

PROSPECTUS

BUCKLEBURY



PRE-SCHOOL

Bucklebury Pre-school is a
UK Registered Charity.
Registration number 1018868.

*Memorial Hall
Broad Lane
Upper Bucklebury
Reading
RG7 6QH*

April 2007

Background

Bucklebury Pre-school was formed in 1966 (originally as a Playgroup) and is held in the Memorial Hall, Upper Bucklebury. We became a member of the Pre-school Learning Alliance (PLA) in 1996, and we adhere to the PLA constitution, a copy of which is displayed on our bulletin board at the hall. The pre-school is extremely well equipped indoors to offer a wide range of art and craft activities to encourage imaginative play. We are also very lucky to enjoy the use of an outdoor play area where the children have access to a wide selection of bikes, trikes, prams and larger outdoor play equipment. We have the benefit of a large, off-road parking area for pre-school drop-offs and pick ups.

Bucklebury Pre-school is run by a committee of parents elected annually at the AGM held during the Spring term. In addition to being members of the PLA we are registered with Social Services and inspected annually by their Day Care Advisers. Prior notice of this inspection is given and parents are welcome to attend. A copy of our certificate of registration is displayed on the notice board. The Pre-school is also subject to inspection by an OFSTED inspector and copies of the current report are available online. Bucklebury Pre-school is insured under the auspices of the PLA and a copy of the insurance certificate and notice of liability are displayed on the notice board.

Whilst Bucklebury Pre-school does enjoy strong links with the local CE Primary school, no preferential treatment regarding admissions to the school is conferred on students attending the Pre-school. The Pre-school also fosters links with the local community, such as visits by the local Policeman, postman, etc. The Pre-school committee has an Education Liaison Officer to assist with the transition to primary school. The children all have the West Berkshire Pebbles development folder to take to their next school to enable their teachers to readily identify each child's abilities.

Aims and Objectives

Put simply, our aims are:

- 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 work within a framework which ensures equal opportunity for all children and their families.

To achieve these objectives we offer your child:

- A specially tailored curriculum leading to approved learning outcomes
- Individual care and attention made possible by a high ratio of adults to children
- Fun and friendship with other children and adults
- The support of a personal keyworker
- Opportunities for you and your family to be directly involved in the education of your child and the activities of the group.

Session Times

Bucklebury Pre-school meets at the following times:

Monday 9.15 - 11.45 Lunch Club 11.45 - 1.00 Afternoon (four year olds only) 1.00 - 3.30pm

Tuesday 9.15 - 11.45 Lunch Club 11.45 - 1.00pm

Wednesday 9.15 - 11.45 Lunch Club 11.45 - 1.00 Afternoon 1.00 - 3.30pm

Thursday 9.15 - 11.45 Lunch Club 11.45 - 1.00 Afternoon (four year olds only) 1.00 - 3.30pm

The two afternoon sessions on a Monday and Thursday are for the four-year-olds in preparation for beginning primary school. These sessions offer a higher adult to child ratio of 1:4, although at the discretion of the committee, a ratio of 1:6 is possible in the short term to allow for children beginning school the following term. These sessions are more structured than the morning sessions in order to prepare the child for their introduction to Reception classes. These afternoon sessions are held on Mondays and Thursdays from 1.00pm to 3.30pm.

Please note that a surcharge of £15 maybe payable where a parent/carer is more than 15 minutes late in the collection of their child. This fee is to cover staff overtime. In the event of a parent/carer being late then staff do try to contact the parent/carer in the first instance and then the emergency contacts.

Lunch Club

A Lunch Club has been set up and is available to all children aged 3 years and above. The primary function is to provide a transition for those attending afternoon sessions on Mondays, Wednesdays and Thursdays, and so these children have first option for lunch club places on these days. Otherwise on a Tuesday it is operated on a first come, first served basis. There is a book in the entrance hall where you can write your child's name in.

Because lunch club is on a first come, first served basis and we are only able to take 16 children per lunch club session, four year old children, who do a Monday and Thursday afternoon, get priority on these lunch club days. Therefore if we were up to maximum numbers on a Monday and Thursday afternoons, then in effect there would be no lunch club places on these days. If the afternoon sessions are up to the maximum of 18, then because we only have 16 places at lunch club a rota system is set up so that every child has to be picked up at lunch time at least once, to make the allocation of the spaces fair.

