



Turnditch & District Pre-school
'Tiggers'
Prospectus

We aim to provide a secure, loving, caring environment in which all children have the opportunities to reach their full potential emotionally, socially and educationally through 'hands on' experiences and having FUN!

Crompton Inglefield Hall

Ashbourne Road, Turnditch, Belper DE56 2LL

Playgroup Contact No: 07979423783 or turnditchplaygroup@hotmail.co.uk

Website: www.turnditchanddistrictplaygroup.co.uk

Facebook:

<https://www.facebook.com/groups/turnditchanddistrictplaygroup/>

Ofsted URN 206894 Charity Number 1030238

Dear Family

Thank you for taking an interest in Turnditch Pre-school

This information has been put together for prospective families to find out more about our setting. Turnditch Pre-School has been at the heart of the community for over forty years welcoming children from Turnditch and the wider area and providing a caring, nurturing environment for under 5's.

'Tiggers' Pre-School is a charitable and community-based organisation situated in the Crompton Inglefield village hall at Turnditch, on the main road from Belper to Ashbourne. We incorporated into the pre-school learning alliance, a member of the Derbyshire County Council's Early Years Partnership, we are also inspected by Ofsted with regards to our quality of service, care and education we provide for our children.

We welcome children with special needs and requirements.

We are validated providers of Early Years Education and can provide funded places for 2*, 3 and 4 year olds. (2 year old funding, restrictions apply) Please phone for details.

We welcome families to visit us during session and find out more about what we have to offer. Please just ring or email to make a visit appointment. If you have further questions not answered by our prospectus, or you want to have a general chat about our Pre-School, please don't hesitate to get in touch.

We look forward to welcoming your child and making their time with us special, full of learning, and above all fun.

Kind regards

The Team at Turnditch Pre-School

We have a dedicated team of staff who all hold appropriate qualifications and/or experience. Ongoing professional development is high on our agenda and we are constantly striving to improve and develop our services

Our aim is.....

- To provide a secure, loving, caring environment in which all children have the opportunities to reach their full potential emotionally, socially and educationally through 'hands on' experiences and having FUN.
- To endeavour to create a vibrant and stimulating environment both indoors & outside, which promotes spontaneous and exploratory play using a variety of activities and resources.
- To forge close relationships with our parents to enable us to work in partnership to meet your child's individual needs
- For your children to be happy

We endeavour to.....

- provide high quality care and education for children below statutory school age;
 - work in partnership with parents to help children to learn and develop;
 - add to the life and well-being of the local community; and offer children and their parents a service that promotes equality and values diversity, through
- Acknowledging and valuing equally each child's individual stage, educational needs, medical needs, culture, religion, language and background, ensuring all children are given the same opportunities and ask that parents/carers through the registration process make us aware of any religious, cultural, dietary or educational needs that we must have regard for.
 - Promote the **Fundamental British Values** of Democracy, Liberty, Rule of Law, Mutual Respect and Tolerance, all of which are firmly embedded in the 2014 Early Years Foundation Stage and will be promoted through:

Democracy: Sharing, turn taking, valuing each other's views and having their views, ideas and questions valued, exploring feelings, making decisions together and collaborating with each other.

Individual Liberty: Promoting self-knowledge and self-esteem, confidence in own abilities, accepting different opinions, learning about responsibility, making choices, taking risks and talking about experiences.

Rule of Law: Understanding and respecting the reasons for boundaries, learning right from wrong, collaborating, creating and following rules of behaviour, understanding that rules apply to all and understanding that the actions of themselves and others have consequences.

Mutual Respect and Tolerance: Forming relationships, gaining a tolerance and respect of their own and others views, races, cultures and faiths, learning about similarities and differences, sharing and discussing practices, communities,

Times

	AM	Lunch Club	PM
Tuesday	9:00 - 12:00	12:00 - 1:00	1:00 - 3:00
Wednesday	9:00 - 12:00	12:00 - 1:00	1:00 - 3:00
Thursday	9:00 - 12:00	12:00 - 1:00	1:00 - 3:00
Friday	9:00 - 12:00	12:00 - 1:00	1:00 - 3:00

The Pre-school is open 38 weeks of the year, term time only

Lunch Club

A lunch club is provided on Tuesday, Wednesday, Thursday and Friday from 12pm until 1pm. It is run by a team of qualified staff.

