

**Morichard Bishop Pre-School**

# **Prospectus**



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(The Governing Board of Morichard Bishop Primary School)

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## AIMS AND OBJECTIVES

Morcharad Bishop Pre-School has been established for well over 25 years serving the local community and surrounding villages. We are run by the Governing Board of Morcharad Bishop Primary School and the Pre-School is staffed by experienced Play Leaders and Play Assistants. We have a modern new building based within the Primary School grounds.

Our Pre-School Toddler Group is run at Morcharad Bishop Memorial Hall and is a great opportunity for parents, carers and children to come together prior to the children attending the Pre-School.

### **Our Aims are:**

- To enhance the development and education of children under 5 in a parent-involved community-based group.
- To work in partnership with parents to help children learn and develop.
- To provide a safe, secure and stimulating environment.
- To work within a framework that ensures equality of opportunity for all children and families.

### **We can offer your child:**

- A specially tailored curriculum, which follows the Early Years Foundation Stage framework.
- Well-qualified and experienced Pre-School staff committed to providing the best possible care and education, made possible by a high ratio of adults to children.
- Fun and friendship with other children and adults.
- The support of an individually assigned Key Worker.
- The opportunity for you and your family to be directly involved in the activities of the group and in your own child's progress.

We were successfully inspected by OFSTED (the Office for Standards in Education) in June 2010 and were given a 'Good' assessment with an 'Outstanding' grade for use of our resources.

A full report can be read online or is available on request from a member of staff.



## PRE-SCHOOL STRUCTURE

The Pre-School runs from Monday to Friday. These sessions are for children aged from 2-4. Your child will be cared for by friendly, well-trained staff with a wealth of experience in Early Years childcare and development.

DAY	OPENING HOURS
Monday	9am to 3:30pm
Tuesday	9am to 3:30pm
Wednesday	9am to 3:30pm
Thursday	9am to 3:30pm
Friday	9am to 3:30pm

The Pre-School has a bright and airy new building (2014) with beautiful views over the surrounding countryside. There are purpose built bathrooms for little people, and we also have a comfy quiet room for children to spend time in reading or sleeping. The sessions are structured to encourage your child to develop their learning and social skills. They will share stories and games, produce art and craft, discover early number/letter skills and enjoy physical play all in the company of other Pre-School children. We support children in their first steps of independence as they learn to socialize and develop their own identities.



The Pre-School is situated within the Primary School grounds and have instant access to fantastic and safe outdoor play facilities, the school garden and a wonderful school field on our doorstep. This allows us to make the most of outdoor play with all of the children being involved. Physical development and nature are both very strong themes within our Pre-School.

### **Lunch**

Children can bring a healthy packed lunch with them to Pre-School or opt for a hot lunch which is prepared in the school kitchen and delivered directly to Pre-School. Menus are available in advance with a choice of dishes including a vegetarian option (sample menu on Pre-School website). We all eat lunch together, followed by a quiet activity.

### **Fees**

Your child can start Pre-School from their second birthday. At this point all fees will have to be met by you. Government funding is available for up to 15 hrs per week from the term after your child's third birthday or if you meet the criteria for the funding from your child's second birthday (2gether funding). Staff will advise and assist with applications with funding.

## PRE-SCHOOL CURRICULUM

By means of developmentally appropriate play activities and following the ideas and fascinations of the children, we offer a curriculum which follows the Early Years Foundation Stage (EYFS) framework. Our monitoring system enables us to ensure a planned curriculum that can be tailored to the needs of each individual child, so that all children are supported in developing their potential at their own pace within the group. 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 '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.

### **Our Areas of Learning and Development**

There are **seven** important and inter-connected areas of learning and development that shape educational programmes in Early Years settings. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These prime areas are:

- **Communication and Language**  
This area gives children 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.
- **Physical Development**  
This area provides opportunities for young children to be active and interactive and to develop their co-ordination, control and movement. Children are also helped to understand the importance of physical activity and to make healthy food choices.
- **Personal, Social and Emotional Development**  
This area helps 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.

Providers must also support children in four other specific areas through which the three prime areas are strengthened and applied. These areas are:

- **Literacy**  
This encourages children to link sounds and letters and to begin to read write primarily through mark making. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics**  
This provides 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.



