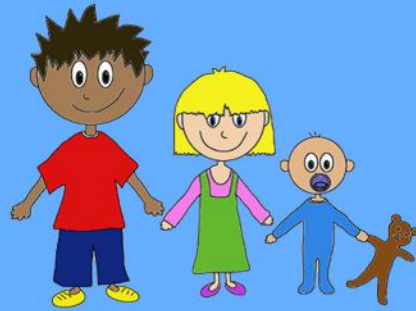


St Peter's Pre-school & Nursery

Rising Brook, Stafford



PROSPECTUS 2018/2019



Parent's Information Booklet

This booklet contains information about St Peters Pre-school, including the opening times, prices, management of the group, staff qualifications, aims and objectives.

The following policies are also contained within the booklet. Some are a brief outline of the full policies, which may be inspected in the Nursery at any time.

Aims and Objectives

Making a complaint

Admissions

Valuing Diversity and Promoting Equality

Safeguarding Children and child Protection

Confidentiality and client Access to Records

Health and Safety General Standards

Role of the Key Person in the Setting and Settling In Policy

Supporting Children Special Educational Needs

Food and Drink

Children's Rights and Entitlements

Should you wish to register your child, please complete the enclosed application form, hand it into reception, complete online (www.stpetersstafford.co.uk) or post it on to us.

If you have any problems with completing the form, a member of staff will be happy to help you.

Please take time to read this booklet and approach us with any questions you may have.

Welcome to St Peters Pre-school

We are delighted that you are interested in sending your child to our Nursery. This booklet is designed to inform you of the facilities we can offer and the policies by which we run.

St Peters Pre-school is a well- established voluntary group that has been operating since 1970.

In 2004 the Pre-school extended its opening hours and services by becoming a Neighbourhood Nursery and moved from St Peter's Church Hall into the newly refurbished premises at Stafford's Sports College, Rising Brook. The building was designed to help the highly experienced staff create a loving, stimulating and caring environment where children can flourish and grow.



The premises have three main childcare rooms:

Ducklings for babies between 0-2 years old

Bunnies for toddlers between 2-3 years old and

Piglets for pre-school between 3-5 years old.

Butterflies for school age children up to 8 years old (holiday and before & after school care)

We offer an 'open door' policy where parents, carers and families are



welcome to visit us at any time.

Our aim is to help settle the children as quickly as possible, in order to do this the children are assigned a key-person on admission.

The key-person will have special responsibility for your child during their time at Nursery by devising individual play plans and monitoring their progress. As a primary carer you will sometimes be asked by a key-person about your views on matters concerning your child. Key- persons are happy to talk to you at any time if you have any worries or concerns; they are also available for appointments if you wish to discuss your child in private.

ALL ABOUT US

St Peters Pre-school holds a charitable status and welcomes all in the community and surrounding areas to become involved in the group. This creates a partnership and helps build the profile of the community, therefore giving everyone a sense of pride, security and a happier place for our children to be part of.

OPENING TIMES

St Peters Pre-school is open as follows: -

Monday 8.00 a.m. – 5.30 p.m.

Tuesday 8.00 a.m. – 5.30 p.m.

Wednesday 8.00 a.m. – 5.30 p.m.

Thursday 8.00 a.m. – 5.30 p.m.

Friday 8.00 a.m. – 5.30 p.m.



Breakfast Club is available from 7.30am – 8.00am at a cost of £3.50 inclusive of breakfast.

Out of hours club from 5:30pm – 6pm at a cost of £2.50

Additional Hours £6

We are open 50 weeks of the year and offer holiday sessions to children up to 8 years old.

FEES

Our fees are listed separately (enclosed on a separate sheet). All fees must be paid in advance at the beginning of each week or month. If your child is absent from Nursery for any reason, please notify us. In all cases fees will still be payable to retain your child's place. For children attending Nursery for 50 weeks of the year, parents may access one block week holiday free of charge. No charges or retainer fees for nursery closures and Bank Holidays.

A deposit of £100 is required to secure a Nursery place and this will be refunded when your child moves onto the next provider. Your fees account must be paid up to date throughout your child's time at nursery to receive the refund.

