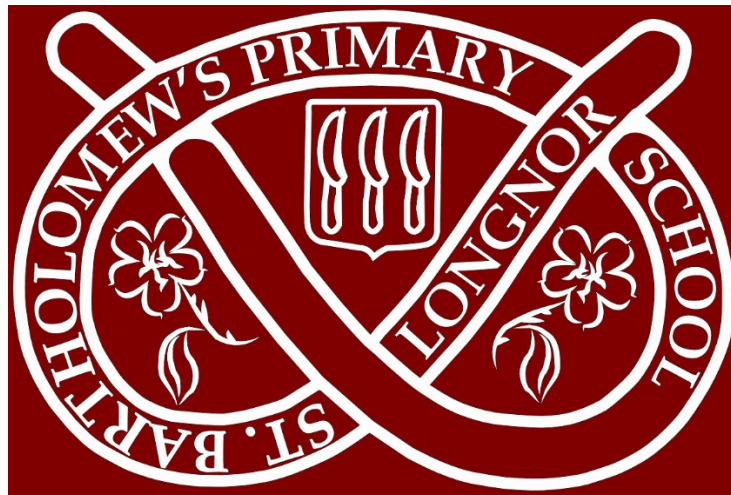


**St Bartholomew's
CE (VC)
Primary School**



**Barty Bear's Pre-School
Prospectus
2019/20**

Management Committee

Head Teacher:	Mrs Collins
Chair of Governors:	Mrs Kempster
Vice Chair of Governors:	Ms Walmsley
KS1 Leader:	Miss Parker
EYFS Leader:	Mrs Collier

The preschool is managed and overseen by the Governing Body following recommendations from the L.A. Day to day staffing issues are dealt with by the Head Teacher and Financial Matters by the Head, Chair and Vice Chair of Governors.

Appointments are the responsibility of the Governors but may be dealt with by the Head Teacher and Chair under power to act.

Curriculum development is overseen by the Early Years Foundation Stage Leader Mrs Collier and our KS1 Teacher Ms Parker.

Information about St Bartholomew's CE (VC) Primary Preschool

This handbook is a supplement to the main school prospectus and provides additional information about the organisation of the preschool.

A lively and stimulating curriculum is available where pre-school children enjoy a high standard of education and care. Equality of opportunity allows children to develop to their individual potential. Our Preschool staff are enthusiastic and a committed team.

The Preschool curriculum reflects the Early Years Foundation Stage documentation for the Foundation Stage and therefore provides a sound basis for the beginning of primary education. The preschool is inspected by Ofsted with the school. All provision is overseen by a fully qualified teacher and delivered by an excellent team of Preschool staff:

Mrs Collier	Teacher
Miss Williams	Teaching Assistant level 4
Miss Malkin	Teaching Assistant Level 3
Miss Knott	Apprentice

Admissions

Applications for a preschool place can be made by completion of an application form, which are available at the school office or via the school website, together with a copy of your child's birth certificate.

Funding

All children (the term after they are 3 years old) are entitled to five half day sessions (15 Hours) free of charge which is paid directly to the school under the Preschool Education Grant funding from the DCSF. Two year old children may be entitled to Think Two funding. For extra sessions or any other sessions there will be a charge.

Uniform

The Preschool uniform has been chosen to suit the practical needs of pre-school children. The uniform consists of:-

- Burgundy sweatshirt
- White polo shirt
- Grey skirt/trousers
- Black school shoes
- PE items:
- White "T" shirt
- Black shorts
- Trainers

*Our sweatshirt are embroidered with the school logo and are available from the school office.

Please ensure ALL garments are clearly named.

For your child's safety footwear and outdoor clothing must be appropriate for all weathers. Please remember during the summer months to put sun screen on and to provide sun hats.

Please wash and return all clothing that has been borrowed from the preschool due to personal accident or illness, or you could provide a spare set of clothing to keep at preschool.

No jewellery to be worn due to safety. We will do our utmost to take care of your child's possessions but regret that no responsibility can be accepted for them.

Emergency Contacts

Please ensure that if any changes are made for people listed on your child's enrolment form (i.e. telephone numbers for work or home, new address etc.) you must inform the preschool staff. It is important that we can contact you if your child becomes ill or has an accident.

Lateness

If you arrive at school please take your child into the school reception area where a member of the office staff will then take your child to class. Parents are not encouraged to come into school at this point; children who are late into a lesson settle quicker if a member of staff takes them into their setting.

Absences

If your child is likely to be absent please ring and inform the office as soon as possible.

Preschool and Rest of School links

Children from our preschool are encouraged to get to know the other children in school. We are a very small setting and so this gives us the opportunity to mix as a family. Staff will be in regular contact to ensure a happy and effective link with home.

Snack

We actively promote healthy eating and healthy lifestyles within school. All children will be provided with a mid-session snack of fruit & milk or water. Please ensure that staff are aware of any special dietary needs that your child may have.

P.E. Sessions

Children are encouraged to take part in a PE session each week. Children require PE kit (see uniform) which we keep in school until the end of each half term when it is returned for washing. Various physical activities are carried out in the school hall.

