



Prospectus for

POOL PRE-SCHOOL GROUP

Pool C of E School
Arthington Lane
Pool in Wharfedale
Nr Otley, W. Yorkshire
LS21 1LG

Manager: Mrs Vikky Campbell
Deputy Manager: Mrs Tracy Thompson
Tel: 0113 2843151
Mobile: 07931 263686

Website: www.poolpre-schoolgroup.org.uk
e-mail: hello@poolpre-schoolgroup.org.uk
Blog: poolpreschoolgroup.wordpress.com

We are a member of the Pre-School Learning Alliance Reg No. 3012

Charity No. 1027238





Our aim is: To enhance the development and education of the children in our care from the age of two years until they reach school age.

To provide a safe, secure and stimulating environment.

To work within a framework which ensures equality of opportunity for all children and families.

We offer your child:

- A specially tailored curriculum working within the Early Years Foundation Stage
- The opportunity to learn through play.
- Individual care and attention made possible by a high ratio of adults to children with a maximum of 25 children per session.
- Opportunities for you and your family to be directly involved in the activities of the Group.

PRE-SCHOOL STAFF

The Pre-School Manager Mrs Vikky Campbell holds a Level 3 NVQ in Childcare Learning and Development as does the Deputy Manager Mrs Tracy Thompson, both members of staff have also attended many varied courses. Vikky Campbell is the lead for behaviour management and Safeguarding Officer for the Pre-School and is also the settings SENCO. (Special Educational Needs Co-Ordinator). Miss Laura Marshall and Mrs Rachel Duncan hold a Level 3 NVQ in Childcare Learning and Development. Mrs Penny Gwilt has many years experience of working with Pre-School children and has attended many varied courses. Mrs Sue Leggatt is our lunchtime supervisor; she is a former Pre-School employee and has many years experience as a lunchtime supervisor at Pool CE School. We also have Mrs Helen Felgate who retired in July 2017 who is available for 'Bank Staff'. Helen worked for many years as Deputy Manager, EYP (Early Years Professional) and SENCO. Helen holds a Level 3 Diploma in Pre-school practice. Mrs Sue Grange is the Pre-School Administrator, she works with the Pre-School Committee Treasurer and they are responsible for the Education Grant, fees, wages, budget, insurance etc.

Staff are all First Aid trained and have attended many short courses including Safeguarding, Speech sounds and language development and supporting children with Special Educational Needs and Disabilities.

TIME AND PLACE

Pool Pre-School Group occupies two rooms in Pool C of E Primary School. The setting has a small covered outdoor play area but has full use of the school playground, Peace garden and Early Years Adventure playground.

Pre-School hours are:

	Morning (8.45am to 11.45am)	Afternoon (12.30pm - 3.30pm)
Monday	Open	Open
Tuesday	Open	Open
Wednesday	Open	Open
Thursday	Open	Open
Friday	Open	Open

We offer full day care from Monday to Friday 8.45am till 3.30pm. We ask that parents provide a healthy packed lunch for their child (see Packed Lunch Policy or a member of staff for Lunch Box menu's and ideas).

Wrap around care options are available, please speak to a member of staff for more details.

SECURITY

The Pre-School door is kept locked until before the start of a session. It is important that the door is kept closed on entering and leaving the premises to ensure the safety of the children. As we operate a free-flow session between outdoor and indoor play we make sure that the gate to our outdoor play area is securely fastened. The door is kept locked when children are indoors eg registration, end of session for security reasons.

Pre-School staff cannot take responsibility for children prior to the beginning of a session.

Parents/Carers are expected to wait with (and be responsible for) their children until that time.

Please collect your child promptly at the end of a session and let staff know if someone other than the usual person will be collecting your child. Late collection fee's apply, (refer to Parent Contract for information).

The Pre-school door is locked at 3.40pm for Staff meetings and Training, no access will be granted after this time so please ensure that you collect all of your children's belongings and your child is toileted (should they need to be).

No access is granted to Pool C of E School via Pre-School, visitors are expected to report to the school reception by the main door.

THE PRE-SCHOOL COMMITTEE

Our group is a registered charity run by the parents of the children attending, and with a legally binding constitution, a copy of which is available on request. As a member of the Pre-School Learning Alliance (PSLA) the group operates within their guidelines and is also OFSTED inspected. A copy of the most recent OFSTED report is available on request, on the OFSTED website or a link is available on the Pre-school website. Parents elect a Committee consisting of a Chairperson, Treasurer, Secretary and between two and nine other members. Committee meetings are informal and are usually held in Pre-school, on an evening approximately once every half-term. The Annual General Meeting is usually held in the autumn term when a new Committee is elected for the coming school year. All parents are invited to attend.

