



Prospectus

2021



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 the principles of the pre-school. Under the current COVID-19 regulations, we are not able to allow visitors to the setting - however we have prepared a video of a 'virtual tour' which will help you see more about pre-school. Please contact Marcham Pre-school on 01865 392101 or email marcham-preschool@hotmail.co.uk 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

Marcham Pre-school Prospectus - 2021

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 times 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.

“Our vision is to provide an exciting, friendly, engaging and interesting environment for your child to learn, grow and excel in their Early Years. We aim for your experiences to be BIGGER, to be MESSIER and to be NOISIER than ever before!”

We are passionate about outdoor play, messy and sensory experiences as well as allowing each child to progress and learn at their own pace and in relation to their personal areas of interest.



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

Ofsted

Marcham Pre-school is inspected regularly by Ofsted. During our last inspection (December 2017) the Inspector's findings were that all areas were "GOOD". Our full report can be accessed free at 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

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General Information

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

Morning (8.45-11.45)	Monday	Tuesday	Wednesday	Thursday	Friday
Lunch (11.45-12.45pm)	Monday	Tuesday	Wednesday	Thursday	Friday
Full day (8.45 - 2.45pm)	Monday	Tuesday	Wednesday	Thursday	Friday

Children are eligible to attend at 2 years old and can continue until they start school. Our main intake is September of each year although subject to availability we will admit children throughout the year in accordance with our admissions policy.

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 Early Years Alliance which ensures we are kept up to date with new initiatives and training. Our Pre-school is managed by a committee of volunteers, 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

We employ 5 members of staff and our highly experienced team is headed by an Early Years Teacher and Senior Practitioner. All our other staff members hold a professional Early Years qualification to level 3. We ensure all staff hold a valid first-aid certificate and undertake regular safeguarding training.

Pre-school staff are always present when children are outside and we operate a 'free-flow' policy allowing the children to play inside or outdoors throughout our sessions. We meet the statutory staff:child ratio at all times and ensure that the children's needs are met.

What the Parents say...

"Our son has learnt so much from the wide range of fun, educational, child-led experiences on offer at preschool. He adores the opportunities to get messy and do all the squidgy, gooey, dirty things that he's not allowed to do at home! We love the great communications from staff who really care about the children as individuals and know what they need to do next to develop and grow." - **Mrs F**

"Our two boys always love coming to Marcham Preschool and have made so much progress due to the incredible care and dedication of the staff" - **Mr & Mrs E**

The Committee

Whilst the Early Years Teacher 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!

The Key Person Approach

We operate a system recommended by the Early Years 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 parents will get to know their Family Key Person and share family values and expectations with them. A Family Key Person will also discuss children's progress with parents and share his/her play plans, records and observations. Similarly, if parents have any concerns or requests, their Family Key Person is the person to contact. Parental input is welcomed and valued in assisting staff in observing children and meeting their individual learning and emotional needs.

Parent Partnership

We understand the importance of parent involvement in children's learning and would encourage all family members to contribute to their child's Pre-school experience and support learning at home.

We inspire a family feel within pre-school and invite parents to be part of this journey together... with staff... with parents... and with the children...

There are many ways parents and carers 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 input from mums, dads, grandparents or any other carer!

Tapestry Online Journal

We record the children's progress through a 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.

Observations and Assessments

Staff make frequent observations of children, linking their learning and development to appropriate statements within the Early Years Foundation Stage (EYFS) curriculum. The EYFS statements help us build a picture of each child's current stage of development which we use, together with our own assessments, to determine what a child's 'next steps' will be thereby ensuring that all children are encouraged to the best of their ability. There will be frequent opportunities to discuss your child's progress with staff, and we will speak to parents should we feel that there are any issues surrounding a child's general development or progress.

Tapestry has proven to be a delightful link between pre-school and home and we always like to read comments, or contributions from parents and carers.

Funding and Fees

Our standard hourly fees rate has been set at **£6.50** per hour. This rate will apply from age 2 until the Nursery Education Grant funding becomes available. See 'Early Education Funding - 3 year olds' below.

Early Education Funding - 3 year olds

The Government currently funds upto 15 hours per week for 38 weeks per year for **all** child from the term after their 3rd 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 rd birthday between:	Will receive funding/reduced fees from:
1 st September - 31 st December	SPRING TERM - JANUARY
1 st April - 31 st August	AUTUMN TERM - SEPTEMBER
1 st January - 31 st March	SUMMER TERM - APRIL

For children attending for over 15 hours per week, or who claim funding at another setting a charge of **£5.50 per hour** will be made.