- **Understanding the World**

This area guides 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.

- **Expressive Arts and Design**

This area enables 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 ACTIVITIES

The Pre-School aims to provide a full range of activities to encourage your child in their development. We believe that play is vital for children's learning and that learning should be an enjoyable part of their childhood. With that in mind, the following activities are regularly available:

- Adventure play
- Physical activity, both indoors and out
- Book corner and story telling
- Building and construction including junk modeling
- Modeling dough, clay and cookery
- Games and puzzles
- Table top activities including sorting, matching and threading
- Magnets, mirrors, magnifiers and other practical devices
- Make believe including home corner, dressing up, role-play and small world
- Singing and musical instruments
- Creative art including painting, drawing, cutting, sticking, printing and collage
- Sand and water play
- Show and tell, encouraging children to bring items from home that spark discussion
- Dough disco



In addition to the above, we run a number of different themes throughout the term. Discussion, craft, stories and games can be used to explore each theme. We inform parents of the topics and areas we plan to cover at the beginning of each half-term in the Pre-School Newsletter, which allows parents to continue exploring more ideas at home. The themes are flexible as we plan them around the particular group of children that we have at the time. We also aim to incorporate topical themes such as Easter and Christmas and other religious celebrations.

## SETTLING INTO PRE-SCHOOL

For many children, starting Pre-School is their first step towards independence. As a Childcare setting, we promote the following:

- That it is possible to feel safe and happy while parents are not present
- That other adults can be seen as a source of authority, help and friendship
- That new play and learning experiences can be enjoyed in the group and shared with parents afterwards

Give your child a chance to learn these positive lessons by working with the Pre-School staff to make the settling-in-period as easy as possible. Here are ten tips to help you:

1. Short visits to the group before you start attending will make the place and people feel familiar.
2. Avoid starting at a time when there has been a disruption of routine at home. A new baby, a spell in hospital or even a long holiday can require a settling-down period before the child tackles anything new.
3. Children are ready to part from their parents at different ages. If your child is going through a very 'clingy' patch, it might be better to delay admission for a while unless a parent or trusted friend can stay in the group with the child.
4. Before starting Pre-School, talk to your child cheerfully and positively about the good things that will happen there.
5. Be prepared to stay with your child in the group until he or she is ready to be left alone. All children are different and this might take anything from a few minutes to a few weeks or months. It is a good idea in any case to stay for the first session. It gives you an idea of what goes on and enables you to talk about it afterwards to your child.
6. It might be possible to arrive a little later than the others on the first day. That way, you arrive to a quiet settled group in which the children are already busy and the staff are free to introduce the people and activities.
7. When you judge that your child is ready to be left, say goodbye. Do not be tempted to creep away while the child is occupied. This might seem easier at the time but it can cause the child to feel let down and mistrustful.
8. It is easier for a child to accept a parent's departure if there is a clear explanation of what is going to happen. "I am going to the shops and I'll be back after singing time". This can help the child envisage where you will be and understand the timescale involved.
9. For children who find parting hard, it might help to have a brief separation at first, just to post a letter or go into the kitchen to mix some paints. Separation time can be extended gradually. During this this it is particularly important to be punctual. If a parent is not there at a time that he or she promised, the child's newly built confidence can be upset.

10. Don't worry. Children develop very quickly at this age, and a child who seems unable to manage alone for even a second can have a very different attitude in a week or two. Just be calm and practical about it, reassuring the child that he or she will be able to manage soon, helping him or her to make friends and get used to the activities.

## **KEY WORKERS AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

### **Learning Journeys**

A record keeping system ensures observations about each child are noted. This information can be used as a basis for drawing up an individual curriculum focusing on your child's particular needs.

### **Special Educational Needs**

The number of adults present in the Pre-School enables us to give individual attention to each child. Your child will be able to progress at their own rate in all areas of development and this is true for all children, including those with special needs. We are experienced in liaising with professionals across the range of special needs where appropriate. If you would like to discuss our group's ability to meet your child's special needs please talk to the Pre-School Supervisor. Please ask to see the special needs Policy.

