

Wheatfields Preschool
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Wheatfields Preschool Prospectus

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OUR ETHOS AND AIMS

Welcome to our Wheatfields family and the start of your child's learning journey with us at Wheatfields Preschool.

Our aim at Wheatfields Preschool is to put the child at the centre of everything we do, nurturing and supporting the whole child and all of their many skills, attributes and talents. We recognise each child is unique and aim to meet their individual needs in order for them to achieve their full potential.

Our wish is for your child to leave Preschool happy and secure, developing a growing sense of their own self-image and worth, leading to a lifelong love of learning, curiosity, kindness and respect for the world they live in and everyone they share it with.

STARTING PRESCHOOL

Wheatfields Preschool offers childcare and education from 3 years old until school age. Starting preschool can be a daunting prospect for a young child; therefore, we want your child to feel safe and happy in your absence. We would like your child to be able to share with you the new learning experience enjoyed in the preschool sessions. In order to accomplish this we have a settling-in policy to ensure all children become independent as soon as possible.

Policy Statements

- * We encourage parents to visit the Preschool with their child during the weeks before an admission is planned.
- * We introduce flexible admissions procedures, if appropriate, to meet the needs of individual families and children.
- * We make clear to families from the outset that they will be supported in the Preschool for as long as it takes their child to settle.
- * We reassure parents whose children seem to be taking a long time settling into the Preschool.
- * We encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences depending on the child's individual needs.

Holding places

We are able to accept bookings in advance of your child turning 3 and your booking will be confirmed in writing by the Preschool manager and you will be invited in again to visit nearer the time of starting to ensure your requirements have not changed. You will be expected to notify the Preschool manager as soon as possible if your requirements change.

What to wear

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 washable and not too new. It is good for children to practice the skills which 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 upon adult help. The children will be encouraged to develop their physical skills by running, jumping and climbing and so appropriate footwear is required, no crocs or open toe shoes as this can be potentially dangerous, please also consider if lace up shoes are appropriate if your child can not do these independently. Please label your child's clothes with their name to avoid them being lost or taken home by another child.

PARENTAL INVOLVEMENT

The Nursery recognises parents as the first and most important educators of their young children. We work hard to ensure that parents and carers feel welcome and supported.

We will keep you informed through the school website, tapestry posts, posters at the entrance and through our end of session chats.

We encourage parents to:

- * Attend stay and play sessions if possible
- * Engage with observations on Tapestry and add own observations from out of setting
- * Seek out support/advice or share concerns with members of staff
- * Assist with fundraising by joining in with dressing up days, competitions, Christmas and Summer fairs.
- * Help with maintenance if you can
- * Contribute their own skills, knowledge and interests to the activities of Preschool.

OPENING TIMES

Wheatfields Preschool is open 8.30am until 3.30pm five days a week with term times coinciding with Wheatfields Primary School. We offer the 15 hours of government funding and the 30 hours extended entitlement subject to eligibility. Funding can be used for all sessions including the lunch club.

Morning only sessions run from 8.30am - 11.30am.

Morning and lunch club sessions run from 8.30am-12.30pm.

Afternoon only sessions run from 12.30pm-3.30pm.

Lunch club and afternoon sessions run from 11.30am-3.30pm

Full day 8.30am-3.30pm

Lunch club

The lunch club runs from 11.30am-12.30pm and is taken over in the school hall where the children are able to either pay for a hot meal at a cost of £2.40 (current menus are available on the website or displayed in Preschool) or can eat a packed lunch from home provided it meets our healthy eating and allergy requirements.

FEES & FUNDING ADMINISTRATION

All parents and carers are eligible to claim 15 hours funding per week from the term after their child's 3rd birthday. You can split this between different childcare providers and either claim term times only or stretched hours over 50 weeks if using other providers. At Wheatfields Preschool, we run a 38 week academic year. You will be asked before the beginning of each term to complete a funding form indicating how many hours per week you would like to claim for your child. If you are unsure whether or not your child is eligible please speak to a member of staff.