Parent Partnership

We recognise that parents are a child's prime educator and when your child starts Preschool school an important partnership begins between Preschool and home. It is important to establish two-way communication links if the partnership is to be a successful one. Regular opportunities for the exchange of information or questions to be answered will be made available throughout the year.

We provide various opportunities for parents and grandparents to come into school to attend assemblies, shows and fundraising events etc.

What to do on your child's first day at Preschool.

Preschool staff will be ready to meet you and your child at 9am at the preschool entrance.

You may come into the preschool with your child for a few minutes each day until your child becomes comfortable with leaving you at the door. If a child becomes upset we feel it is better for the parent to leave the preschool setting quickly; the children do usually settle very quickly once left with the staff. You may ring the school office on 01298 83233 to ask if they are settled.

Collection at the end of the session.

Parents should come to collect their child promptly at the appropriate time. The end of the morning session is at 12pm. The end of the afternoon session is at 3pm. At the end of the session Preschool staff will hand over your child at the preschool door.

Preschool Curriculum

Aims

To provide a broad and balanced curriculum: promoting the physical, intellectual, emotional, spiritual and social development of each child, regardless of gender, race, class or disability.

To provide an environment and atmosphere in which every child and adult feels secure, valued and confident.

Objectives

The preschool curriculum is designed to provide all children with a well-planned and resourced curriculum to take your child's learning forward and to provide opportunities for all to succeed in a friendly and caring atmosphere.

It is used to ensure that continuity and progression are promoted for your child right the way through to the end of reception class. All learning opportunities are overseen by our EYFS Leader and provide a sound basis for all new learning in our school.

The curriculum content is mainly skill based with new activities and ideas introduced through a thematic approach.

The curriculum underpins all future learning by supporting, fostering, promoting and developing children's:

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

Parents' Guide to Personal and Social Development

Personal, social and emotional development:

This is considered to be an essential area of learning for all children. It is about developing a range of skills including concentration, co-operation and independence, as well as gaining inner confidence and respect for others. Research has repeatedly shown that children who are confident find it easier not only to make friends but also to maintain a positive attitude towards learning.

How you can help your child to concentrate; concentration is about your child being able to focus and persevere, and so it is quite an active skill. Playing in the sand, water and play dough are examples of the type of activities to help build on concentration.

Ways in which you can help your child at home:

- Help them to become independent; getting themselves dressed, fastening their own coats.
- Give them responsibility as young children love to have little jobs; laying the table, bringing the post, checking there's water in the cat bowl.
- Provide opportunities to make decisions; which way to walk to the park, which socks they would like to put on.

Encourage them to think about others; remembering to say 'please' and 'thank you', waiting for their turn.

Remember to praise and encourage your child at every opportunity; it is extremely important that all children feel confident within themselves and have a high self-esteem.

Parents' guide to Early Literacy

Literacy, such as reading and writing, develops from communication, which can be spoken or unspoken. It is important for young children to see, and be involved in Literacy in their everyday lives, for example, by seeing their carers; writing shopping lists, notes or e-mails, reading newspapers, letters and books etc.

The foundation of literacy is communication; enjoying books and understanding that marks (letters, number, pictures) all have meanings.

What you can do at home to help your child?

- Introduce your child to books, talk about the pictures, turning pages carefully, holding books correctly.
- Spend time talking and listening to your child, when you are out and about, in the bath, shopping, getting dressed etc.
- Sing preschool rhymes, this is the greatest contribution you can make to your child's understanding of the sounds of letters and words.
- Show your child the print on letters on food packaging, street signs, posters, road and shop signs.
- Let your child help you write or watch when writing shopping lists.

Allow your child to make marks in play dough, pastry, sand etc.

Learning the alphabet: We deliver the 'Letters and Sounds' phonic programme and also use 'Jolly Phonics'. Jolly Phonics is about learning the letter sounds and for each sound there is an action which helps the children remember. The letters are not introduced in alphabetical order. The first group are 's a t i n p' these have been chosen because they make more simple three letter words than any other six letters.

Remember; pushing a child too much on formal reading and writing can only damage the development of Literacy.

Parents' Early Guide to Maths

We aim to count aloud in everyday situations. These types of everyday activities help children realise that counting is an important part of life.

Remember to:

- Point to each object as they count

Talk about numbers in context such as 'there are five buttons on your coat but only four on mine. "You've got more buttons than me".

Maths activities that your child will be carrying out in preschool;

- Sorting by colour, size and shape, this could involve socks, buttons or shells

- Number rhymes
- Comparing sizes, weighing and measuring
- Making and noticing patterns

Playing games such as picture lotto or dice games.

How can you help your child at home?

- Encourage your child to sort things with you, for example, sorting out your laundry into clothes for different members of your family, or looking at different toy cars and grouping them.
- Use mathematical language with your child in everyday situations, such as 'larger', 'smaller', 'bigger than'.
- Encourage your child to guess the size or number of things even though they may be widely inaccurate, the aim is to get them able to predict and estimate. You could say, 'do we have enough cups out yet?'
- Point out numbers as you see them on front doors, buses and car number plates.
- Play games looking at what is the 'same' and 'different' about similar objects, like teddy bears.

