

# Woodcote Pre-School Prospectus 2018



Woodcote Pre-School, Woodcote Village Hall, Reading Road,  
Woodcote, Reading, Oxfordshire RG8 0QY  
Registered Charity Number: 1020592

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Welcome to Woodcote Pre-School and thank you for registering your child with us. We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Woodcote Pre-School, our routines, our policies and procedures, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. Please do not hesitate to discuss any anxieties or queries you might have with the staff.

## **ABOUT WOODCOTE PRE-SCHOOL**

Woodcote Pre-School Group was formed in 1966 and is a registered charity. We are registered with Ofsted (Office for Standards in Education) and we are a member of the Pre-School Learning Alliance. The Pre-school is owned by the members (i.e. the families which attend), entitling each family with a child in the Pre-School to vote at the Annual General Meeting. It is important that you attend the AGM so that you can vote on a new committee and have a say in how the Pre-School is run.

The Pre-School is based at the Woodcote Village Hall, where we have use of the two main rooms several days a week. The Pavilion Room is a large, bright, south-facing room overlooking the village green, with plenty of space for outdoor play. The Function room is a large carpeted room with easy chairs, which the older children who are transitioning to school use for age appropriate sessions. We can also use this room for children who need a sleep after lunch. The Pre-School has the use of large kitchen facilities for baking and the preparation of our home-cooked lunches.

We also have our own organic allotment where the children grow fruit, vegetables and herbs which we use for lunches or cooking activities. An area of the green is cordoned off to provide outside play. Where possible the children are taken on short outings around the village, such as to the library, garden centre, post office, playground or the Pre-School allotments. We have a good relationship with the local Primary School and often attend their plays throughout the year and have many transition visits for children who will be attending the school in the next academic year.

### **WOODCOTE PRE-SCHOOL AIMS TO:**

- To enhance the development and education of children under statutory school age in a parent-involving community-based group.
- To provide a safe, secure and stimulating environment.
- To ensure the expression of feelings through a variety of forms of communication and the use of materials and equipment.
- To enhance your child's knowledge of self, the social and physical world and systems of communication.
- To encourage your child to develop independence, self-management and responsibility.
- To provide opportunities for decision making.
- To ensure readiness for school.

### **PARENTS**

You are regarded as members of our pre-school, who have full participatory rights. These include a right to be valued and respected, kept informed, consulted, involved and included at all levels.

Woodcote Pre-School recognise parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two;
- sharing their own special interests with the children;
- being part of the management committee if desired;
- joining in community activities, in which the setting takes part

## STAFF

All our staff are qualified to Level 3 or are in training. All staff have undertaken Safeguarding training, 12-hour paediatric first aid training and food hygiene. We also have parental help on an occasional basis.

The staff members at Woodcote Pre-School are:

<b>Name</b>	<b>Job Title</b>	<b>Qualifications</b>
Wendy Powell	Pre-School Manager	Level 3 Children's Care Learning & Development. Specialist Lead Safeguarding Behaviour Co-ordinator Paediatric First Aid Food Hygiene Level 2 SENCO
Sam Hearn	Deputy Manager	NNEB Qualification Specialist Safeguarding Lead SENCO Paediatric First Aid Food Hygiene Level 2
Sophie Ayres-Norman	Pre-School Assistant	Cache Level 3 Diploma Children and Young People's Workforce. Generalist Safeguarding Paediatric First Aid Food Hygiene Level 2
Kirsty Williams	Pre-School Assistant	Level 3 Children's Care Learning & Development. Generalist Safeguarding 12hr Paediatric First Aid Food Hygiene Level 2
Tanya Yates	Chief Cook and Lunchtime Supervisor	Food Hygiene Level 2 Generalist Safeguarding Paediatric First Aid

## STAFF: CHILDREN RATIOS

The staff: children ratios are:

Ages	Staff: Children
3 - 5 years	1:8
2 -3 years	1:4
18 months - 2 years	1:3

## SESSIONS

We are open 5 days a week, 9.00am to 3.30pm during term-time only. We offer an early drop off from 8.30am at an extra charge.

We have a lunchtime session between 12 noon and 1pm each day, during which a fresh home-cooked nutritious meal is provided. Your child can bring in their own packed lunch, if preferred.

During the morning sessions, we are insured to take a maximum of 37 children. In the afternoon sessions, we reduce our numbers to 34. This number is set by Ofsted.

Morning	Lunchtime	Afternoon	Funded children only
9.00am - 12.00pm  8.30am for early drop off.	12.00pm -13.00pm	13.00pm - 13.30 pm	9.00am - 15.00pm

## OFSTED

On our last Ofsted Inspection (2016), we received a 'GOOD' rating. You can find the full report on our website.

## **SETTLING-IN PROCEDURE**

Our settling-in procedure for new children is extremely flexible and is guided by your wishes and the needs of your child. We offer specific guidance to parents; information is included in your registration pack.

The start of our sessions is very busy for the staff, as this time is often used to deal with parents' queries. It is therefore often best, if you arrive at about 9.15am for the first session.

At the first session, both parent and child may come along and stay for a couple of hours. If after that session the parent is happy for the child to stay by him/her self, then they may do so. If, however, it is felt that a longer period of adjustment is required, then the parent can stay with their child until they are happy about the separation.