Please provide a healthy packed lunch, in a suitable sandwich box with ice block, thank you

Snacks

Children are provided with a mid-morning snack. This is usually fruit or vegetable based sometimes with yogurt, breadsticks or another healthy choice. We want snack time to be a social occasion so staff sit with children at their tables to talk. A drink of either milk or water is offered. We encourage children to self-select their own food choices and pour their own drinks. Water is available throughout the session and children are encouraged to bring in a clear water bottle with their name on to drink from whenever they wish.

Allergies

If your child has an allergy to any food, it is important that staff are made aware. We take every care not to bring in foods containing nuts and other common allergens and take additional precautions wherever possible.

Schedule of Fees

Schedule of fees	
Voluntary administration fee	£20
Hourly Rate	
Children aged 2 years	£5.50 per hour (non-funded children)
Children aged 3 years or more	£4.50 per hour (non-funded children)
Funded Children	
Children aged 2 years	Funded 15 hours
Children aged 3 years or more	We offer 15 hours funding for all 3 and 4 year olds. Every child is entitled to this the term after their 3rd birthday.
	We offer fully funded places of 15 universal funded hours, plus six extended hours (4 full days) for those parents entitled to the 30 hours funding. <i>You must obtain your 30 hour code before the end of term previous to you receiving the 30 hours funding. The code has to be verified with the local authority in the term prior to the funding commencing.</i>
Voluntary contribution to cover snack/consumables (applies to all funded children)	£0.50 per session (3/4 hours)

These fees are reviewed on a regular basis and may be subject to change

Childcare Choices

You may be eligible for help with your childcare costs, including funded hours for two year old children, plus 15 to 30 hours funded childcare for children over three, Tax-Free Childcare, tax credits, Universal Credit, vouchers and support while you study.

<https://www.childcarechoices.gov.uk/>

Pupil Premium

From April 2015, nurseries, schools, childminders and other childcare providers will be able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care. We wanted to write to you to explain what the Early Years Pupil Premium is, explain who is eligible for this funding.

The Early Years Pupil Premium provides an extra 53 pence per hour for three and four year old children whose parents are in receipt of certain benefits or who were formally in local authority care but who left care because they were adopted or were subject to a special guardianship or child arrangements order.

The Pre-school can use the extra funding in any way we choose to improve the quality of the early year's education that we provide for your child. This could include for example additional training for our staff on early language, investing in partnership working with our colleagues in the area to further our expertise or supporting our staff in working on specialised areas such as speech and language.

If you feel you are eligible for the funding please ask for a form to complete so we are able to claim the additional funding.

Transition on to School

Turnditch and District Pre-school is an independent charity run provision, as such we are not affiliated to any school within the local area and have no influence on any decision made by the local authority or school as regards to admissions to reception. We advise that as parents/carers you take regard to your chosen school's admissions policy for the year your child is to attend.

The Early Years Foundation Stage

The Early Years Foundation Stages is a framework for learning, development and care for children from birth to five. Play is vital for children. It is through play that babies and young children learn, grow and have fun. It helps them to understand the world around them and to develop socially and emotionally. Singing songs, reading together, playing games with letters and numbers, and having fun with friends gives them a head start. We aim to ensure each individual child is learning through high quality play, that's tailored to them, so they develop at their own pace, having fun, making friends and learning all the time. They become confident, secure children who, when the time comes, are better prepared for school. Not pushed, not pressured, but ready to reach their potential.

How does the Early Years Foundation Stage work?

The EYFS has been developed with parents, carers, early years and childcare providers and academics. It brings together their experience in a clear, straightforward way. The child is at the centre of the Early Years Foundation Stage. The people who work with your child will pick up on their interests and abilities, and build on them through play. They will think for instance, about fun ways to help them develop their language skills, their creativity and about what will encourage them to take on small challenges.

