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matthias



Pre-School & Childcare Centre



PROSPECTUS

AT ST MATTHIAS PRE-SCHOOL ...

We offer children aged 2 – 5 years a safe and secure learning environment. We believe that every child is precious in God's sight and as a Christian Pre-School we seek to show God's love to all our children, be a fair and a caring place showing compassion and trust, valuing and nurturing each child and encouraging them to achieve their full potential.

We hope this guide gives you an introduction to how we will go about this using the early years foundation stage framework.

We aim to provide a safe and secure environment for your child



Our play based activities promote self development and nurture individualism. Children in our care get help and support to promote the development of knowledge, skills, understanding and confidence. We encourage a positive attitude in an atmosphere of mutual respect in which children can feel safe and valued.

The Pre-School has been running for over 15 years and although initially set up for the benefit of local children, it has now grown into a popular and successful Pre-School covering a wider area. We are situated in St. Matthias Church Centre. We have established links with the local schools which helps facilitate a smoother transition for children into any mainstream school.

- **We are a member of the Pre-School Learning Alliance and are regulated by Ofsted.**
- **We are registered for a maximum of 28 children per session from the ages of 2 years until school age.**
- **We operate the following ratios of staff to children: 1:4 under 3 years; 1-8 over 3 years.**

ADMISSIONS / FEES

Early Years Funding is available for 3 and 4 year olds for up to 15 hours per week before they reach statutory school age. Children become eligible in the funding period (term) following their 3rd birthday. Eligibility remains until the end of the funding period before they start school. Any additional sessions more than grant entitlement will be charged at our hourly or session rate.

Fees are calculated at.....

£4.50 per hour (for non funded hours)

£2.25 per Lunch session

£10 per After School Club session

30 Hours and Tax Free Childcare

Parents can check whether they could be eligible for a range of government childcare offers, including 30 hours, via Childcare Choices at :

<https://www.childcarechoices.gov.uk> or the Childcare Calculator at :

<https://www.gov.uk/childcare-calculator>. Those who could be eligible for 30 hours and/or Tax-Free Childcare will be directed to the digital childcare service to apply. Before your child starts we must have written permission from parents to verify your 30 hours code with the entitlements team, so please pick up a consent form from the Administrator when you have received your eligibility code.

We are an approved provider to accept 2 Year Old Funded places. Families with 2 year old children who meet the criteria can apply for up to 15 hours per week (570 hours over the year). There are 3 funding periods in a year and 2 year olds become eligible in the funding period after their 2nd birthday. Please pick up an application form from the Pre-School Administrator.

For more information on the above, please see the Pre-School Administrator.

** We accept most nursery vouchers schemes. Please ask for details **

SESSION TIMES

Morning Session	8.45 am to 11.45 am
Lunch	11.45 am to 12.15 pm
Afternoon Session	12.15 pm to 3.15 pm
After School Club (2-11 yrs) <i>Monday to Friday</i>	3.15 pm to 5.30 pm

We are open for 38 weeks of the year and are closed for Bank Holidays. However, we also run Holiday Clubs incorporating Forest School Activities during certain periods of school holidays (see separate leaflets for information).

OUR VISION

Our aim is to nurture and build healthy and strong social and emotional foundation for children their families.

Today's children experience many different types of challenges that they and their parents need help, support and guidance.

We will develop and enrich each individual child through their play experiences. We will achieve this by

creating an environment that is safe and full of love so that children, who are naturally curious, will challenge themselves to try new things.



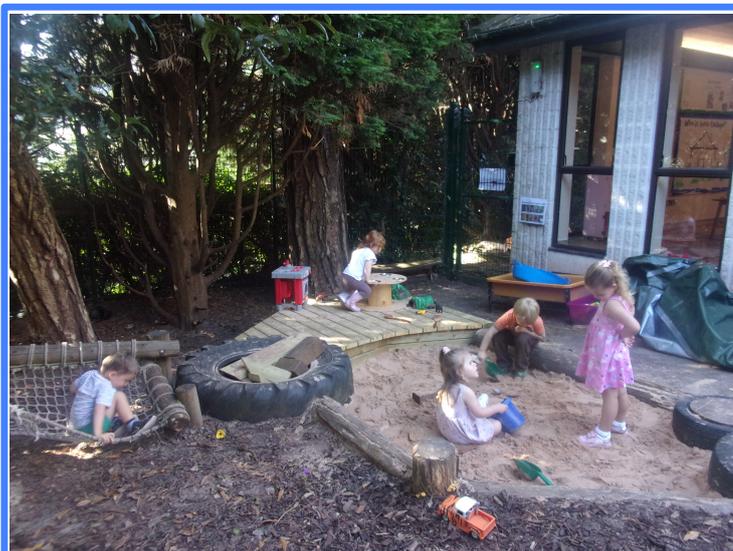
We aim to provide a setting that enables a strong social and emotional foundation so that children will have a positive self esteem that will help them grow up to be positive and healthy adults.



We encourage children to initiate play themselves as children do not make a distinction between 'play' and 'work' and, likewise, neither do we. Our activities are a balance of adult and child led activities and will support what is needed for each individual child.

There are four guiding principles that should shape practice in early years settings. These are:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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/or carers.



