



# Prospectus

## 2014/15



Our Prospectus aims to provide you with all the general information about Marcham Pre-school, giving you a view of how our sessions run and our Partnership with Marcham Primary School. You are very welcome to visit the Pre-school, please telephone the Lead Practitioner on 01865 392101 or e:mail [marcham-preschool@hotmail.co.uk](mailto:marcham-preschool@hotmail.co.uk) to arrange a convenient time, or to obtain an application form. If you have any queries or there is something we have not covered, please ask. More details are available from our website [www.marcham-preschool.weebly.com](http://www.marcham-preschool.weebly.com)



## Our Aims, Values and Principles

Marcham Pre-school provides a relaxed and friendly setting in which young children can play and learn. It is widely recognised that children learn best when they feel happy, secure and are suitably challenged and we aim to provide this through a play-based curriculum with both child and adult-initiated activities and exploration. We provide an environment where children can learn through their play and while we offer adult-led activities and group time the focus is still on play and discovery as the children can learn at their own pace. Within our practice we regularly observe each child and note their achievements and current interests. This information is used to guide us when planning future activities to ensure that each child has the opportunity to experience a variety of areas aimed at their individual level and further their holistic development. Children are not made to take part in any activity they do not want to do, but gentle encouragement may be given to help each child to diversify and try new things.



When we made 'monster face' pizzas the children were able to select their own ingredients, learn how to use knives safely, consider the need to share, as well as use their personal creativity to design their face - while having great fun and being able to eat the end results!



We regularly hold a 'bedtime story hour' where the children (including older/younger siblings) come back to pre-school in their pyjamas for stories and snack.... Meanwhile the parents retreat to the hall for a slide show, chat and review of development files.

## OFSTED

Marcham Pre-school is inspected regularly by Ofsted. During our last inspect (March 2012) the Inspector's findings were that all areas were "OUTSTANDING - (AREA OF PROVISION IS EXEMPLARY)". Our full report can be accessed free at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) reference EY364409), or you may obtain a copy by contacting us, or visiting our website at [www.marcham-preschool.weebly.com](http://www.marcham-preschool.weebly.com)

From our last report in March 2012, only one recommendation was made. This was to:-

"build on the excellent relationship established with the school to further share expertise"

We have put effective systems in place to share experience and ideas with Teaching staff to ensure that we continue to offer the best provision for the children at Marcham Pre-school. We look forward to our next inspection in 2015.

## General Information

The Pre-school meets Monday to Friday throughout the school term for the following sessions:-

Morning (8.55-11.55)	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch (11.55-1pm)	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon (1pm-3pm)	Monday	Tuesday	Wednesday	Thursday	Friday

Children are eligible to attend at 2 years old and can continue until they start school. We plan sessions with a variety of activities and incorporate the children's current interests for discussions and activities for the children to take part in. At the same time we encourage free play, so that children can develop at their own pace and explore the things they are attracted to.

We are members of the Pre-school Learning Alliance which ensures we are kept up to date with new initiatives and training. Our Pre-school is managed by a committee, which is elected annually by all parents and carers. Marcham Pre-school is a registered charity and our fees are kept to the minimum necessary to cover wages, heating, electricity and insurance and they are reviewed on an annual basis. Fund-raising is therefore a vital aspect of the committee's work as well as providing for all the consumables and equipment.

## Staff

**Early Years Lead Practitioner** - Nicky has worked as the Pre-school since September 2005 and holds a BA Degree in Early Years. Nicky manages the day-to-day running of the pre-school and co-ordinates planning and activities. She has a great interest in Early Years & child development. She is a qualified First Aider and supervises Lunch Club at Marcham Pre-school.

**Early Years Senior Practitioner** - Marion on holds a Diploma in Pre-school Practice and has worked for Marcham Pre-school since September 1996. Marion is our appointed SENCo (Special Educational Needs Co-ordinator) and has undertaken specific training to a high level for this area and is also a qualified First Aider. She assists in the smooth running of the setting and works closely with all the children. Marion is a Lunchtime Supervisor at Marcham School.

**Early Years Key Practitioner** - Katharine joined the Pre-school in May 2007 and holds a Level 2 qualification in working with children. She is a qualified First Aider and also supervises lunch times at Pre-school. Katharine works closely with the children and enjoys a range of activities every day.

