



Colkirk Pre-school



Tel: 07835928291

or

Tel: 01328 856146

Prospectus

Web site- <http://colkirkpre-schoolnorfolk.org.uk/>

Highly trained staff in childcare
& education.

Live, life, laugh & learn

Regulated by Ofsted

Contacts & Address:

Parish Hall Church Road, Colkirk NR21 7NR

Manager:

Jennifer Burch 07725056020

Chair Person:

Kara Griffiths 07958 006897

Pre-school Tel:

07835928291

01328 856146

Email

colkirkpreschool@aol.com

*** Aims:**

- * To enhance the development & education of children under statutory school age in a parent involving community based group
- * To provide a safe, secure & stimulating environment
- * To work within a framework which ensures equality of opportunity for all children & families

We offer your child:

- * A specially tailored curriculum; EARLY YEARS FOUNDATION STAGE
- * Individual care & attention made possible by a high ratio of adults to children
- * Fun & friendship with other children & other adults
- * The support of a personal key person
- * Opportunities for you & your family to be directly involved in the activities of the group & in your own child's progress
- * Support with transition to schools in the vicinity of Colkirk. (Colkirk, West Raynham, Brisley, Sculthorpe, Fakenham)

Management

The Preschool is run by an elected committee, which ensures that major decision making is in the hands of the parents who use the group & the appointed manager. The committee and manager, are responsible for reviewing both policy & practice, & for the employment & appraisal of members of staff. Our Annual General meeting, at which the committee for the following year is elected, is held in September & parents will be informed in good time so they are able to attend. We hold meetings once every half term to discuss matters relating to the activities in the pre-school & plan for future events. Please see the manager or chairperson if you are interested in joining the committee.

Opening times:

Days	Early birds club	Session 1	Session 2
Mon	9.0 to 9.30am	9.30-12.30pm	12.30-3.30pm
Tues	9.0 to 9.30am	9.30-12.30pm	12.30-3.30pm
Wed	9.0 to 9.30am	9.30-12.30pm	12.30-3.30pm
Thurs			N/A
Fri	9.0 to 9.30am	9.30-12.30pm	N/A

Fees: Early birds club £1.50

Three hour Session £9.90 (Prices from September 2016)

2yr funding available for families who meet the criteria

3+yrs LEA funding for 15hrs per week

We offer education & care for children below school age. We accept children over the age of 2 who are still in nappies & offer support when they are toilet training.

Structure of the session:

- ❖ 9.00-9.30 Session begins- free play, craft, science, Maths and cooking activities throughout the morning according to planning incorporating child led activities. One to one.
- ❖ 10.30 Snack bar.
- ❖ 11.00 Group sessions for children who are entering reception year.
- ❖ 11.55 Circle time: story time, songs & rhymes.
- ❖ 12.05 Lunch time
- ❖ 12.30 Pickup PM session begins
- ❖ Adult led activities free play
- ❖ 2.15 Snack
- ❖ 3.30 Pickup.



- *Please provide a healthy lunch for your child, every day he/she attends.*

Tips for a healthy lunch box.....

It is important to give your child a healthy balanced diet. This is a **guide** to give you some ideas on how to make your child's lunch healthier.

- ❖ Try whole meal bread, if your child refuses, use 'whole' white. (Best of both, 50/50 etc)
- ❖ Let your child help you make the packed lunch to discuss nutrition while doing it.
- ❖ Why not try, tortilla wraps or pitta bread as an alternative.
- ❖ Vegetable sticks, perfect finger food.
- ❖ Instead of chocolate and sweets, try dried fruit.
- ❖ Where possible, use low salty snacks and low sugar.
- ❖ Try to have at the back of your mind, 5 fresh fruit and vegetables per day.
- ❖ Lunch box should include, calcium(e.g. yogurt, cheese,) protein, (e.g. meat and fish,) carbohydrate,(e.g. bread, pitta bread, crackers etc), fruit & vegetables.

Special Educational Needs & Disabilities

We aim to provide equality of opportunity for all members of our group; this includes children with special educational needs. The number of adults present in the pre-school enables us to provide individual attention for each child. Each child is able to progress at her/his own speed in all areas of development; this is true for children with & without disabilities or learning difficulties. We are experienced in working in close liaison with professionals across the range of special need; we operate in accordance with the government's code of practice on special educational needs. If you would like to discuss the groups ability to meet your child's special needs please talk to the SENCO (Jen/Dawn/Louise) or your child's key person.