### **Role of the Key Worker**

The Key Worker:

- Has responsibility for four or five children
- Assists their Key children to settle into the group
- Forms a special relationship with their Key children
- Makes observations and keeps records to ensure each individual's needs are met
- Shares information and record keeping about their Key children with Parents
- Contributes information about individual needs to the planning of the curriculum
- Develops individual play plans covering the seven learning areas, ensuring the needs of individual children are met
- Is responsible for any special needs of their Key children.
- Meets with their key children's parents twice a year to discuss progress

## ADULT RESOURCES - OUR STAFF

### **Muriel Power**

- NVQ Level 3 Children's Care, Learning and Development
- Paediatric First Aid
- Safeguarding/Child Protection Level 3
- DLDP 2 year olds in 3 year olds setting
- Food Hygiene

### **Bridget North**

- CACHE Level 3 Diploma for the Children and Young Peoples Workforce [QCF]
- Health & Safety in Education - Level 2
- Fire Safety in Education - Level 2
- DLDP Improving Children's Learning through Play
- The Prevent Duty
- Paediatric First Aid
- Food Hygiene

### **Michaela Hunt**

- CACHE Level 3 Diploma for the Children and Young Peoples Workforce [QCF]
- Food Hygiene
- Paediatric First Aid

*Michaela also works as a qualified Maternity Support Worker in RD&E Women's Centre in Exeter.*

### **Sam Seymour**

- NVQ level 3 Children's Care, Learning and Development
- Improving Children's Learning through Play
- The Prevent Duty
- Manual Handling
- Food Hygiene
- Paediatric First Aid
- Safeguarding Children's Awareness

## THE ROLE OF PARENTS AND CARERS

Morchart Bishop Pre-School recognises parents and carers as the first and most important educators of their young children. The knowledge that you have of your child is invaluable to us and so we aim to work in close partnership with you to ensure your child has the best possible start in their early years. We welcome any ideas or suggestions about skills and activities that will help us to get to know your child better.

We really appreciate your input and it is fun to get involved (*come and see what your child is up to!*).

Parents are welcome:

- To help out and input at Pre-School sessions
- To assist with fundraising

We hold regular open afternoons to provide parents and carers with the opportunity to meet with your child's Key Worker, discuss your child's development and contribute to your child's learning record. However, if you have any issues you wish to discuss or would like to see your child's folder, we welcome you to do so at any time.

## FEES AND REGISTRATION

### General Information

In order to register your child in Pre-School, please ask for a registration form and complete a session booking form. The supervisor will let you know as soon as possible whether your chosen sessions are available to you and when your child can start.

From the age of two the fee is £3.90 per hour. Your child will be entitled to 15 hours of funding from the term after their third birthday. To claim this entitlement you will need to fill in another form and provide us with your child's birth certificate. We will take a photocopy for our records in order to register the information regarding your child to Devon County Council. If your child attends Pre-School more than their funded 15 hours we will charge £3.70 per hour. This will be invoiced on a half termly basis.

Fees are due on the 1<sup>st</sup> week of each half term.

If you have difficulty in paying the fees then please advise the Pre-School Manager as soon as possible, a manageable payment plan can be worked out. Please note, however, that your child's place at Pre-School cannot be guaranteed if non-payment persists (*See payment of fees policy*).

### Cancelling/amending sessions, absence & holidays

If you wish to change a session, please complete a 'session booking change' request form. If you wish to cancel a session, 4 weeks' notice is required. This notice period will be charged even if your child does not attend a session. Similarly, a session remains chargeable when holidays are taken in term time. Unfortunately, a missed session cannot be traded for another day.

## DISCIPLINE AND BEHAVIOUR POLICY

Morichard Bishop Pre-School believes that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and where children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

Rules governing the conduct of the group and the behaviour of the children are discussed and agreed within the group and explained to all newcomers, both children and adults. Children are told in advance, for example, that the sand stays in the sand tray or the wheeled toys are not allowed into the area set aside for construction toys.

All adults present in the group are responsible for ensuring that the rules are applied consistently, so that the children have the security of knowing what to expect and can build up useful habits or behaviour.

All adults are aware that their own friendliness, care and courtesy provide a positive role model for the children. Care is taken to praise and endorse behaviour which the group sees as desirable, such as kindness and willingness to share, so that there is no risk of children receiving adult attention only in return for undesirable behaviour.

An atmosphere of care and respect in which known rules provide a secure framework for everyone's activities, will help children to build positive patterns of behaviour.