All lunch boxes and drink bottles must be clearly labelled. We advise that you do not include fizzy drinks, sweets or products containing nuts.

If your child's name is in the Lunch Club diary and your child does not attend you will be charged.

The cost is £2.50 per lunch club and you will be billed half termly in arrears.

Fees

The Treasurer raises invoices at the beginning of each term, payable each term in advance. The fees for all sessions are £6.50 each

The Fees are reviewed annually.

A minimum of four weeks notice is required for children leaving the group. This also applies if morning sessions are to be dropped in preference for afternoon sessions. The Registration Secretary will try to accommodate them sooner if possible.

As outlined in our Policy Statement we are committed to serve all the families in our community, irrespective of their means. Under the current terms of the Government Scheme all three-year-olds are eligible for funding. Funding is available in the term following their third birthday. I.e. If your child turns three on the 1st of February, then they will be eligible for funding after Easter in the Summer term. Funding is available for a maximum of five sessions per week, which can be either mornings or afternoons. The grant does not cover lunch club, which is paid for separately. For more information on government funding please speak to the Registration Secretary at the time of enrolment. Government funding is also available for under threes whose parents or guardians are eligible for certain tax credits and other benefits. Please ask for details if you believe you may qualify.

Admissions

Admission to Bucklebury Pre-school is open to every family in the community and to families from surrounding areas when places are available. Parents of children wishing to be admitted to pre-school should complete the enrolment form, attached. Upon receipt of this form the child's name will either be placed on a waiting list or, if appropriate, admitted immediately. It is free to register your child on our waiting list, but upon formal acknowledgement of a Pre-School place for your child, a £10.00 administration fee is charged. This administration fee includes a Pre-School T-shirt for your child.

Children may be admitted to the morning sessions as early as 2 $\frac{1}{2}$ years (spaces are limited to two per child at this age), and to the afternoon sessions (Monday and Thursday) as rising fours, in the half term in which their birthday falls. Acceptance is at the discretion of the Supervisor.

The child and a parent/carer will be invited for a visit prior to starting with the group. The Registration Secretary will contact you to arrange a convenient date. The parent/carer must stay with the child throughout this visit.

Curriculum

At Bucklebury Pre-school we aim to provide a foundation for later achievement and by the time your child leaves to enter compulsory education we hope to have attained the following goals in each area of the curriculum:

1. Personal, Social and Emotional Development

Children are confident, show appropriate self-respect and are able to form good relationships with adults and children. They work as part of the group and independently, and are able to concentrate and persevere in their learning and to seek help where needed. They are eager to explore new learning and show ability to initiate new ideas and to solve simple practical problems. They demonstrate independence in selecting an activity or resources and in dressing and personal hygiene. Children are sensitive to the needs and feelings of others. They take turns and share fairly. They express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why. They treat living things, property and their environment with care and concern. They have developing respect for their own cultures and beliefs and those of other people.

2. Communication, Language and Literacy

In small and large groups children listen attentively and talk about their experiences. They use a growing vocabulary with increasing fluency. They listen and respond to stories, songs, nursery rhymes and poems. Children enjoy books from our well-stocked book corner and handle them carefully. They know that words and pictures carry meaning and that, in English, print is read from left to right and from top to bottom. They begin to associate sounds with syllables and with words and letters. They recognise their own names and familiar words. They recognise letters of the alphabet by shape and sound. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. They write their own names with appropriate upper and lower case letters.

3. Mathematics

Children use mathematical language, such as circle, in front of, bigger than and more to describe shape, position, size and quantity. Use language such as 'greater' or 'smaller', 'heavier' or 'lighter'. They recognise and recreate patterns. They are familiar with number rhymes, songs, stories, counting games and activities. They compare, sort, match, order, sequence and count using everyday objects. They recognise and use numbers to 10 and are familiar with larger numbers from their everyday lives. They begin to use their developing mathematical understanding to solve practical problems.

1. Knowledge and Understanding of the World

Children talk about where they live, their environment, their families and past and present events in their own lives. They explore and recognise features of living things and look closely at similarities, differences, patterns and change. They talk about their observations. They explore and select materials and equipment and use skills such as cutting, joining, folding and building for a variety of purposes.

Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning. Begin to know about their own cultures and beliefs and those of other people.

2. Physical Development

Children move confidently and imaginatively with increasing control and co-ordination and an awareness of space and others. They use a range of small and large equipment and balancing and climbing apparatus with increasing skill. They handle appropriate tools, objects, construction and malleable materials safely and with increasing control. Recognise the changes that happen to their bodies when they are active.

