

Avoncroft Pre-School Nursery

Partnership Of Carol Hughes and Heather Harden

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Avoncroft Pre-School Nursery was established in 1984 at Avoncroft Arts Centre, which adjoins Avoncroft museum. Most of our children attending the setting come to us by recommendation.

In the summer of 2010 we applied and were given a grant by Worcestershire County Council to enhance the setting using money provided by the Capital Funding Programme to extend and update the premises.

The new improved building includes a ramped access, new entrance hall, cloakroom, kitchen, listening area and inside toilets. We are now able to offer places for 20 children per session to maintain the small, friendly, warm, cosy atmosphere, increasing over the summer term to 24 children when we are in the garden most of the time.

In April 2014 we applied for capital funding which helped modify the porch area, allowing an extra area for sand and water play.

In October 2014 we were allocated a grant by Worcestershire County Council to enhance the quality of the setting which consists of a wonderful outside structure to provide shade and additional learning environment for the children.

In February 2015 we received "GOOD" in all areas by OFSTED.

Our setting aims to:

- Provide high quality care and education for children below statutory school age;
- Create a happy, cosy atmosphere in which children can learn and flourish.
- Show respect for themselves, each other, the environment and foster independence.
- Have fun and develop friendships in a safe child orientated environment.
- Value and appreciate that each child is special and give them a sense of belonging.
- Provide a curriculum based on the individual needs of the children based on the EYFS.
- Work in partnership with parents to help children to learn and develop.
- Add to the life and well-being of the local community.
- Offer children and their parents a service that promotes equality and values diversity.

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- Valued and respected.
- Kept informed.
- Consulted; involved.
- Included at all levels.

How parents take part in the setting

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

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff.
- Contributing to the progress check at age two.
- Sharing their own special interests with the children.
- Taking part in events and informal discussions about the activities and curriculum provided by the setting.
- Joining in community activities in which the setting takes part.
- Building friendships with other parents in the setting.

The partners have a warm and friendly approach to the parents and children promoting an open door policy that allows parents to pass on information at any time. Parent consultations are held twice a year as requested at the last review and we incorporate the year old check.

The children's books depicting their learning are now documented with extra information relating to the EYFS - parents add photographs from home. A new system called Tapestry is now being put into place to improve and monitor the children's progress and increase communication with parents.

Questionnaires are given out twice a year asking for parents' views on the setting and if a change of hours or activities are required.

We issue a newsletter every half term which is our main means of communicating with parents about what we are doing in the curriculum and we use this to invite you to join in with our topics. This could include sending in food which represents different cultural beliefs, joining us on one of our outings e.g. Avoncroft Museum, Twycross Zoo, Winter Wonderland or helping us by collecting vouchers to help buy new equipment for the nursery. Last year we held a Christmas Concert, Street Party to celebrate the Jubilee and which proved very popular as well as our annual Garden Party/barbecue. Hopefully we will be able to re-introduce the Teddy Bears picnic in the summer.

Children's 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 parent helpers;
- Has the chance to join 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; and
- Is in a setting in which parents help to shape the service it offers.

The provision for children's development and learning is guided by The Early Years Foundation Stage. Our provision reflects the four guiding themes and principles of the Early Years Foundation Stage.

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. the framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

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 of the 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 children should be 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 Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

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

Physical development

Our programme supports children to develop:

- moving and handling
- health and self-care

Communication and language

Our programme supports children to develop:

- listening and attention
- understanding
- speaking

Literacy

Our programme supports children to develop:

- reading
- writing

Mathematics

Our programme supports children to develop:

- *numbers*
- *shape space and measure*

Understanding the world

Our programme supports children to develop:

- people and communities
- the world
- technology

Expressive arts and design

Our programme supports children to develop:

- exploring and using media and materials
- being imaginative

Our approach to learning and development and assessment

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Early Years Foundation Stage 'Development Matters guidance to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the Development Matters guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 Development Matters guidance to 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 of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing 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 learning and development areas of the EYFS: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. The key person is responsible for completing the check using information from ongoing 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

The setting keeps a record of achievement for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. 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 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. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our pre-school we maintain the ratio of adults to children which is set as laid down by the Welfare Requirements for Day Care. We also have volunteer parent helpers where possible to complement these ratios. We are proud of the high ratio of adults to children in our group

This helps us to:

- Give time and attention to each child;
- Talk with the children about their interests and activities;
- Help children to experience and benefit from the activities we provide; and
- Allow the children to explore and be adventurous in safety.