**Early Years Practitioner** - Natasha help support the staff and children throughout their time at Pre-school. She holds both a Level 2 qualification and a first aid certificate.

**Early Years Assistant Practitioner** - Louisa joined us in 2013 and is currently working towards her Level 2 qualification. Monika is our newest member of the team, joining us in September 2014. Both are invaluable in supporting the children and staff.

There will always be a minimum of two staff members present, one of which will hold at least a level 3 qualification as well as a First Aid Certificate. We ensure that sufficient staff are on duty to meet the statutory staff:child ratios at all times, which are:-

- 1:8 for children over 3 years of age
- 1:4 for children under 3 years of age

However, we ensure that all children's needs are met and will often work at a higher ratio.

## Marcham Foundation Stage Unit

The Foundation Stage Unit was formed in September 2007 and unites the work of Marcham Pre-school and Marcham Primary School's Reception Class. Whilst each remains under its own management, we work together with an aim to provide the best possible Early Years' experience for children between the ages of 2 and 5. The Unit exists to enable continuity and a smooth transition between Pre-school and Primary School whilst working within the Early Years Foundation Stage Curriculum (EYFS). This is in place to facilitate the learning and development for children commencing Pre-school at 2, after which the children are encouraged to progress through the EYFS. Children are eligible to join a Reception Class in the September following their 4<sup>th</sup> Birthday, when the final year of the curriculum is taught.

Marcham Pre-school and Reception Class staff work closely together to meet the goals and interests of the children. We come together for activities, special events and some singing and story times. We have a large, shared, outside area, allowing the children of all ages to play and learn together. There is a grassed area, climbing frames and garden, space where the children use tricycles, scooters and other large apparatus, and canopied areas outside each classroom where separate outdoor activities can be set out when necessary to support the individual needs of the two groups and particularly meet the requirements of the National Curriculum for children over the age of 5. Pre-school staff are always present when our children are outside and we operate an 'open-door' policy allowing the children to play inside or outdoors throughout our sessions.

We run regular sessions, where the children can mix and share resources and play. This also provides an opportunity for Reception class staff to get to know the children as well as share expertise and ideas for supporting them in their learning and development.

### What the Parents say....

"We were delighted with how well Zac settled in to reception class and put this down to all the hard work pre-school did at making sure he was really familiar with the 'big school' environment. All the small things like attending the celebration assembly, regular joint activities with the year above and sharing time in the playground meant that starting school was a very natural and easy step for him." Mrs Field, mother of Zac, age 5



## The Key Person Approach

We operate a system recommended by the Pre-school Learning Alliance whereby every family is allocated a member of staff as their Key Person. The Early Years Foundation Stage recognises the importance of emotional attachments for young children, particularly when away from their parents. Through this approach we aim for each child to be given the opportunity to form a strong relationship with a 'Key Person' who will help them settle and offer security through a friendly and familiar face. We also hope you will get to know your Key Person and share family values and expectations with them. They will also discuss your child's progress and share his/her play plans, records and observations with you. Similarly, if you have any concerns or requests, your child's Key Person is the person to contact. Your input is welcomed and valued in assisting the Key Person in observing your child and meeting their individual learning and emotional needs.

## Settling In

We work hard to ensure that the transition from home to pre-school is as smooth and worry free as possible for both you and your child. In order to achieve this there are a number of things which we have put in place and we hope that you will take advantage of these one you have registered your child to help you all to settle and become used to the setting and routines.

1. **HOME VISITS.** Children who meet their Key Person at home, in a safe and familiar place find it much easier to settle once they begin at Pre-school. We therefore offer a home visit to all our new families.
2. **STAY AND PLAY.** Children are invited with their parents/carers to weekly session where they can play knowing someone 'safe' is nearby. This enables families to get to know the staff, children and setting before that first step of staying alone.

"Finn loves coming to the stay and play sessions at pre-school. He asks every day if he can come and when it is our day for coming in he tells me what he wants to play with and is very sad to go home at the end of the session! It's great for me to get to know the staff and routines of the pre-school too."