4. **Children develop and learn in different ways and at different rates.** The EYFS covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

We achieve these principles by...

Setting the standards for the learning, development and care young children should experience whilst they are attending a setting outside their family home, ensuring that every child makes progress and no child gets left behind.

Providing for equality of opportunity and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

Creating the framework for partnership between parents and professionals and between all settings that the child attends.

Improving quality and consistency in the early years sector through a set of standards applicable to all settings.

Laying a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child and informed by the use of ongoing observational assessment.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime* areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development



We must also support children in four *specific* areas, through which the three *prime* areas are strengthened and applied. The *specific* areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our educational programmes must involve activities and experiences for children as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



DEVELOPMENT AND PROGRESS

All children attending pre-school will have a personal on-line Learning Journey which records photos, videos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of your child's experiences during their time with us. We use Interactive Learning Diaries, a system, which is hosted in the UK on secure servers.

More information and a permission form will be given from your child's Keyworker.

STAFF



Our staff are trained, experienced and committed to supporting, encouraging and inspiring all the children in our care. Individual care and attention is made possible by a high ratio of highly trained staff and adults to children. All our teaching staff hold a minimum level qualification of Level 3 in Early Years Childcare and both our Pre-school Leader and Deputy hold a Degree in Early Childhood

Studies. In addition, all our staff hold an appropriate First Aid Certificate and we have a named person for Special Educational Needs and Safeguarding.

KEY PERSON SYSTEM



The children work with all the staff but a key person will be allocated to each child. This member of staff has special responsibility for a small group of children and works with parents to ensure the needs of their children are catered for. They are also responsible for keeping the Learning Diaries of their key children up to date and completing summative assessments and school transition sheets with parents. Please feel

free to ask your child's key person for feedback on your child's progress or to inform them of any information which you feel may affect them at Pre-School (e.g. birth of a sibling, family upset etc.)

THE FOLLOWING PAGES CONTAIN IMPORTANT INFORMATION ABOUT YOUR CHILD AND PRE-SCHOOL

Registration

Before your child joins Pre-School we require a completed Registration form and photo-copy of your child's birth certificate to enable us to register your child for their Early Years Funding entitlement.

Child's Welfare

Please make sure your child is safe and comfortable by:

- Providing suitable play clothes and shoes that they can manage themselves if possible.
- Providing a change of clothes in a named bag.
- Keeping your child home if they are unwell and keeping your child home for 48 hours after sickness and/or diarrhoea has cleared.
- Contacting us if your child is suffering from an infectious illness.
- Informing us if someone else is collecting your child and ensuring they have the password if not known to us.
- Providing nappies and we will support and encourage children during toilet training.
- Picking up your child promptly to avoid upset or anxiety.
- Providing a named healthy lunch box and also we ask each child to bring a piece of fruit to share at snack time (we provide milk and water to drink).

In the event of Pre-School having to evacuate the premises every attempt will be made to contact parents/carers as quickly as possible to arrange the safe collection of their children. Therefore, it is very important we have up to date telephone numbers including mobiles and names and address of those authorised to collect your child.



Collection of Children

Safety is paramount within the environment and we feel that this is also very important when children are leaving our care. We advise all parents that, should their child be collected by another person unknown to the staff and the staff have not been informed of this alternative arrangement, then we will refuse to let the child go with that person. It is the parent's/carer's responsibility to keep us up to date with changes and inform us verbally, if someone other than the usual designated person is collecting.

As we are a small group we offer personal and friendly care within our setting. Staff are fully trained, experienced, dedicated and committed. We operate an open door policy where you can come and talk to us at the beginning or end of the session about your child or alternatively email.



Equal Opportunities

All aspects of play will reflect a wide range of cultures. A range of literature, songs and everyday equipment is selected to show positive images of people of all cultures and will avoid racial or sexist stereotyping of any type.

Anti-discriminatory Practice

St Matthias Pre-School is an equal opportunities employer and will appoint the best person for each job. We will treat all applicants with respect and recognise their potential and individuality.



Health and Safety

In accordance with current law, regular checks are made by the Fire Service and relevant outside bodies regarding equipment and the premises, ensuring that all meet with the necessary requirements.

Staff carry out a daily risk assessment of the outside and inside of the building. All staff hold a current DBS certificate and there is always a member of staff present who holds a First Aid certificate.

Policies

Policies and the curriculum plans relating to the setting are located in the main room. Hard copies are available on request.

Additional Needs

Children with additional needs are welcome in our setting and we liaise with outside agencies (speech therapists, health visitors etc) for advice and helpful information. Staff will undertake courses relating to Special Needs. We have an appointed Accredited SENCO Practitioner, Liz Sampson, who has been trained specifically. The setting will conform to the SEND Code of Practice from the Department of Education.



Outdoor activities

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 inside. The grounds also include a play area which allows children access to growing and caring for their plants, the investigation of mini beasts as well as appreciation and enjoyment of the outdoor environment. (please also see After School-Holiday club leaflet.)

St Matthias Pre-School & Childcare Centre, Babbacombe Road, Torquay TQ1 1HW.

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Web site: www.st-matthias-church.org/children-youth/pre-school

OFSTED Reg. No. 139479

