

HAMBLE VILLAGE PLAYSCHOOL

**Prospectus
2011/2012**

WELCOME TO HAMBLE VILLAGE PLAYSCHOOL

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OUR AIM

- To enhance the development and education of children under statutory school age in a parent involved and community based group.
- To provide a safe, secure and stimulating environment.
- To work within a framework that ensures equality of opportunity for all children and families.

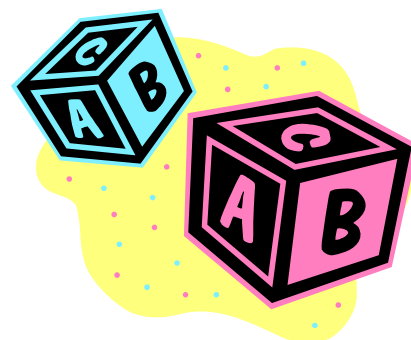
WHAT WE CAN OFFER YOUR CHILD

- We are registered with OFSTED and subject to their inspections periodically.
- A curriculum through which children are able to learn at their own pace, working towards approved learning outcomes with the support of plenty of adults.
- Good care and attention made possible by a high ratio of staff to children, **a maximum of 1:8.**
- Fun with other children and adults, by using play activities that combine maximum fun and stimulus within a safe play environment.
- Opportunities for you and your family to be directly involved in the activities and management of the group via our Committee of volunteers, as well as your child's progress.

PLAYSCHOOL HOURS

	<u>Morning</u>	<u>Afternoon</u>
Monday	9.30am - 12.30pm	Closed
Tuesday	9.30am - 12.00/12.30pm	12.00/12.30pm - 3.00pm
Wednesday	9.30am - 12.00/12.30pm	12.00/12.30pm - 3.00pm
Thursday	9.30am - 12.00/12.30pm	12.00/12.30pm - 3.00pm
Friday	9.30am - 12.00/12.30pm	12.00/12.30pm - 3.00pm

**N.B: Sessions subject to change depending on
current numbers**





If you choose to bring your child at the earlier time of 1200 we will be running a "lunch club" between 1200 and 1230. Your child will bring their own **HEALTHY** lunch box and will have the opportunity to eat their lunch with the other children and staff. We will continue to offer the children milk or water with their lunch.

As lunch places are limited, "going to school" children will have priority and are allocated on a first come, first served basis. Lunch club is part of your child's session and should be attended regularly.

When preparing the lunch box please be mindful of children with allergies, ie no nuts, eggs or kiwi. Children will be reminded that their lunch box is their own and not to be shared.

The staff will assist the children with their lunch but we would appreciate if, where possible, it is in child friendly packaging.

MANAGEMENT AND ADMINISTRATION

Decision Making

The Playschool is run by an elected Committee, which ensures that major decision making is in the hands of the parents who use the group. It is responsible for reviewing both policy and practice, and for the employment and appraisal of staff. The Committee is elected annually at the Playschool's Annual General Meeting, which is held in the autumn term. The current Chair Person is Anita Keelor, who can be contacted on julie@hamblevillageplayschool.org.uk.

As a parent of a child at Playschool, you are automatically invited to attend regular Committee Meetings. The Committee and Staff get together every 6-8 weeks to discuss matters that have arisen at Playschool, organise fund raising events, allocate funds for new equipment and generally ensure the smooth running of the group.

If you would like to speak to a member of the Committee either before enrolling your child or at any time in the future, please do not hesitate to contact the Chair Person or any Committee member.

Fees

The Playschool charges **£3.00** per hour until the term following the child's third birthday, which is payable in advance. Children will be eligible for up to 15 hours of free education (subject to availability) from the term following their third birthday which is funded by the government under the Extended Flexible Entitlement scheme. Should your child claim their grant elsewhere, Playschool will charge a top-up fee, in line with the grant payment, which currently stands at **£4.12** per hour. Fees continue to be payable when a child is either absent without notice, or absent for a short period. In cases of prolonged absence, parents should consult the Committee. Each child's attendance at the Playschool is conditional upon continued payment of fees, and for eligible three and four year olds, the completion of a grant claim under the Extended Flexible Entitlement scheme. 4 weeks notice is required should you wish to cancel your child's sessions at Playschool.