3. **FIRST DAY.** We try to stagger the starting date for our September intake in order that the chosen Key Person can give individual attention to each child. To help this, we ask that new families arrive at 9.15 once our 'regulars' have left.

## FUNDING AND FEES

In order to keep our fees as low as possible invoice for the whole term are handed out during the first week of term. We are happy to accept payments weekly, monthly,  $\frac{1}{2}$  termly, etc. but it is helpful if you could let us know how you intend to spread your payments. If you have a problem concerning fees, please speak to Nicky or the Committee Treasurer in confidence and we will try to help you. Fees are still payable when your child is absent from Pre-school, whether because of illness or holidays. However, you may sell your hours to another Pre-school family. Staff will be quite happy for you to advertise the spare place on the notice board, as long as you let them know.

Please speak to Nicky if you wish to increase/decrease or amend your sessions which we are happy to do if we have availability. If you wish to withdraw your child altogether, a period of six weeks term time notice is usually required.

Our hourly fees rate has been set at **£4.25 per hour**. This rate will apply from age 2 until the Nursery Education Grant funding becomes available. See 'Funding - 3 year olds' below.

## FUNDING - 3 YEAR OLDS

The Government currently funds upto 15 hours per week for 38 weeks per year for each child from the term after their 3<sup>rd</sup> birthday. We will contact you to complete the documentation to enable us to claim this funding on your behalf as soon as it applies to your child.

Children's 3 <sup>rd</sup> birthday between:	Will receive funding/reduced fees from:
1 <sup>st</sup> September - 31 <sup>st</sup> December	SPRING TERM - JANUARY
1 <sup>st</sup> April - 31 <sup>st</sup> August	AUTUMN TERM - SEPTEMBER
1 <sup>st</sup> January - 31 <sup>st</sup> March	SUMMER TERM - APRIL

For children attending for over 15 hours per week, or who claim funding at another setting a charge of **£4.00 per hour** will be made.

## FUNDING - 2 YEAR OLDS

The Government also provides funding for some 2 year olds that meet certain requirements. To be eligible for this funding one of the following criteria must apply:

1. You are in receipt of one of the following benefits:
  - [Income Support](#)
  - [Income-based Job Seekers' Allowance](#)
  - [Income-related Employment and Support Allowance](#)
  - Support under Part VI of the Immigration and Asylum Act 1999
  - [The Guaranteed element of State Pension Credit](#)
2. Your family receives [working tax credits](#) and has an annual gross earning less than £16,190.
3. Your two year old child has a current statement of special educational needs or an education, health and care plan; or attracts Disability Living Allowance (DLA).
4. Two year olds currently in the care of the local authority (Looked After Children) or who have left care through special guardianship or an adoption or residence order.

If you think you may be eligible, please speak to the Lead Practitioner, Nicky.

## Parent Involvement

We understand the importance of Parent involvement in children's learning and encourage all family members to contribute to their child's Pre-school experience and support learning at home. One way to do this is by staying to play. This is an opportunity to see what goes on during our sessions, share any skills you may have (whether you are a fantastic artist or just enjoy reading stories one to one!). All children love to have a parent to 'show off' and you will have the chance to explore the activities we offer and how these support your child's learning and development.

We understand that it is not always possible for parents to come in and help, and there are many other ways you can be involved, from carrying out activities at home, bringing in items from home and sharing other experiences from home, or joining the committee or fundraising events. We welcome help from mums, dads, grandparents or any other carer!



Each year around father's day we invite all dads, grandads, uncles, brothers, etc. into Pre-school for a play. These dads, and many others had a wonderful time, staying for just an hour was a wonderful experience for the children, and hopefully the dads too!

## The Committee

Whilst the Lead Practitioner has responsibility for the day-to-day running of the Pre-school, the committee (made up of parents and carers) are responsible for the management and administration of the Pre-school. The role of the committee includes the appointment of staff, policy decisions, fund raising and generally ensuring that the Pre-school runs smoothly and efficiently and meets any statutory requirements.

Both the staff and committee are keen to encourage parents to become involved with Pre-school activities and it is an excellent way for parents to contribute to decisions about their child's Pre-school and to get to know other parents. There is always room on the committee for willing volunteers!