Children attending the afternoon sessions also benefit from a Physical Education class where, in addition to the skills outlined above, they become comfortable with changing into PE kit and the structure of a school PE class.

3. Creative Development

Children explore sound and colour, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play they show an increasing ability to use their imagination, to listen and to observe. They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.

Children's progress will be at different rates and individual achievements will vary. However, all children will be encouraged to make maximum progress towards these early learning goals.

If you wish to discuss any of the above please do not hesitate to contact the Supervisor.

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 each child.

Staff

The Committee employs the staff, which includes a Supervisor, Deputy and Assistants, one of whom is the Special Education Needs Co-ordinator. Five out of our seven staff hold relevant qualifications in Pre-School or education, or will be completing a specified training course. Bucklebury Pre-school is an equal opportunity employer. Each member of staff has undergone an Enhanced Criminal

Records Bureau Check. They are also required to fill out and sign a statement of suitability and a non-discrimination declaration as required by Ofsted. We also have staff trained in First Aid. All staff are given the opportunity to undertake appropriate training to update their skills and underpin their knowledge and understanding of the needs of pre-school children.

Our keyworker system gives each member of staff particular responsibility for just a few children. Each child in the group has one special adult to relate to, which can make settling into the group very much easier. In addition, the keyworker is in a position to tailor the group's curriculum to the unique needs of each individual child. The keyworker maintains links with the child's home setting, working with parents through shared record keeping to ensure that all children are supported in reaching their full potential.

Attached you will find a current list of staff employed.

The Role of Parents

Bucklebury Pre-school recognises parents as the first and most important educators of young children. Our goal is to support their efforts. Parents are welcomed to:

- Work in the group with the children
- Assist with fund-raising
- Take part in the management of the school
- Attend Committee meetings
- Attend training courses, workshops and conferences organised by the Pre-school
- If parents have any special interest or occupation then they are invited to share this as an informal discussion with the children. This has been very successful in the past from visits from a Policeman, Farmer Etc.

Parent Helper Rota

Research shows that children learn better when their parents are involved. Our rota system involves all parents in helping the group on a regular basis. This helps to maintain the high ratio of adults to children in the Main Hall, whilst the parent is doing general housekeeping tasks in the kitchen. It also enables the committee to keep the fees down. Parents are expected to do at least two rota duties per term. If parents are unable to do this for any reason a charge of £10 per session is made. Parents are exempt from this duty for the first half term after their child starts attending to allow for a period of settling in. A half term exemption is also made for mothers who have just had babies (up to 4 months).

If a parent or child is sick and cannot do kitchen duty, cover must be arranged in the form of an exchange of duty with another parent by the parent unable to attend. If cover cannot be found then please contact the Parent Helper Rota Coordinator (listed at the end of this document). A charge of £10 will be made if this situation arises. Any parent covering at very short notice will be paid £5. Children who attend the full six sessions may be asked to do 3 kitchen duties in long terms.

Management and Administration

Bucklebury Pre-school is run by an elected committee, which ensures that decision-making is in the hands of the parents who form the group. The Committee is responsible for reviewing both policy and practice, for the employment of staff and fundraising activities. Our Annual General Meeting, at which the Committee for the following year is selected, is held during the Spring term and parents will be informed in good time so they are able to attend.

Starting Pre-school

The first days

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help the child feel confident and secure in the group. This takes longer for some children than others and parents should not feel worried if their child takes a while to settle. The pre-school's policy on settling in is enclosed with this prospectus.

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 that are easily washable or not too new. We actively encourage children to wear our Pre-School 'uniform' and have available for purchase t-shirts and sweatshirts imprinted with our logo. Ordering details can be found on the website.

We hope that your child's time in Pre-School will be a very happy and productive one. If you have any queries or questions, then please contact the staff or the committee at any time. Contact names can be found at the end of the prospectus. Alternatively please e-mail info@buckleburypreschool.co.uk.

Staff Members

Sue Haggerty	Supervisor	NVQ III
Nikki Giles	Deputy Supervisor	NVQ III
Louisa Edwards	Assistant	NVQ II
Claire Edwards	Assistant	NVQ II
Jodie Goddard	Assistant	
Margaret Abbott	Assistant	
Ann Pocock	Lunch Club Assistant	