

# Steeple Aston Pre-School

## Prospectus

### **Steeple Aston Pre-School**

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# Steeple Aston Pre-School

## Prospectus

**Steeple Aston Pre-School** is situated in the quiet, rural village of Steeple Aston. The purpose-built Victorian school has been modernised and extended for the exclusive use of Pre-School children. We are the feeder Pre-School to Dr Radcliffe's Primary School, and a close working relationship has been established so ensuring continuity between Pre-School and any school reception class. Please note attending Steeple Aston Pre-School does not ensure a place at Dr Radcliffe's Primary School.

We are a voluntary Pre-School with charity status, run by a committee made up of volunteer parents and staff, encouraging parental involvement in the Pre-School. All fundraising income and profit made goes back towards the upkeep of the Pre-School.

Our major fundraising events throughout the year for which we need parental support include: Termly film nights, Rainbow raffle, Children's canvases, Silent Auction, Easter Fair, Sports Day, Summer and Winter Hampers and our Christmas show.

If you feel you can help support the Pre-School with any of the above or have any new fundraising ideas that you are willing to share, please either e-mail or speak to one of us. We all know time is so precious and can be difficult to spread our time accordingly, but if we can all manage to help in some way, albeit emails, phone calls, flyer distribution etc. this will benefit all of our children and your Pre-School.

Our e-mail address is [info@steepleastonpreschool.org.uk](mailto:info@steepleastonpreschool.org.uk) - we encourage you to use this to contact us. We will send bulletins, forthcoming events, individual observation sheets, reminders etc. this way. Please inform us immediately if you do not receive any correspondence from us so that we can check the contact details we have for you. It is vital that if you cannot open our e-mails or attachments that you let us know so that we can provide you with hard copies to ensure you don't miss out on important information such as cut-off dates for applying to schools, Christmas concerts etc. We have a website [www.steepleastonpreschool.org.uk](http://www.steepleastonpreschool.org.uk)

We are inspected and approved by the LEA, Social Services and OFSTED. We were last inspected in November 2022 by OFSTED and were rated 'Good'. A copy of the Report can be viewed on our website.

## Setting aims:

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### **Our setting aims to:**

- Provide high quality care and education for children
- Work in partnership with parents to help children learn and develop
- Enhance the development and education of children under statutory school age in a parent involving, community-based group.
- Provide a happy, safe, secure, and stimulating environment, where the children are encouraged to develop their own learning potential through structured play and social activities. This provides them with the foundation skills necessary to enable them to enter any Primary school, ready and eager to learn.
- Work to the EYFS framework that ensures equality of opportunity for all children and families.
- Provide opportunities for you and your family to be directly involved in the activities of the group and in your child's progress.
- Add to the life and well-being of the local community
- Offer children and their parents a service that promotes equality and values diversity

### **We aim to ensure each child:**

- Is in a safe and stimulating environment
- Is given individual care and attention, made possible by our high ratio of adults to children
- Is helped to take forward their learning and development by being helped to build on what they already know and can do
- Has the support of experienced and committed staff
- Has fun and builds friendships with children and adults

## Children's Learning and Development

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### **Children's development and learning**

We aim to ensure that each child:

- is in a safe and stimulating environment
- has a named key person who makes sure each child makes satisfying progress and is your link to our setting
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers
- has the chance to join in with other children and adults to live, play, work and learn together

- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do
- is in a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers

### **Early Years Foundation Stage**

The Early Years Foundation Stage curriculum (EYFS) is compulsory for all OFSTED registered settings and schools caring for children from birth to the end of Reception class at Primary school.

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2023):

- *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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.
- *Learning and Development*  
Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

### **How we provide for learning and development**

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 the children with interesting activities that are appropriate for their age and stage of development.

*The Areas of Learning and Development comprise:*

- *Prime Areas*

- Personal, social and emotional development.
- Physical development.
- Communication and language.
- *Specific Areas*
  - Literacy.
  - Mathematics.
  - Understanding the world.
  - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

- self-regulation
- managing self
- building relationships

*Physical development*

- gross motor skills
- fine motor skills

*Communication and language*

- listening, attention and understanding
- speaking

### *Literacy*

- comprehension
- word reading
- writing

### *Mathematics*

- number
- numerical patterns

### *Understanding the world*

- past and present
- people, culture and communities
- the natural world

### *Expressive arts and design*

- creating with materials
- being imaginative and expressive

## **Our approach to learning and development and assessment**

### *Learning through play*

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by educators.

### *Assessment*

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and

form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at 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. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

#### **Key person and your child**

Our setting uses a key person approach. 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 person who works with you to make sure that the childcare and early education that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

#### **Records of achievement/learning journeys**

We keep a record of achievement/learning journey for each child via the online platform Tapestry. Your child's record of achievement/learning journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's progress. Together, we will then decide on how to further support your child's learning and development.

#### *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 Early Years Foundation Stage as:

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

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

**Staff ensure that their planned activities are appropriate for children's next steps in learning. They use the information that they gather from parents to build a picture of what children know and can do. They use this, alongside their own observations, to plan exciting and motivating learning opportunities {OFSTED Inspection November 2022}**

***Staff develop positive partnerships with parents. {OFSTED Inspection November 2022}***

### **School Readiness**

We must emphasise that all children learn at their own pace. We will not, and do not, push any child to complete the activities. However, we gently encourage children to participate and if ready to do so will extend their learning. We also work on developing their concentration skills, social skills, and self-confidence. We work closely with the Reception class teacher at Dr Radcliffe's Primary School and support the children with their transition to primary school.

### **Dr Radcliffe's Reception Class**

The children who are due to start school in the next academic year are taken on a rota basis to Dr Radcliffe's reception class to spend time there and gain experience of a primary school reception class.

### **Read Write Inc (RWI)**

At Pre-School we use a system of synthetic phonics to teach reading (Read, Write, Inc ). This program consists of teaching the children pure sounds and a correct pronunciation guide for these sounds can be found on the oxford owl website ([oxfordowl.co.uk](http://oxfordowl.co.uk)). This is a fantastic site and provides lots of information regarding supporting your child in the early phases of learning to read, and also provides access to some early reading books. The Read, Write, Inc program also includes writing and so the children are taught how to write the letter as they learn the sound. We use all lower case letters apart from names and do not teach letter names at this early phase of reading.

### **Physical Education**

The children are given the opportunity to take part in various Physical Education activities during the year with attention to more PE based structured sessions during the summer term.

### **'Aston Lamb and Rocco Bear'**

During the Summer Term each Rising R child is given the opportunity to take a Bear home for 2 nights and draw or write about what he has been doing whilst on holiday with you. Your child will then be able to talk to the whole group about what Bear did. This has always been popular with parents and children alike, and you can find all the diaries on display in Pre-School.

### **'Show and Tell'**

Is a whole group activity, where children are allowed to bring something from home, talk about it to their peers, and then answer questions from the other children. This is a fantastic opportunity for children to develop their confidence, communication and language, self-esteem and social interactions.

### **'Sound of the week'**



Each week we look at a different sound from the alphabet, children are encouraged to bring in an item from home beginning with the sound of the week. They place this into the sound bag and during key group time. The children explore the sound bag, removing one item at a time and discussing them with their peers. This activity provides contextual understanding for the children which they find much easier to consolidate and store in their long-term memory.

## **Starting Pre-School**

### **The first days**

A child who is tense or unhappy will not be able to play or learn properly so it is important for parents and Pre-School staff to work together to help the child feel confident and secure in the group. This takes longer for some children than others and parents should not feel worried if their child takes a while to settle.

*Children have positive attitudes to their learning. They learn to play alongside others harmoniously. They show good levels of concentration and engagement in activities of interest. {OFSTED Inspection 2022}*

The Pre-School's policy on settling in is in the 'Parent's Guide' folder in the windowsill in the back room (copies available on request). To enable the children to be familiar with their surroundings on the first day, parents and children will be given the opportunity to visit Pre-School before the child starts. Visitors are very welcome, but appointments must be made to ensure our staff ratios are not affected.

## **Timetable and Routines**

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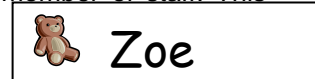
We organise the day so that children can take part in a variety of child-chosen and adult-led activities. These take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day. Outdoor activities contribute to all areas of children's learning and development including their health, their physical development and their knowledge of the world around them.

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting 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 a group
- provide children with opportunities to learn and help them to value learning

## Routines of the day

- The Pre-School day starts at 8.30am for the Early Bird Session. The playground gate will be open at 8.30am.
- The back door will be opened at 8.30am. (The gate and door will be locked at 9.10am, if you arrive and find the gate locked please use the front door)
- Members of staff are there to meet and greet you and your child(ren) with a friendly welcoming smile.
- On entering Pre-school for a morning session, the children are encouraged to take their own name card from the table and place it in a box held by a member of staff. This enhances your child's sense of belonging to the group. Example:



- We ask that you provide a change of clothes and keep them in a bag **[not drawstring bag]** to be placed on the shelf or hung up on your child's hook in the front foyer. Named nappy bags including nappies [not pull up's], unless toilet training, wipes, and nappy snacks to be hung on the pegs in the disabled toilet and replenished regularly. No medicine in nappy bags please.
- Please ensure that if your child brings a comforter or anything special to Pre-School that they are **clearly named**. They will be encouraged to place it in their own named draw. Please note, we would strongly advise very special or fragile items should not be brought into Pre-School.
- 'Show and tell' items should be placed in the bucket in the back room. Again, please ensure they are clearly named and not fragile or of value.
- If your child brings a packed lunch, the **named** lunch box should be placed on the trolley provided. **Please name all containers, drink bottles etc.**
- Various planned activities will be set out on tables and the floor accompanied by members of staff to encourage the children to settle into an activity before parents/carers leave. Members of staff will help you to settle your child if they are a little upset. If you feel it is necessary to stay a while, please feel free to do so.
- A tambourine will be shaken at 10.00am to give the children a warning that there is five more minutes left of play before tidy up time. All the children are encouraged to help tidy and from here we will assess that we take a register or just have circle time. All children are supported and guided by the staff, especially if they are a little apprehensive.
- Snack is provided in the session, but water is available throughout the day for children to help themselves. We rely on parental contribution for the children's snack. The snack rota is e-mailed termly and displayed in Pre-School. We make snack and meals a social time at which children and adults eat together.

- After snack all the children have free play outside before we have group circle time at the end of the session.
- Children who go home at lunchtime are asked to check their drawer and collect their belongings before returning to sit quietly on the carpet. The children who are staying for lunch go and wash their hands.
- For children who are arriving or being collected at 12:00 am the **front door** will be opened. We request that you remain outside while your child is called and returned to you. If your child is coming in at this point, we will release the children that are going home first and then a member of staff will register them in, and they then go through to wash their hands with the other children.
- The afternoon session follows the same format as the morning session.
- At 3:00pm the **front door** is opened. Again, we request that you remain outside. Your child will be called and returned to you.
- If you wish to speak to a member of staff at this time, please feel free to do so once all children have been collected. Please do not distract the members of staff at the door as they need to focus on ensuring the children are handed over safely and securely.
- Please be on time to collect your child. We cannot stress how important this is, as the children can become distressed if they are the last one waiting to be collected.
- Late collection will incur a cost, as per our late collection policy.
- If you know in advance that you will not be collecting your child at the end of their session(s), please contact a member of staff and complete a Collection slip. You can email, but please note that emails aren't always picked up before the end of the session so it would be best to call.
- If you are not collecting your child yourself, it is important that Pre-School is informed and the person you are authorising to collect your child **knows your password..**

***The whole pre-school team are incredibly positive about working together to drive their continual improvement. {OFSTED Inspection November 2022}***

### **Regular events**

- Trips out and nature walks, forest school, farm visit for school leavers
- Attending events and activities at Dr Radcliffe's Primary School, including sport's day, concerts and plays
- Singing accompanied by guitar playing parents
- Church visits which includes the children participating in a short service or activities. Please advise the staff, if you do not wish your child to attend these services.

**What to wear**

We have our own Pre-School uniform, which is a royal blue or jade green polo shirt; please see the order form for ordering and costs. All items are embroidered with our Pre-School logo and the uniform can be purchased from Pre-School throughout the year. Occasionally we have second hand uniform available.

Whilst we encourage all children to wear the uniform we understand that it is not always possible. In this case, please send your children in clothes that are easily washable and not too new. This will enable them to explore and experiment with all kinds of materials, including messy ones!

It is good for children to practice the skills that will make them independent. Simple clothing, which they can handle themselves, will enable them to go to the toilet when they want to and to put on and take off their outdoor clothes without being too dependent on other people's help.

The children are given the opportunity for outside play as much as possible. Therefore, we would be grateful if you could provide warm coats, hats and gloves during the winter and wellingtons at all times. Waterproofs should be kept at Pre-School, for wet weather play, could we please stress that waterproof trousers are perfect, they are simple for the children to manage themselves and easier to use when toilet training. We ask for the children wear secure footwear. No crocs or open toes shoes please, as it increases our accidents.

During the warmer weather we ask for children to be applied with an 8hr sun cream before arriving to Pre-School, bringing their own cream for a top up during the day. In addition to this, sun hats are essential, and lightweight, long sleeved tops and trousers are best to guard their delicate skin against the sun.

Forest school – To comply with Dr Radcliffe's, wellingtons and waterproofs must be worn and legs and arms must be covered.

**Please can you make sure each item of clothing and footwear is clearly marked with your child's name.**

For children who are currently being potty trained, please can you provide several changes of clothes. These can be kept in a small bag, marked with your child's name on their coat peg. We do have a selection of clothing at Pre-School but children are usually happier to wear their own. If you wish to discuss potty training please feel free to talk to the staff.

We have a nappy changing unit but we don't provide nappies or wipes. Please provide us with a bag of changing items for your child which will be hung in the nappy changing area in the toilet. Please provide nappies rather than pull-ups. Pull-ups are for children that are toilet training only please.

## The sessions

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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 small and large group activities, which introduce them to new experiences, helping them to gain new skills as well as learning to work with others.

Outdoor activities contribute to children's health, 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-initiated activities, as well as those provided in the indoor playroom.

Our Pre-School offers education and care for children between 2 and 5 years old. A typical session will generally follow a pattern of a simple registration, free-flow play (indoors and outdoors), snack time, outdoor play, story time, lunch/home time.

Our Pre-School operates to the term dates of Dr Radcliffe's Pre-School. The sessions are as follows:

	Early Bird		AM		PM	
	From	To	From	To	From	To
Monday	8:30	9:00	9:00	12:00	12:00	3:00
Tuesday	8:30	9:00	9:00	12:00	12:00	3:00
Wednesday	8:30	9:00	9:00	12:00	12:00	3:00
Thursday	8:30	9:00	9:00	12:00	12:00	3:00
Friday	8:30	9:00	9:00	12:00	12:00	3:00

**Morning Session:** 9:00am – 12:00pm (no lunch required)

**Lunch & Afternoon Session:** 12:00pm – 3:00pm (lunch required by children attending this session)

(All day – lunch required)

**Please note:** The late collection of a child causes inconvenience and more importantly distress to the child. As we are required to have two members of staff stay with any child there will be a charge to cover the cost.

## Fees

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We charge a non-refundable £70 registration fee. Which includes one Pre-School Polo Shirt and a Canvas Tote bag.

Fees are payable calendar monthly in advance and can be paid by BACS, cheque, OR childcare vouchers. Fees must be paid if children are absent without notice. No refund or reduction will be given for holidays or short-term sickness.

If paying by BACS our bank details are : A/C 78734665 Sort code: 51-70-15 Natwest, Bicester

Cheque payments are payable to Steeple Aston Pre-School. Please put your child's name on the back

For your child to keep their place at Pre-School you must pay all the fees owed in advance. Once sessions have been allocated for a term, you are responsible for payment of all allocated sessions for that term. The invoices are sent out each month and payable in advance. Late payment will be subject to a late payment charge of £25 and sessions will not be available to attend or additional sessions for grant funded children until payment is received.

If you would like to reserve a place for your child when they turn 2 mid-term, fees will be payable for that whole term as a place will have to be reserved. If Pre-School is not full in that term, this may be reviewed and fees may be payable from the child's start date. Any returned / bounced cheques will automatically have an additional charge of £15.00 added to your child's fees.

We accept Nursery Education Funding (see below for more detail) for all eligible children who are aged 2, 3 and 4. If your child is eligible for Nursery Education Funding you will be given a Parent Declaration Form to complete. Children are only eligible for funding in the term after they turn 2 or 3. The funded amount is taken off the termly invoice and you are required to pay the outstanding amount.

## **NURSERY EDUCATION FUNDING**

We are able to offer Nursery Education Grant Funding in its most flexible form. Some parents of 2 year olds will be entitled to 15 hour funding, some 30 hour funding and all children the term after their 3<sup>rd</sup> birthday are entitled to 15hrs Grant Funding. This means that if your child is two or three between

**1<sup>st</sup> April and 31<sup>st</sup> August you will have 15 hours of free funding per week from the following September**

**1<sup>st</sup> September and 31<sup>st</sup> December you will have 15 hours of free funding from the following January**

**1<sup>st</sup> January and 31<sup>st</sup> March you will have 15 hours of free funding from the following April.**

**IF YOUR CHILD IS ELIGIBLE you can have your 15 FREE hours in any combination of the following. To check if your eligible for additional funding please go to [www.childcarechoices.com](http://www.childcarechoices.com)**

Session	Times	Is lunch needed?	Hours
Full day [2 sessions]	9:00am-3:00pm	Yes, you will need to provide packed lunch and drink	6
Morning session	9:00am-12:00pm	No, lunch is not included in this session.	3
Afternoon session	12:00pm-3:00pm	Yes, you will need to provide a packed lunch and drink	3

Example of how to use the 15 hours could be

- 2 full days and one afternoon session
- 5 afternoon sessions
- 1 full day, 1 afternoon and 2 morning sessions.

### **Important to note**

This offer is for 15 hours for 38 weeks, at present we operate to the school calendar and are therefore open slightly longer than that. This will obviously incur slight additional costs if you wish your child to stay until the end of each term. Obviously, children can have additional sessions and be charged as normal.

Additional sessions to this will be charged as follows:

**£18.50 per session                      £5:00 Early Bird**

When your child is eligible for funding, we will give you all the documents to fill in and return. We strongly advise completing and returning them on the day you receive them to avoid missing the deadline. If your child is claiming part or full grant from another provider, please speak to Angela or Katie prior to filling out the form to clarify.

Please note that there may be occasions where it is not possible to accommodate the full 15/30 hours if the Pre-School is fully subscribed.

Once sessions have been allocated for a term you are responsible for payment of all allocated sessions for that term, and for the payment of all fees in advance.

Sessions cannot be swapped for different days. If your child is unable to attend one of his/her normal sessions, but attends an extra session during the term, the extra session will still be charged.

In the occasional event of a term being longer than the Government funding available, the difference must be paid e.g. a 13 week term may only be grant funded for 12 weeks. (You will be advised if this is the case when your invoice is issued, or as soon as the Government releases the term's grant information.)

A full term's notice must be given before removing your child from Pre-School, or, in lieu of notice, a full term's fees must be paid.

Fees are reviewed annually at Easter. Current information can be found on our website [www.steepleastonpreschool.org.uk](http://www.steepleastonpreschool.org.uk) or you can contact Angela Kirchner, the Pre-School manager for current fees, grant funding allowance and individual cases.

## **How parents get involved with Pre-School**

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The Pre-School recognises parents as the first and most important educators of children.

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected

- kept informed
- consulted
- involved
- included at all levels

All of the staff see themselves as partners with you in providing care and education for your child. It is fundamental for parental engagement, research has shown that parental involvement facilitates children's acquirement of better academic success, enjoyment for richer learning experiences and a higher quality of care.

Becoming more involved in Pre-School benefits you too. You will have a chance to observe and discover how your child plays and relates to other children in a different environment away from your home. You may also get some new ideas about the kinds of activities they enjoy, and all of us who work with your child will be happy to suggest fun activities to help him/her learn and develop outside the setting.

Spending more time at Pre-School is also a great opportunity to meet informally with the staff, build relationships and make friends with other parents. Volunteering gives you the opportunity to develop new skills and knowledge and gain valuable experiences. We would encourage you to come into Pre-School to share with the children any skills you may have to offer. The children love to have parents, grandparents, and carers etc. come in and read stories, do activities and share their knowledge / experience with them.

We currently have an ex-staff member come into school and play songs to sing along to on the guitar. We would welcome any offers from parents/carers to come and play an instrument for us. If you are interested in volunteering to be on our contingency staff list, please speak to Angela.

There are many ways in which parents are welcomed and encouraged to take part in making the setting a welcoming and stimulating place for children and other parents such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with staff
- Being actively involved in sessions by helping with arts and crafts activities, cooking reading, books, teaching or playing musical instruments, singing, dancing.... the list is endless
- Helping to provide, make, and look after the equipment and materials used in the children's play activities
- Being part of the committee or fundraising committee of the Pre-School, and taking part in fundraising events
- Joining in community activities in which the setting takes part, and building friendships with other Pre-School parents

As part of our charity status we have a voluntary elected committee, which takes a supportive role in the running of the Pre-School. We hold our AGM in September/October and we will be looking for parents/carers to give a little of their time as an elected part of the committee. We do not need experience, just enthusiasm and commitment. More details will follow, but in the meantime please see any of us for more information.



We carry out criminal record checks (DBS checks) on all adults volunteering with children other than their own. These policies are for the wellbeing and safety of all children, and you will be required to support these extra security measures.

## **Healthy Packed Lunch**

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### **How healthy would you define the packed lunch to be that you give to your child?**

Parents may define the packed lunch they are giving their child to be healthy, but new research commissioned by the Food Standards Agency, found that if the nutritional standards set for school meals were applied to packed lunches, only one percent of those brought in by children would comply!

The study found that packed lunches are filled with crisps, sweets and sugary drinks, instead of the recommended vegetables, fruit and milk. In Britain, around four million pre-school/school children eat a packed lunch - the equivalent of more than 5.5 billion lunches per year.

### **What constitutes a healthy packed lunch for under five year olds?**

If your child/ren are bored of eating the same thing day in day out, or you're not sure what makes up a healthy well balanced lunch box, this will hopefully give you the inspiration you need for spicing up their lunches with a good mix of healthy ideas.

Simply pick one item from each of the five categories below, to make up a well-balanced packed lunch. You can vary the portion sizes depending on the age and appetite of your child.

#### **Tummy fillers**

Growing children need plenty of starchy foods to fill them up and give them energy. Nutritious meals packed with fibre, protein, carbohydrate and vitamins will also help your child's growing bones and give them a healthy dose of brain power for the afternoon ahead. These along with fruit and/or vegetables should form the main part of your child's lunch.

Try some of these ideas:-

#### **Sandwiches and wraps**

- Sliced or [homemade](#) bread - vary between wholemeal, granary, multi-grain and white.
- Bread roll, pitta bread, naan, chapatti, bagel, tortilla/wrap, oatcakes, [crepe/pancake](#), potato cake, malt loaf, hot cross bun, scone.

#### **Fillings/toppings**

- **Meat** - wafer thin cooked meats, cubed chicken/turkey breast with tomato and lettuce, ham and cheese, roast chicken & hummus, leftover cold meats (chicken, turkey, sausages etc) with salad, chicken and mashed avocado, cold BLT.
- **Fish** - tuna mayo & sweetcorn, tuna salad, fish paste and cucumber.
- **Veggie** - grated cheese, cheese spread, cream cheese, Quorn slices and salad, cottage cheese with pineapple, cheese and grated carrot with a little mayo, veggie sausages, vegetarian pate with cucumber, cheese and coleslaw, egg salad/egg mayo, cheese and pickle, Marmite.
- **Sweet** - High-fruit jam/fruit spread, honey, treacle, lemon curd.

*\*Please note that **we do not permit nuts and nut products** of any sorts to be brought in lunchboxes (due to children with severe nut allergies)*

### **Other ideas**

- Carbohydrate based salads such as [pasta salad](#), rice salad, cous cous, [potato salad](#) etc.
- Egg based foods such as [quiche](#), [mini quiche](#) or [frittata](#).
- Baked items such as [savoury muffin](#) [cheesy corn triangles](#), [pizza slice](#), pasty, cheese, croissant, samosa etc\*.

*\*These items can be high in saturated fat, so just opt for them occasionally.*

### **Five-a-day options**

- Any combination of the following, in a small pot or bag: pumpkin/sunflower seeds, ready to eat dried apricots, dates or prunes.
- Whole fruits - Satsuma, apple, banana, pear, peach, plum, grapes, strawberries (whatever is in season)
- [Fruit salad](#) pot - any combination of prepared fruit: strawberries, orange, melon, mango, pineapple, etc.
- Homemade fruit puree, smoothie or apple sauce (you can add strawberry, peach, etc to it)
- Fruit jelly made with fruit pieces and pure fruit juice.
- Tinned fruit pot (useful in the winter if you can't find ripe fresh fruit) - mandarins, pineapple, peaches, fruit salad, pears.
- Salad pot - any combination of prepared raw vegetables: cucumber, lettuce, pepper, celery, cherry tomatoes, carrot sticks, mange tout, slices of avocado sprinkled with a little lemon juice etc. or [coleslaw](#).

### **Good for growing bones**

- Fruit yogurt, fromage frais or dairy-free alternative.
- Cold rice pudding or custard.
- Greek/plain yogurt.
- Cubes of cheese or pre-packed lunchbox sized cheese portion, cottage cheese with pineapple.
- Dips: tzatziki, raita, cream cheese and plain yogurt.

### **Snacks**

If you have energetic children, you may like to add a snack to their lunchboxes to re-fuel their energy levels! Here are some suggestions:-

- Savoury options - mini sausages, [falafel](#) etc.

- Small bag of lower salt (preferably baked or reduced fat) crisps, or a handful of crisps in a pot. Crackers, crisp bread, rice cakes, cheesy biscuits, [savory flapjack](#), savory scone, bread sticks, unsalted popcorn.
- Sweet options -Muffin, cupcake, [small piece of cake](#), [biscuit or cookie](#), [flapjack](#), [shortbread](#), jam tart, cereal bar\*

*\* Check cereal/flapjack bars for sugar content , as some can contain as much sugar as a bar of chocolate!*

### **Thirst-quenchers**

Steer clear of sugary, fizzy drinks and go for one of these healthy options:-

- Water
- Milk (whole, semi-skimmed, goats or soya)
- Milkshake
- Pure fruit juice or [smoothie](#) - preferably diluted.
- Occasional well diluted high-juice squash

**Sugar free options-** *Sugar can be hard to spot in children's food, as it's called many different things. All the following are forms of sugar, which is only needed in small amounts and offers your child little, just 'empty' calories: sucrose, glucose, fructose, maltose, dextrose, fruit syrup, molasses. Look for 'no added sugar' on the packet. If you can't see that on a label then read the Nutritional Information panel and look under 'Carbohydrates - of which Sugar'. But do be aware that products stating 'no added sugar' normally use chemical sweeteners.*

## **Safeguarding**

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Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies, when necessary, to help families in difficulty.

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. 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
- allow the children to explore and be adventurous in safety

## **Policies**

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### **Equipment and resources policy**

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment. We aim to provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests and aptitudes.

### **Food and drink policy**

The Pre-School regards snack and mealtimes as an important part of the Pre-School day. Eating represents a social time for the children and adults help children to learn about healthy eating. Parents provide snack on a Rota system, a.m. session of fruit, vegetables, or store cupboard (dried) we offer a drink of either milk or water in each session and paying due attention to children's particular dietary requirements.

For those children staying for lunch, a packed lunch is required (due to the increase in allergies , **popcorn, nuts, or products that contain nuts** are not permitted at Pre-School). Packed lunches need to be provided in a suitable, named container. We encourage healthy foods for lunch and support healthy eating practices in our ongoing provision, therefore insisting that chocolate bars, sweets and high sugar/fizzy drinks are not permitted in lunch boxes.