## Policy Documents and Information

The Pre-school works in line with agreed policies in the following areas:-

- |                               |                             |                        |                                 |
|-------------------------------|-----------------------------|------------------------|---------------------------------|
| 1. Admissions                 | 2. Child Protection         | 3. Complaints          | 4. Confidentiality              |
| 5. Diet - Policy and Practice | 6. Behaviour Management     | 7. Equal Opportunities | 8. Health & Hygiene             |
| 9. Parental Involvement       | 10. Safety                  | 11. Equipment and Toys | 12. Settling in to Pre-school   |
| 13. Special Needs             | 14. Staffing and Employment | 15. Student Placement  | 16. Lost & Uncollected Children |
| 17. Curriculum Policy         | 18. Personal Care Policy    |                        |                                 |

Upon registration a full copy of our policy documents will be provided, parents are asked to read and agree to them. If you would like to see our full policy documents at this time, please contact the Lead Practitioner.

## **Child Protection**

Under the Children Act we have a responsibility to protect the children in our care and we must report any incidents or suspected abuse to the Social Services.

## **Equal Opportunities**

We aim to provide a Pre-school that is available to all children and families in the community. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination.

## **Special Needs**

We aim to provide appropriate learning opportunities for all children including those with disabilities or learning difficulties. We have a member of staff who has attended courses on special educational needs and our system of observations and record-keeping, in conjunction with parents, ensures we can monitor children's needs/progress on an individual basis.

## **Behaviour Management Procedure**

The Pre-school supports the use of positive behaviour. Positive behaviour is always praised and the staff will endeavour to provide positive models. Should a child misbehave an explanation will be given to the child as to why their behaviour is inappropriate and where necessary a time-out period is implemented.

## **Accident Procedure**

When an accident happens at Pre-school, a member of staff will deal with it, record the details in the accident book and inform the parents. However, if an accident occurs, which cannot be dealt with on the premises we will contact the parents, or failing that, the emergence contact number given by them. If there is no reply from this number a member of staff will take the child to the surgery or Emergency Unit. Meanwhile, we will continue to contact the parents as quickly as possible.

## **Collection of Children**

We take the safety and security of the children in our care very seriously and have a system in place to monitor those adults collecting children from our sessions. Upon registration parents are asked to name all those adults who may collect their child on a regular basis, we also hold a book for you to record details of any adult collecting on a particular date (and who isn't on your collection list). Whenever possible we would ask to be introduced to someone due to collect your child, however we appreciate that this may not always be possible and on those occasions we will ask the child to identify anyone collecting them. If we are at all uncertain about the identity of a person arriving to collect a child, we may telephone the parents for confirmation. Please understand that this is for the safety of your child and we ask those involved to be patient and understanding throughout this procedure. It is important to update the collection information we hold if circumstances change as we CANNOT allow anyone to collect a child who isn't registered with us or entered in the collection book.

## Tapestry

We record the children's progress through an on-line system called 'Tapestry'. Observations and assessments are added daily and parents and carers are able to access these through a secure server and see what their child has been enjoying at pre-school. Observations and comments can also be added from home. Some families allow grandparents, other settings or relatives access to Tapestry and their child's Learning Journal. Access can be made through a desktop website or via an app (itunes and android). Pictures and videos (individual and group) are added to support our records and build a true Learning Journal of each child's time at pre-school as they play and learn. We value children learning within groups and photographs of your child may therefore be included in other children's records.

## What each child will need for Pre-school

There are a few things which your child will need to bring, or leave at, Pre-school:-



**Snack Time.** Each child is asked to bring an item to be shared at snack time, such as fruit, cheese, carrot sticks, cucumber, bread sticks, etc. We aim for each child to receive  $\frac{1}{2}$  a portion per session, so if your child attends 4 sessions then 2 pieces of fruit per week is sufficient. Please do not bring items high in sugar or salt, or any items specifically containing nuts. Cakes are occasionally provided on special occasions.



**Drinks.** Water is provided throughout our sessions, with a choice of milk or water at snack time. A named bottle may be brought in but only with water please, as juices encourage ants!



**Clothing.** Pre-school activities can be messy and although we do provide aprons, please do not send your child in special clothing. Pre-school Sweatshirts and T-shirts are available to purchase but are not compulsory. We try to get outside all through the year so appropriate clothing and footwear is needed for all weathers. We do have a limited supply of spare clothing and nappies but please bring a named bag with spares which you may leave on your child's peg.



