



PROSPECTUS

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Charity Registration number: 1135211

CATEY Pre-School is committed to the welfare & safeguarding of its children, staff & volunteers at all times

Welcome to CATEY Pre-school

The Pre-school aims to:

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

As a member of CATEY Pre-school, your child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our high ratio of adults to children;
- 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 your child makes satisfying progress;
- is in a pre-school which sees you as a partner in helping your child to learn and develop; and
- is in a pre-school in which parents help to shape the service it offers.

The curriculum provided by The Early Years Foundation Stage 2012

CATEY Pre-School are pleased to be working within the EYFS structure & parents can be confident that their child will receive a quality experience that supports their development and learning.

There are four main themes to EYFS and each theme has its four principles listed below:

A Unique Child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships - Children learn to be strong and independent through positive relationships.

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Enabling Environments – The environment plays a key role in supporting and extending children’s development & learning.

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.

The Early Years Foundation Stage:

For children between the ages of 2 and the term after their 5th birthday, the pre-school provides an environment that lays a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

We assess how the children are learning & developing by observing them frequently. We use information gained from observations, plus photographs & videos of the children, to document their progress. We encourage parents to share information about what their children achieve at home, & how they, as parents, are supporting development.

We implement periodic assessment summaries of children’s achievements based on our ongoing development records , which then form part of the children’s record of achievement

The progress check at age two

The EYFS requires us to supply parents/carers with a brief summary of their children’s development in 3 prime areas of learning & development; personal, social & emotional development; physical development; & communication & language, when a child is between 24 & 36 months old. The key person implements this check using information from the observational assessment, together with the views & contribution from the parents & any other professionals.

There are seven areas of learning covered in the EYFS, three are called Prime Areas and four are called Specific Areas. Without the three Prime Areas you cannot have the four Specific Areas.

Prime Areas:

Personal, Social and Emotional Development –

- Making relationships
- Self-confidence and self awareness
- Managing feelings and behaviour

Physical Development –

- Moving and handling
- Health and self care

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Communication and Language –

- Listening and attention
- Understanding
- Speaking

Specific Areas:

Literacy –

- Reading
- Writing

Mathematics –

- Numbers
- Shape, space and measure

Understanding the World –

- People and communities
- The world
- Technology

Expressive Arts and Design –

- Exploring and using media and materials
- Being imaginative

Characteristics of Effective Learning:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'.

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do.

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things.

Working together for your children

The Pre-school has a high ratio of adults to children in the setting.

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.

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The staff who work at CATEY Pre-school are:

<u>Name</u>	<u>Position</u>	<u>Qualifications & Experience</u>
 Teresa Rutterford:	Pre-School Leader	Level 5 20 years experience
 Carrie Evans	Deputy Leader	Level 5 10 years experience
 Michelle Robinson	Assistant	Level 3 3 years experience
 Amanda King	Assistant	5 years experience

Teresa is our Special Educational Needs Co-ordinator please feel free to discuss any concerns you have over your child's development or physical need with either of these members of staff.

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How parents take part in the pre-school

As a member of the Pre-school Learning Alliance CATEY Pre-school recognises parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the pre-school 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;
- helping at sessions of the pre-school;
- 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 pre-school;
- taking part in events and informal discussions about the activities and curriculum provided by the pre-school;
- joining in community activities in which the pre-school takes part; and
- building friendships with other parents in the pre-school.

Parents/ Carers that would like to be involved in the pre-school

Parents/carers are invited to participate in any session at the pre-school, subject to them meeting the requirements of our safeguarding policy. Helping at the session enables you to see what the day-to-day life of the pre-school is like and to join in helping the children to get the best out of their activities. Do feel free to book an appointment to visit the pre-school, if you would like to see it at work or to speak with the staff.

Key person System

The pre-school has a key person system. 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 the pre-school provides is right for your child's particular needs and interests. When your child first starts at the pre-school, she/he will help your child to settle and throughout your child's time at the pre-school, she/he will help your child to benefit from the pre-school's activities.

Records of achievement

The pre-school completes My Learning Journeys for each child. This is a computer based programme, compatible with those used by Cockfield & Rattlesden CEVCP Schools, with hard copies printed monthly. Staff and parents work together to record children's achievements. Your child's achievements help us to celebrate together and plan and resource their next steps.