The Committee is responsible for administration, fund-raising, and supporting the staff in many ways. See EYA publication 'Committees as Employers' is available for more information.

FINANCE

Pre-School has charitable status and as such is non-profit making, depending entirely upon fees paid, the Free Early Education Entitlement (FEEE) and fund-raising activities. Our policy is to keep fees at a reasonable level and to rely on fund-raising to provide any extra revenue. This policy can only be maintained if there is sufficient support from parents for the fund-raising events. Income is required to finance the day to day running of the Pre-School (eg rent, wages, insurance, materials, etc) and also to buy new equipment, replace worn items and provide staff training.

Fees are charged and invoiced half-termly. For parents wishing to pay fees other than half-termly arrangements must be made with the Pre-School Manager/Financial Administrator. You may pay fees in cash or by direct transfer to Pool Pre-School Group. Pre-School accepts Childcare Vouchers through various schemes. Fees are payable for all your child's booked sessions, whether or not he/she attends. This is because the running expenses of the group remain the same, so we are not able to refund fees if your child is ill, on holiday, or away for any other reason. However, at the discretion of the Committee, fees may be waived if your child is in hospital. In addition a non-refundable enrolment fee of £15 is payable to secure a place at the setting.

FREE EARLY EDUCATION ENTITLEMENT (FEEE) FOR TWO YEAR OLDS

Two year olds may be eligible for the two year FEEE (the term after they turn two) if they meet certain criteria eg. Economic, If child is a 'looked after child' or has SEND. For more information please ask for a leaflet or contact The Family Information Service, Technorth, 9 Harrogate Road, Chapel Allerton, Leeds LS7 3NB Tel 0113 2474386 or by e-mail at feequeries@leeds.gov.uk or for more information log on to www.familyinformationservice.co.uk.

FREE EARLY EDUCATION ENTITLEMENT (FEEE) FOR THREE AND FOUR YEAR OLDS- UNIVERSAL AND ADDITIONAL.

Children are eligible for the grants the term after which they are three. If your child is 3 on or before 31st August, they will be funded from the September term. If your child is 3 on or before 31st December, they will be funded from the January term. If your child is 3 on or before 31st March, they will be funded from the April term.

The Universal Entitlement, offers children 15 hours of free early childcare and is available to all qualifying children the term following their 3rd Birthday.

The Additional Entitlement offers 'working parents' and additional 15 hours childcare (on top of the 15 hrs universal credit, totalling 30hrs). Eligibility can be checked via the HMRC Childcare Choices website, for more information on funding, speak to Vikky Campbell or Sue Grange (Financial Administrator).

Children who are Non-Funded or who attend in excess of their free entitlement fees will be billed at a rate of £5.25 per hour Over 3's and £5.50 per hour under 3's (fees correct Sept 2020-July 2021).

ATTENDANCE

Children may start at Pool Pre-School when they are 2 ½ years old and usually leave when they start school. Children are allocated places in accordance with our Admissions Policy eg on a date of birth order, with children placed on a waiting list in the event of Pre-School becoming full. Parents/Carers are very welcome to stay with their child for as long as it takes for them to settle (also see settling policy and visiting procedure). Home visits by the Manager and Key Person can be arranged if parents wish. 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 to feel confident and secure within the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. Parents/Carers are always welcome to visit the group during any session to see how their child is progressing, or to share any special skills they may have, with the group.

Parents are asked to provide nappies, wipes and nappy bags in a clearly named bag for their child if they are not potty trained. Whilst it is not Pre-School's role to potty-train children, we will do our best to assist parents. We expect that some children may have toilet accidents and ask that newly toilet trained children bring with them named spare clothes in their bag.

REFRESHMENTS

Milk (or water) and a healthy snack (eg fruit, bread sticks) will be served mid-morning and mid-afternoon so food, other than packed lunches, should not be brought into the group unless requested as part of the theme eg food/taste/multi-cultural. Fresh drinking water is available for children during the session. The milk provided is funded by Social Services and is not paid for out of fees. Please advise staff if your child has any food allergies. Birthdays may be celebrated by providing 'special' biscuits or similar which may be handed round at snack time or at the end of the session.