The Playschool is part of Hampshire County Council's Pathfinder project for provision of the Extended Flexible Entitlement, which encourages experimentation with ways of best meeting the childcare needs of parents in our community. Parents are encouraged to discuss the days and hours of attendance that would best suit their needs with members of the management team and committee which will be reviewed on a termly basis with the aim of discovering ways that The Playschool can meet those needs. The Playschool will, from time to time, survey parents in order to find out how well we are meeting your needs and how we could do better; your participation in these surveys would be appreciated as we may be required to present their results to Hampshire County Council.

STARTING PLAYSCHOOL

The First Days

A child who is tense or unhappy will not be able to play or learn properly. It is important for parents and staff to work together to help children feel secure and confident in the Playschool. This may take longer with some children however parents should not feel worried if their child takes a while to settle.



Similarly, whilst ideally most children will be 'dry' by the time they start Playschool, we fully understand that some children may not be quite out of nappies.

If your child is 'toilet training' and using 'pull-ups' we will encourage them to use the toilet. Should your child fail to make the toilet in time our staff will change the soiled pull-ups/clothing.

What to Wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best for children to wear Playschool T-shirts or sweatshirts* that are easy to wash or alternatively old clothing. It is good for children to practice the skills that make them independent; simple clothing, that children can handle themselves, will enable them to use the toilet when they want to and remove outdoor clothing without being dependant on other people's help.

*These can be purchased from Playschool at the beginning of the morning sessions.

The Role of the Parent

We recognise parents are your children's first and most important educators; our Playschool aims to support parents carry out this task. Parents are welcome to:-

- Spend a session in the Playschool with their child.
- Assist with fundraising.
- Take part in the management of the Playschool by way of becoming a member on the Committee.
- Provide feedback and ideas for the Playschool.
- Represent the Playschool at branch and county activities of the Pre-School Learning Alliance.
- Attend training courses, workshops and conferences organised by the Pre-school Learning Alliance.
- Adhere to the Policies.

Adult Resources

We are proud of the high ratio of adults to children at the Playschool. The ratio ensures that individual attention is given to the individual needs and development of each child.

The Pre-School Rota

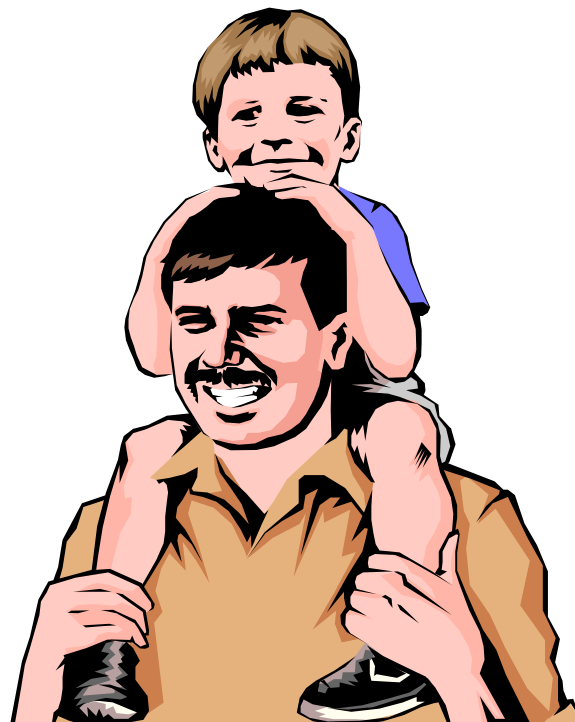
Research shows that children learn better when their parents are involved. Our rota system involves all parents helping in the Playschool on a regular basis; this helps to maintain the high adult to child ratio, guaranteeing individual care and attention for each child. It also gives parents the opportunity to take an active part in the Playschool, to see what happens there, and to talk about it with their children. Moreover, the rota system provides a valuable opportunity for children to see their parents/carers in a new role and taking an interest in what they do.

