



**Red Barn Community Pre-school**

**Prospectus**

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*Red Barn Pre-school helping children become confident and happy learners.*

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## Welcome

Welcome to the prospectus for Red Barn Community Pre-school. The aim of this booklet is to give parents and prospective parents of the setting the opportunity to learn the ethos and workings of the pre-school and find out how they can best help their child get the most out of their time at Red Barn.

## Our Aims

With the support and co-operation of parents, we aim to provide a safe, secure and stimulating environment for your children, where they can:

- Play, learn and enjoy themselves.
- Develop independence, communication skills and the ability to concentrate.
- Learn to co-operate with adults and other children.
- Build self-confidence and learn to take pleasure in new experiences.

**We offer children and parents a service that promotes equality and values diversity.**

## We aim to ensure that each child:

**Is in a safe and stimulating environment**

**Is given generous care and attention,** because of our ratio of qualified staff 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 has already achieved.**

**Has a personal key person who makes sure each child makes satisfying progress.**

**Is in a setting that sees parents as partners in helping each child learn and develop.**

**Is in a setting in which parents help to shape the service it offers.**

## Management and Administration

Red Barn Community Pre-school, a registered charity, is overseen by a committee which includes representation from parents and school staff. The committee meets once or twice a term and holds its Annual General Meeting in the autumn term. Any parents interested in serving on the committee are most welcome and should contact staff for further details.

## Preschool Committee

The Committee is responsible for reviewing both policy and practice, and for the employment of staff. Day to day management of the setting is in the hands of an experienced and qualified manager and Deputy Manager. The Committee members include existing preschool parents; ex parents; and the Head Teacher of Red Barn Primary School. The Chair Person, Lorna Newnham is an ex parent. We welcome new members to join the committee whenever possible.

All Pre-schools are subject to regular inspections from OFSTED. The Pre-school is registered with Hampshire County Council and a copy of our Certificate of Registration is displayed on our notice board together with our insurance certificate.

Red Barn Community Pre-school was last inspected in October 2019 and the quality of provision was deemed to be *GOOD*. The full report is available on request and can be viewed on the OFSTED website.

### **Age range, opening hours and fees**

We accept children from the age of 2 years and 6 months to 4 years of age. The pre-school is open each day Monday to Friday and offers flexible care between the hours of 8.00am to 4.00pm.

The government funds both three and four-year-old children born within certain dates, for up to 15 hours of pre-school provision per week, or 30 hours if you meet the government criteria. The pre-school will advise you when your child qualifies for this free provision. Funding is also available for some two-year-old children; however, there are certain criteria you will need to meet. Please speak to a member of staff if you have any questions about funding or visit the Childcare choices website at [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

Fees are payable as follows;

Our hourly rate is currently £4.30 per hour, rising to £4.50 from September 2021. Bills are issued half- termly in advance and payment should be made within four weeks of the billing date. Late payment cannot be tolerated as it has an impact on all of the children and their parents and could result in your child's pre-school hours being reduced /withdrawn. Parents with hardship may contact the manager or chair in confidence.

### **Staff**

The regular staff in our pre-school are:

Toni Harrison- Manager/Emotional Health Coordinator. BA Hons Education and Training Studies Level 6

Christine Hayter-Deputy Manager. Health and Safety Officer. Level 3 NVQ

Sally Osmond - Pre-school Practitioner. Level 3 Diploma

Katy Hofmann - Pre-school Practitioner/ Special Educational Needs Coordinator (SENCO). Level 3 NVQ

Sarah Gray - Preschool Practitioner. Level 3 NVQ

Paige Shann - Preschool Practitioner. Level 3 Diploma

The adult to child ratio varies according to age group. It is never less than 1:8 and for children under the age of 3 the ratio is 1:4. Individual care and attention is made possible by this ratio.

## **The Key Person and your child**

Our setting uses a key person approach. 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 one who works with you to make sure that the care and education we provide is right for your child's particular needs and interests. When your child first starts at the setting she/he will help your child to settle and will care for them throughout your child's time at the setting.

If your child's Key Person is away from the setting for any reason, then a buddy Key Person will be responsible for caring for your child. Both your Key Person and buddy will be introduced to you when your child starts at the setting.

## **Record of Development Summary**

The setting keeps a record of development for each child. Staff and parents working together on their child's individual learning journey is one of the ways in which the key person and parents work in partnership. Your child's record helps us to celebrate together their achievements and to work to provide what your child needs for their well-being and to make progress.