We accept Nursery vouchers i.e. Busy Bees etc and we offer funded places through the 'Care to Learn Scheme'.



Free Nursery places are available through the Nursery Education Grant (NEG) for 3 and 4 year olds. Some two year olds may be eligible for free funded places, to see if you qualify please contact the Staffordshire Think 2 team on 03001118007 or apply online by going to www.staffordshire.gov.uk/think2.

Stretched funding is available for 2,3 and 4 year olds which means instead of your child doing 15 hours a week, over 38 weeks (term time) you can opt for your child to do 12 hours of funding per week over 47 weeks plus a 6 hour induction session.

WORKING FAMILIES TAX CREDITS



You may be entitled to the Working families Tax Credit (WFTC) to help fund your childcare place. The Nursery has information on Tax Credits and can advise you on how to obtain the forms and help you complete them in order to access this funding.



Please ask at reception if you require more information or telephone **WFTC Help line on 0845 609 5000.**

MANAGEMENT

A Board of Directors help the manager in the running of the Nursery; this is a legal requirement of our charity status. all who give their time freely.

Parent Forum

As well as ensuring the smooth and efficient running of the Nursery, the Parent Forum and staff work together to give the children the opportunity to learn through play.

The role of the Parent Forum is to arrange fund-raising activities to help support the group financially as fees alone are not enough for the Nursery's running costs.

To replace and buy equipment, we have to rely on the goodwill of parents and the local community to run and attend our fund-raising events.

The Manager, Marie Dawson, manages the day-to-day running of the Nursery.

WE MUST EMPHASISE HOW VALUABLE YOUR CONTRIBUTION IS AND HOW MUCH WE WELCOME ANY IDEAS YOU WISH TO SHARE WITH US.

PARENTS

Parents are regarded as members of our setting who have fully participatory rights these include a right to be;

- Valued and respected
- Kept informed
- Consulted
- Involved and
- Included at all levels



OUR STAFF

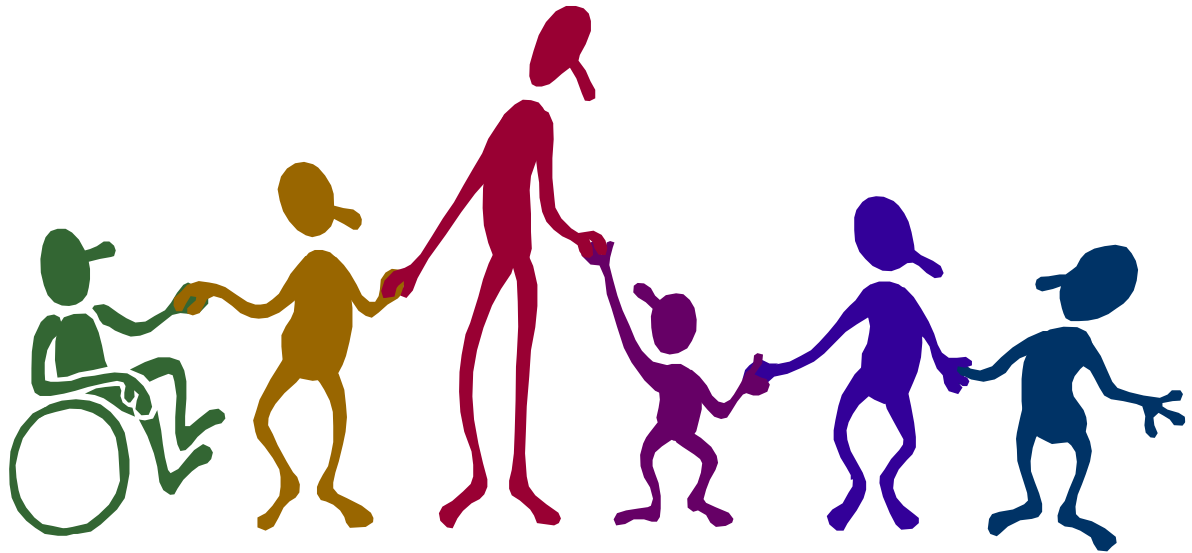
The majority of our staff began as volunteers with life experiences and varying skills in childcare. Over the years they have gained various qualifications to compliment the experience they have of working with children. This experience and knowledge is passed onto the newer staff members who combine it with the fresh ideas they bring to the Nursery.