Key persons and your child

Our setting 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 what 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 throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities.

Staff and their Qualifications

Name	Job Title	Qualifications and Experience
Carol Hughes	Partner / Manager	Montessori Diploma and Diploma in Pre-School Practice Level 3
Heather Harden	Partner / Manager	National Association of Maternal and Child Welfare (NAMCW), National and Vocational Qualification (NVQ3) and Diploma in Pre-School Practice Level 3
Natasha Harden	Supervisor / EYP Trainee	CACHE Diploma Level 3 Currently Attending BA (Honours) Early Childhood with Practitioner Options course and Early Years Professional Status
Suzanne Kennington	Supervisor	NNEB Diploma Level 3
Tina Joinson	Supervisor	CACHE Diploma Level 3
Rebecca Lindsay	Assistant	Advanced Teaching assistant Award Level 4 Experience in Nursery and School Environment
Michele Bowers	Assistant	Experience as volunteer in Pre-School Nursery and School Environment

Sessions Times

The group opens five days a week during school term times (38 weeks a year). Children may attend for a variety of session's dependant on their age

We cater for children aged 2 years to school age.

Morning Sessions	(Monday – Friday)	9.00 to 12.00
Afternoons Sessions	(Monday – Friday)	12.00 to 3.00
All Day	(Monday – Friday)	9.00 to 3.00

We hold specific sessions for Pre-School aged children going to school in the current school year. These operate from the January on a Tuesday and Thursday afternoon.

We operate a fully flexible approach and tailor sessions to suit your need i.e. mornings only and fees added to make up extra time required.

All children share access to a secure enclosed outdoor play area and children go on local walks or outings.

Additional activities (Reviewed April each year)

- Monday (Morning) French (optional fees apply)
- Monday (Afternoon) Music and Movement
- Wednesday (Morning) Cooking (optional fees apply)
- Wednesday (Afternoon) Messy Activities
- Friday (Morning) Outdoor (Forest School / Messy Play Based Experiences)
- Friday (Afternoon) Beat Baby

We are a term time only session – 38 weeks a year.

Our timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children.

The routines and activities that make up the day in the setting are provided in ways that:

- Help each child to feel that she/he is a valued member of the setting;
- Ensure the safety of each child;
- Help children to gain from the social experience of being part of a group; and
- Provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

Snacks and meals

The pre-school makes snacks and meals a social time at which children and adults eat together. Do tell us about your child's dietary needs and any allergies/intolerances and we will make sure that these are met. We try to encourage all the children to eat fruit and ask if they could bring in a piece (named please) each day.

Lunch

You now have an option of hot meals from outside caterers at an additional charge or you can provide a packed lunch – please ensure you put an ice block into the container for health and safety reasons.

Birthday

Birthdays are celebrated with parent's consent.

Holidays

If children are going to be absent from nursery due to holidays could you please complete a holiday form.

Hygiene:

In the interests of all the other children we ask that a child suffering from a contagious condition does not attend Nursery for the specified exclusion period. Some contagious conditions are; Head Lice, Chicken Pox, Measles, Impetigo, Scarlet Fever, Whooping Cough, Sickness or Diarrhoea. It is very important that if your child is ill you inform Nursery.

Sickness/Absence

If your child is going to be absent from Nursery please inform us on the first day of their absence either by telephone or text.

Parking

The car park is on the left as you come down the drive; please do not bring your car to the door.

Newsletters

A newsletter is provided once a term giving details of the topic and general events and information. If you have any queries, please do not hesitate to speak to a member of staff or phone us.

Policies

Some of the setting's policies and procedures are enclosed with this prospectus others are available for you to see at the setting or on-line.

The setting's policies help us to make sure that the service provided by the 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.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures 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 needs

The setting works to the requirements of The Special Educational Needs Code of Practice and Disability Code of Practice 0- 25 years (2015).