PACKED LUNCHES

Parents should provide a healthy and nutritious packed lunch for children who are staying over the lunch period. As some children may have allergies to certain foods children will not be allowed to swap food. Please do not send fizzy drinks in lunch boxes. Fresh drinking water will be readily available at all times. As Pre-School is not currently able to store lunch boxes in a fridge, we ask that parents ensure that lunches are kept as cool as possible by using cool packs, insulated lunch boxes etc. Please refer to Pre-Schools Packed Lunch Policy for more detailed information and advice on healthy packed lunches.

HEALTH

On admission you will be asked to complete a questionnaire concerning your child's health. Please do not bring your child to Pre-school if he/she is infectious, has a temperature or generally seems unwell. Please let the Pre-School Manager or a member of staff know if your child has been ill the previous day/night, or taken any medication prior to attending the session. E.g Calpol. Children should be kept at home for 48 hours after sickness and diarrhoea and also for the first 48 hours when taking antibiotics.

We will send children home if we feel that they are unwell and request that they do not return to pre-school until temperature free without the use of medication.

If your child has any special medical problems eg asthma or and requires medication please discuss the condition with the Manager, in these circumstances we may need to contact your Health Visitor for guidance. E.g "Wheeze Plan" for asthma.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Ethos - Pool Pre-School Group has a policy of inclusion. We value all the children in our setting equally regardless of any difficulty or disability they may have. The school in which the Pre-School is based has been fully equipped for disabled access.

What to do if I think my child may have special education needs - The Pre-School has a designated SENCO (Mrs Vikky Campbell) who is responsible for co-ordinating all aspects of SEN provision within the setting. A parent with concerns may contact the Pre-School SENCO at any time. The Pre-School operates an open door policy. Parents may visit at any time or arrange an appointment if they would prefer a more formal or private discussion. The Pre-School has formed good relationships with childcare professionals in the area over the years and will seek advice and support from them as appropriate. No referrals will be made without parental permission and approval.

How will the setting support my child's learning and development? How will the curriculum be matched to my child's needs? - Every child has a designated key person in Pre-School. The key person is responsible for identifying next steps for development and planning appropriate activities for their key children (overseen by the SENCO and the Manager of the setting) to ensure that children are making good progress from their starting points. All children work to the EYFS (Early Years Foundation Stage) curriculum including children with SEND. Support is given via a graduated response where adults assess, plan, do and review children's progress. As appropriate Pre-School works with relevant professionals to identify targets and work towards outcomes. Regular review meetings are held with parents and any professionals involved to discuss progress and establish new targets and outcomes. A strong emphasis is placed on parental involvement in the process. Resources are purchased to support children's learning as deemed appropriate.

How accessible is the setting? - The school in which the Pre-School is located is on one level and has been fully adapted for disabled access. A care suite with additional resources is available for use within the school building for all aspects of personal care.

How will I know how well my child is doing? - Parents are kept fully informed of their child's development and progress through informal discussions with their key person, termly summaries, two year checks and for children with SEND regular review meetings. Parents are also welcome to arrange additional meetings to discuss their child's progress at a mutually convenient time. Every child attending the Pre-School has a profile (or learning journal) which parents are free to borrow and which will become theirs to keep at the end of their child's time at Pre-School. Parents are encouraged to contribute to their child's profile. We also hold a parent/staff consultation evening where parents are invited into the setting to discuss their child's progress.

How will you help me support my child's learning? - Parents are encouraged to be involved in all aspects of their child's attendance at Pre-School. The Pre-School is a committee run group and parents are encouraged to join the committee and attend meetings where decisions regarding the Pre-School are made. Parental contributions, visits etc. are welcomed and encouraged. Parents are also encouraged to contribute to the planning process for children's learning and to their children's profiles and summaries. Advice on how to support your child can be sought by speaking to the Pre-School Manager or your child's keyperson.

What support will there be for my child's overall well-being and social, emotional and behavioural development? - Children are well supported by their key persons and all members of staff in the setting. The SENCO is responsible for monitoring all aspects of SEND provision. All provision is also overseen and monitored by the Manager of the setting Vikky Campbell who has many years' experience as a Pre-School practitioner. The setting has a number of policies concerned with children's well-being which are available to parents (either a paper copy or an electronic copy downloadable via the pre-school website). The settings policies and practices demonstrate an inclusive ethos and a commitment to equal opportunities for all children. Policies and practices are in line with the EYFS and the Equalities Act 2010.