All the while, they'll make sure that each child in their care is getting the support they need, and above all is enjoying learning through play.

How do you know how your child is doing?

First and foremost we will tell you! We will give you informal feedback on what has happened in session whenever we can, for example what your child has enjoyed and anything they may have achieved. This is also your opportunity to ask any questions about their day. We also hold regular parents consultations, giving you the opportunity for a more in-depth discussion. Secondly, we make many observations on your child throughout their time with us. We take photographs, make notes, keep special pieces of work and collate all of this information into a learning journey. This very special document is the story of your child's development and will be yours to keep when your child leaves. Not only is it a super record for parents but it helps us show that your child is on track in terms of their personal development and shows us how the activities we plan for your child continue to contribute to their progress

“Tiggers is a great playgroup and both of my sons have enjoyed going there. Tiggers gave my elder son the confidence to explore a pre-school setting and grow into a child who was ready for school (he was only 4 when he started school but loves it and I attribute that to the introduction he had from Tiggers with gaining independence and confidence in himself). My younger son now attends and he loves it too. His language skills have improved and the staff complete regular observations and assessments of the children, which as a parent is fantastic to read and see how your little one is developing and growing. I've spent some time at the playgroup as an extra pair of hands (just a couple of hours here and there) and it is lovely to see your child and how they interact with other children. I was amazed to see my son helping with the tidying up - something he rarely does at home!” Lisa, mum to Daniel and Matthew

What is the Early Years Foundation Stage?

There are four themes in the EYFS.

A Unique Child: This theme is about how children develop: they are all different and their learning needs and styles are unique too. Positive relationships and good communication are vital so that we can plan for individual learning needs. Children do best when all their physical and emotional needs are met, and this is what we aim to do at Preschool. Staff understand and observe each child's development and learning and assess their progress, planning for their next steps. Together we identify any areas which may need some additional support and arrange this if necessary.

The Unique Child relates to all the areas of learning through the **Characteristics of Effective Learning:**

- **Playing and Exploring:** Finding out and exploring, Playing with what they know, Being willing to 'have a go'.
- **Active Learning:** Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.
- **Creating and Thinking Critically:** Having their own ideas, making links, choosing ways to do things.

Positive Relationships: This theme is about children learning to manage their feelings and build friendships. We respect all families and aim to develop a positive two-way relationship with parents and carers. Children learn to be strong and independent through positive relationships. Staff are warm and friendly and help to foster a sense of belonging. We are sensitive and responsive to children's feelings and support their efforts and encourage independence. Children need to learn about risks and safety, how to make good choices, and how to stick to boundaries.

Enabling Environments: This theme is about how we plan for and check on each child's progress. Children learn and develop well in environments in which the adults provide experiences based on children's individual needs and there is a strong partnership between staff and parents/carers. These environments value everyone's learning and offer stimulating resources relevant to all the children's cultures and communities. We offer rich learning opportunities through play and playful teaching and support children to take risks and to explore.

Learning and Development: This theme is about how children develop and learn in different ways. The E.Y.F.S. framework covers the education and care of all children in preschool, including children with additional needs. We teach children by providing challenging, playful opportunities across the prime and specific areas of learning and development. We aim to foster the characteristics of effective learning: Playing and exploring, Active learning, and Creating and thinking critically.

The E.Y.F.S is divided into two areas, **Prime areas**, which begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The Prime areas continue to be essential throughout the whole E.Y.F.S.

- **Personal, Social and Emotional Development:** Making relationships, Self-confidence and self-awareness, Managing feelings and behaviour.
- **Communication and Language:** Listening and attention, Understanding, Speaking.
- **Physical Development:** Moving and handling, Health and self-care.

The Specific Areas include essential skills and knowledge for children to participate successfully in society. They grow out of the Prime areas and provide important contexts for learning.

- **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.