When your child qualifies for this funding, you will be notified and supplied with all the relevant paperwork. You will be required to complete a Parent/Carer Declaration and supply proof of date of birth and identity, i.e. birth

certificate or passport. The Preschool will then submit all documentation.

The 30 hours extended entitlement is double the universal entitlement of 15 hours which is available for working parents of three and four year olds. For further information and to check your eligibility apply at: www.childcarechoices.gov.uk. Once you are eligible you will be emailed a code which must be sent into Preschool so that we can update our systems (please note there are deadlines in place for each term)

Fees for sessions in addition to those funded are currently charged at £5.80 per hour, and are reviewed on an annual basis. Fees are payable half termly by BACS within the first two weeks of a new term. We ask new parents to sign a `Contract of Payment` form (included in the new starter pack), which gives detailed information concerning the payment of fees and we have found this to be very helpful in collecting fee monies promptly at the start of each term. Attached to this contract is a Fee Policy, which we would ask parents to read. Fees continue to be payable if the child is absent without notice for a short time due to sickness or holidays. In cases of prolonged absence parents should contact the Preschool Manager to discuss. Attendance is conditional upon payment of fees and **four weeks' notice is required** if a child is leaving Nursery.

We also have a procedure for persistent lateness, as this impacts on the smooth running of the Preschool. A written warning will be issued if parents/carers are more than 5 minutes late collecting their child twice in any half term. After that, a fine of £5.00 will be imposed for the first 5 minutes and then £1.00 per minute thereafter.

ADDITIONAL NEEDS

Specific individual needs of each child in the group will be identified through key working and observations. Any special educational needs which may be identified by staff will be discussed in a sensitive manner with parents/carers. With their approval and consent the child may then be referred to appropriate professionals in order to meet their individual needs.

Children already identified as having special needs may be admitted to Preschool after consultation with parents/carers and relevant professionals. Such a partnership allows us to meet their specific needs. If additional support is required Pre-school is committed to seeking funding to meet those needs and to support the family in accessing the support they require.

A DAY AT PRESCHOOL

We aim to be flexible during our Preschool sessions in order to accommodate spontaneous opportunities. However, in general our sessions include the following:

Indoor Free Play

A variety of planned activities are set out around the Preschool such as craft activities. The children are encouraged to join in with these activities, there is also adult support available. These activities are selected to meet differing objectives of the curriculum. Our areas of continuous provision include a role play area, small world, construction, reading corner, art table, sand, water and writing station. We have other resources such as puzzles and games the children enjoy both independently and with adults. The staff add to these areas of continuous provision with enhancements to stimulate curiosity, develop current interests and provide opportunities for developing key skills.

Snack Time

We ask that you supply a named water bottle filled with water every day your child attends, water is available to drink throughout the session and milk is offered at snack time. Children are given a healthy snack which is prepared with an adult by the special helper twice a day. The children are encouraged to show good manners and independence through selecting their snack and tidying away their things at the end.

Group Time

Children are encouraged to join in with a variety of activities such as stories, singing, music making, games, action rhymes, dancing and group discussions. We encourage parents to send in news from home through tapestry or photos for us to share. There are also times when we ask the children to bring in an object from home to share with the group.

Outdoor Free Play

We are lucky enough to have an all-weather outside area so children are encouraged to enjoy fresh air every day. We have a variety of outdoor activities such as scooters, hoops and climbing equipment for developing gross motor skills and core strength.

There is a garden kitchen for children to explore, a water world area, large construction area and areas for planting. The children love to help with planting and watering.

Curriculum

All of the children are supported in developing their potential at their own pace, by means of developmentally appropriate play activities and a high level of individual adult input. We offer a curriculum which meets the requirements of the early years foundation stage. The early years foundation stage is broken down into seven areas of learning and development.

Early years foundation stage

A unique child - every child is a competent learner from birth who can be resilient, capable, confident and self assured.