❖ Emergencies

With your agreement as indicated on the registration leaflet, in the case of an emergency we shall seek any relevant medical attention or treatment necessary.

❖ Fees: You will be issued with an invoice one month in advance. If a child is absent we still have to charge you for your child's place. Each child's attendance at the pre-school is conditional upon continued payment of necessary fees.

Starting Pre-school

The first days:

A child who is tense or unhappy will not be able to play & learn properly, it is important for parents & staff to work together to help the child feel confident about being confident & secure within the group. A 'Key person' will be assigned to work closely with the family and ensuring 1 to 1 support for the child's learning, development and personal needs.

Settling the child, takes longer for some children than others & parents should not worry if their child takes longer to settle. A comfort toy or something from home will help the process but we prefer that once your child is happy, to then only bring in items which have been requested, e.g. Show & tell.



What to wear

Please don't dress your child in your latest purchased piece of clothing because we can guarantee it will not look the same at the end of the session!! We encourage children to explore with different materials including messy ones, it is best to send your child in easily washable clothing & foot wear. Simple clothing will help them go to the toilet without much

assistance to aid the process of them becoming more independent. Outdoor wear is essential as we allow children to experience all weather conditions.

Pre-school clothing available to purchase from Birds at Dereham; t shirts & hoodies with logo.

Item	Sizes		£
Jade Polo	XS	S	6.50
Purple Polo	3/4	5/6	6.50
Navy fleece	3/4	5/6	11.50

To encourage a sense of belonging, having the same uniform as staff, can help this process.

Ofsted Judgment GOOD 2015

Ofsted report is available to see via Ofsted web site:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/254027>

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

We achieved 2's throughout.

Overall judgment- GOOD

We are consistent with this grading and we have never received less than Good.

During last year, we can boast an 100% attainment record (Getting children school ready), we are the only setting in the area to boast this!

We have been in operation since 1986

Adult Resources

We are proud of the high ratio of adults to children in our group. This ensures individual attention to the needs and development of the child.

The regular members of staff are:

Name	Title Roles	Qualification & experience
Jennifer Burch	Manager Setting SENCO, FSP coordinator, first aider, Behaviour management, health and safety, Safeguarding Lead professional, key person.	Degree in Early years July 2013
Dawn Howlett	Assistant Key person, first aider Safeguarding Lead professional	NVQ level 3.
Louise Playford	SENCO & preschool assistant, First aider.	NVQ level 3
Dani Wall	Early Years Practitioner First Aider	Level 2 Working towards Level 3
Emma Hill	Early Years Staff support First Aider	First Aider Working towards Level 3 Early Years Educator
Maicie Fitzsimmons	Assistant, Key person, First aider	Level 2

* All staff regularly attend courses to further develop their expertise.



Training

At Colkirk we believe you deserve the best quality of education & care for your child. We are constantly in touch with new thinking in the field of childcare & education. We receive a monthly magazine offering practical advice and up-to-date information, & have access to a range of professionally produced publications and online advice. Parents are entitled to see any

of these. In addition, on-going training is available through LEA & Norfolk Early years courses, which welcome both staff & parents. Informal training is available through local meetings & conferences, parents are informed about these.



The Role of Parents

The Pre-school recognizes parents as the first & most important educators of their young children & we aim to support parents in their children's learning & development. Parents are welcomed:

- * To work in a group with children
- * To assist in fundraising
- * To take part in the management of the pre-school by joining the committee
- * To attend open meetings of the Pre-school
- * To attend training courses organized by the LEA

Parent Helpers

Research shows that children learn better when their parents are involved. Our system involves all parents & grandparents in helping in the group at least twice per term. This helps to maintain the high ratio of adults to children in our group, guaranteeing individual care & attention for each child. It also gives parents the opportunity to take an active part in the group to see & reflect on what happens at pre-school & discuss it with the child. In addition it gives them a chance to see their parents/carers in a new role.

We offer parent and child activity sessions, such as;

- Craft
- Science
- Literacy
- Music

Please keep an eye on the parent information board and newsletter for these events.



