Prospectus

Curry Mallet Pre School

…where children thrive naturally

Welcome

We would like to say a warm hello and thank you for showing an interest in Curry Mallet Pre-School. We hope that by reading this prospectus we can answer some of your questions and share with you how the Pre School runs alongside the very successful Curry Mallet VC Primary School. Every setting is different and we are very proud that we can call ourselves a Forest School Pre-School. This means that your child will be able to enjoy fun and safe learning experiences with qualified staff both inside and outside in our range of stimulating natural environments.

Settling your child with us

We aim to make settling in a positive experience. Close liaison with parents / carers before a child starts ensures that we can meet the needs of both the child and their family whilst being mindful that every child is unique and will settle in differently.

To help with this process we recommend that a parent / carer spend at least a part of a session supporting their child during the settling in process.
This will enable -
- Gradual familiarity for the child with the environment, staff and other children.
- Parental knowledge of Pre School activities experiences and routines
- Staff and parents / carers to have time to discuss how to meet the child's individual needs
- The development of staff / family relationships in particular with the Key Person.

Our flexible approach to the settling in sessions allows us to meet the individual needs of your child including discussing the option of a home visit

The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is divided into 3 Prime Areas and 4 Specific Areas

The 3 Prime Areas are * Personal, Social and Emotional Development
* Communication and Language
* Physical Development

The 4 Specific Areas are * Mathematics
* Literacy
* Understanding the World
* Expressive Arts and Design.

We continuously monitor and review each child's development against these areas of learning. It is our aim that by offering a high standard of play based, planned experiences, alongside the children's own interests we can enable and record individual growth and development. Working in this way to implement the EYFS also reflects some of the key elements of the Every Child Matters outcomes -

- Stay safe
- Enjoy and achieve
- Achieve economic well-being.
- Be healthy
- Make a positive contribution

The EYFS is grouped into four themes, which underpin the statutory guidance

- A unique child
- Enabling environments
- Learning and development
- Positive relationships

As **A Unique Child** suggests, this theme is about understanding that each child is an individual who is constantly learning, can be resilient, and is capable and self-assured. Our environment, planning, practitioner interactions and resources will always take into account each child's varying needs for learning and development including consideration of their family background and life experiences.

We believe that giving a child a secure and loving environment in which adults foster **Positive Relationships** allows children to become self-assured and positive as learners.
We also know that developing credible relationships with parents / carers impacts positively on a child's learning. We endeavour to develop strong partnerships with parents valuing their contributions, opinions and views and where appropriate actively promoting their involvement within the setting.

A strong parental partnership can also help us to develop our **Enabling Environment.** We actively encourage and support children to interact with, explore, learn and engage with their peers in indoor and outdoor environments. We aim to provide an interesting environment that is:

- Safe, secure and welcoming for all
- Developed with the children
- Considers the individual needs of all children
- Provides opportunities to flow between the indoor and outdoor environments
- Is flexibly adaptable
- Offer new experiences with resources that are accessible and appropriate
- Provides opportunities for children to develop independence

The theme **Learning and development** recognises that although children may learn in different ways they all learn through challenging playful opportunities that are supported by trained practitioners whether child initiated or adult led. The EYFS gives a clear indication of the importance of play **"Play underpins all development and learning for young children. In their play children learn at the highest level."**

Curry Mallet Pre-school facilitates and values the importance of play. This results in children

- Being active learners
- Being expressive
- Developing their imagination
- Playing spontaneously
- Making independent choices such as playing indoors or outdoors at any time
- Developing an awareness of safety and risk

By working in the way that we do, with routine, boundaries for acceptable behaviour with a fun, flexible approach to learning we aim to help children to develop the characteristics for lifelong learning. At Pre School level the characteristics of effective learning are

- Playing and exploring
- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go '
- Active Learning
- Being involved and concentrating
- Enjoying and achieving what they set out to do
- Keep on trying
- Creating and thinking critically
- Having their own ideas

- Making links
- Choosing ways to do things

Through written observations we record each child's development. This enables us to build a picture of their individual learning characteristics. We review our themes, plans and play experiences based on our observations of the children. This cyclic process results in us planning for extending the learning in all of the children.