Record Keeping

We implement a record keeping system that allows observations about a child's progress at Playschool to be recorded. These records are confidential but available for a child's parents to read. Your child's key person is available for verbal feedback at a mutually convenient time with written reports sent out at the end of the summer term.

Special Needs

Each child is able to progress at his or her own rate in all areas of development, this holds true for children either with, or without, special needs. Our full Special Needs Policy is available on request.



STAFF

<u>NAME</u>	<u>POSITION</u>	<u>QUALIFICATIONS AND EXPERIENCE</u>	<u>DATES</u>
Julie Ash	Manager Tel: 07903 388568	Paediatric First Aid	Oct 2008
		Initial Child Protection	Jan 2006
		Food Hygiene	Feb 2006
		Health & Safety in the Workplace	May 2006
		Speech and Language Seminar	Sept 2006
		Managing Children's Behaviour	July 2007
		Advanced Child Protection	Oct 2007
		NVQ Level 3 Business Administration	Sept 2007
		EYFS - Make it Happen	Oct 2009
		Cache Level 3 Diploma in Pre-school Practice	Dec 2008
		Common Assessment Framework (CAF)	Sept 2008
		Leading & Managing People & Teams	Jan 2009
		Motivating & Inspiring Others	Jan 2009
		Foundation Degree in Childhood Studies	2009-2013
Jane Hooke	Supervisor	I.P.P.	Oct 2001
		Observation and Record Keeping Course	Jan 2002
		Diploma in Pre-school Practice (DPP)	April 2003
		Popeye	Dec 2003
		Makaton	Mar 2004
		Advanced Child Protection	May 2004
		First Aid	Nov 2007
		Learning Workshop - Small World Play	Sept 2004
		Communication Technology	Oct 2005
		Business Skills - Staff Performance Reviews	Oct 2005
		EYFS - A Sure Start for Every Child	Nov 2007
		Special Needs Code of Practice	Dec 2007
		Child Protection Awareness In Education	July 2007
		Letters and Sounds Training	Oct 2008
Thomas Training - Autism	July 2010		
Debbie Bowen	Supervisor	Child Protection Introduction	July 2001
		SENCO Induction Training	Nov 2001
		Paediatric First Aid	June 2009
		OBS and Record Keeping	Mar 2002
		Cache Level 3 Diploma in Pre-School Practice	Sept 2003
		Introduction Course for Special Needs	
		Co-ordinator	April 2003
		Makaton	Mar 2004

<u>NAME</u>	<u>POSITION</u>	<u>QUALIFICATIONS AND EXPERIENCE</u>	<u>DATES</u>
Debbie Bowen	Supervisor	Food Hygiene Record of Achievement Moderation Speech and Language Seminar Advanced Child Protection EYFS - A Sure Start for Every Child Letters and Sounds	Feb 2006 July 2006 Sept 2006 Oct 2007 Nov 2007 June 2008
Tina Evans	Assistant Level 3	Managing Children's Behaviour Paediatric First Aid Cultural Diversity Speech and Language Seminar Quality In The Early Years Conference Outdoor Learning Common Assessment Framework (CAF) NVQ 2 CCLD Health & Safety, Manual Handling Level 3 CCLD	Mar 2004 June 2009 Mar 2006 Sept 2006 Mar 2007 June 2008 Sept 2008 June 2009 Sept 2009 June 2011
Julie Hampton	Assistant Level 2	Child Protection Introduction Book and Story Telling Top Start Story Sack Managing Children's Behaviour Foundation Stage Planning Managing Children's Behaviour Rights, Respect, Responsibility Workshop Record Of Achievement Moderation Speech and Language Seminar Quality In The Early Years Conference Paediatric First Aid Letters and Sounds Training NVQ 2 CCLD	July 2001 Nov 2002 Mar 2003 Mar 2003 Nov 2003 Mar 2004 Mar 2004 Apr 2006 July 2006 Sept 2006 Mar 2007 Nov 2007 Oct 2008 Dec 2010
Linda Reed	Assistant Level 2	NVQ 2 CCLD Paediatric First Aid	Mar 2010 June 2009
Sharon Stott	Assistant Level 2	NVQ 2 CCLD Paediatric First Aid	June 2009 Nov 2007