### **Health and safety policy**

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

We promote a healthy lifestyle and a high standard of hygiene in the day-to-day work with children and adults.

Parents are asked to keep their children at home if they have an infectious disease and to inform Pre-School as to the nature of the infection. This will allow the Pre-School to alert other parents as necessary and to make careful observation of any child who seems unwell. Parents are asked not to bring into the Pre-School any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last episode.

We also ask that any child prescribed antibiotics is not brought to Pre School for a period of 48hrs after taking them to ensure no adverse reaction to the antibiotics occurs.

### **Personal care policy**

Steeple Aston Pre-School is committed to ensuring that all staff responsible for the intimate care of children will always undertake their duties in a professional manner. The Pre-School recognises that there is a need to treat all children with respect when dealing with a child's personal care needs. No child will be attended to in a way that causes distress or pain or provokes embarrassment. All children who require intimate care are treated respectfully at all times; the child's welfare and dignity is of paramount importance.

**Non-collection of children policy**

When a child is not collected at the end of a session and no contact can be made with either a parent/carer or emergency numbers given, the Pre-school's responsibility is to inform Social Services.

**Key person and Settling in Pre-School policy**

We want children to feel safe, stimulated, and happy in the Pre-School and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners with the Pre-School. We aim to make the Pre-School a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

**Supporting children with Special educational needs policy**

We aim to provide equality of opportunity for all members of our group, and this includes children with special educational needs. Each child is able to progress at their own rate in all areas of development, and this is true for children with and without disabilities or learning difficulties. We are experienced in working in close liaison with professionals across the range of special needs and we operate in accordance with the Government's Code of Practice on special educational needs. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0-25 years (2015).

If you would like to discuss the group's ability to meet your own child's special needs, please talk to Angela Kirchner, the Manager or Karen Ewart the Special Educational Needs Co-Ordinator.

We have provided a brief summary of our policy statements. You can find full copies of each policy in our 'Parent's Guide' folder that is kept in the window sill of the back room at Pre-School. Photocopies or emailed copies of any policy are available on request. The Pre-School manager, staff, and committee work together to adopt each policy. Everyone has the opportunity to take part in the annual review of the policies. Comments and suggestions from parents are always very welcome

**Admissions policy**

It is our intention to make our Pre-School genuinely accessible to children and families from all sections of the community.

The waiting list is arranged in birth order and in addition may take into account the following:

- the age of the child with priority being given to children eligible for the free entitlement
- length of time on the waiting list
- the vicinity of the home to the setting
- siblings already attending the setting
- the capacity of the setting to meet the individual needs of the child

Please be aware that depending on our intake at the start of the academic year in September there may be limited availability of spaces within the rest of that academic year. If considering a January or April start, please be aware that morning sessions are unlikely to be available and alternatives if available will be offered.

We request that each child attends for a minimum of two sessions per week. We highly recommend increased sessions for children over three.

### **Promoting positive Behavior policy**

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which all children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. All adults will try to provide a positive role model for the children with regard to friendliness, care, and courtesy, and offer strategies for handling any conflict. When children behave in unacceptable ways they will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. This might be accomplished by a period of 'thinking time' with an adult. Children will never be sent out of the room by themselves. Physical punishment such as smacking or shaking will be neither used nor threatened. In any case of misbehavior it will always be made clear to the child in question that it is the behavior and not the child that is unwelcome.

*Children develop warm, caring and nurturing relationships with staff, who promptly recognise when extra support is required. For example, staff adapt the environment and activities available on arrival to ease children's transition into preschool. They consider how individual children will need support from them to get the most enjoyment out of the activities on offer {OFSTED Inspection November 2022}*

### **Child protection policy**

We comply with the procedures approved by the Area Child Protection Committee. We intend to create in our Pre-School an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

**All staff have a secure understanding of their responsibilities to keep children safe from harm. {OFSTED Inspection, November 2022}**

### **Complaints procedure**

As a member of the Early Learning Alliance, we aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and their family, and provide a warm and caring environment within which all children can learn and develop as they play. We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally, and we welcome suggestions on how to improve our group at any time. Many concerns can be resolved quickly by an informal approach to the appropriate member of staff, but if this is not satisfactory, we provide clear guidance on how to complain within our policies found in our 'Parents guide'.

### **Confidentiality policy**

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they receive high quality Pre-School education and care. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of the children.

### **Data protection policy**

In order to run safely and efficiently and to comply with various regulations (including OFSTED), the Pre-School has to keep certain records. The Pre-School keeps personal information about the staff and children, for example the children's registration forms with details of medical problems, dietary requirements, emergency contact numbers, accidents, and injuries. The Pre-School is

exempt from having to register under the Data Protection Act 2018. After a child or member of staff leaves we will not retain information unless it is required under the Data Protection Act.