Our Special Educational Needs Co-ordinator is Carol Hughes

Fees

Our fees are £4 per hour, £12 per session for three year olds, £4.80 per hour, £14.40 per session for two year olds.

There is an additional charge whenever a child is collected outside specified times without our prior arrangement or phone call (currently £10.00).

Full fees are payable during holiday and sickness absences.

Fees are payable the week after receipt of the bill.

Late payment will give rise to a £20.00 administration charge and dishonoured cheques will incur a £20.00 administration charge.

Interest will be charged on unpaid fees outstanding for more than one month at the rate of 10% p.a. and we may withdraw your child's place from nursery until payment is received.

Half a terms notice needs to be given to withdraw a child from the Nursery or reduce the number of sessions to be attended and in default fees will be payable in lieu of notice. If you change setting during the term the nursery has the right to keep the funding provided by the government, exceptions do apply, please ask for details.

Early Years Funding is available for children to receive five x 3 hour sessions or 3 x 5 hour sessions per week (15 hours per week). The grant covers 38 weeks per year split over three terms. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

Children can receive the funding the term after their third birthday. Two year old funding may also be available.

Optional activities with fees apply for the following:

Cooking	50p per session
French	£1 per session

Settling in to Nursery

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help, and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the Nursery.

In order to accomplish this we:-

- Encourage parents to visit the Nursery for a few sessions with their children in the half term before admission is planned.
- Introduce flexible admission procedures, if appropriate, to meet the needs of the individual families and children.
- Reassure parents whose children seem to be taking a long time settling into the Nursery.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up for longer absences.

- Make clear to families from the onset that they will be supported in the Nursery for as long as it takes to settle their child.

Children cannot learn or play successfully if they are anxious or unhappy. Our settling procedures aim to help parents to help their children to feel comfortable in the Nursery, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

Clothing

We provide protective clothing for the children when they participate in forest school type activity on a Friday morning.

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 or not too new.

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. We suggest no dungarees or braces or lace up shoes.

Please could you provide a pair of named wellingtons' as we try to go outdoors every day. Coats are needed too. Uniform is optional and Polo shirts and sweatshirts can be purchased in either red or royal blue for £8.50 and £12 respectively.

Structure of each morning session

Each child and parent/carer is greeted by at least one member of staff, allowing opportunity for any matters to be discussed, and if necessary recorded in the diary/register.

Free Play: - Children may choose to play with any of a number of activities in the Nursery. There is always painting, sand, water, play dough, construction kits, paper, pens, pencils, crayons, scissors, glue, cards, catalogues and collage materials. We also have a home corner, dressing up clothes, hats, accessories, prams, pushchairs, dolls, construction tracks, plastic animals, a seesaw and a trampoline. There is a book corner, a music corner, with instruments, tapes and a CD/tape player and a large selection of toys on table tops and in large boxes. In the drawers of each table is a selection of jigsaws, threading, small dolls, figures, dinosaurs, plastic insects, matching, sorting, cubes, shapes, polyflowers, lacing, peg boards, trolls and magnifying glasses.

This is a time for children to develop relationships and to talk about any events or experiences that may have occurred. They can select any activity or resource, or initiate imaginative play.

Activities: - During the session children are called to a specific activity by an adult, care is taken to create situations where effective relationships can flourish. Children are encouraged to undertake activities, but we are sensitive to their individual needs and age. These activities are linked to the children's interests and the week's focus letter.

Drinks Time: - The children come in small groups, to the "Café", after washing their hands, for a drink of milk, or water and fruit. They are encouraged to help themselves. Good manners are expected and encouraged at all times.

Tidy Time: - The toys and equipment are tidied away by the children and the staff, creating a time to show respect for property, co-operation and independence.

Quiet Time: - Children may choose a book from the Book Corner and read quietly on their own or with a friend.

Story / Show and Tell Time: - Children are encouraged to bring in an item from home based on the letter of the day or relating to the topic, to show the other children. This helps the children link home with pre-school and develops their self-esteem. We also ask the children to find objects in the room that begin with that letter sound.