Your child's key person will work with you to keep this record. To do this, you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child move onto the next stage. Each individual child's progress is recorded and monitored by using an electronic journal system called 'Tapestry'. This system allows parents to view their child's progress at any time from home. It also allows you, as parents and carers to add your own observations or comments, enabling us to work together effectively.

## **Starting Pre-school**

We want children to feel safe and happy in the absence of their parents and to recognise other adults as a source of authority, help and friendship. The child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help the child feel confident and secure within the group. This may take longer for some children and parents should not feel worried if their child takes a while to settle. In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children in clothes that are easily washed or not too new. It is good for children to practise the skills that will make them independent. Simple clothing which they can handle themselves will enable them to go to the toilet when they want and take off outdoor clothes without being too dependent on other people's help.

The pre-school will accept children in nappies and will be supportive with toilet training when ready. We do ask that your child is changed prior to their pre-school session. Nappies and wipes are to be provided by the parents.

Pre-school staff are always ready and willing to talk to parents about their ideas, views or questions. We are here as a source of support to not only your child, but to the family as a whole. Please feel free to ask us if you require any help with anything.

## **Curriculum**

The Pre-school follows the Early Years Foundation Stage Profile, which leads to nationally approved Early Learning Goals. Each child's learning is carefully planned and tailored to each individual child's needs and interests.

Priority is given to fostering Personal, Social and Emotional development, Communication and Language and Physical development.

Each area of the curriculum and how we encourage development in that area is briefly described below:

### **Prime Areas**

#### **Personal, Social and Emotional Development**

Children are encouraged to have positive attitude towards themselves and others. They learn to build relationships within the group, to be aware of their social surroundings, to share and help others. They are encouraged to become independent and confident learners by the adults and children around them; this means having set boundaries; positive role-models and lots of encouragement and praise for their achievements.

#### **Communication and Language**

In both small and large groups children are encouraged to extend their vocabulary by talking and listening, and by hearing and responding to stories, songs and rhymes. Using the outside environment to talk about the sounds around them and learn to distinguish between them. Adults are there to encourage new vocabulary, model language and promote an environment that allows the children to be listened to while also encouraging them to listen to others.

#### **Physical Development**

We have an extensive outdoor area and equipment that encourages children to develop or enhance their balancing, sliding, running, climbing, stretching and overall motor skills. We have ball games to help with hand/eye co-ordination; large construction toys to build and balance and a fantastic climbing structure to promote the physical skills that young children need. We also undertake activities and provide resources to promote fine motor skills such as colouring, cutting and playing with manipulative toys.

### **Specific Areas**

#### **Literacy**

Children are helped to understand that written symbols carry meaning and when ready they will learn to use these symbols for themselves. We have a well-stocked book area which gives children every opportunity and encouragement to become familiar with books and take them home to share with parents/carers. We provide opportunities throughout the day for children to share books with the adults in the setting on either a 1:1 basis or as a group.

Mark-making equipment is freely available around the environment, both indoors and outside, so that children can partake in early writing and drawing activities as they wish.

## Mathematics

Children are encouraged to become familiar with sorting, matching, ordering, sequencing and counting activities that form the basis for early mathematics. Songs, games and picture books help them to become aware of number symbols and sequences. Resources are displayed all around the pre-school to support this and are stored at a level that encourages the children to explore mathematics independently.

## Understanding the World

The children are encouraged to experiment with a range of natural and manufactured materials. They are assisted in exploring and understanding their environment, both within the group and in the wider community.

Understanding the world is promoted using the preschool garden where the children participate in the planting of flowers, fruit and vegetables and are encouraged to look after them as they grow. We visit the school pond looking for tadpoles and mini beasts throughout the year and talk to the children about life cycles and nature.

We promote the use of technology within the setting and encourage children to use the tablets, digital cameras, calculators, torches and other technological resources.

## Expressive Art and Design

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings. Art equipment including paint, glue, crayons, pencils and a variety of materials provides for open ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.

Our setting provides a permanent role- play area with a wide range of resources that will encourage imaginative play. This area is sometimes themed to meet the children's interests that have been shown in their play e.g. a cafe, pet shop, frozen castle, pirate ship.

We encourage music-making, dancing and singing activities by providing the children with various types of music or instruments and time each day to sing favourite songs.

## Policies

All of our policies are designed to offer the best possible experience for the children and their families within the group. They are reviewed annually and comments and suggestions from parents are always welcome. Policies are available to view in the policy folder displayed in the foyer or on the preschool website (see first page for web address). We can email these to parents or make copies for you take home upon request.