What specialist services and expertise are available or accessed by the setting? - The setting has established a good relationship with other professionals over the years e.g. the Complex Needs Team, Inclusion Support Workers, Speech and Language Therapists, Visual impairment team, STARS Team (Specialist Autism Support) etc. All support and advice is valued in supporting children's development and learning.

What training and development is done by staff supporting those with SEND? - The setting places a high value on the continual professional development of all its staff including training to support children with SEND. Recent training undertaken by staff include 'Makaton', 'Strategies to support children who are on the Autistic Spectrum', 'Intensive Interaction', Speech and Language training e.g. 'Stammering', Deaf Awareness training and training to support children with 'English as an Additional Language'.

How will my child be included in activities outside the setting? - SEND children will be included in all trips/activities inside and outside the setting wherever possible. Parents will be fully consulted to assess and consider risk. A risk assessment visit may be conducted prior to the date of the specific trip/activity.

How will the setting help children transfer to the next phase of education? - Children are supported on entry to the Pre-School by their key person and 'starting points' for assessment are completed as appropriate followed by termly reviews. The Pre-School has a transition policy for when children move to reception class and this is given to parents to keep them fully informed. Pre-School and Pool C of E School work together to ensure a positive transition process. Visitors from other schools are welcomed as part of the transition process. The most recent OFSTED inspection (May 2017) found that Transition arrangements were regarded as 'Outstanding'.

For children with SEND, relevant professionals are consulted for advice and support regarding individual needs re transition and parents are fully involved in the process. Parents are invited to regular review meetings and their opinions and thoughts are always valued.

How are the settings' resources/funding allocated and matched to children's needs? - The setting has a general budget which is used to support children's needs/provide equipment, staff etc. The Pre-School is a committee run group made up of parents and decisions re the allocation of funds are made in consultation with the committee. Additional funding for children with SEND is applied for, where appropriate, using the SEN Code of Practice and EYFFI criteria (Note - applications for funding can only be made by a supporting professional). Children are also consulted wherever possible to determine their current interests and needs.

Information we hold about you and your child

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

The data 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.

How are parents and carers involved in the setting? As stated previously the Pre-School is a committee run group (part of the Pre-School Learning Alliance). Parent/Carers are involved wherever possible in all aspects of the running of the setting. . The Pre-School has links with the local Children's Centre in Otley. The Children's Centre provides advice/support/courses etc. on a range of matters relating to childcare.

TERM DATES

Pre-school observe the same holidays as Pool C of E School (including Staff Training days). Please read the notice boards and newsletters for information concerning training days/trips etc. Please let us know of any holiday dates where your child will not be attending Pre-School.

CLOTHING

If you would like to order Pre-School uniform – Sweatshirt, polo shirt, t-shirt, fleece, caps – Please ask for an order form. We have a Second Hand Uniform shop – please ask for details.

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes which are easily washed. Aprons are provided for all messy activities. Simple clothing which children can manage themselves e.g. pull on trousers will make them feel more independent when they need the toilet, particularly during their first few months at Pre-School.

LINKS WITH POOL SCHOOL

Although located within the same buildings as Pool C of E Primary School, where we rent rooms, Pool Pre-School Group is completely independent from the school. ***Please note that children do not automatically get a place at Pool C of E School if they attend Pool Pre-School Group.***

However, Pool Pre-School Group enjoys a happy and supportive relationship with Pool CE School and with the Head teacher and all the teaching/support staff.

Throughout the school year children are invited to visit the reception class on an informal basis. This gives the children a chance to become familiar with the teacher and the classroom helping to make the transition from Pre-school to School a happy and settled one. During the half-term at Pre-school the children visit the reception classroom to take part in activities, listen to a story etc. The reception class team are also familiar faces in Pre-school and often join the children for their packed lunches. Pre-school is also invited whenever possible to take part in other school activities e.g. school assemblies, school productions etc.

POLICY DOCUMENTS

Copies of our policies are available on request and a full list of policies is available on the notice board or pre-school website.

