



**Purley Pre-School**  
**@Long Lane Primary School**

**Long Lane**

**Tilehurst**

**Berkshire**

**RG31 6YG**

**Tel: 07504 831149**

**Email:**

**[supervisor@purleyPreschool.co.uk](mailto:supervisor@purleyPreschool.co.uk)**

**PROSPECTUS**

## **Session Times and Fees**

### **Session Times**

**Breakfast Club: 8am to 8.45am**

**Mon to Fri: 8.45am to 11.45am**

**Mon to Fri: 12.15pm to 15.15pm**

**Lunch club: 11.45am to 12.15pm**

### **Fees (correct as of 31<sup>st</sup> August 2020)**

**Per half day session: £15.75**

**Breakfast Club: £4.50**

**\*Lunch Club: £2.50**

**Children accessing early years funding may use any combination of sessions, breakfast, and lunch-club up to 15 or 30 hours per week depending on their entitlement. Any sessions accessed over the funded entitlement will be charged at the above rates.**

**Funding may be shared with one other provider.**

**For families entitled to extended funding (30 hours) you must give Pre-School your 30-hour funding code and NI number to enable us to claim the funding for your child.**

**Children who are not yet entitled to early years funding may also attend on a fee-paying basis.**

**\*Children need to bring their own packed lunch**

## **Main Contacts:**

**Alison Turner – Manager Tel: 07504 831149 email**

**[supervisor@purleyPreschool.co.uk](mailto:supervisor@purleyPreschool.co.uk)**

**Kerry Savage – Registration Secretary 07535 463858 email**

**[kerrysavagepps@yahoo.com](mailto:kerrysavagepps@yahoo.com)**

# Welcome to Purley Pre-School

**Dear Parents, Carers and Children,**

Welcome to Purley Pre-School. We hope that your child will start their exciting educational journey with us. Our prospectus aims to give you all the information you will need but we encourage you to come and meet us and look around Pre-school with your child.

## **About Purley Pre-School**

Purley Pre-School has served the communities of Tilehurst, Purley on Thames, Pangbourne and surrounding areas since 1975. Your child is welcome to join us at Pre-school after their second birthday until the start of formal school.

We accept \*2, 3, and 4-year-old funding. To find out what funding you are eligible for please visit childcare choices at [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk).

We also accept children on a fee-paying basis. Details of hourly rates and sessions can be found on our sessions and fees page.

\*Please note. It is not essential that your child is toilet trained prior to starting Pre-school. We will support you with the move away from nappies when the time is right for you and your child.

## **Mission Statement**

**Purley Pre-school believe that children learn best through play in the classroom and the outdoor environment. We, as practitioners, appreciate the learning which takes place when children are able to follow their own ideas and interests and are supported by an adult who can enable their learning by respecting, understanding and allowing children empowerment over their environment. We celebrate a child's uniqueness and encourage respect and social interaction.**

**Our vision for future development is to continue to offer a high-quality provision to the community which is open and inclusive to all. Building on our use of the outdoor environment through Forest School provision and supporting children's individual needs and allowing freedom of choice and growth within a safe and happy environment.**

## **Our Pre-School Aims**

- **To provide a high-quality Pre-school environment for children**
- **To provide a fun, safe, secure, and stimulating environment for children to play and learn**
- **To enhance the learning and development of children from 2 years to school age in a parent involving, community-based group**
- **To encourage and enhance social interaction skills with peers**
- **To provide the children with the opportunity to develop personal, social, and emotional skills to be aware of their own needs and of the people around them. To respect and consider the consequences of their words and actions.**

- **To foster creativity and independence through our Forest School programme**
- **To work within a framework that ensures equality of opportunity for all children and families**
- **To provide this in accordance with the Early Years Foundation Stage**

## **The Admission Process**

**You can register your interest in Pre-school at any point by filling in a registration form available from Pre-school or from our website at <https://purleyPreschool.co.uk/parents/registration/> The registration form will be held by the registration secretary until your child is eligible to start or if you let us know you no longer require a space.**

**At Purley Pre-School we accept children from 2 years of age. Please note that it is not essential your child is toilet trained prior to starting, we will support you with that process when the time is right for you and your child. Some children are eligible for funding from age 2, subject to certain criteria.**

**All children are entitled to 15 hours of government funded (free) childcare from the term following their third birthday. This is equivalent to 5 morning or afternoon sessions. 30 hours of government funded (free) childcare may be available to some three- and four-year olds with working parents. Additional charges apply when extra (non-funded) sessions are booked.**

**On acceptance of a place we will require you to complete a set of admission forms to ensure we have the relevant legal information about your child before you leave them in our care. Admission forms are usually completed during your induction/settling in session.**

## **Our Day**

**Our sessions are book-ended by circle-time which provides structure and routine to our day. This is the only time children are separated into age and developmentally appropriate cohorts consisting of an older group and a younger group.**

**On arrival, all children will put their coats on their pegs and if they stay for lunch, put their lunch bags on the trolley along with their water bottles.**