In accordance with Ofsted regulations at least 50% of the staff at all sessions must be trained and qualified. However all of St Peters staff is at least NVQ Level 3 qualified, with one staff holding an 'Early Years Teacher Status Qualification'. Staff continually work towards gaining higher levels of qualifications and attend many courses to further their knowledge. Our Special Educational Needs Co-ordinator (SENCO) works alongside the nursery's One-to-One Educarer to offer individual attention to the children who have a special/additional need or any delayed development. Through the work that these staff do alongside other professionals who support the children with a special need enhances the work that we do with all of our children. We have to rely entirely on grants to finance the One-to-One Educarer.

We offer a 'Little Talkers' group which supports children with English as an additional language and children who require extra support with speech and language.

The non-childcare staff of our Nursery includes an Office Assistant, Bookkeeper and 2 Domestic Assistants, all who complement our team and are important to the day-to-day running of the group.

An important part of the staffing is the team of volunteers who join us on a weekly basis who enjoy playing a part in all aspects of the children's learning and play.



CURRICULUM



Within the nursery all the children are supported in developing to their full potential at their own pace. By means of developmentally appropriate play activities and a varying level of individual adult input. We offer a curriculum which meets the Early Years Foundation Stage and prepares the children to progress with confidence through nursery. Our Key person system enables us to ensure a planned curriculum tailored to the needs of the individual child. Taking into consideration children's interest and different ways in which children learn (Characteristics Of Effective Learning) supports the planning for their next steps.

BABIES - DUCKLINGS

Our spacious baby room caters for children from birth to 2 years and is effectively self-contained with a sleeping area, garden, playing and eating areas and an adjoining changing room/toilets and milk/prep kitchen.



We follow the individual routines of the babies who can eat, play and sleep according to their personal requirements.

You are invited to bring your own food, mother's milk, powdered milk and bottles for babies under 12 months old. Staff will make up bottles on your instructions. For the older children carefully prepared fresh food is provided at reasonable rates.

Carefully chosen toys and activities including treasure baskets, jelly, water, sand, food and pasta play enhances the baby's spacial and tactile development in stimulating surroundings.

We provide daily diary sheets for each of our babies, which will keep you fully informed of your child's day and make staff aware of requests made by you in order to ensure complete continuity of care between home and nursery. A record book is used to monitor your baby's progress and the contents are shared with you on a regular basis.



Our babies have many opportunities to explore the local community and make use of our extensive outdoor play areas. It is important to us that babies are not in the



nursery all day, therefore we take them out for local walks to the shops, library and parks and we have created a safe and secure outdoor play area with lots of space to explore, they also enjoy a weekly session of Wiggle Bugs, that is a physical music and movement session aimed for the younger children.

The Senior Childcare Practitioner s who leads the baby room has many years of experience in caring for young children. They lead a team of caring and motivated staff who have created stimulating surroundings within the context of a loving, homely and safe environment.

We work within the Early Years Foundation Stage (EYFS) which values and celebrates children and babies,. It recognises their individuality, efforts, achievements and their needs from birth to learn and develop through interaction. The EYFS also acknowlages and supports the adults that work with the babies and young children. We are always happy to discuss any aspect of your baby's development at any time, please do not hesitate to ask for information or advice.

TODDLERS - BUNNIES

In the toddler room we care for the 2-3 year olds where the children adapt to the pre-school routine, whilst developing an awareness of their own needs.

The theme of development play is continued in this room as we start to introduce the basic learning concepts of shape, colour, letter sounds and size.

Children in Bunnies are offered a stimulating programme of activities centred on weekly topics such as 'Around the World' or 'The Seaside'. We offer learning experiences through heuristic play an exploration and discovery of natural and man made materials.