### **When children behave in unacceptable ways:**

- Physical punishment, such as smacking or shaking, is never used nor is it ever threatened.
- Children are never sent out of the room by themselves.
- Techniques intended to single out and humiliate individuals, such as the "naughty chair" are never used.
- Children are given one-to one adult support in seeing what was wrong and in working towards a better pattern.
- In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes is made clear immediately, but by means of explanation rather than personal blame.
- In any case of misbehaviour, it is always made clear to the child(ren) in question that it is the behaviour and not the child, which is unwelcome.
- Adults do not shout, or raise their voices in a threatening way.
- Adults are aware of, and respect, varying cultural expectations regarding interactions between people and do not, for example, expect eye contact with children who would consider this impolite.

- Adult handling of behaviour problems is developmentally appropriate, respecting individual children's level of understanding and maturity.
- Reflective time is used if a child's behaviour is disruptive or harmful to the group. The child will have a member of staff take them to a quiet area, to talk through why their behaviour is not acceptable and to gain understanding so they may re-join the group. The staff member will not take the child to a separate room.

**If physical intervention is seen as appropriate, for example to prevent injury or damage, this incident will be recorded in detail as follows:**

- Child's name
- Time and location of incident
- What triggered the incident
- The nature of the incident
- Others involved
- Witnesses
- How the situation was handled
- What form of restraint was used
- Any consequences

Any records will be shared with parents who will be asked to sign to confirm their awareness that physical restraint was used and why.

Staff giving comfort by holding a child when they are distressed or upset is not physical restraint.

By these means, we work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Excluding children from a facility or an activity is seen as a last resort.

## **SICKNESS AND HEALTH POLICY**

### **Sickness**

Of course, from time to time, children will become ill. We ask that you consider other children and families at Pre-School and follow the guidelines below.

Should your child suffer with sickness and/or diarrhoea, they must not return to Pre-School until 48 hours after the last bout of sickness.

### **Communicable Diseases (eg chickenpox, scarlet fever etc.)**

Please ensure your child does not attend Pre-School during any infectious period to prevent transmission to other children (your doctor will advise you). Please advise staff of any communicable diseases, so that we may look out for symptoms in other children in our setting.

## Head Lice

Head lice, though not dangerous, are uncomfortable and unpleasant for children and are easily spread in school environments. **It is your responsibility** as a parent to ensure your child is kept free of head lice via regular home inspections with a specialist nit-comb and to treat them appropriately when you detect them. Though Pre-School staff are not permitted to carry out examinations, often a child will be observed to be scratching their head excessively. Staff will then advise the child's parent to examine and, if necessary, treat the child appropriately. Should a child be repeatedly infested with head lice, it may be necessary for staff to request that the child does not attend Pre-School until their hair is clear. This must not be seen as punishment, but as a precaution to prevent the further spread of the lice in our setting. We advise children with long hair to keep it tied back.

Further information on treatments and healthcare assistance is available from Pre-School staff on joining.

## **THE TODDLER GROUP**

All families are welcome at the Toddler Group, your child will meet lots of babies and toddlers here! We meet in the main room of the Memorial Hall on Wednesdays between 9.30am and 12 noon, however you are welcome to arrive or leave whenever suits you best. It's a great way of meeting others with small children and to make new friends - big and small!

These sessions are parent led. We offer parents a chance to relax and socialise over a cup of tea, whilst the babies and toddlers can play safely in the spacious hall with a wide selection of toys.

The format is relaxed play with several separate activities or themes that the children can move between. We also organize a song time with a variety of percussion instruments which the children love! Additionally, a parent led craft activity is usually on offer, organised on a volunteer rota. At snack time, usually about 10am, we provide juice, milk and toast. Parents are asked to bring fruit for all in the session to share.

Parents are encouraged to assist in setting up and clearing away the equipment. There is a small fee for each session to cover the cost of the hall hire and refreshments. It costs between £1 & £3 per family depending on the number of 0-4 year olds you bring. Childminders and other carers in the family are welcome.

We look forward to assisting you in preparing your child for their next step in life!

We hope this answers any questions you may have of our Pre-School, if not please do not hesitate to contact a member of staff. We hope to hear from you and be able to welcome you and your child into our group.

Morichard Bishop Pre-School

Telephone 01363 877328