When a child arrives at the Pre-School with his/her parent, a member of staff will be at the door to welcome them. The parent can at that point leave if they wish or accompany their child to one of the ongoing activities. If the child is upset, the child's keyperson, with permission of the parent, will take the child and settle him/her. Parents should be reassured that they will be asked to return to the Pre-School if their child is distressed for a considerable amount of time. Parents who are anxious or concerned about leaving their child can be reassured by a telephone call during the session to let them know how their child is settling.

## **KEY PERSON APPROACH**

Our pre-school 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 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 will continue to do so throughout your child's time at the setting. She/he will help your child to benefit from our activities.

## **BUILDINGS**

Woodcote Pre-school is based in Woodcote Village Hall. We hire the hall from the Woodcote Village Hall Management Committee and it is owned by the Parish Council. It is their responsibility to ensure that the hall is kept clean and to ensure that facilities such as lighting, heating, plumbing, kitchen equipment etc, are kept in safe working order.

We complete daily risk assessments and health and safety checks are also completed regularly.

## **EQUIPMENT**

Our toys and equipment provide opportunities for children, with and without adult help, to develop new skills and concepts in the course of their play.

All our equipment:

- Conforms to the relevant safety regulations.
- Is appropriate for all ages and stages of a child's development.
- Offers challenges to developing physical, social, personal and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Will enable children to develop individual potential and move towards the required learning outcomes.
- Will enable children to be more independent.



## FEES

As a registered charity and a non-profit making organisation we strive to keep our fees to a minimum. Our current fees are set out below:

Session	Fee per hour
Morning and Afternoon	Under 2 years: £5.50 2 Years and over: £5.00
Early Drop Off	£3.50
Lunch	£2.00 hot meal or bring own pack lunch (free of charge)

We accept childcare vouchers.

## FUNDED CHILDREN

As a registered childcare provider, we offer publicly funded places to all eligible two, three and four-year-old children. We are also pleased to offer the 30 hours funding entitlement to all eligible children. Please contact the Pre-School manager for more details.

## CHILDRENS DEVELOPMENT AND LEARNING

We aim to ensure that each child:

- is in a safe and stimulating environment;
- 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;
- Has a personal key person who makes sure each child makes satisfying progress;
- 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.

## **THE EARLY YEARS FOUNDATION STAGE**

Provision for the development and learning of children from birth to 5 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 2014):

### **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, parents and carers.

### **Learning and Development**

Children develop and learn in different ways and 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.

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 children with interesting activities that are appropriate for their age and stage of development. The Areas of Development and Learning 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.

The Early Years Outcomes (DfE 2013) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Woodcote Pre-School has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

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

making relationships;  
self-confidence and self-awareness;  
managing feelings and behaviour.

### **Physical development**

moving and handling;  
health and self-care.

### **Communication and language**

listening and attention;  
understanding;  
speaking.

### **Literacy**

reading;  
writing.

### **Mathematics**

numbers;  
shape, space and measure.

### **Understanding the world**

people and communities;  
the world;  
technology.

### **Expressive arts and design**

exploring and using media and materials;  
being imaginative.

## **OUR APPROACH TO LEARNING, 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 statutory guidance on 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 practitioners.

### **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 is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document 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 make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as 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 observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

### **Records of achievement**

We keep a record of achievement for each child. Your child's record of achievement 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 stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

Parents can look at their child's learning journey at any time.

### **STAFF TRAINING**

As well as gaining childcare 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 Pre-school Learning Alliance, through *Under 5* magazine and other publications produced by the Alliance.

## DAILY ROUTINE

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 children's health, their physical development and their knowledge of the world around them.

On a daily basis the room will be split into different areas to encourage different aspects of the EYFS framework, for example we will have a:

- Maths area
- Role play area for imaginative play
- Construction area
- Small world area
- Creation area for creative learning
- Investigation area
- Games area
- Outside play
- Book corner and carpet area where we read stories and enjoy music sessions

In addition, we have access to a second room within the village hall, allowing us to separate the children into smaller groups, where appropriate, for more focused age specific learning.

For example, several times a week the pre-school children called our Owls group will go into our second room to do preparation for school sessions, this will include phonics and writing practice and more practical preparation such as practicing changing into their PE kit.

## **SNACK AND MEAL TIMES**

Woodcote Pre-school has a reputation for the delicious nutritious freshly prepared meals we offer our children each day. We have a large kitchen facility with a dedicated cook and lunchtime supervisor who prepares all our meals for our children on a daily basis. In addition to a nutritious lunch, our cook also prepares a healthy morning and afternoon snack, which the children all eat together to encourage and practice good mealtime behaviour. Please tell us about your child's dietary needs and we will plan accordingly.

## **CLOTHING**

We provide protective clothing (aprons) for the children when they partake in messy activities, however their clothes may from time-to-time get dirty, so we advise that you do not send your child to pre-school in their best clothes. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

## **POLICIES**

Our staff are always at hand to explain our policies and procedures to you. Copies of which are available in our policies folder which is situated in the pavilion room. You can also view these on our website.

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our policies are reviewed annually by the Pre-School Manager and the Management Committee.

## **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:

- Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
- Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
- Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
- Accurate and, where necessary, kept up to date.
- 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.
- 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 regards to your data.

## **SAFEGUARDING CHILDREN**

Woodcote Pre-School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We have a duty under the law to help safeguard children against suspected or actual 'significant harm'.



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.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Samantha Hearn.

## **MANGEMENT COMMITTEE**

Woodcote Pre-School is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. 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.

The Annual General Meeting 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. It is usually held at the beginning of our Easter Bonnet parade.

This prospectus is updated accordingly.