Our Day and Our Environment

Our typical day follows a familiar outline that gives the children a sense of stability and enables us to provide a wide range of activities including lots of free choice in what they do, alongside adult led activities and plenty of time outdoors. Our day is fluid and we deliberately retain a degree of flexibility to allow us to be responsive to the needs and requests of our children. Although no two days are the same a typical day might look like this. Children may be involved in some or all of the following activities depending on their preferences.

9:00 arrive, free play

9:15 Register

9:20 free play, construction activities, imagination activities, messy play, creative play, physical play, mark making, numeracy and literacy activities, ICT activities, home corner - or whatever is requested! Adults join in the play helping the children realise new scenarios, tackle problems, and increase their vocabulary and other types of communication skills.

10:00 Wash hands, rolling snack time, children eat in small groups avoiding interrupting play

10:45 Adult led activities, sometimes by age group/free play also continues

11:00 Outdoor activities

12:00 Wash hands, lunch time

12:50 Story time

13:00 some children leave us to go home. The afternoon session is run as in the morning.

15:00 time to go home

We regularly talk to the children and their families to understand their changing interests which are then reflected in the activities we offer each day. Children are encouraged to choose their own activities and to join in with group activities, but they are never rushed and they are always listened to. We use loose themes that allow us to build activities that continue to meet the needs of individual children. Our activities such as crafts and role play develop organically over a period of time allowing children to consolidate their learning and grow in confidence as they alter, improve and find new ways of doing things. We provide a quiet area for resting and relaxing that children may use if they wish. We always welcome feedback from children and their families about activities they have liked or disliked and we plan our time to accommodate our children's preferences. We aim for a wide range of activities to suit all age groups and abilities.

Your Child's Keyperson

A keyperson has special responsibility for a particular child. The keyperson will work with the child and his/her parents/carers to ensure the child's care and educational needs.

Ideally the keyperson should stay with the child throughout his/her time at Turnditch. However because of working patterns it is not always possible to retain the same keyperson. The child is allocated to a member of staff who attends most of the child's sessions.

Main duties of a keyperson

To provide for the emotional needs of the child, to comfort and reassure

To care for the child

To contribute to and ensure that our provision takes into account each child's race, culture, religion, language and family values.

To liaise with parents/carers

To observe the child's progress and with parent's/carers permission, keep records of their child's interests and development

To meet the parents/carers at the beginning and end of each academic year and at other times when required.

To be available to speak to the parents/carers at the beginning and end of sessions.

To liaise with the other settings on the progress and the welfare of the child.

If necessary, to liaise with the allocated member of staff who is responsible for Child Protection.

To liaise with the parents/carers and Special Education Needs Co-ordinators if there is any concern such as language, hearing or other areas.

The keyperson will ensure parents/carers are always contacted about any concerns involving their child.

The keyperson will respect confidentiality the key worker is always aware of being a member of the Turnditch Pre-School team of staff and will work with, care for, look after and be responsible for other children attending sessions in addition to his/her key children.

If you have any queries or concerns about our keyperson scheme, please speak to the Manager or Deputy Manager.

Policies

The playgroup has comprehensive policies and procedures, ALL staff and parents must abide by these policies at all times. Please take time to read our policies & procedures.

The policies can be found in the policies file in the foyer, a comprehensive complaints policy is included.

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

In signing our application to join our playgroup, you are also signing to agree to abide by all our policies and procedures set out.

Absence

In the event that your child is absent due to illness or holiday, please inform the playgroup. Due to the way we are funded we may inform the local authority or safeguarding board if your child is absent from the playgroup for more than four weeks without any contact being made from parents/carers. The playgroup will make every effort to contact parents/carers prior to this.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

All staff have ongoing training as regards to safeguarding, with some members of staff having advanced training.

Our employment practices ensure children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

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

Additional needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2015).

Achieving Positive Behaviour (please refer to our Achieving Positive behaviour Policy)

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.
- We encourage children within our setting to follow our 'golden rules' to start to obtain an understanding of boundaries, expectations of positive behaviour.

Each child is encouraged in the basics of good behaviour, using the following 'Golden Rules':

- We keep our hands and feet to ourselves
- We respect other people's feelings and needs
- We encourage and praise good behaviour
- We take our turn and share fairly
- We talk in quiet voices
- We use our walking feet inside playgroup
- We learn to listen
- We learn simple manners

Illness

Please be aware there are strict rules for when children have been ill.