Music sessions are a favourite with all the children in Bunnies who enjoy exploring the



different sounds and rhythm. We also have a weekly session of Boogie Bugs, music and movement session aimed for two year olds bringing fun and physical activities for the children to participate in.



Often potty training starts in this room and the nursery will liaise closely with parents to ensure minimum differences of approach and routines between nursery and home. The children share the toilet facilities with the babies; there are a variety of toileting aids to address each child's individual toilet training programme which include reward charts.



Pre-school - Piglets



This room is for our 3-5 year olds with the emphasis on preparation for school life whilst retaining the fun and enjoyment of the nursery.

The children receive an educational programme based on the Early Years Foundation Stage, which covers the seven area of learning and development. The children make good progress to enable them to reach the early learning goals at the end of reception year at school. The seven areas of learning are;



❖ COMMUNICATION AND LANGUAGE DEVELOPMENT

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening and by hearing and responding to stories, songs and rhymes. Children learn that written symbols carry meaning, they become aware of the purposes of writing and when they are ready, are helped to use written symbols for themselves. A well stocked book corner gives every child the opportunity and encouragement to become familiar with books, are able to handle them and are aware of their uses, both for reference and as a source of stories and pictures.

❖ PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Within a caring and protective environment children are individually supported in developing confidence and self respect. They are encouraged to work and concentrate either alone or with others, sharing and co-operating with adults and children. They learn acceptable ways to express their own feelings and to have respect for the feelings of others through good role models, activities and conversations.



❖ PROBLEM SOLVING, REASONING AND NUMERACY

By means of adult supported practical experience children become familiar with sorting, matching, ordering, sequencing and counting. Children are helped to learn and use vocabulary of maths, identifying shape, position, size, volume and number. Songs, games, books, puzzles etc. help children to become aware of number sequencing and they are encouraged to progress as and when ready, to simple addition and subtraction.

❖ UNDERSTANDING OF THE WORLD

Children are encouraged to explore and experiment with a range of natural and manufactured materials in a safe and stimulating atmosphere. They learn to recognise patterns, similarities and differences and to share their findings. Children are helped to explore and understand their environment in the home and the wider community. They are encouraged to celebrate festivals from around the world and to experience for



themselves a range of clothes, pictures, stories and foods from other cultures and countries.

❖ PHYSICAL DEVELOPMENT

A range of equipment used both indoors and out allows children to develop good body skills in a safe environment.

Children are encouraged to meet physical challenges and develop new abilities in both fine and gross motor skills.

They are encouraged and supported to understand how they keep themselves healthy through healthy eating, rest and exercise.



EXPRESSIVE ARTS AND DESIGN.

Children use a wide range of resources to express their own ideas and feelings and to individually respond to experiences in two and three dimensions.

Art equipment, paint, glue, crayons and pencils as well as natural and found materials allow the children to explore colour, shape and texture and to develop skills in painting, drawing and collage.

Children join in with and respond to music and stories and there are opportunities for role play, alone or part of a group.



General information



St Peters is a registered charity and a member of the Pre-school Learning Alliance, our charity number is 1103900.

Our Office Assistant keeps account books to record all income and expenditure and these are examined monthly by a bookkeeper and annually by an independent Auditor, then presented to parents/carers and members at the AGM (Annual General Meeting)

The Pre-school Learning Alliance is an educational charity, which supports member groups and their families. If your child attends a member group then you are able to take advantage of training opportunities and have access to information on matters that affect childcare provision on a local or national level.



Courses

Details of training courses available can be obtained from the Manager or will be displayed on the notice board. You do not have to be a member of staff to attend most courses.

Messy Play

St Peter's Pre-school has a full range of equipment, including some for messy play, an essential part of encouraging children's creativity and understanding of their world.

To allow your child to get the maximum benefit from the facilities we provide, it is best to dress them in practical clothing that will not be spoiled if splashed with paint (although the paint we use should come out if soaked). Please try and show an interest in the paintings and collages your child brings home, a great deal of time and effort has gone into their creation.

