

# HAMBLE VILLAGE PLAYSCHOOL

**Prospectus  
2014/2015**

# 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

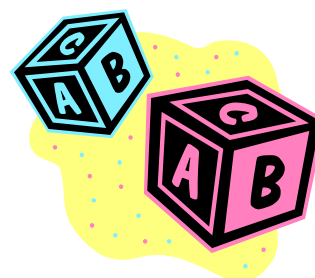
- We are registered with OFSTED and subject to their inspections periodically.
- A curriculum through which children are able to learn at their own pace, working towards approved learning outcomes with the support of plenty of adults.
- Good care and attention made possible by a high ratio of staff to 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	9.00/9.30am - 12.30pm	Closed
Tuesday	9.00/9.30am - 11.30/12.00/12.30pm	12.00/12.30pm - 3.00pm
Wednesday	9.00/9.30am - 11.30/12.00/12.30pm	12.00/12.30pm - 3.00pm
Thursday	9.00/9.30am - 11.30/12.00/12.30pm	12.00/12.30pm - 3.00pm
Friday	9.00/9.30am - 11.30/12.00/12.30pm	12.00/12.30pm - 3.00pm
Tues to Fri	All day 9.00/9.30am - 3.00pm	

\*Option of 0900 start commences in January 2014\*

**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 or eggs. 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.

*Please ensure that lunch boxes are clearly named on the **OUTSIDE** please.*

## 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 Kylee Tyrrell, who can be contacted on [chair@hamblevillageplayschool.org.uk](mailto:chair@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 **£4.15** 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 Early Years Education (EYE) Grant. Should your child claim their grant elsewhere, Playschool will charge a top-up fee, in line with the grant payment, which currently stands at **£4.26** per hour.

Playschool is also registered to receive 2 year old funding, subject to families meeting the required criteria. Please see Julie Ash for more details.

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 form under the Early Years Education (EYE) Grant. 4 weeks notice is required should you wish to cancel your child's sessions at Playschool.

# 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.



## *Key Person*

Every child is assigned a member of staff as their 'Key Person'. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

## *Toileting*

Ideally most children will be 'dry' by the time they start Playschool, but we fully understand that some children may not be quite dry. If you are 'toilet training' your child and using 'pull-ups' we will encourage them to use the toilet during their time at playschool. 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 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.

## ***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***

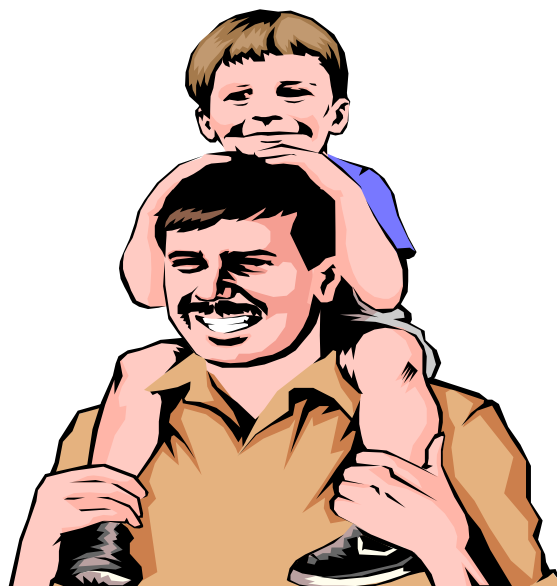
We are proud of the high ratio of adults to children at the Playschool. The ratio ensures that individual attention is given to the individual needs and development of each child.