We achieve this by:

- * Being inclusive
- * Creating policies and procedures to keep the children safe
- * Providing a clean and safe environment
- * Promoting good health and hygiene practices
- * Being good role models

Developing positive relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.

We achieve this by:

- * Respecting the children and each other
- * Working in partnership with the parents
- * Supporting the children's learning
- * Operating a key person system

Enabling environment - the environment plays a key role in supporting and extending children's development and learning.

We achieve this by:

- * Observing, assessing and planning
- * Supporting every child

- * Offering a safe and welcoming environment with opportunities to explore and be challenged both indoors and outside
- * Working in partnership with other agencies to support the children's learning and development

Learning and development - children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

We achieve this by:

- * Encouraging play and exploration
- * Giving opportunities for active learning
- * Offering opportunities for creative and critical thinking and making connections

7 Areas of Learning & Development

The prime areas of learning and development - the prime areas are the most important for children and helps to prepare them for school. The prime areas must be the focus for all babies and young children and if a child is not developing well in the prime areas. Strategies must be put in place to support them

1. **Personal, social and emotional development** - **Making relationships** - Children's social development and how they interact with adults and other children and make friends. **Self-confidence and self-awareness** - Children's personal development and how they develop an understanding of themselves as an individual. **Managing feelings and behaviour** - Emotional development and growing understanding of feelings, emotions and empathy. Includes learning to behave appropriately in different environments, using behaviour goals to support children's understanding, learning to wait/take turns etc.
2. **Physical development** - **Moving and handling** - Children's fine and gross motor development including early mark making. **Health and self-care** - How children learn to be healthy (hand washing, healthy eating, sleep, drinking, toileting) and staying safe (crossing roads, sun protection).
3. **Communication and language** - **Listening and attention** - How children focus their attention and develop skills needed to concentrate. By school age, children need to be able to sit for a while and listen to what is going on around them, concentrating on a speaker (listening to stories/instructions). **Understanding** - How interactions between adults and children help them to develop an understanding of language including asking and answering questions and following instructions. **Speaking** - Children's communication including speech and language development, how they express themselves and use appropriate language.

Specific areas of learning and development - the specific areas are essential for teaching children about the world in which they live and for helping them to gain the skills and knowledge they need to be successful in a school environment.

4. **Literacy** - **Reading** - Children's exposure to a wide range of books, rhymes, stories, role play, magazines and other written documents. **Writing** - Developing phonic understanding which develops as they are exposed to the written word and start to give meanings to the marks they make.
5. **Mathematics** - **Numbers** - This is about children's understanding of numbers and calculations and their ability to solve problems. **Shape space and measures** - Children exploring a range of mathematical activities including time, money, space, distance, speed, weight, capacity, position and patterns.
6. **Understanding of the world** - **People and communities** - How children learn about the people and communities in which they live and their growing understanding of diversity in the world around them. **The world** - About living things (animals, plants, mini beasts, sea creatures), communities in the world around us and similarities and differences between natural and man-made world.

7. **Expressive arts and design** - Exploring and using media and materials - Children explore the world around them through a wide range of art and crafts, including music and dance. **Being imaginative** - Using imagination to bring the world around them alive. It covers areas of provision such as role-play, dressing-up music and dance.

POLICIES AND INSPECTION

Copies of the current OFSTED report are available on the school website and online at www.ofsted.gov.uk

Policies

- * Behaviour Management Policy
- * Absence Policy
- * Child Protection Policy and Procedures
- * Complaints Policy and Procedures
- * Special Needs and SENCO Policy
- * Safeguarding Policy
- * Equal Opportunities Policy
- * Medicine Policy
- * Anti-Bullying Policy
- * Outings Policy
- * Releasing of a child to an adult Policy
- * Non Collection of Children Policy
- * Sick Child Policy
- * Confidentiality Policy
- * Fees Policy

This is not a complete list. The complete Policies and Procedures folder can be made available, on request, and are kept on site.

CONTACT DETAILS

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