide range of learning resources including toys, materials, a play kitchen, the pre-school library and a fantastic selection of dressing up clothes.

A morning snack is available to the children, where they can also learn about a range of healthy foods and how to prepare and cook them.

The enclosed outdoor play area is equipped with sand and water play equipment, a range of wheeled toys and other equipment which encourages open ended play.

Freedom to move between different areas, supports children in directing their own learning, and helps develop confidence in preparation for Primary School.

All weather suits and wellingtons allow the children to play outside, whatever the weather, and they also enable the children to go on outings to play in the nearby field or to explore the local woods. Regular visits to these and other places around the town, enhance their understanding of the wider community.

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www.oundlecommunitypreschool.org.uk
Registered charity: 1025457

During the spring and summer terms, visits from the reception teachers of the local primary schools, and visits to these schools help to ensure smooth transitions for those children who will be making to move on to school in September.

Staff

We pride ourselves on our experienced and qualified staff. We maintain a ratio of adults to children which is above those set by the Safeguarding and Welfare Requirements, we also welcome volunteer parent helpers. This enables staff to spend time with each child and to get to know their particular interests and favourite activities. These staffing ratios provide excellent supervision so children can be adventurous and explore their environment in safety.

Each child is allocated a “key person”, who has specific responsibility for ensuring the child is happy and enjoying pre-school. The key person will also monitor the child’s progress against the Early Years Foundation Stage curriculum, and provide a close link between parents and the school.

The current staff members are:

Name	Position	Qualifications
Gina Murray	Leader	Early Years Professional Status & BA in Early Years.
Alison Flint	Deputy	NVQ Level 3 in Child Care, Learning and Development.
Michaela Lee	Assistant	NVQ Level 5 in Child Care, Learning and Development.
Helen Hardy	Assistant	NVQ Level 3 in Child Care, Learning and Development.
Ingrid Patel	Assistant	NVQ Level 3 in Child Care, Learning and Development.
Sue Gardner	Assistant	NVQ Level 3 in Child Care, Learning and Development.
Carol Arden	Administrator	

Ofsted Evaluation

The quality of our work has been recognised by Ofsted, who have rated the pre-school as ‘GOOD’. The latest report (6th January 2016) is available from Ofsted. (URN is 220304).

Children's development and learning

We believe that children learn best when in a safe, stimulating and supportive environment, where they can join in with other children to play, work and learn together and are guided by adults – staff, parents and carers - to build on what they already know to learn and develop.

The Early Years Foundation Stage

Our objectives for children’s development and learning are guided by the Early Years Foundation Stage (DfE 2012). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

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

- *Positive Relationships* - Children learn to be strong and independent through positive relationships.
- *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, parents and carers.
- *Learning and Development* - Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision including children with special educational needs and disabilities.

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 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.

The Areas of Development and Learning

The Department for Education's '*Development Matters*' guidance sets out the likely stages of progress a child makes along their learning journey during their Early Years Foundation Stage (EYFS). Our carefully planned programme supports children to develop their knowledge, skills and understanding in the key areas of learning defined below. Early Learning Goals are measures of how a child should have developed by the end of the EYFS and we assess each child's progress towards achieving these Goals, passing the information we have recorded on to the primary schools which they attend after the pre-school.

The Prime Areas of Learning are:

- **Personal, social and emotional development** which includes making relationships, self-confidence and self-awareness; and managing feelings and behaviour.
- **Physical development** such as moving and handling; health and self-care.
- **Communication and language** which includes listening and attention, understanding and speaking.

The Specific Areas of Learning are:

- **Literacy** - basic level reading and writing.
- **Mathematics** – numbers, shapes, space and measurement.
- **Understanding the world** which includes understanding people and diverse communities, the world and technology.
- **Expressive arts and design** which includes exploring and using different media and materials and being imaginative.

Our approach to learning and development and assessment

Learning through play

Research has shown that children of pre-school age learn most happily through play; by doing and talking. Our setting uses the '*Development Matters*' guidance 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 helping the children to take part in the activity.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the 'Development Matters' guidance as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

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 or videos 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 and how they, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going 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.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. The key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement

The setting keeps a record of achievement for each child. Each child's record of achievement helps us to celebrate her/his achievements and to work together to provide what she/he needs to make progress.

A child's key person will work with parents to update this record, collecting information about each child's needs, activities, interests and achievements. This information will enable the key person to identify a child's stage of progress. Parents and the key person will then decide on how to help a child to move on to the next stage.

We use an online system, called TAPESTRY, to record the children's progress. This system is secure and only a child's parents and the staff can access the files about him or her. It enables parents to view their child's records of achievement online at home and add to it with photographs and observations they have made. In this way, practitioners can gather a more holistic view of a child's learning and development.

Working together for your children

We and the Pre-School Learning Alliance recognise parents as the first and most important educators of young children. Children learn particularly well when relaxed, happy and interested in whatever they are doing and much learning occurs both at home and at pre-school during these occasions. Parents' observations, together with those taken by staff, enable us to adapt the planning and delivery of the EYFS.

TAPESTRY (mentioned above) enables parents to add information and observations about their child and upload photographs from home which staff can then access and use as another method of tracking children's development.

Oundle Community Pre-School is a registered charity and is managed by a committee of parents and friends of the setting. By sending a child to the Pre-School, parents and guardians become members of the organisation with participatory rights and are able to shape the service it offers. The committee is involved in running the Pre-School but also relies on other parents to offer their support by lending skills, volunteering time, joining outings or helping with fundraising or promotional activities. Participating in one way or another helps to build a stronger community in which the children can thrive.

For the Academic Year of 2015 - 2016 our Committee members are:

Chair:	Clare Ryder
Secretary:	Toni Millward
Treasurer:	Bekki Hodgson
Fundraisers:	Jodie Ahleit, Kelly Precious
Committee Members:	Tim Morrison, Elizabeth Megahey, Sue Gardner

The committee is renewed annually at the Annual General meeting, usually held in October.

Starting Pre-School

Registration: To register your child for Oundle Community Pre-School you should print and complete the application form and return it to the pre-school (FAO The Administrator). Our administrator will contact you about available placements for your child and a subsequent start date.

If you would like to talk any queries through please either telephone 01832 273647, Mobile 0743 4721856 Monday - Friday 09.30- 13.00hrs or drop in to see us.

Fees

£13.00 - for a session.

Mornings Monday - Friday 9:15 am to 12:15pm, and Thursday afternoon 12.15pm – 3.15pm.

Children are welcome to join us from 2 years.

The Government's education voucher system entitles all children, in the term after their third birthday, to attend a maximum of 5 x 3 hour sessions per week without charge. We also accept 2 year old funding where applicable. From September 2013 we will be asking for a voluntary contribution towards the daily snack and we ask for £2.50 for any child staying for lunch club.

Please note: We believe children settle better at the Pre-School if they attend at least 2 sessions per week.



Formed in 1963

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APPLICATION FORM

Child's Name:

Date of Birth:

Parent/Carer's Name:

Parent/Carer's Address:

Telephone Number:

Email Address:

When would you like your child to start at Oundle Community Pre-School?

ASAP or Specific date (if known)

2 years 6 months

2 years 9 months

3+ years (Please specify date)

What sessions would you like your child to attend?	Monday	Tuesday	Wednesday	Thursday	Thursday	Friday
	am	am	am	am	pm	am

Have you received an Oundle Community Pre-school Prospectus? Yes No

Would you like to receive one? Yes No

Are there any specific questions or issues you'd like to highlight?

Signed:

Date: