

Tillingham Pre-school

# Prospectus



"With us your children come first"

Tillingham Pre-school (Est. 1963)  
Tillingham Village Hall  
Vicarage Lane  
Tillingham  
Essex  
CM0 7TW

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We warmly welcome you to Tillingham Pre-school. We feel that this is a very important time in you and your child's life both educationally and socially: because of this we aim to provide a safe and happy environment for your child to reach their full potential in a positive way.

Tillingham Pre-school was established in 1963 to serve the young children and parents of the local community. To this day it is still run as a charity community pre-school by a voluntary management committee, made up of parents/grandparents and carers of children attending our setting.

In this prospectus we have tried to give you as much information as possible about our pre-school, If you have any queries do not hesitate to contact us at the Village Hall, telephone 01621 778803 or 778403 and speak to the Supervisor Karen Foster or Deputy Supervisor Annette Murray or e-mail:tillinghampreschool@gmail.com.

We appreciate your interest and support both now and in the future

## Our Aims

- To provide a safe, happy and stimulating learning environment, where each child can reach their full potential whilst working at their own pace.
- To help support children emotionally by listening to them, by offering them the appropriate activities for them to deal with their emotions and by giving language and explanation for children to cope with their feelings.
- To encourage the development of independence, to allow freedom within clearly defined limits and to promote good self-image and feeling of security.
- To help children be aware of different cultures and communities and to provide positive images and experiences.
- To promote Equal Opportunities within the group to include staff, children and their families, and to provide a curriculum that meets the needs of the whole community and taking into consideration the needs of those with Special Educational Needs and Disabilities.
- To foster good relationships and a welcoming atmosphere for all parent/carers and family members.
- To cater for a child's all round developmental needs including their social, physical, intellectual and emotional needs.
- To assist children's transition to school.
- To encourage parents/carers to involve themselves within the pre-school and their children's learning at pre-school and at home.



## Setting

Tillingham Pre-school is a committee run pre-school run under the guidelines of the Early Years Development & Childcare Partnership (EYDCP) and OFSTED (Office for Standards in Education) and are members of the PSLA (Pre-school Learning Alliance).

Tillingham Pre-school holds it's sessions in the Village Hall, and we are registered to have up to 26 children per session. The size of the hall enables the children to move freely and enjoy active imaginative play, various activities can be combined to promote discovery learning. The sessions run five mornings a week, Monday, Tuesday, Wednesday, Thursday and Friday, starting at 9.00am and finishing at 12noon, the afternoon sessions Monday, and Friday run from 12.00pm to 3.00pm, for children aged 3+ (exceptions may apply such as end of term parties, parents will be informed with as much notice as is practical by the supervisor). A lunch club at St. Nicholas School is available from 12pm to 1pm on Wednesday and Friday and a lunchbox club held in the Village Hall on a Thursday from 12pm to 12.55pm. - please see a member of staff for details.

During the sessions children sit down at tables with the staff for healthy snacks and drink. We feel that this is a socialising time that we can use for topic, talks, listening to others and of course eating and drinking. Your child will be offered milk or water. We often have "topical" foods (possibly multi-cultural). If your child has any dietary preferences please ensure that you have noted these on the registration forms. Fresh water is always available for the children.

The weekly routine is worked around a half terms theme e.g. animals, transport, colours. This will involve supervised activities, story time and group discussion. Please do not always expect your child to produce something at the end of the session, children will be encouraged but it is entirely up to them if they wish to take part in craft or cooking activities. If your child brings an item in connected to the theme for the interest table, please try to have it named to avoid confusion. We do not encourage children to bring in toys to play with from home as they can often get lost or broken.

Opposite the hall is the local Primary school, which we are fortunate to have strong links with. We are able to organise use of their out door play equipment and their kitchens provide hot meals when our children go there for their lunches. Just across the lane is the West Field for recreation use and extensive footpaths, which we utilise to take the children out for games and nature rambles etc. We also use the grass area beside the hall (which is fenced off during pre-school sessions) for outside activities and in the winter for "wrap up warm and run around". We also have use of the school all weather playground from 11.10am-11.40am, weather permitting on a daily basis.

Please note that when arriving please park carefully and avoid parking in front of the entrance to either the hall or school. Please do not use The Cap & Feathers Public House car park.

## Registering your child with Tillingham Pre-school

We recommend that you visit us for a session with your child (if you haven't already done so). This will give you an opportunity to ask any questions and see how the sessions are run. Once you are certain you want to register your child, please fill in either the waiting list form (if your child is not quite 2 years old) or a registration form and return to us. Once we have received your form we will put your child on our list and write to you nearer the time they are due to start. Children can attend our pre-school from the age of 2. Do not worry if your child is not dry. We are used to changing nappies and all staff are DBS checked.

### Staff Resources

We are proud of the high ratio of adults to child ratio in our pre-school. This ensures individual attention to the needs and development of each child. The ratios are 1:3 for 2 year olds and 1:5 for 3+ years.

The staff at our setting are:

Name	Title	Professional Qualifications
Karen Foster	Supervisor/SENCo	NVQ Level 3
Annette Murray	Deputy Supervisor	NVQ Level 3
Emma Winfield	Pre-school Assistant	NVQ Level 3
Sharon Woodcraft	Pre-school Assistant	NVQ Level 2 working towards NVQ Level 3
Samantha Perry	Pre-school Assistant	NVQ Level 2
Christine Thorp	Pre-school Assistant	NVQ Level 2
Phoebe Davison	Pre-school Assistant	NVQ Level 3

There is a full qualification list available on the parent notice board which details individual staff qualifications.

### Keyperson



Our keyperson system gives each member of staff particular responsibilities for just a few children. Each child in the group will have one special adult to relate to, which can make settling in to the pre-school a little easier. In addition, the keyperson can consider the needs of the children when helping the supervisor set the curriculum and individual goals for the children. The keyperson maintains links with the child's home setting, working with parents through shared record keeping to ensure that all children are supported in reaching their full potential. Your child's learning journey books are available for you to see at any time. In conjunction with the keyperson system the children also have a Home/School Book, which both the keyperson and parents can write in.

## Training

Between the **Early Years Foundation Stage (EYFS)** and the **Pre-School Learning Alliance (PSLA)** they ensure that we are constantly in touch with new thinking in the field of child education, development and care. We have access to a range of professionally produced publications. Parents may ask to see any of these. In addition, on-going training is available through the EYFS and the PSLA courses, which welcome both staff and parents. Informal training is available through local meetings and conferences, and parents may be informed about these if they wish.

## Parental Involvement

We recognise parents as the first and most important educators of their young children and believe that children learn better when their parents are involved. Our parent helpers involve willing parents in helping the group on an occasional basis. It gives the parent the opportunity to take an active part in the group, to see what happens there and to talk about it afterwards with their child. It could promote a valuable opportunity for children to see their own parents/carers in a new role. **Parent helpers are not permitted to enter the toilet area alone at the same time as the children unless DBS checked.** If you are interested in helping out occasionally, please inform the staff.

Our pre-school aims to support parents. Parents are welcomed;

- to work in the group with the children (although very regular assistance may require checks to be undertaken by DBS and Ofsted).
- to assist with fundraising through the Committee
- to attend training courses

## Tillingham Pre-school Committee

Tillingham pre-school is a committee run charitable pre-school and therefore does not make any profit, all funds raised are for the benefit of the children and the pre-school. The committee consists of a management committee, which meet on a regular basis to discuss fund raising and monetary needs of the pre-school and to liaise with the supervisor. The committee consists of a mixture of staff, parents and volunteers and work very hard for the successful running of the pre-school.

The main officers of the committee are:-

Chairperson - Krysta Collin - Parent Volunteer

Secretary - Mari Wood - Volunteer

Treasurer - Emma Barnes - Parent Volunteer

For more information about the committee please ask a member of staff.

## Birthdays

When there is a birthday we usually celebrate with a card and present on or after the day. Some parents/carers like to send in things to share for this e.g. cakes or fruit, although this is not expected and no one should feel pressured to do this. (If you wish to discuss this please speak with the supervisor).

## Clothing

We believe that children need lots of free creative play, therefore sand, paint, glue and water are a general part of pre-school, please bring your child in comfortable, practical clothing. Please ensure that your child has a change of shoes for indoor wear. Every care is taken to ensure that no paint or glue gets onto clothing and coveralls are provided for the children, but accidents do happen. We do have a very limited supply of spare clothing for any accidents, but these need to be returned laundered as soon as possible. Items with the pre-school logo are available to buy. Uniform is not compulsory.

## Illness and Medication



Please inform staff if your child is unable to attend pre-school due to illness, a telephone call is appreciated. In the case of stomach upsets or vomiting please leave **48 hours** clear before returning a child to pre-school. Staff do not administer medication to children unless it is prescribed and they are trained to do so. Prescribed medication must be clearly labeled with the child's name, dosage & instructions. A record of administration will be kept for the parent. If an inhaler is required please name it clearly and inform staff. This can be kept on the premises in case it is required (an administration slip must be signed for this). In the case of head lice, inspect your child's hair regularly, if an infestation occurs please inform staff.

## Observations/Record keeping

The staff will be carrying out routine observations on the children and producing half term Development Trackers; this is to establish that they are providing appropriate activities and resources to meet the needs of the children and the curriculum. These observations form the ongoing content of your child's Learning Journey. This also helps staff to evaluate themselves and the children's progress. All observation records are kept confidential; however, Learning Journeys are available for parents/carers to view on request and to take home.

## Tillingham Pre-school Policies

Our policies are available for everyone to read and are kept at the pre-school and are available to download from our website. Please ask the staff for more information. These policies are updated annually and there is a full set on the desk in the Hall for parents to read at their leisure. Upon registration you will be asked to sign a form to say that you are aware of our policies and procedures.

## Child Protection

Suspected abuse or non accidental injury noticed on a child in our care will be recorded and reported to the parent/carer and onto social services if necessary. If someone other than yourself will be collecting your child from pre-school **please inform staff prior to collection and please inform the person collecting your child your registered password.** No child will be allowed to leave with anyone unknown to us without prior notice by the parent/carer, and logged in the diary. All names of people who might collect your child should be recorded on the registration form.

## Fees

The fees are **£12.00** per session. There is a registration fee of **£15.00** payable when your child first starts at the pre-school, this pays for administration fees, home school log book, school book bag, towards the printing of photographs for your child's Learning Journey and you will receive a copy of Development Matters and What to Expect When documents. Fees are payable half termly or weekly. You will be given an invoice at the start of each half term, fees are due **BEFORE** the end of that half term. Cheques should be made payable to **Tillingham Pre-school**. Fees are still charged for absence due to holiday, unless enough notice of holiday is given, or illness with the exception of a child's admittance to hospital. We ask you to give two weeks notice to the supervisor before a child is withdrawn from the pre-school, if this is not given a charge may be made. The group reserves the right to alter fees as required. Any unpaid fees will be chased and a child's place may be revoked if fees are not paid within an agreed and specified time limit. Interest could be added to outstanding fees, at the chairperson's discretion.

## Funding/ Free places

The government provides funding for all 3+ (payable from the term following the child's 3<sup>rd</sup> birthday) and 4+ year olds for up to 5 sessions a week. We can apply for funding for 2 year olds but this depends on family circumstances. Please ask for more details, although you will be informed by Essex County Council if you are eligible. We have also signed up for the 30 hour funding free entitlements but this also works on an eligibility basis, please ask for more details.

## Adult involvement/ Helper duties

For your interest there is a **notice board** provided in the hall or lobby to keep you posted on daily activities, events, newsletters etc. Adults/volunteers who have not had DBS clearances **will not accompany any children to the toilet**. The parent/carer who is helper may help out in many ways, some of the jobs you may be asked to do are;

- General tidying up during session time
- Help with activities
- Assist children in the home corner
- Have fun!

If you have a **medical condition** such as epilepsy or diabetes, please inform staff before you undertake any helper duties.

### **Complaints**

We operate a complaints/grievance procedure as per our policy. Any matter put in writing to the supervisor will be dealt with accordingly. The contact address and our reference number for Ofsted is on the noticeboard.

### **New children and settling-in**



Starting a new pre-school can be daunting for both parents and child. Therefore we operate a settling-in policy. Parents are welcome to visit the setting at anytime during session times prior to their child starting (notice is appreciated in case of emergencies, outings or inspections). We can also arrange for a home visit should you wish. Parents/carers are welcome to stay as long as they see necessary on their child's first registered days although we do encourage parents to leave their children to settle with us. Our past experience has shown that a child usually settles better when left with us. We recommend that children attend a minimum of two sessions a week in order to promote consistency.

### **Students**

At times students will be involved in pre-school whilst studying a childcare course. Students will not be left unsupervised. Our own students have relevant DBS clearances.

### **Special Educational Needs**

From January 2002 every education setting had to have special education policies and training. Karen Foster and Susie Bedford are the pre-schools' named SENCo (Special Educational Needs Co-ordinator's) but all staff have attended the SEN Code of Practice training.

### **Good Practice**

In the interest of health and hygiene there is a no smoking or drinking of alcohol policy in the pre-school and any part of the village hall. Along with this we ask that no pets be brought into the village hall unless requested for a curriculum activity.

**Please note: Children cannot be left with less than two members of staff present at all times, we therefore ask you not to drop off your children unless there are enough staff.**

We feel that every parent/carer has a role to play and we do encourage parents to get involved with fundraising activities such as raffles, sponsored events and parties.

## **The Early Years Foundation Stage Curriculum**

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early year's experts and parents.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child **safe** and promote their welfare
- The 7 areas of **learning and development** which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge. These form the basis of the **Development Matters Document**.
- Assessments that will tell you about **your child's progress** through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "**Early Learning Goals (ELGs)**"

### **Early Learning Goals**

Within the group all the children are supported in developing at their own pace. The staff ensure a planned curriculum tailored to the needs of the individual child. By means of developmentally appropriate play activities and a high level of adult input, we offer a curriculum, which prepares the children to progress with confidence onto the next stage of their learning. We aim to plan our work around the following areas.

#### **The prime areas**

##### **Communication and Language**

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have

happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **Physical Development**

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Personal, social and emotional development**

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **The specific areas**

#### **Literacy**

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## **Mathematics**

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## **Understanding the world**

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## **Expressive arts and design**

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

All the areas of learning can take place indoors or outside and the children are encouraged to use the outdoor space as much as possible.

# Waiting List Application

**Waiting List Application** to join Tillingham Pre-school

Parent/Carers Name/s.....

Name of child..... Sex.....M/F...

Date of Birth.....

Address.....

.....Postcode.....

Telephone.....

**\*I/We wish to apply for the above child to join Tillingham Pre-school**

**\*I/We wish to arrange a home visit**

\*as soon as possible

\*from .....(Date)

\*please delete as appropriate

How many sessions would you like your child to attend?.....

Preferred days - a.m. sessions for children 2 - 5yrs p.m. sessions (Mon, Fri) for 3+ yrs

Monday Monday p.m Tuesday Wednesday Thursday Friday Friday p.m.

(If these days are available)

If you find that you no longer need the place, please inform the pre-school as soon as possible.

Signature of parent/carer.....

Date.....

How did you hear about us?.....

Please complete and return this form to: Tillingham Pre-school, Village Hall, Vicarage Lane, Tillingham, Essex, CM0 7TW. Attn: Karen Foster, Supervisor Tel: 01621 778803/01621 778403