## ***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 a written learning and development summary sent out termly.

## ***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	Food Hygiene	Feb 2006
		Health & Safety in the Workplace	May 2006
		Speech and Language Seminar	Sept 2006
		Managing Children's Behaviour	July 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
		Motivating & Inspiring Others	Jan 2009
		Paediatric First Aid	Sept 2014
		Makaton	Sept 2012
		Foundation Degree in Childhood Studies	July 2013
		Safeguarding Level 3 and 4	May 2013
		Keep On Talking Project	2014
		SENCO Induction	Oct 2014
		Leadership and Management Makeover	Mar 2014
		Elizabeth Jarmin - Friendly Spaces	Nov 2013
Debbie Bowen	Supervisor and Senco	Child Protection Introduction	July 2001
		SENCO Induction Training	Nov 2001
		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
		Food Hygiene	Feb 2006
		Record of Achievement Moderation	July 2006
		Speech and Language Seminar	Sept 2006
		Advanced Child Protection	Oct 2007
		EYFS - A Sure Start for Every Child	Nov 2007
		Letters and Sounds	June 2008
		Paediatric First Aid	June 2012
		Makaton	Sept 2012
		Safeguarding Level 3	Mar 2013
		Keep On Talking Project	2014
Elizabeth Jarmin - Friendly Spaces	Nov 2013		
Thomas Training	Nov 2014		

<u>NAME</u>	<u>POSITION</u>	<u>QUALIFICATIONS AND EXPERIENCE</u>	<u>DATES</u>
Julie Hampton	Assistant Level 2	Child Protection Introduction Book and Story Telling Story Sack 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 Makaton Diploma for the C&YPW (QCF) Level 3 Elizabeth Jarmin - Friendly Spaces	July 2001 Nov 2002 Mar 2003 Mar 2004 Mar 2004 Apr 2006 July 2006 Sept 2006 Mar 2007 Sept 2011 Oct 2008 Dec 2010 Sept 2012 Oct 2014 Nov 2013
Pamela Jackson	Assistant Level 3	Foundation Stage Awareness Introduction to Portage Cache Diploma in Pre-School Practice Food Hygiene Safeguarding Level 2 Special Needs Co-Ordinator Introduction to the EYFS Behaviour Management Makaton Elizabeth Jarmin - Friendly Spaces Inclusion	July 2000 July 2001 Oct 2002 June 2003 Nov 2010 Nov 2010 Jan 2011 Dec 2011 Feb 2012 Nov 2013 June 2014
Linda Wright	Assistant Level 3	Level 3 Diploma Makaton Paediatric First Aid Elizabeth Jarmin - Friendly Spaces	July 2012 Sept 2012 Nov 2010 Nov 2013
Sharon Stott	Assistant Level 3	Level 3 Diploma Paediatric First Aid Makaton Elizabeth Jarmin - Friendly Spaces	July 2012 July 2013 Sept 2012 Nov 2013
Joanna Berry	Assistant	Level 3 Diploma Elizabeth Jarmin - Friendly Spaces	Apr 2015 Nov 2013

## *Staff Training*

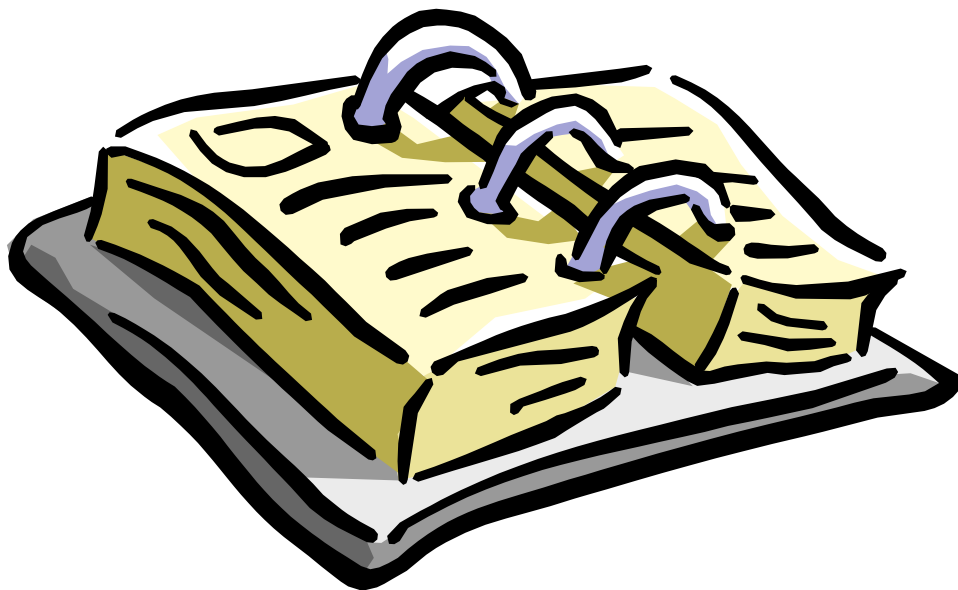
Our membership of the Pre-School Learning Alliance (PLA) ensures that we are constantly in touch with new thinking in the fields of child education and care. We receive a monthly magazine offering parental advice and up to date information, and have access to a range of professionally produced publications; 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