Encourage your child to do 'big' and 'small' jumps.

Parents' Guide to Early Science

Science builds upon natural curiosity and fascination within their world. Science also helps children's language development, as children are encouraged to talk about what they are doing and seeing.

What can you do at home?

- Encourage your child to be observant, ask them to notice which way the water goes down the plug hole. Is it the same each time?
- Look for ways of helping them to predict; which ice cube will melt the quickest, the one in the drink or the one left by itself in the glass?
- Encourage your child to explore; let's see what would happen if we plant some seeds in soil and other seeds on tissue paper.
- Help your child to notice patterns in everyday situations, for example, the washing dries more quickly on sunny days.

Encourage your child to build, experiment with balancing, gluing with egg cartons, tubes etc.

Illness or Infectious Children

If a child arrives in our setting and staff consider he/she is poorly, normal procedure would be to contact the parent and ask for the child to go home. Any child with a rash, sore throat, diarrhoea, discharge from the eyes or nose or any contagious infections should not attend until a doctor has certified he/she is fully recovered. If a child becomes sick or has an accident at school we will contact you immediately. (Please inform us of any changes as to where we can contact you). The Head teacher reserves the right to call for emergency assistance and if necessary remove a child to hospital.

If the child becomes ill during the day the same procedure will apply.

If the parent is unable to be contacted the child will be looked after in a quiet area and regularly monitored.

If parents cannot be contacted a member of staff will inform the parent on collection of the child.

In the event of medical treatment being required the Head teacher or First Aider will arrange this.

If a child arrives at school with an infectious complaint staff will ask the parent to keep the child at home until the infection is cleared.

If a child seems to be infectious during the day the staff will withdraw the child from the setting and contact the parent/ emergency contact.

Guidance on minimum periods of exclusion from preschool are;

Vomiting, diarrhoea – must be off 48 hours

Chicken pox, measles – 7 days from appearance of rash

Mumps – until swellings has subsided, not before 7 days

Gastroenteritis – until authorised by GP

Scarlet fever – in no case less than 3 days, authorised by GP

Impetigo – until skin is healed

Conjunctivitis – until infection is cleared

Dressing Recommendations for Preschool

We recommend that prior to children attending our preschool they are able to toilet themselves. However, we recognise that on odd occasions children may not make the toilet in time, and accidents may occur. If a child needs to be changed into clean underwear the following steps will be taken with parent's permission.

- 1) Help child to take off soiled clothing with other staff present in the room.
- 2) Help the child to clean themselves
- 3) Help to dress the child in clean clothes
- 4) Report the mishap to the parent and request borrowed clothing to be brought back into preschool washed.

(Please delete one of each section below)

NAME OF CHILD

(Please cross out)

*I give permission to all the above points regarding **dressing and undressing** my child in the event of a toileting accident.

*I do not agree to the above points and would prefer to be sent for in such an event.

Signed by parent/guardian: Date:.....

Administering and seeking medical advice

I give permission for my child to receive appropriate medication where needed from a trained member of staff.

I give permission for my child to receive emergency medical advice and treatment where needed from a trained member of staff.

Child's name:

Signed parent/guardian: Date:.....

Outings

I give permission for my child to leave the school grounds and to visit areas within the local community. For example walks in the surrounding environment, visiting the church and the local shops.

Signed parent/guardian: Date:.....

Photographs

In order to protect children from possible misuse of photographic or video images we would like to ask your permission to take picture whether still or moving of children going about normal school activities. These images will be used for displays, booklets, prospectus, school shows etc.

We would also ask your permission for local press to be able to take photographs for publication in newspapers from time to time.

We would like to assure you that every effort will be made to ensure that any images are kept secure and not distributed to anyone outside the school unless this has been authorised by ourselves.

Signed parent/guardian: Date:.....

Video Footage

We would like permission to include your child in video footage taken during classroom activities, school productions and school trips. We may occasionally share this footage with other professionals, parents and classes.

Signed parent/guardian: Date:.....

Internet Access

ICT forms a large part of our curriculum, both within the classroom and outdoors. We would like to ask permission for your child to access the Internet under the supervision of an adult. The school will take all reasonable precautions to ensure pupils cannot access inappropriate materials by using a filtering system that restricts access; however the school cannot be held responsible for the nature or contents of the materials accessed through the Internet.

Signed parent/guardian:..... Date:.....

Sun Safety Policy

We want children and staff to enjoy the sun safely. In order for us to do this we need all children to *come with* a high factor (above 15) of sun screen on in the morning, a sun hat and sun glasses. With written permission we will reapply sun screen. Sun screen must be provided by yourself and have a clear label with your child's name.

On extremely hot days we will avoid going out during peak times and shaded areas will be used. Please note we cannot use other children's sun screen due to allergies.

Signed parent/guardian: Date:.....

Child Protection

I have read the policy on Child Protection and I understand that if any member of staff suspects that a child in their care may have suffered from any form of abuse, they will notify the nominated child protection officer who may then notify First Response.

Signed parent/guardian: Date:.....