Certain illnesses are notifiable these include:

German Measles, Measles, Scarlet Fever, Tuberculosis, Whooping Cough, Diphtheria, Hepatitis A, C, HIV/AIDS, Meningitis, Mumps.

If your child contracts any of these you **MUST** inform us so we can inform the appropriate regulating bodies, it also means we can pass information onto other parents/staff.

- If your child is ill due to diarrhoea or vomiting, your child **MUST** stay away from Pre-school for at least **48 hours** after the last episode.

Our Team

Louise Coope	Manager
Sue Wright	Deputy Manager
Susan Cartwright	Early Years Practitioner
Marie Ferris	Early Years Practitioner
Shelley Watson	Early Years Practitioner
Lesley Hemans	Early Years Practitioner (Relief)
-	Early Years Practitioner (Relief)

All our staff are qualified to NVQ level or above, having many years' experience within early years care and education.

Training

As well as gaining qualifications in early years care and education, the setting staff take part in further training to aid their professional development.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance.

Our Management Committee

Turnditch & District Pre-School is a registered charity and as such is officially run by a committee. Without a committee we are unable to run the Pre-School, and at any time could close without having a committee in place.

The committee consists of: Chairperson, Secretary, Treasurer and Assistant Treasurer.

These four people are the bare bones of the committee. Ideally there would be extra people for fundraising, publicity and general extra duties. The committee help us to maintain our Pre-school and all it works for to provide our children with a happy and safe place to begin their education in. The parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for:

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

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

Our Committee

Shaun Bunting	Chairperson
Lisa Morton	Treasurer
Vicky Williams	Assistant Treasurer
Stephanie Watson	Secretary
Louisa Patrick	
Heather Allen	
Caitlin Lumbard	

Joining In

When your child enrolls at Turnditch Pre-School your family automatically becomes a “member” of the charity. This gives all families the opportunity to have a say on important matters such as any changes we make to the constitution, as well as affording members full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved and included at all times

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment although this can be expressed in many different ways.

Fundraising

As a charity we rely also on fundraising and will be holding events during the year. We rely on support for this to keep the playgroup evolving so are extremely grateful when everyone takes part. If anyone has any ideas or any feedback on this or would just like to help please let a member of staff know, it would be much appreciated.

The parents' rota

The setting has a dated rota which parents can sign if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

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Turnditch & District Pre-school

Waiting List

CHILD DETAILS

First Names _____

Surname _____

Date of Birth _____ (in full)

Gender: Male: ___ Female: ___ (please tick as appropriate)

Child's Home Language _____

Name of Parent/Carer _____

Parents Contact details:

Home telephone number	Work telephone number	Mobile Telephone number

Email _____ (please write Clearly)

We will contact you on the above details approx a half term before your child is due to attend for a visit.

What would be the best time to contact you? _____

When would you like your child/ren to start attending playgroup? _____

What Sessions would you like your child to attend?

Day								
Tuesday	9am – 12pm		9am – 1pm		9am – 3pm		12pm – 3pm	
Wednesday	9am – 12pm		9am – 1pm		9am – 3pm		12pm – 3pm	
Thursday	9am – 12pm		9am – 1pm		9am – 3pm		12pm – 3pm	
Friday	9am – 12pm		9am – 1pm		9am – 3pm		12pm – 3pm	

Please could you indicate if your child will be attending our pre-school after their 3rd birthday Y / N

How did you hear about our setting? _____

Have you received a copy of our prospectus? _____

Have you received a copy of our registration forms? _____

Voluntary administration Fee £20 one off payment Paid Yes/No

This fee holds your child's place until they start with us, it also covers all administration of your child's paper work, and includes a 'Tiggers t-shirt when your child starts with us. If unpaid the fee will be added to your child's first invoice and we may not be able to hold their place. (refundable for children accessing just funded hours when starting with us).

Signed _____ Date _____