As an Early Years Provider, Hamble Village Playschool has a legal responsibility to ensure that children learn and develop well and are kept healthy and safe, in line with the standards as set out in 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.

There are 7 areas of learning and development within the early years. These areas are divided into *Prime* and *Specific* areas.

The 3 Prime areas consist of:

***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.

- 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.



***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.

- 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 in 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.
- During snack and lunch time staff engage children in conversation about various foods and which are healthy.

**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.

- 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.

The 4 specific areas comprise of:

**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.

- 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.

**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.



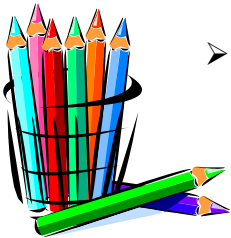
- By means of adult-supported practical experience, children become familiar with sorting, matching, ordering, sequencing and counting activities, which form the basis of early mathematics.
- As they use their developing mathematical understanding to solve practical problems, children are assisted in 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 and subtraction.

***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.

- 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.



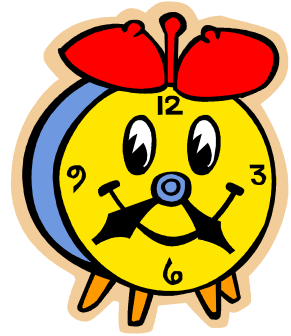
***Expressive arts and design*** – involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.



- 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, 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*



0900/0930

Welcome, settle and Hello Time.

0940 to 1130

#### **Free play, including Outdoor play and small group time**

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":

1. go to the toilet, wash hands
2. help prepare their snack with adult support
3. sit at the table
4. when finished children wash their bowls

The children are encouraged to assist in tidying toys.

#### **Outdoor play**

Includes large group games, use of bikes, scooters, small world, water, sand, bats, balls, construction, digging/planting, role play. The children are encouraged to share and take turns, play in small groups or teams for catching, throwing, etc.

#### **Small group time**

Staff with their key children group together to take part in a focused activity.

1130 to 1145

The children join together as a group in the book corner to choose and read the books of their choice.

1145 to 1155

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.

and/or

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.

1200 or 1230	Welcome and Hello Time.
1200 to 1230	Lunch club.
1230 to 1420	Free flow play, including Outdoor play and small group time (as per morning session)
1420 to 1430	Tidy up time.
1430 to 1500	Group time as per morning.

## *Lunch Club*

We run a "lunch club" between 1200 - 1230. 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.*

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Playschool

**Tel: 07708 426134**

(session time only)

Julie Ash

Waiting lists/  
Sessions available

**Tel: 07903 388568**

[julie@hamblevillageplayschool.org.uk](mailto:julie@hamblevillageplayschool.org.uk)

Kylee Tyrrell

Chair Person

[chair@hamblevillageplayschool.org.uk](mailto:chair@hamblevillageplayschool.org.uk)

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(Updated Nov 2014)