Forest School

Forest School is interwoven into our provision and our Forest School planning links with our indoor planning. Forest School is all about learning through progressive challenges. Children learn what they can do within the natural spaces and how to do this safely, as a team, and with care for the environment. The longer the children access Forest School the greater the challenges become. Over time the children take on the responsibility of caring for the environment that they experience in all weathers and all seasons. When the whole group is ready for the next level of experience they may have the opportunity to use tools or cook on a fire. Safety is paramount and overtime children develop and use their own risk assessment skills under the guidance of a qualified and highly experienced Forest School Leader. The children develop confidence, self - esteem, independence skills and their levels of resilience within fun safe experiences.

Keyworkers

The development of relationships occurs from the very beginning of each child's experience with us. Each child has its own Key Person. The Key Person has special responsibilities for working with a number of children and their families this is to ensure consistency of care and attachments. The responsibility of the Key Person is -

• To build a relationship with the child to enable them to feel safe and secure in the Pre School environment.
• To know the interests and stage of development of their key children.
• To monitor development of the key children through observations and assessments. The outcomes are shared with the child and parents/ carers and are used to support individual planning for the child and 'next steps'.
• Observations that are recorded in each child's Personal Pathway include WOW moments (something that has happened for the first time), specific dialogue, the child's interests and anything that is significant to the child's learning and development.
• Curry Mallet Pre-school also provides a back-up Key Person for each child. Their role is to liaise and work in partnership with the parent / carers in the absence of the Key Person.
• To work closely in partnership with the parents / carers.
• To support the child and family with their transition from Curry Mallet Pre-school into reception class or their new school.

Starting with us at Curry Mallet Pre-School

Children can start with us when they turn two years old. The Pre-School Leader works closely with Mrs Leighton, the Reception class teacher, to ensure a consistent approach to care and learning. During both morning and afternoon sessions children have the opportunity to flow between the indoor and outdoor environment where a variety of activities will be set out for them. These include -

- Construction on a large and small scale
- Role play

- Mark making
- Exploring the natural world
- Free movement and music
- Sand and water play
- Creative play
- Sensory play
- Quiet, rest and book areas

We consider the outdoor environment fundamental in a child's learning and will access the outdoors continuously (the only exception will be extreme weather conditions).

Clothing

Parents are required to provide their children with at least one set of labelled spare clothes, a labelled coat and wellington boots all year round. Throughout the summer children must bring a labelled sun hat as well as sun cream. We require parents to apply sun cream before the start of any session, staff will then re-apply cream as and when it is needed.

To see full copies of our policies visit our website	
Name of policy	**Quick overview**
Safeguarding children	Curry Mallet Pre-school will work closely with children, parents and the community to ensure the rights and safety of all children. We have a designated safeguarding lead who is Deanne Lucey and DBS checks are completed on all staff and students.
Special educational needs	We provide an environment in which all children are supported to reach their full potential. We have a designated special educational needs coordinator (SENCO) Mrs Diane Canaku.
Food and drink	Curry Mallet Pre-school regard snack and mealtimes as an important part of our day. Eating represents a social time for children and adults. Curry Mallet Pre-school promotes healthy eating both during snack and lunch times and asks parents to provide a balanced lunchbox.
Confidentiality	We respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care. We aim to ensure that all parents and carers can share their information in confidence that it will only be used to enhance the welfare of their children.
Sickness	If a child becomes unwell during a session a senior member of staff will contact parents/carers to ask them to collect their child. For children who suffer from sickness and diarrhoea we operate a strict 48 hour policy. Children should not attend Curry Mallet Pre-school

Opening hours, sessions and fees

Curry Mallet Pre-school operates a service which is fair and competitively priced. We aim to offer a high quality, safe and stimulating environment which provides a service which is good value for money. Opening times and hours for the setting are set out below.

Curry Mallet Pre-School is open on Tuesday and Wednesday 9:00 – 3:00pm and Thursdays 9:00-12:00 noon and runs the following sessions;

Morning session 9.00am - 12.00 noon
Afternoon session 12.00pm - 3.00pm
All day sessions 9.00am - 3.00pm

Fees
2-year olds: - £6.00 per hour
3- & 4-year olds: - £5.50 per hour
Snacks: £1.00 per week
Fees are invoiced monthly and can be paid online through ParentPay. We also accept most major childcare voucher schemes.