**JDT Music
Session. Feb.2014**



Record Keeping

Because so many adults help in the group, we are able to implement an excellent record keeping system in which observations of the children within the setting & at home are used as a basis for drawing up a curriculum for each child. We complete a 'Learning Story' scrap book for each child while they are with us & supply a transition sheet for the parents & appropriate primary schools via the parent. All parents are welcome to view their son/daughter's scrap book at any time. As soon as they start Colkirk, so their 'Learning Journal' begins. Your child's key person will talk to you about the book & progress or concerns they have or you may have.

Key person's role:

As previously mentioned, each child is assigned a 'Key Person' to take responsibility for a child's educational needs & liaise with parents throughout their time with us. Each child has their own personal learning story scrap book which you can see at anytime; to ensure your child reaches their full potential. How do we assign your child's key person? Simply by seeing which adult he/she relates to during the first session or after a home visit. The Key person is also responsible for 2yr progress checks which will contribute to your child's 'Red book'.

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

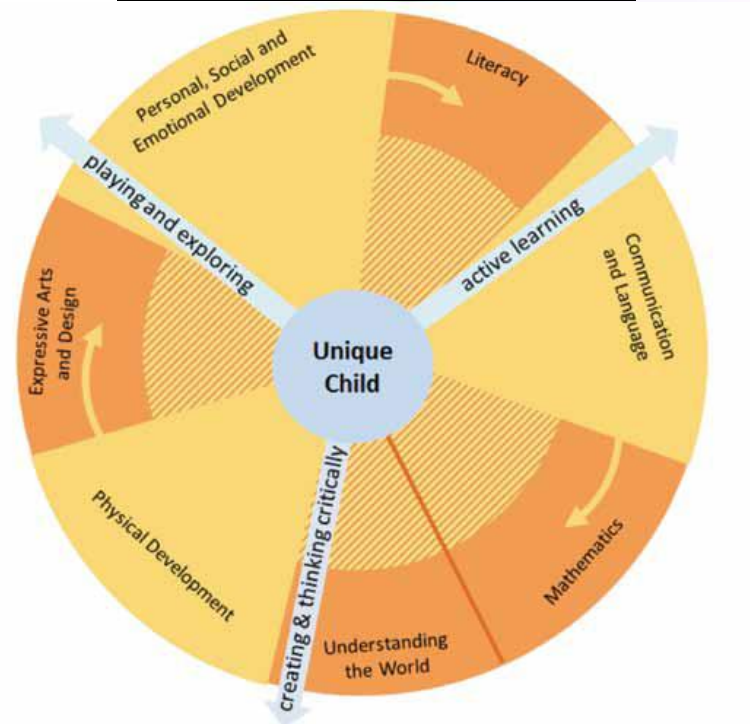
We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. We introduce a key person for each child and their family.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Early Education

The British Association for Early Childhood Education
www.early-education.org.uk



Curriculum

Colkirk Pre-school is registered with the local 'Early Years Development & Childcare Partnership' & contributes to the Partnership's overall planning to provide education & care throughout the Early Years Foundation Stage.

Within the group all children are supported in developing their potential at their own pace. Our key person system enables us to ensure a planned curriculum is tailored to each individual child. By means of developmentally appropriate play activities & a high level of individual adult input, we offer a curriculum which enables children to progress towards the 'Early Learning Goals' throughout the birth to 5 development stage which helps prepare them for the reception year.



Nov 2015

3 Prime areas of learning are:

1, Physical development

A range of equipment & opportunities, both indoors & out, allows children to develop confidence & enjoyment in the use & development of their own bodily skills. A very high level of adult supervision enables children safely to create & meet physical challenges, developing increasing

skill & control in moving, climbing & balancing. At the same time, children are helped to develop the fine motor skills they will need to use tools, including pens pencils, scissors, paint brushes, small objects with control & precision. The children are also encouraged to develop awareness of their own bodies & what keeps them healthy.

2, Personal & Social Emotional Development

Within a nurturing environment, children are individually supported in developing confidence, autonomy & self-respect. They are encouraged to work & concentrate independently & also to take part in the life of the group, sharing & cooperatively with others & adults. Through the activities, conversation & practical example, they learn acceptable ways to express their own feelings & to have respect for other peoples feelings & space. All children are given the opportunity, as appropriate, to take responsibility for themselves & also for the group, its members & its Property.