Outdoor Play: - If the weather is fine, we all go outside to play on the tricycles, scooters, cars, seesaws, slide, and the climbing frame or with the balls, bats, ropes and hoops. We usually end with playing ring games. If we are indoors, we play with the musical instruments or participate in dance activities.

Singing: - At the end of the session we sing nursery rhymes and circle songs.

Friday morning sessions

Nursery activities on Friday revolve around garden exploration and play. Our nursery follows the principals of the 'Forest Schools'. This idea of developing the outdoors started in Denmark. Children go out every morning regardless of the weather with the help of our all-weather trousers and coats. They have lots of messy fun; digging, painting, building, chalking, investigating outside environments, looking at the wildlife and building dens.

Structure of each afternoon session (as morning structure but with different activities)

Additional activities:

On Monday morning we have a visiting French Teacher Debbie Wilson, who will help the children experience the language through fun and games. (optional)

On Monday afternoon we will be holding what we call a Music and Movement session, this will allow the children to experience other countries' music based on imaginative role play experiences, expressive movement to music, singing and joining in with raps.

On Wednesday morning we provide culinary (cooking) experiences with the children. We will be looking at recipe cards, talking about amounts of ingredients and the five main food types / healthy options as well as having fun cooking different food every week. (optional)

On Wednesday afternoon we provide messy activities / experiences with the children.

On Friday morning we investigate the outdoors / natural and messy activities, dressed in waterproofs provided by ourselves.

On Friday afternoon we will be using our Beat Baby to increase the children's listening skills in a fun and imaginative way.

Pre-School Afternoon Sessions starting January of the year the children go to school

On these sessions the parents **do not** collect the children from inside the building. The children are greeted at the outside door as they do at school.

Lunch Time: - These sessions are more structured with the children bringing their own lunch boxes including ice block or have hot dinners. This is a time for socialising and learning to ask for help, putting their hand up, getting ready for school.

Quiet Time: - Children may choose a book from the Book Corner and read quietly on their own or with a friend whilst waiting for the other children to finish lunch.

Registration Time: - At this time the children learn to sit and listen for their names, the letter sound for the day is discussed and the topic activities which are to be provided.

Story Time: - The children are encouraged to listen to the story and join in so that the story can be re-enacted at a later time.

Activities: - The children are divided into three or four groups and where possible they are put together with other children going to the same school. Each group will complete an adult led activity or game relating to our topic/letter or number for the week. They then move around the tables as a group until all three activities have been completed.

The children are provided with a book and on each page there is a letter. The children with their parents are asked to draw or stick in pictures representing the letter **sound**, please note a letter sound is different to what the letter starts with i.e. c and k have the same letter sound i.e. cat, kitten but "i" can be for in and igloo but not ice. One letter sound per week is discussed.

Free Play: - Children may choose to play with any of a number of activities in the Nursery. There is always painting, sand, water, play dough, construction kits, paper, pens, pencils, crayons, Scissors, glue, cards, catalogues and collage materials. We also have a home corner, dressing up Clothes, hats, accessories, prams, pushchairs, dolls, construction tracks, plastic animals, a seesaw a trampoline, a book corner, a music corner, with instruments, tapes and a CD/tape player and a large selection of toys on table tops and in large boxes. In the drawers of each table is a selection of jigsaws, threading, small dolls, figures, dinosaurs, plastic insects, matching, sorting, cubes, shapes, polyflowers, lacing, peg boards, trolls and magnifying glasses.

This is a time for children to develop relationships and to talk about any events or experiences that may have occurred. They can select any activity or resource, or initiate imaginative play.

Tidy Time: - The toys and equipment are tidied away by the children and the staff, creating a time to show respect for property, co-operation and independence.

Outdoor Play: - If the weather is fine, we all go outside to play on the tricycles, scooters, cars, seesaws, slide, and the climbing frame or with the balls, bats, ropes and hoops.

In the last half term the children bring in a change of clothes in a named P.E. Bag consisting of T-shirt, shorts and pumps so that the children can get used to getting changed and participating in P.E.

The children enjoy playing circle games involving coloured timers in which at the end of term the children are rewarded with a certificate.