Some families may be entitled to 30 hours extended entitlement each week or to funding for their 2-year old. For more information go to www.childcarechoices.gov.uk

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 4th 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. Under the COVID-19 regulations, we have had to suspend our joint activities. As soon as it is safe us to do so, we will continue to join together as we have done previously - "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. We run regular sessions, where the children from pre-school and the Reception class 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."



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Policy Documents and Information

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

1.1 Children's rights and entitlements	7.1 Promoting positive behaviour
1.2 Safeguarding children and child protection	8.1 Health and safety general standards
1.3 Looked after children	8.2 Maintaining children's safety & security on premises
1.4 Uncollected children	8.3 Supervision of children on outings and visits
1.5 Missing child	8.4 Risk assessment
1.6 Use of mobile phones and cameras	8.5 Fire safety and emergency evacuation
1.7 Making a complaint	8.6 No-smoking
1.8 Recording & reporting of accidents & incidents	9.1 Valuing diversity & promoting equality
2.1 Employment	9.2 British values
2.2 Student placements	10.1 Admissions
3.1 Induction of employees and volunteers	10.2 Confidentiality & client access to records
3.2 First aid	10.3 Fees
4.1 The role of the key person and settling-in	10.4 Information sharing
5.1 Staffing	10.5 Parental involvements
6.1 Administering medicines	10.6 Children's records
6.2 Managing children who are sick, infection or with allergies	
6.3 Nappy changing	
6.4 Food and drink	
6.5 Food hygiene	

Upon registration a full copy of our policy documents will be made available. If you would like to see our full policy documents at this time, please contact the Early Years Teacher

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.”



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.”



3. ENABLING ENVIRONMENT

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

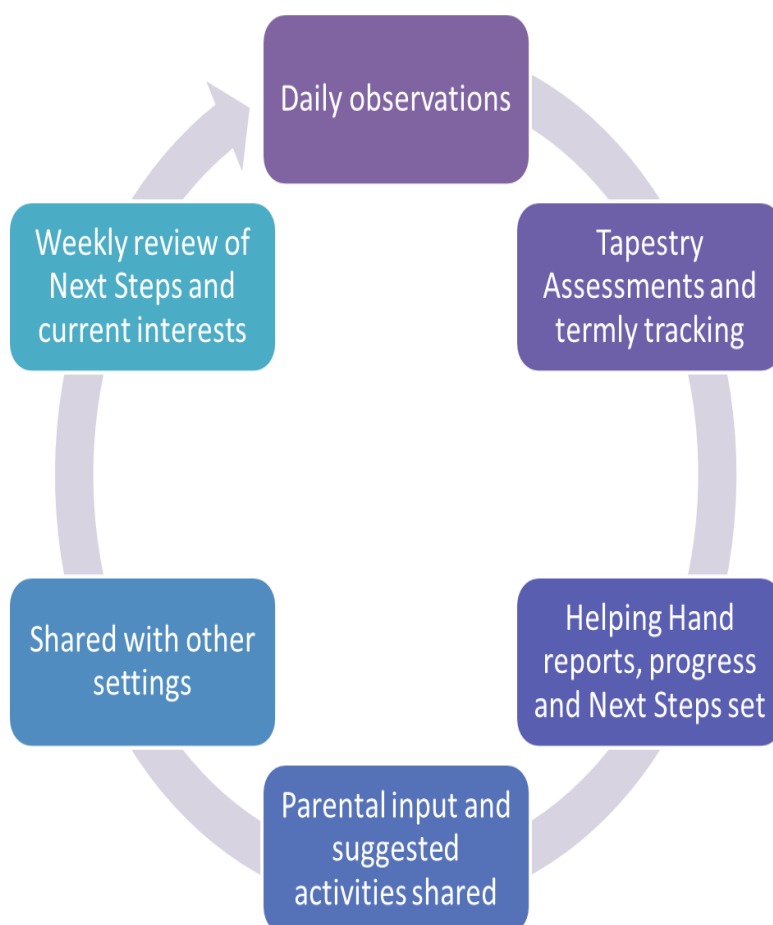
A rich and varied environment supports children's learning and development. It gives the confidence to explore and learn in secure and safe, yet challenging indoor and outdoor spaces.

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.

"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'."

How do we ensure each child progresses and develops?



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.

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.

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.

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.

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.

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.