**The younger cohort will have a shorter circle-time where we sing and sign our morning/afternoon song to the children before reading a story which may link into an activity on offer that day.**

**The older cohort will have a slightly longer circle-time where we sing and sign our morning/afternoon song, count the number of children in the group, and have a short phonic session. The longer circle-time is designed to help children prepare for school.**

**After circle-time, the two cohorts are free to mix and all children can explore what is on offer in both classrooms and the outdoor environment. We refer to this as “free flow”.**

**Throughout the session, children can choose from the planned activities or from the continuous provision such as transitional art, home corner or small world for instance.**

**Outdoor play is offered in all but the very worst of weather, our door is open, and we support children in putting on wellies and puddle suits, or sun-cream and sun hats when necessary.**



## **Snack Time**

**Children are offered milk or water to drink and a snack of fruit, vegetables, or other healthy option during each session. Children are encouraged to help prepare their snack, pour their own drinks, and wash their bowls and cups. This promotes independence and encourages responsibility.**

**Toward the end of the session we encourage children to help tidy away the toys that are out, we will then gather for songs, stories and/or music before children head home or have lunch.**

## **Your Child's Key person**

**A key person is a named member of staff who has responsibilities for a small group of children at Pre-school and helps them feel safe and cared for.**

**They will work with you and your child to ensure their care and educational needs are met during their time at Purley Pre-School.**

**Your key person aims to ensure your child is happy and feels secure at Purley Pre-School, and to observe, encourage and extend their learning experiences.**

**Ideally your key person will stay with your child throughout his or her time at Purley Pre-School. However, it is not always possible to retain the same key person in which case children are allocated to the member of staff who attends most of the child's sessions or to whom they have bonded most closely with.**

### **Main duties of a Key person**

- To provide for the emotional needs of the child, to comfort, reassure and care for your child.**
- To contribute to and ensure that our provision is respectful of each child's race, culture, religion, language and family values.**
- To liaise with parent's/carer's, sharing records of their children's interests and development.**
- To observe the child's progress and with parent's/carer's permission, keep records of their child's interests and development**
- To meet the parent's/carer's to discuss their child's development.**
- To be available to speak to the parent's/carer's at the beginning and end of sessions.**

- To liaise with the other settings on the progress and the welfare of the child.
- If necessary, liaise with the Designated Safeguarding Officer.
- To liaise with the parent's/carer's and Special Education Needs Co-ordinator (SENCO) if there is any concern about development.
- The keyworker will ensure parent's/carer's are always contacted about any concerns involving their child.
- All staff respect confidentiality

Although we operate a Key person system our team of staff work with, care for, look after, and are responsible for other children attending sessions in addition to his/her key person children.

## Learning Through Play

Purley Pre-School operate a very play-based approach to children's learning and development. We know that children learn best when they are actively involved in something they enjoy. Play enables children to explore and understand the world and their place in it. Through play, children can practice what they are learning, in a safe way. The activities we offer are selected to meet each child's needs and interests.

**“Play is the highest expression of human development in childhood; for it alone is the free expression of what is in a child's soul”.** Friedrich Froebel

**“Play is the highest form of research”** Albert Einstein

## The Early Years Foundation Stage

Learning, at Pre-School is based around the Early Years Foundation Stage (EYFS) which covers children from birth until their 5<sup>th</sup> birthday.

There are three prime areas of learning and development:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

These are the areas on which we place primary focus to create individuals that are independent, good communicators and physically able. These underpin the four specific areas of the curriculum. These are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

## **All these areas are interconnected using the Characteristics of Effective Learning**

- **Play and Learning - engagement**
- **Active Learning - motivation**
- **Creating and Thinking Critically – thinking**

**As your child progresses, we will work together and share your child's progress verbally, through feedback given at the end of sessions and through Tapestry, your child's online learning journey. We also offer regular meetings and reports on a termly basis.**

## **Forest School Provision**

**Our Forest School Programme provides children with new challenges and opportunities for learning, through play in a woodland environment.**

**The Forest School movement originated as a way of building children's independence and self-esteem. It is an approach well-suited to our Pre-school children and supports the Early Years Foundation Stage Framework, particularly children's Personal, Social and Emotional Development, their Physical Development, and Communication and Language skills.**

**An integral part of Forest School is that the sessions are held regularly and operate all year round regardless of weather conditions, which means children will experience the outdoors in all weather (with the exception of very high winds and thunderstorms). We ask that children arrive dressed for the weather! Children should wear long trousers and long sleeves plus wellington boots or walking shoes (no open-toed sandals). When the weather is hot, children will need sun cream and a sunhat, on colder days, warm clothing. Please bear in mind your child will get muddy! More information about our Forest School provision can be found on our website at <https://purleyPreschool.co.uk/forest-school/>**

## Getting ready for Pre-school

There are several ways you can help your child settle in at Pre-school. Here are some suggestions:

**Talk** to your child in a positive manner about what they should expect when they go to Pre-school; making new friends, things they can make and do etc. This will be reinforced by the visits you attend prior to starting.

**Reassure** your child that they won't be left alone. They will always be with a member of staff.

**Encourage** your child to share and take turns with you and other children, play appropriately with toys and to help tidy up after play.

**Play** games and do puzzles together to build levels of concentration in preparation for activities at Pre-School

## Settling in

Each child is an individual and each child will experience "settling in" differently.

We encourage you to visit Pre-school with your child before their first session. This will help you understand a bit more about Pre-school and what to expect.

We ask you to attend an induction/settling in session with your child. During this time, we will complete paperwork and you will have the opportunity to meet your child's Key worker.

While children settle into the Pre-school environment, we will work with you to make sure this is a positive experience. It may be that your child needs to be left for shorter sessions initially.

**It is our goal that during your child's time with us, they will make new friends, have lots of fun and enjoy their time with us. We will work with you to maximize their experience at Purley Pre-School.**

### **The role of parents and carers**

**Parents are regarded as members of our Pre-School community who have full participatory rights. These include a right to be:**

- **valued and respected.**
- **kept informed.**
- **consulted.**
- **involved; and**
- **included at all levels.**

**As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.**

### **The Role of Pre-School Staff**

**Purley Pre-School is made up of a Manager, a Deputy, and a team of highly motivated staff. All staff have completed their Level 3 Early Years Educator qualification and are Paediatric First Aid, Safeguarding and Food Hygiene and Safety trained. All staff have a strong knowledge of the EYFS and child development and are committed to supporting children in their learning and development.**

**Staff also undertake additional roles including Special Educational Needs Coordinator and Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.**



## **The Role of the Committee**

**Purley Pre-School is a charity which is run by the Trustees Committee, a group formed of volunteer parents and staff. The aim of the Committee is to run, support the staff and raise funds for the Pre-School. As a charity, without the Committee, Purley Pre-School would not exist.**

**We are much more than just a PTA though. In addition to raising money and organising events, the Committee is responsible for the Pre-School. We work with the staff members to ensure we meet the standards set by West Berkshire Council and Ofsted. Overall, our aim is to make Purley Pre-School a fun, enjoyable and safe place for our Children to play and learn.**

**The Committee is a good way to get to know other parents, take ownership of our Pre-school and to have fun at the same time.**

## **Moving up to Primary School and School Readiness**

Children can stay at Pre-School until they reach compulsory school age. This is the term following their 5<sup>th</sup> birthday.

Many of our children will move on to local primary schools and we will support all children through that process.

We do this by inviting foundation stage teachers to our setting to meet the children and to discuss with them any additional needs your child may have

We produce a transition report for you to pass on to school

We provide books and stories about starting school, and a school role-play with school uniforms from local schools for children to practice wearing.

Starting school can be an anxious time for any child and parent. School readiness is often thought of purely as academic ability but being ready for school encompasses practical and personal skills too. Below, we look at some activities you can do at home that can support the development of the practical and personal skills that will help you Prepare your child for school.

### **Independence skills.**

In the context of school readiness, this includes the skills of dressing and undressing, being able to access lunch boxes and use a knife and fork effectively without relying on an adult. You can help children develop these skills by modelling “how to”, encouraging children to choose their own clothes and dress themselves.

Encourage children to take responsibility for small tasks such as pouring drinks, helping to make lunch and lay the table.

### **Communication and language**

Bin the dummy, and the buggy – both delay the development of speech. Share stories and read to your child. Give children time to

Speak and follow their lead to talk about what interests them. Encourage conversation with family and friends. This can also be done via video messaging or skype, for instance.

### **Social development**

Talk to children about their friends, their families, and why they are important. Encourage your child to play with their siblings and friends. Provide plenty of different resources for them to choose from and get them working together to build things, solve problems and create things. Most importantly, promote sharing and turn-taking. Help your child to learn to empathise with others by telling them stories about real life situations and asking them to explain how they feel and what they think.

### **Self-care**

Children who are managing their self-care know when and how to wash hands and are toileting independently. You can support your children's independence with self-care by encouraging them to participate in Preparing meals – which means they are more likely to try a variety of foods and understand the importance of healthy eating. We would encourage you to ensure children have clothes they can easily take on and off, so they have opportunities to practice their dressing and undressing skills. Use your local park, playground or open space for walks or bike rides. Provide opportunities to dance and move to music to build physical skills and confidence.

### **Self-regulation**

Self regulation is the ability to manage emotions and behaviour. Children need to self-regulate to follow rules, listen to instructions, take turns, share, and wait for needs to be met. We can help children develop those skills by modelling coping strategies and calmness. A consistent approach helps children understand boundaries and expectations. Talking to children about the boundaries and expectations at school will help them understand what to expect. Help children to begin to negotiate with one another using language. For example, if they want to join in a game or if another child has a toy that they want to play with, talk about

**what they could say. Model the language for them. Children still need to be noisy and boisterous as well as quiet and still.**

**We hope you have found this prospectus to be useful, but should you have any further questions please do contact us.**