Staff Training

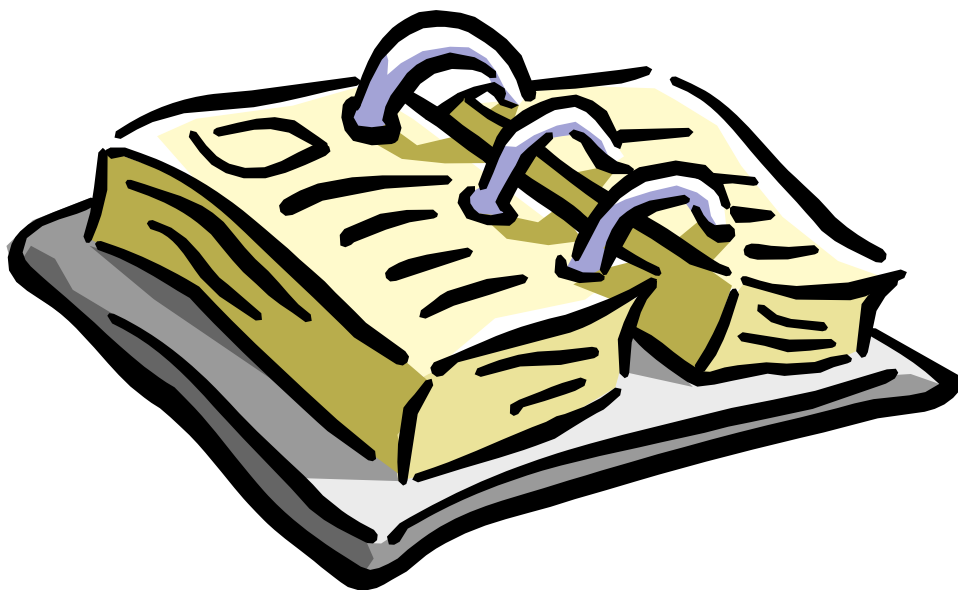
Our membership of the Pre-School Learning Alliance (PLA) ensures that we are constantly in touch with new thinking in the fields of child education and care. We receive a monthly magazine offering parental advice and up to date information, and have access to a range of professionally produced publications; parents may ask to see any of these. In addition, on-going training is available through PLA courses that welcome both parents and staff. Informal training is available through local meetings and conferences; parents will be kept informed of these.



POLICIES

Our Policy Statements are available from the Playschool. All our policies are designed to offer the best possible experience for the children and families in the group. Our policies are reviewed on a regular basis; comments and suggestions from parents are always welcome.

** Particular attention should be paid to the policies on late collection and sickness.*



CURRICULUM

All the children within the group are supported in developing their potential at their own pace. Our Key-Person system enables us to ensure a planned curriculum tailored to the needs of each child. As an Early Years Provider, Hamble Village Playschool has a legal responsibility to ensure the provision meets the learning and development requirements as set out within the **EARLY YEARS FOUNDATION STAGE (EYFS)**.

Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn.

Communication, Language and Literacy

- Children are encouraged to extend their vocabulary and fluency by talking, listening and responding to stories, songs and rhymes in both small and large groups.
- Children are helped to understand that written symbols carry meaning, to be aware of the purpose of writing and, when ready, to use drawn and written symbols for themselves.
- A well stocked book corner gives every child the opportunity and encouragement to become familiar with books, the ability to handle them correctly and to be aware of their uses, both for reference and as a source of stories and pictures.



Personal, Social and Emotional Development

- Children are supported individually in developing confidence, autonomy and self-respect within a nurturing environment.
- Children are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activity, conversation and practical example they learn acceptable ways to express their feelings and to have respect for the feelings of others.
- All children are given the opportunity to take responsibility for themselves and also for the group, its members and property.

