



# Peter Pan Pre-school

The Pavilion  
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Setting Manager & Admissions: Andrea Francis

## Welcome Book

Registered Charity No. 1028069  
OFSTED Reg. No. 120156

## ***Welcome to Peter Pan Pre-school***

**"I hear and I forget  
I see and I remember  
I do and I learn... "**

### **Our setting aims to:**

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

### **Parents**

Parents are regarded as members of our setting who have full 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.

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 parent 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.

### **Children's development and learning**

The provision for children's development and learning is guided by The Early Years Foundation Stage. From September 2008 the Early Years Foundation Stage became law.

### **How we provide for development and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

Development and Learning comprises of three prime areas:

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

Within these three prime areas we also provide opportunities for children to develop skills in the following specific areas:

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

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education. The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

### **Personal, social and emotional development**

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.



### **Communication, language and literacy**

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;

## Physical development

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies, including how to take care of dressing, undressing and personal hygiene.



## *Our approach to learning and development and assessment*

### Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance Early Years Foundation Stage to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

### Records of achievement (Learning Journey)

The setting keeps a record of achievement (Learning Journey) for each child. Staff and parents working together on their children's records of achievement is one of the ways in which the key person and parents work in partnership. Your child's Learning Journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

### **Working together for your children**

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We currently work well within this ratio and have 5 members of staff in on each morning. This helps us to

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.



### **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- taking part in our stay and play sessions
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

### **Key persons and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. Once your child has settled into the routine of pre-school they will be allocated a key person, usually the person they have developed a bond with.

### **Learning opportunities for adults**

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education. The setting also keeps itself up-to-date with best practice in early years care and education, as a

member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available for you to read.

### **The setting's timetable and routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

### **The session**

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. 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-initiated and adult-led activities, as well as those provided in the indoor playroom.

### **Snacks and lunchtime**



The setting makes snacks and meals a social time at which children and adults eat together. During the morning we have a variety of fruit and vegetables available at our snack bar as well as milk or water to drink. Do tell us about your child's dietary needs and we will make sure that these are met.

The term after your child turns 3 you have the option of sending him/her to our lunch club at the end of the normal session. These sessions are a good opportunity to focus on a variety of skills - including eating lunch and un/dressing for PE - which are important when they start school. You are asked to provide a packed lunch and a simple PE kit.

### **Policies**

Copies of the setting's policies and procedures are available for you to see at the setting on our information table. The setting's policies help us to make sure that the service provided by the setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents. The staff and parents of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

## **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our stringent employment practices mean that children are protected against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff. Every member of staff attends frequent safe guarding training and holds a valid enhanced CRB check certificate.

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

## **Special needs**

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001).

Our Special Educational Needs Co-ordinator is Sally Kenny

## **The management of our setting**

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting.

The committee is responsible for:

- managing the setting's finances;
- employing and managing the staff;
- making sure that the setting has, and works to, policies that help it to provide a high quality service; and
- making sure that the setting works in partnership with the children's parents;
- fundraising.

The Annual General Meeting in Spring every year is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

## **Fees**

The fees are payable in advance with the flexibility of paying weekly/half termly or termly. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to Andrea Francis who is our setting Manager.

For your child to keep her/his place at the setting, you must pay the fees. We are in receipt of nursery education funding for three and four year olds; where funding is not received, then fees apply. For 2014 the following fees apply:

Registration Fee - £20.00

Children under 3 - £5.25 per hour (each session is 3 hours)

Children over 3, in receipt of Nursery Education Grant, will have their costs met by the grant for up to 15 hours per week. Any additional hours will be charged at £5.25 per hour.

Once the number of days your child will attend has been confirmed (normally in the term before they are due to start), you will be liable to give 6 weeks written notice of your intention to reduce the days or be liable to pay the fees instead. Peter Pan Pre-school also accepts Childcare Vouchers. Please ask for further details when your child starts with us.

## Starting at our setting

### *The first days*

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the setting. The setting has a policy about helping children to settle into the setting.

### *Clothing*

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

### *Illness*

If your child is unwell and not able to attend pre-school, we do ask that you telephone on the first day of their absence to let us know. If we do not hear from you, we are obliged to contact you.

We do ask that you let us know if your child is suffering from an infectious condition (e.g. chicken pox, head lice) so that we may advise other parents and carers to look out for symptoms. We also ask that you do not bring in your child if they have been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack. Your child's name is kept confidential.

And Finally...

Please don't expect too much of me,  
I'm learning more than you can see.  
Being simply here to enjoy and play  
means more to me than words can say.  
Please don't fret at the end of the day  
if I have nothing to display.  
I really gain so much from play,  
social skills and come what may.  
So when I come home empty handed  
from such a busy day,  
Please don't say  
'Haven't you done anything today?'