### **Valuing diversity and promoting equality policy**

Our aim is to show respectful awareness and welcome the diversity of backgrounds of the children and families in our Pre-School and in the community as a whole. All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Management of resources within the Pre-School will ensure that both girls and boys have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them. Resources will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

## **Information we hold about you and your child**

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We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is [I/we] collect is:

1. processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
3. adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
4. accurate and, where necessary, kept up-to-date
5. kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed
6. processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

## **Management and administrations**

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### **Decision making**

The Pre-School is a charity and is run by a manager and a voluntary management committee whose members are elected by the parents of the children who attend our setting.

Our Annual General Meeting, at which the committee for the following year is elected, is held in September/October and parents will be informed in good time to enable them to attend. It is open to the parents of all the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

The committee make up the registered person with Ofsted and are responsible for:

- managing our finances
- employing and managing our staff
- making sure that we have, and work to, policies that help us to provide a high-quality service
- making sure that we work in partnership with parents

### **Registration**

Children may be registered for attendance at the Pre-School any time after they are 3 months old. Your child's registration will then be placed on our waiting list. We arrange our waiting list as per the admissions policy stated above. You must ensure that your registration fee is enclosed with the registration application, as without this we cannot process the application.

A confirmation letter of receipt of your application will be sent to you. You will be contacted nearer the commencement date to discuss what sessions we have available to offer your child. You will then receive a letter of confirmation of the days and number of sessions that have been confirmed. From this moment on you have a reservation at the Pre-School and will not be able to change the allocated sessions for that term. If after confirmation of session allocations you then decide that you do not want the place, you will be liable for a full terms payment of fees.

We require one term's notice for changes of session. Sessions will be carried through to the following terms unless changes are requested and notice given. Changes may only be made if the required sessions are available.

You will have been offered a chance to visit the Pre-School with your child prior to them starting. You will also be invited to a 'Taster session' which is held at Pre-School during a session to give your child and the parents the opportunity to meet members of staff, have a look round and discuss any questions or concerns you may have.

Please note: If you wish to visit Pre-School prior to this you must contact Angela Kirchner (Manager) to arrange a visit.

If you require any more information or have specific needs, please talk to Angela or Katie (Administrator).



## Adult resources

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We have a high ratio of adults to children in our group. This ensures individual attention to the needs and development of each child. As well as gaining qualifications in early years education, all staff take part in further training to help keep them up to date.

As well as gaining relevant qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance.

The regular staff in the group are:

<b>Name</b>	<b>Title</b>	<b>Relevant qualifications and experience</b>
Angela Kirchner	Manager	Leadership and Management (Childcare) Level 5 NVQ Level 3 Childcare Ten years Pre-School experience Safeguarding Children child protection course First Aider Prevent duty and FGM Safer recruitment Food hygiene
Liz Hite	Deputy	Diploma Level 3 NVQ Level 2 GNVQ Health & Social Care Food hygiene Safeguarding Children child protection course First Aider and Epi-pen trained 14 years Pre-School experience Prevent duty and FGM Signing Autism Tier 1
Karen Ewart	Assistant	Understanding behavior in the early years NVQ level 2 NVQ level 3 SEND Coordinator First Aider and Epi-pen trained Safeguarding Children child protection course 11 years as voluntary Primary school assistant 10 years Pre-School experience Autism Tier 1 & 2

Sarah Stewart	Assistant	NVQ Level 2 NVQ level 3 First Aider and Epi pen trained Safeguarding Children child protection 2 years' experience as a nanny 10 years Pre-School experience Prevent duty and FGM
Faye Rose	Assistant	CACHE level 3 NVQ children's care and learning development Level 2 teaching assistant course First aider and Epi pen trained Prevent duty and FGM
Cayleigh Oliver	Assistant	NVQ Level 3 First Aid Prevent duty and FGM Safeguarding Children child protection
Nicci Gillam	Assistant	TQUK Level 3 Diploma for Childcare Workforce First Aid Prevent duty and FGM Safeguarding Children child protection

## **And Finally .....**

**We look forward to welcoming you and your child into our Pre-School.**

**If you have any queries or if we can be of any help, please contact me, a member of staff or a committee member at any time.**

**Angela Kirchner,  
Pre-School Manager**



# UNIFORM ORDER SHEET STEEPLE ASTON PRE-SCHOOL

Child's name .....

	SIZE	PRICE	QUANTITY	TOTAL
Polo Shirt Jade	2 yrs	£12.00		
	3-4yrs	£12.00		
Polo Shirt Dark Royal	2 yrs	£12.00		
	3-4yrs	£12.00		
Polo Shirt Light Pink	18-24 months	£7.00		
Polo Shirt Dark Pink	5-6 yrs	£7.00		
<b>TOTAL</b>				£

Please make payment via BACS to The Pre School account  
Sort 51-70-15 Account 78734665