Jan 2012

3, Communication, language

In both small & large groups, children are encourage to extend their vocabulary & fluency by talking & listening & by hearing & responding to stories, songs & rhymes. Children are assisted in their development in writing & how symbols have meaning. When they are ready, they are given opportunities to progress further. A well stocked book chest on a rotation system, gives every child the opportunity to choose books & to request an adult to read to them. They become able to handle them correctly, use them for reference, a source of stories & pictures. The mobile library visits Colkirk Pre-school once a month. Children are encouraged to choose books.



4 Specific areas are:

1, Expressive Arts and Design

Children are encouraged to choose & explore from a wide range of resources in order to express their own ideas & feelings & to construct in two or three dimensions. They are able to

explore colour, shape, texture, to produce paintings, drawings, collages. Children join in with & respond to music & stories, there are opportunities for role play individual or within a group, adult & non adult led.



2. Mathematics

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing & counting activities which form the basis for early mathematics & problem solving. Children are assisted to learn the vocabulary of mathematics, identifying objects by shape, position, size, volume & number. Songs, games & picture books help children to become aware of number sequencing. When they are ready, simple addition & subtraction, etc.



This is taller by one brick!!

3. Understanding of the World

A safe & stimulating environment allows children to observe & experiment with a range of natural & manufactured materials. They learn to recognize differences, patterns & similarities & to share & record their findings. Children assisted in exploring their environment, both within the group & also in the wider community.



(UW cont.) They learn to respect other people, culture, religion & expected to be respected for themselves. A range of safe & well maintained equipment enables children to extend their technology understanding, using simple tools & techniques as appropriate to achieve their intention & to solve problems

4, Literacy:

Enjoys rhyming and rhythmic activities. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print.

(Just a few examples of the aspect of the subject)

Policies

Our policy statements are available to view at any time.

The policies include:

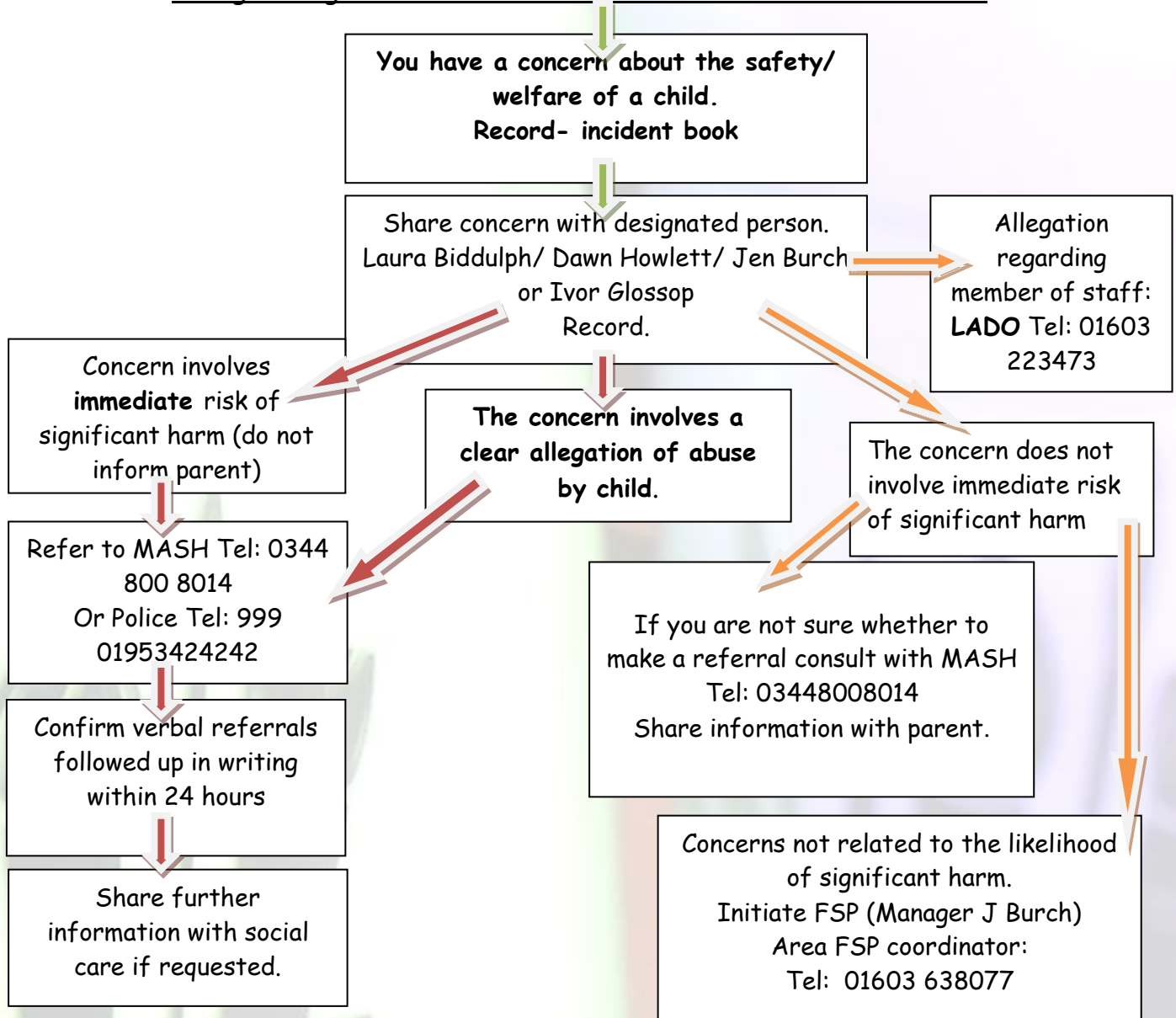
* Safeguarding children, these include:

Children's rights and entitlements, child protection, confidentiality and access to records, information sharing, uncollected child, missing child, supervising children on outings and visits, maintaining children's safety and security on premises & making a complaint.

Our safe guarding officer is Dawn, you are able to speak in absolute confidence with her at anytime, if she is absent, Jenny or Ivor. If you feel you cannot speak to one of these staff members, you can contact the NSBC direct, numbers displayed on the notice board.

New Sensory Area

Safeguarding- flow chart for what to do in the case of concerns:



Policies Cont.

***Equality of opportunity:**

Valuing diversity and promoting equality, support children with special educational needs, achieving positive behavior.

***Promoting health and hygiene:**

Animals in the setting, Administering medicines, managing children with allergies, or who are sick and infectious, nappy changing, no smoking, food and drink, first aid.

***Suitable people:**

Employment and staffing, induction of staff, volunteers and managers, student placements.

***Suitable premises, environment and equipment:**

Health and safety, risk assessment, fire safety and emergency evacuation, recording and reporting of accidents and incidents, food hygiene.

***Organization:**

Admissions, registration, key person in the settling in, early years prospectus, parent involvement, working in partnership with other agencies.

***Documentation:**

Children's records, provider's records.

Our policies are designed to offer the best possible experience for children & families in the group.

There is **STRICTLY NO SMOKING.**
INSIDE AND AROUND THE OUTDOOR AREA



Complaints Procedure

Our Pre-school believes that children & parents are entitled to expect courtesy & prompt, careful attention to their needs & wishes. We welcome suggestions & regularly send out questionnaires on how to improve our pre-school & give prompt response to any issues.

How to complain:

Stage 1: Any parent who is uneasy about an aspect of the pre-school's provision talks over, firstly, his/ her worries & anxieties with the pre-school leader

Stage 2: If this does not have a satisfactory outcome, or the problem recurs, the parent puts the concerns or complaint in writing to the pre-school leader & the chair

Stage 3: The parent requests a meeting with the pre-school leader & the chairperson. Both the parent & the leader should have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record & receive a copy of it.

Stage 4: If at stage 3 meeting the parent & pre-school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides & offer advice. A mediator has no legal powers but can help to define the problem, review the action so far & suggest further ways in which it might be resolved. The mediator keeps an agreed written record of any meetings that are held & of any advice he/she gives.

Stage 5: When the mediator has concluded her/his investigations, a final meeting between the key parties is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record & receives a copy. This signed record signifies that the procedure has concluded.

Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering & inspection body with duty to ensure the National Standards for Day Care are adhered to. **Tel: 03001231231 -Ofsted**



'We hope your child's time in pre-school will be a very happy & productive one. If you have any queries or if we can be of any help, please contact the staff, committee/management at any time. We are here for you & your child's wellbeing. Kind regards, Pre-school team'



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LOTTERY FUNDED