KEY PERSONS AND CHILDREN'S PROFILES

In accordance with Ofsted, we operate a Key Person system. Each child is assigned a Key Person who will look after them and follow their progress throughout their time at Pre-School. (If your child's key person is absent for any reason e.g. holiday, illness another member of staff who your child is comfortable with will look after your child.) Key Persons are responsible for keeping a Profile for each of their assigned children. These files give up to date information of what each child has been doing in Pre-School and of how they are progressing. All staff observe children at play and record their observations onto special slips. These observations are then transferred by the Key Person to the children's Profiles. More detailed records are kept for older children (i.e. those in their final year before starting school) who generally attend more sessions than younger ones. Staff find the Profiles useful for monitoring children's progress and to more easily pinpoint any weaknesses or problems which may arise, thus enabling them to adjust the curriculum accordingly. Each Key Person writes summaries and next steps for each child throughout their time at Pre-School. The Manager is then informed of children's current interest and next steps from which to plan the following terms theme.

Parents can access their child's Profile at any time (files are kept on a shelf near the entrance) - please use the signing out book to inform your child's key person that you have taken your child's profile home to read. Parents are invited to add any comments on the Parents Page at the front of their child's Profile or if they wish they may speak directly to their child's Key Person. The most convenient time for staff to discuss children's progress is at the start or end of a session, however appointments can be made at other times Urgent matters can be discussed with Mrs Vikky Campbell at any time.

THE CURRICULUM

Value is placed at Pool Pre-School Group on the importance of learning through play based activities. Children learn best when they are engaged in activities which they enjoy and which hold their interest. This is achieved through the selection of a wide range of carefully chosen activities, equipment and materials (e.g. craft and role play) which allow children to develop their skills in an enjoyable and fun way. A higher than recommended adult to child ratio allows plenty of adult interaction to help extend children's knowledge, understanding and vocabulary whilst engaged in meaningful play.

The Manager is informed of children's current interests and next steps from key person's half-term summaries for each child. Following a staff meeting to discuss activities/projects for the following half-term the Manager draws up flexible plans which cover all areas of learning within the Early Years Foundation Stage in line with children's current interests and next steps. Children can then access the planned focussed activities as well as free flow play indoors and outdoors. The planning sheet is displayed on the notice board for parents to see and contribute to.

KEEPING RECORDS

While your child is in the Foundation Stage, we will record the kind of things that they do. We may take photographs and make notes to show how your child is developing. These will be gathered into a booklet which can be passed on when your child moves into Reception.

WELFARE

As well as helping the children to learn, practitioners are also responsible for the children's welfare. We will look after your children properly and help them to stay healthy. We will make sure that the setting is a safe and positive place for the children. On average your child will spend approximately two years attending the Pre-school group. We want that time to be a happy and secure one. If you have any problems, need any help, wish to discuss anything or have any comments or suggestions to make please do not hesitate to speak to Mrs Campbell about it. The end of a session if possible is the best time but appointments can be made if more convenient. Alternatively, you may speak to the Chairperson of the Committee, or any committee member. A list of committee members is displayed on the notice board.

THE FOUR THEMES OF THE EARLY YEARS FOUNDATION STAGE (EYFS)

A Unique Child

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

Positive Relationships

Children learn to be strong and independent through positive relationships.

Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

EARLY YEARS FOUNDATION STAGE (EYFS) EARLY LEARNING GOALS (ELGs)

Children develop quickly in the early years and staff at Pool Pre-School Group aim to do all they can to help all children have the best possible start in life.

There are seven areas of Learning and Development that must shape education programmes in early years' settings. All areas of Learning and Development are important and inter-connected. Each area of learning and development is broken down into Aspects.

THE PRIME AREAS - Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the 'Prime' Areas.

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

THE SPECIFIC AREAS - Practitioners also support children in the four 'Specific' areas, through which the three prime areas are strengthened and applied.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Each area is made up of age related development matters which key persons use for recording progress in your child's profile. Children's progress is recorded through observations of children at play and through some adult planned activities.

For further information or to download the revised EYFS log on to www.foundationyears.org.uk.

SUPPORTING THE EYFS AT HOME

- Spend plenty of time talking with your child
- Read lots of books together
- Encourage your child to take part in activities, such as digging in the garden, visiting interesting places and taking part in sports
- Play a variety of games together – spending quality time with your child is the very best way to help them learn and develop
- Tell us if your child does something new or interesting
- Let us know if you have any problems or worries about your child, or if you need our help.
- Additional parental support can be found <https://www.actionforchildren.org.uk/.../what-to-expect-when-a-parents-guide>

Email: hello@poolpre-schoolgroup.org.uk www.poolpre-schoolgroup.org
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