**Comforters.** If your child has a comforter or soother, they are welcome to bring it but please try to avoid bringing anything too special.

We do ask that personal toys and possessions are **NOT** brought into pre-school.

# The Early Years Foundation Stage Curriculum

There are 4 main themes within the Early Year Foundation Stage (EYFS), with each area being divided into 4 principles to support these themes. These are summarised below:-

## 1. A UNIQUE CHILD

**"Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured."**

### 1.1 Child Development

Children develop at different rates and every area of development is equally important.

### 1.2 Inclusive Practice

Diversity of individuals and communities is valued and respected. No child or family is discriminated against.

### 1.3 Keeping Safe

Children develop resilience when their physical and psychological well-being is protected by adults.

### 1.4 Health & Well-being

Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being.



At Marcham Pre-school we understand that all children are individual with differing needs and interests. We offer a range of activities throughout our sessions, encouraging the children to build on what they already know and further their understanding of the world around them. Children can choose which activities they would like to explore both indoors and outside. We provide a safe environment that minimises risks to children, but at the same time offer a structure in which they can learn to take their own risks. We have a quiet area where children can rest or sleep if they need to. We monitor each child regularly and record their progress in their development file, this can take place through daily discussions with the child about what they are doing or through more formal observations. This information is used by staff to plan areas where the child should progress over the next few weeks/months. Parents are regularly given the opportunity to review their child's file and can ask to do so at any time. Staff are happy to discuss any concerns you may have and time can be arranged for any discussions in confidence.

## 2. POSITIVE RELATIONSHIPS

“Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.”

### 2.1 Respecting each other

Children develop best when their feelings are respected and acknowledged.

### 2.2 Parents as Partners

Parents are children's most enduring educators. When parents and staff work together, children's development and learning will be enhanced.

### 2.3 Supporting Learning

Warm, trusting relationships with knowledgeable adults support children's learning more than any amount of resources.

### 2.4 Key Person

A Key Person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building a relationship with their parents.

Through our Key Person Approach we aim to provide young children with secure relationships as a firm foundation for them to gradually learn to become independent at their own pace. We understand the important role parents play in educating their children and welcome any input and involvement. Each child has a development file which we share and discuss with parents. We also ask for contributions from home, such as current interests, developmental achievements, etc. There are many other ways that parents can become involved which are detailed above (see section 7).



A familiar lap...



A parent sharing her hobby

### 3. ENABLING ENVIRONMENTS

#### 3.1 Observation, Assessment & Planning

Schedules and planning should flow with the individual child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.

#### 3.2 Supporting Every Child

The environment supports every child's learning through planned experiences and activities that are challenging but achievable.

#### 3.3 The Learning Environment

A rich and varied environment supports children's learning and development. It gives the confidence to explore and learn in secure and safe, yet challenging indoor and outdoor spaces.

#### 3.4 The Wider Context

Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development.



The spaces available to the children are safe, stimulating, unique, challenging and fun. The adults around them support, encourage, suggest and demonstrate new ideas, skills and ways to use them.

All children are included in our cycle of observations as well as daily 'snap shot' records. This ensures that the learning needs of all children are met and helps plan suitable activities to support them. By creating a secure bond with the adults in the setting we can enhance the children's learning through questioning and by encouraging their own explorations. Many activities allow the child to learn through their personal discoveries rather than being 'taught'.

## 4. LEARNING AND DEVELOPMENT

Children develop and learn in different ways and at different rates, and all areas of learning and development are equally important and inter-connected.

### 4.1 Play and Exploration

Children's play reflects their wide ranging and varied interests and through play children learn at their highest level.

### 4.2 Active Learning

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

### 4.3 Creativity and critical thinking

When children have opportunities to play with ideas in different situations they discover connections and come to better understandings and ways of doing things. Adult support in this process enhances their ability to think and ask questions.

### 4.4 Areas of Learning & Development

All areas are connected and activities will often incorporate learning objectives from more than one area. There are 3 prime areas of learning: Personal, social and Emotional Development, Communication and Language, and Physical Development. In addition, there are four specific areas, being: Expressive Arts and Design, Mathematics, Understanding the World and Literacy. Each area is explained in more detail below.