Problem Solving, Reasoning and Numeracy



- By means of adult-supported practical experience, children become familiar with sorting, matching, ordering, sequencing and counting activities, which form the basis of early mathematics.
- As they use their developing mathematical understanding to solve practical problems, children are assisted in learning to use the vocabulary of mathematics and identify objects by shape, position, size, volume, and number.
- Songs, games and picture books help children become aware of number sequences and when they are ready, to use simple mathematical operations such as adding.

Knowledge and Understanding of the World

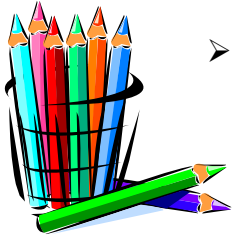
- A safe, stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. Children learn to observe the features of objects and substances, recognise differences and similarities, and to share their findings.
- Children are assisted in exploring and understanding their environment, both within the group and the wider community.
- A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques, as appropriate, to achieve their intentions and solve problems.



Physical Development

- A range of equipment and opportunities allows children to develop confidence and enjoyment in the use and development of their body skills.
- A high level of adult supervision enables children to safely create and meet physical challenges, develop increasing skill and control moving, climbing and balance.
- Children are supported in the development of the fine motor skills required to use tools including pens and pencils, and to handle small objects with increasing control and precision.

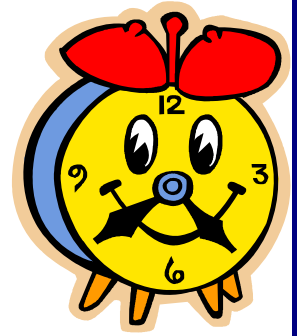
Creative Development



- Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions.
- Art equipment, including glue, crayons and pencils as well as natural and recycled resources, provides for open ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.
- Children join in and respond to music and stories; there are also many opportunities for imaginative role-play, both individually and as part of a group.

TIMETABLES

Morning Session



9.30	Welcome and settle.
9.45 - 10.00	Registration and discussion
10.00 - 11.15	<p>Free play, including Outdoor play</p> <p>Children are presented with a wide range of play and learning opportunities from which they are free to choose. They are encouraged and extended in their play by a dedicated team of adults. Within the Free-play session the "Snack Bar" is open. The children can then decide when to have snack themselves. This enables the children to make choices and to finish any activity at their own speed. Children are made aware of the rules of the "Snack Bar":</p> <ol style="list-style-type: none">1. select name card. The children are encouraged to read their own names on place cards.2. go to the toilet, wash hands3. sit at the table4. choose a drink and snack5. when finished, return to free-play <p>The children are encouraged to assist in tidying toys.</p> <p>Outdoor play</p> <p>Includes large group games, use of bikes, scooters, trikes, cars, bats, balls, beanbags, etc. The children are encouraged to share and take turns, play in small groups or teams for catching, throwing, etc.</p>
11.15 - 11.30	The children join together as a group in the book corner to choose and read the books of their choice.
11.30 - 11.45	Group singing/music/circle games or movement to music, developing and appreciation of rhythm, music and maths and the language elements in songs and nursery rhymes.
11.45 - 12.00	Group story time developing listening skills, language and literacy skills, prediction and sequencing as well as being a fun group activity to finish the session.

Afternoon Session

Some afternoon sessions are structured slightly differently to morning ones and are designed to prepare children for school, with the emphasis on following rules, taking turns, working in groups or teams.

12.00 or 12.30	Welcome and settle.
12.45 - 1.00	Registration and discussion.
1.00- 2.20	Free flow play, including Outdoor play (as per morning session)
2.20 - 2.35	Tidy up time.
2.35 - 3.00	Group time as per morning.

Lunch Club

We run a "lunch club" between 12.00 - 12.30. If you are interested please see Julie Ash (subject to availability).

We hope that your child's time in the Playschool will be happy and productive. If you have any queries, or if we can be of any help, please contact the Supervisor for your session or the Manager, you may also contact your child's Key-Person, or a member of the Committee.

Playschool

Tel: 07708 426134

(session time only)

Julie Ash

Waiting lists/
Sessions available

Tel: 07903 388568

Anita Keelor

Chair Person

julie@hamblevillageplayschool.org.uk

(Updated July 2011)