Sickness

Please do not bring your child into nursery if they are ill or nauseous. If your child has been vomiting or had diarrhoea, do not bring them to nursery until 48 hours after they are clear. Your health visitor will be able to tell you how long a child should be kept at home if they are suffering from an infectious disease.

The Nursery has an incubation period list and advice sheets to guide you.

Accidents

It is possible that a child can have an accident within the Nursery, even though they are closely supervised. Our policy is to use nothing more than tender loving care and cold water in most cases.

All of our staff are full trained in first aid, but in the event of more serious accidents they will be dealt with by a medical professional and you will be informed of this immediately.

Accidents are recorded in a book, which you will be asked to sign to show that you are aware of the incident.

POLICIES

ADMISSIONS

Policy Statement

It is our intention to make our setting accessible to children and families from all sections of the local community.

We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.



AIMS AND OBJECTIVES

The aims of St Peters Pre-school are:-

- provide a safe and confidential environment in which children can be encouraged to learn, through their play skills that will increase their confidence and knowledge of the world in which they live.
- provide high quality care and education for children.
- work in partnership with parents to help children to learn and develop
- offer children and their parents a service that promotes equality and diversity
- provide trained staff to facilitate learning through play by implementing strategies appropriate to a child's age and stage of development.
- add to the life and well-being of the local community

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 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.

Parents

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

- valued and respected
- kept informed
- consulted
- involved and
- included at all levels



As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going.

Membership of the setting carries expectations on parents for their support and commitment.

ADMISSIONS

Policy Statement

It is our intention to make our setting accessible to children and families from all sections of the local community.

We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

THE ROLE OF THE KEY PERSON IN THE SETTING AND SETTLING IN

Policy Statement

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. Each setting must offer a key person for each child.

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

EQUALITY AND DIVERSITY POLICY

Policy Statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to



anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

SAFEGUARDING CHILDREN AND CHILD PROTECTION

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

CONFIDENTIALITY AND CLIENT ACCESS TO RECORDS

Policy statement

Definition: *'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.'*

(Information Sharing: Practitioners' Guide)

In our setting, staff and managers can be said to have a 'confidential relationship' with families.

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.



We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

HEALTH AND SAFETY AND GENERAL STANDARDS

Statement of intent

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is the Manager
 - He/she is competent to carry out these responsibilities.
 - He/she has undertaken health and safety training and regularly updates his/her knowledge and understanding.
 - We display the necessary health and safety poster in the main foyer.



Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the notice board in the main foyer.

FOOD AND DRINK POLICY



Policy statement

This setting regards snack and meal times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating using resources and materials from the Pre-school Learning Alliance campaign *Feeding Young Imaginations*.

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

COMPLAINTS PROCEDURE

Procedures

All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to Ofsted inspectors. A summary log is kept in the pre-school's office

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the Manager.
- Most complaints should be resolved amicably and informally at this stage.
- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the Manager and the chair of the management committee.



Stage 3

If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Manager and the Chair of the management committee. The parent should have a friend or partner present if required and the Manager should have the support of the Chairperson of the management committee present

Stage 4

- If at the stage three meeting the parent and setting 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 and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the Manager and the Chair of the management committee 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.



The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.

- The address and telephone number to call Ofsted with regard to a complaint is:

Office for Standards in Education

Ofsted National Business Unit, 3rd Floor,
Royal Exchange Building, St Ann's
Square, Manchester, M27 LA. Telephone
0845 404040.

Website www.ofsted.gov.uk



- These details are displayed on our setting's notice board.

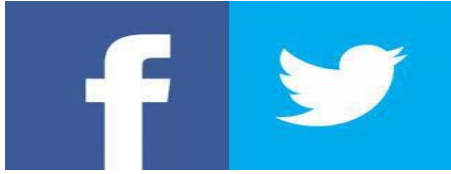
A full copy of the complaints procedure can be found in the Pre-school 's policies folder

Children's rights and entitlements

Policy statement

- We promote children's right to be *strong, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- We promote children's right to be *strong, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

Why not join us on Facebook and Twitter @stpetersnursery



or download our App at <http://stpeterspre.appsme.com>