## PRIME AREAS OF DEVELOPMENT

### Personal, social, emotional development

Children are encouraged to play in groups of different sizes on a wide range of tasks so as to develop their social skills. These include sharing, turn taking (eg board games), expressing themselves (puppets and drama), trusting new grown ups (ie staff and parent helpers) and other children as well as learning to become more independent. At registration time the children are invited to show and discuss items they have brought in for 'show and tell'. They are expected to listen carefully and show respect for the feelings of others.



Each week Jill Rowe, the Youth and Children's Minister for Marcham retells a bible story for the children.



The children learn to work collaboratively, sharing and taking turns to achieve the desired effect.

## Communication and language

We have a book corner which is arranged with comfortable seating, where the children are able to select a book for themselves or ask to share it with an adult or friends. Each Pre-school session includes singing, rhymes or ring games and are rounded off with story time. Each child is expected to listen attentively and is drawn into the discussion. The staff work to extend the children's vocabulary and use language in all activities, especially through role play.



The opportunity to enjoy a book in a relaxing and inviting reading area

## Physical Development

Fine and gross motor skills are constantly practiced during sessions. The former through activities such as colouring, pouring in the sand and water tray, painting, writing, threading, kneading, cutting and gluing, etc. The latter through using equipment to throw, catch, peddle, balance, hop and jump. We have a large outside play area where the children can ride tricycles and play games.



## SPECIFIC AREAS OF DEVELOPMENT

### Mathematics

At Pre-school we tackle mathematics very practically. We use sand and water trays, playdo, cooking and construction kits to develop the children's sense of spatial awareness and measurement, including capacity and volume. Through a range of games and apparatus children are introduced to the number system and the language involved in simple operations such as addition/subtraction, sorting/sequencing (eg. Dominoes and threading beads). We use many opportunities for counting/matching throughout each session. A variety of activities to allow the exploration of patterns also encourage the children to think about the repetition in number patterns.

## Understanding the World

Children are encouraged to think about and discuss their environment, explore materials, and observe the living world. Visitors (eg. The Police and Fire Brigade) help to extend these experiences as well as visits to amenities within the local environment. We have developed a working garden and nature area where we grow vegetables, fruits, sensory plants, as well as stinging nettles to attract the butterflies and caterpillars! We also have a bird table.



Some of the activities available in our gardening area



Exploring how things work and why things happen

## Expressive arts and design

Opportunities for music making, singing, imaginative play, dance and art and craft activities are provided, both indoors and outside, to allow the children to explore their senses and express their feelings freely. Some of these activities may be taped and work is displayed around the room to help the children develop a sense of pride and ownership in their surroundings.



Creativity is more than just painting, here the children are enjoying role-play with their friends, creating pictures and combining materials as well as enjoying our MP3 'Storyphone' headsets with stories and songs.

## Literacy

We focus on the children's developing listening skills and in being able to distinguish between sounds and noises around them as well as using a selection of word games and alphabet puzzles to promote both visual and audio discrimination. The children are encouraged to

develop their writing skills, starting with swirls and 'scribbles' and eventually moving onto 'pretend' writing and emerging recognisable letters. We support the children in their development of hand-eye co-ordination skills, pencil control, as well as fine (finger) and gross (whole body) motor skills. By providing a language rich environment the children learn that speaking, reading and writing are a normal part of our lives and soon wish to engage with these activities. A tray of writing materials (including pens, pencils, notepaper and booklets) is always available to extend their opportunities for writing in role-play situations.



The children can enjoy a variety of 'mark making' activities both indoors and outside. The ability to make whole arm movements help with writing skills as these also use the shoulder muscles

## WHY WE 'DO' WHAT WE 'DO' AT PRE-SCHOOL.....

*Because children retain*

*10% of what they read...*

*20% of what they hear....*

*30% of what they see....*

*50% of what they see and hear*

*90% of what they experience 'first-hand'*

*LEARNING THROUGH PLAY*

We hope this prospectus has given you an insight into what Marcham Pre-school provides for young children and their families, and what it is like for the children who attend our sessions. If there is anything else you would like to know, or if you would like to arrange a visit please telephone us 01865 392101.