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Your child's key person will work with you to keep this record. To do this you and she will collect information about your child's needs, activities, interests and achievements. This information will enable help with the transition into School and ensure a coherence of learning and development across different settings.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the pre-school staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The pre-school also keeps itself up-to-date with best practice in early years care and education through the Pre-school Learning Alliance's magazine Under Five and publications produced by the Pre-school Learning Alliance. The current copy of Under Five is available for you to read.

The pre-school's timetable and routines

CATEY Pre-school believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the pre-school's session/day are provided in ways that:

- help each child to feel that she/he is a valued member of the pre-school;
- 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

The pre-school organises its 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. Through free flow play the children have the opportunity, and are encouraged to, take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom area.

Snacks and meals

The pre-school makes lunch a social time at which children eat together. We plan the menus for the snack bar and meals so that they provide the children with healthy and nutritious food. A cooked lunch is available daily (supplied by the CEVCP School Catering Service) Please tell us about your child's dietary needs and we will make sure that these are met. Parents are encouraged to donate suitable fruit or healthy snacks to be shared among the children.

Policies

Copies of the pre-school's policies are available for viewing at the setting, as is the Operational Manual.

The pre-school's policies help us to make sure that the service provided by the pre-school is a high quality one and that being a member of the pre-school is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the pre-school work together to adopt the policies and they all have the opportunity to contribute to the annual review of the policies. This review helps us to make sure that the policies are enabling the pre-school to provide a quality service for its members and the local community.

Safeguarding children

The pre-school has a duty under the law to help safeguard children against suspected or actual "significant harm". Our employment practices ensure the children against the likelihood of abuse in our setting & we have procedures in place for managing complaints or allegations against a member of staff. Our method of working with children & parents ensures that we are aware of any problems that may emerge & can offer support, including referral to appropriate agencies, to help families in difficulty.

Special needs

As part of the pre-school's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs which a child may have.

The pre-school works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2000).

The pre-school's Special Educational Needs Co-ordinator is Teresa.

The management Board of CATEY Pre-School

The management committee consists of:

Dick Bayes:	Chairman
Chris Hearn:	Vice Chairman
Trudy Mann:	Secretary
Barbra Turner:	Treasurer
Liz Hearn:	Director
Nikki Meekings:	Director
Victoria Clifford:	Director
Teresa Rutterford:	Director
Carrie Evans:	Director
Amanda King:	Director
Michelle Robinson:	Director

Their role is to manage the pre-school. The Board is responsible for:

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

The service offered by CATEY Pre-school:

The pre-school is open 38 weeks each year.

We are open five days each week between 7.50am – 4.30pm.

Breakfast club:	7.50am – 8.50am	£2.75 (including breakfast)
Morning session:	8.50am – 11.50am	£8.50 (if not funded)
Lunch club@	11.50am – 12.50pm	£1.50 (+ £2.10 for hot meal)
Afternoon session:	12.50pm – 3.50pm	£8.50 (if not funded)
After school club:	3.50pm – 4.30pm	£2.00
Full day:		£23.25 (excluding hot meal)

We provide care and education for young children between the ages of 2 and 5 years.

Fees

The fees are £23.25 per day (excluding lunch) invoiced monthly. 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 the manager. For your child to keep her/his place at the pre-school you must pay the fees or we must receive nursery education funding for your child.

There is an initial one off registration charge of £10 which covers the cost of a book bag & CATEY T-Shirt.

If you have any queries regarding payment of fees please speak to Teresa or Dick.

Starting at CATEY Pre-school

The first days

We want your child to feel happy and safe at the pre-school. 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 pre-school.

Car parking/ Access

Cars are parked in the village hall car park & care should be taken when dropping off or collecting children, especially when these times coincide with start & finish times at the primary school. Parents are requested not to park in the area adjacent to the play ground gates.

Access to the Pre-School is via the school play ground & parents will be issued with the security code to enable them to open the gates.

Clothing

The pre-school provides protective aprons for the children when they play indoors with messy activities.

You may wish to bring a spare set of clothing in case of accidents or spillages.

As the children have access to the outside area all year suitable warm clothing & wellies are recommended in the winter & sun hats in the summer.

We would also request that sun block is applied to your child before they attend a session in the hot weather.

CATEY Pre-School uniforms, sweatshirts, T-shirts, fleeces, etc., printed with our logo are available direct from: www.schooluniformsplus.co.uk at very reasonable prices.

The pre-school encourages children to gain the skills which help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, appropriate clothes. Clothing which is easy for them to manage will help them to do this.

CATEY Pre-school hopes that you and your child enjoy being members of the pre-school and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

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