

St Paul's (Crofton) Pre-School



**St Paul's Church Hall,
Crofton Road,
Orpington,
Kent
BR6 8JE**

Monday, Tuesday, Wednesday, Thursday
9.30am – 12.30pm

For further information telephone:-

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Or

Email:- stpaulscroftonpreschool@yahoo.co.uk

Visit our website at www.stpaulscroftonpreschool.co.uk

Welcome to St. Paul's (Crofton) Pre-School

Our aims and objectives are:-

- ❑ To provide a happy, safe and stimulating environment with a wealth of well-chosen resources and carefully planned activities which provide opportunities for teaching and learning, both indoors and outdoors.
- ❑ To ensure that protecting the children in our care is our first priority. To be vigilant and know the appropriate procedures to follow should we have concerns about a child.
- ❑ To provide activities which both support and consolidate children's learning and help them make good progress in the three Prime Areas of Learning and Development, and the four Specific Areas of Learning and Development, set out in the non-statutory guidance which supports the Statutory Framework for the Early Years Foundation Stage (2012).
- ❑ To enable each child to develop as an individual, to establish relationships and to gain self-confidence.
- ❑ To promote development in all areas of learning, building on what children can already do, regardless of gender, cultural background or level of ability.
- ❑ To monitor each child's progress, identifying any strengths or weaknesses, and to give regular feedback to parents.
- ❑ To work closely with parents and appropriate agencies to provide for children with special educational needs (eg speech therapists, health visitors or educational psychologists).
- ❑ To create an atmosphere where parents and carers will feel welcomed, informed and involved and work closely together with all members of staff.
- ❑ To meet the requirements of the Statutory Framework for The Early Years Foundation Stage (2012), and to regularly evaluate how the standards are being implemented.

Our curriculum is based upon The Early Years Foundation Stage (2012) (EYFS) which sets the standards for learning, development and care for children from birth to five. We hold staff meetings every week to discuss each child individually, and plan the curriculum, and this ensures we sustain a successful learning environment for every child.

The four themes of the EYFS

The four themes of the EYFS underpin all the guidance. These themes, and the principles that inform them, work together for the benefit of all children. The themes and principles are:

- **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 and 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. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Characteristics of Effective Learning

The characteristics of effective learning and the prime and specific areas of learning and development are all interconnected.

The characteristics of effective learning are:

- **Playing and exploring** – engagement
 - Finding out and exploring
 - Playing with what they know
 - Being willing to 'have a go'
- **Active learning** – motivation
 - Being involved and concentrating
 - Keeping trying
 - Enjoying achieving what they set out to do
- **Creating and thinking critically** – thinking
 - Having their own ideas
 - Making links
 - Choosing ways to do things

Prime Areas of Learning and Development

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas are fundamental, work together, and move through to support development in all other areas. They are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical

Specific Areas of Learning and Development

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. Specific areas include essential skills and knowledge for children to participate successfully in society. They are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas of learning and development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Ongoing assessment is an integral part of the learning and development process. All practitioners in the setting observe children during their day-to-day activities, and these observations are then used to plan relevant and motivating learning experiences which will help all children make progress towards the early learning goals.

Every child in the setting will be assigned a key person, and parents/carers will be introduced to this member of staff either during the visit before a child joins the setting or on their first morning at pre-school. The key person has special responsibilities for working with a small number of children, and will help them become familiar with the setting and feel confident and safe within it. They will also talk to parents to make sure that the needs of the child are being met appropriately.

All information gained about the children in the setting is shared between staff at the beginning and end of each session, and during regular staff meetings, so if a child's key person is away from the setting all other members of staff will be able to ensure their individual needs are met.

Management

The pre-school is non-profit making and is run by a committee consisting of:-

Chairman
Church Representative
PCC Representative
Treasurer
Secretary
Staff Representatives
Parent Representatives

An Annual Meeting is held in January to which all parents are invited.

We are registered to take 32 children each morning, a limited number of whom may be under 3 years of age. At each session we have at least 5 members of staff present, all of whom will either hold an appropriate qualification or will be working towards one. At least 50% of the staff present at each session will be fully qualified in paediatric first aid. We also have some regular volunteers who help during the sessions, and are always grateful for any offers of help from parents/carers. A list is always available in the porch for volunteers to sign if they wish to help.

The present cost of each session is £ and fees are paid in advance for each half term. Other payment arrangements are available on request. If a child is not able to attend a session for whatever reason, fees will still be payable. The term after a child's third birthday they are entitled to the Early Years Free Entitlement, but to maintain the high number of staff present during each session we ask for a small voluntary contribution from parents. A drink of milk or water, and a healthy snack are provided within the cost of each session.

At the beginning of each half-term parents/carers receive a letter informing them of the topic we will be working on, and we ask that the children are encouraged to bring in things relating to the topic from home. Also in this letter will be general information about any events taking place that term.

Starting Pre-school

It is important that both child and parent/carer are happy when the child joins the group. We encourage a visit from both parent/carer and child before the starting date, and we encourage parents to settle their child on their first morning. We observe new children constantly and keep in touch with parents during the course of the first few sessions to ensure both child and parent/carer are happy.

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. It is good for children to practice the skills which will make them independent. Simple clothing which they can handle themselves will enable

them to go to the toilet when they want to and to put on and take off their outdoor clothes without being too dependent on other people's help.

We will do our best to ensure that your child's time in pre-school will be a happy and productive one, and hope you enjoy reading the poem below:

Painting

Oh what a busy morning, I've been playing with the dough,
and with a little help, upon a Card I learned to sew.

I helped my friend "Nurse Sarah" to perform an operation,
then fixed the track together for my train and built the station.

I popped inside the home corner to make a cup of tea,
and stood beside the cooker making lunch for twenty three.

I completed three whole jigsaws and played a new board game,
and had a turn on all the bikes, the slide and climbing frame.

I handed round the food at drink and snack time,
then listened to a story and sang a nursery rhyme.

But now the morning's over and the mummies are all waiting.
I hope my mummy doesn't say "I wish you'd done a painting".