## **Admissions**

In the event of over subscription, a waiting list is operated, and priority is given to:

1. Children in receipt of government funding
2. Parents with siblings at Red Barn Community Pre-school
3. Parents with siblings at Red Barn Primary School.
4. Children living within the area of Portchester

We try wherever possible to ensure that all children are allocated 15 hours when in receipt of government funding, however we do get very busy and this is not always possible.

## **Equipment**

The toys and equipment in pre-school provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. They are appropriate for the ages and developmental stages of the children and conform to all relevant safety regulations.

## **Health and Safety**

General safety standards in the group are regularly monitored and we are fully insured. All of our staff are trained in Paediatric first aid, and a correctly stocked first aid box is always available. Any injury which occurs is noted in the accident book and the person collecting the child is informed. If a child comes into preschool with an existing injury, this will be recorded too, and parents are required to complete the form. If someone unknown to staff is to collect the child, staff will require that a password (agreed with the child's parents beforehand) is given before the child is permitted to leave the premises. Persons collecting children from preschool must be over the age of 16 years old.

We can only administer medication that has been prescribed. Parents or carers must complete a medication permission form before any medication can be administered by a member of staff. The staff will also enter this information into the medication book with the parent and this must be signed by the parent each day that the medication is administered. All medication must be kept in its original packaging with the information labels intact. It will always be stored in the preschool office (unless it requires refrigeration).

## **Illness and infection**

Parents are asked to keep their child home if they have any illness. We would ask that parents inform the pre-school of the nature of the illness so that other parents can be alerted if necessary. It is requested that children are kept at home for 48 hours after an incident of vomiting or diarrhoea.

## **Covid -19**

Due to the Covid 19 Pandemic (Coronavirus) we have had to take extra precautions to lower the risks to staff, children and their families. Children and staff are not permitted to come to preschool if they, or anyone in their household, are displaying symptoms of Covid 19. These symptoms include:

- A high temperature (over 37.6)
- A new persistent cough
- Loss of taste and/or smell

If a staff member or child displays symptoms of Covid 19 whilst attending the setting they will be sent home immediately to self-isolate for the government recommended time and a PCR test will be required. Testing is available for anyone displaying symptoms and this must be carried out as soon as possible. The individual will not be able to return to the preschool until they have either:

- Received a negative test result and symptoms have ceased.
- Completed the isolation period after a positive test (and until symptoms cease).

The preschool is doing its utmost to lower the risks to everyone attending. Regular cleaning takes place throughout the day and staff are vigilant in ensuring that they and the children wash their hands thoroughly throughout the day. All government guidelines are carefully followed, and care is taken to keep up-to-date with the changes as they are announced.

### **Equal Opportunities**

We believe that the group's activities should be open to all children and families. No child will be discriminated against in the terms of religion, race or culture, disability and gender. All children will be treated as individuals.

### **Additional Needs**

Our pre-school aims to have regard to the Department for Educational Code of Practice on the Identification and Assessment of Additional Educational Needs, and to provide welcome and appropriate learning opportunities for all children. We will work in liaison with staff outside the group including speech therapists, health visitors, psychologists, social workers and paediatricians to meet children's specific needs. In certain circumstances, a trial period may be arranged for the benefit of the child, staff and the group.

### **Parental Involvement**

We encourage parents to play an active part in the management of the group. Anyone who would like to share their skills with the children is welcome to do so, e.g. art work, story-telling, shared reading, playing a musical instrument.

### **Informing Parents**

We keep parents informed using the notice board; via Tapestry; regular newsletters, and meetings between parents and the children's key person. We are also available wherever possible to discuss any problems and concerns, or even just to update parents on their child's day.

### **Discipline and Behaviour Management**

We believe that children and adults flourish in an ordered environment in which everyone knows what is expected of them, where children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

We try to distract children before an incident occurs. However, should this prove impossible, staff will endeavour to reason with the child, emphasising what would have been more appropriate behaviour.



When the incident has been dealt with, the child should understand the matter is finished with and activities continue as normal.

### **Child Protection**

We aim to create an environment in which children are safe from abuse, and in which suspicion of abuse is promptly and appropriately responded to. Safeguarding the children in our care is a priority for all staff and we are all trained in the correct procedures to follow should we have any concerns over a child's safety or well-being.

We will record any concerns that we may have regarding the children in our care and these will be reported to the relevant agencies should we feel it necessary. We hope to work harmoniously with our families to avoid such situations and can provide advice, or, signpost parents and carers to outside agencies for support. We strive for good relationships with our families, ensuring strict confidentiality at all times.

### **Complaints**

We aim to work in partnership with parents and the community generally; we welcome suggestions on how to improve our provision at any time. There is a suggestion box in the preschool foyer where parents can post ideas of how we can improve our services.

Should any concerns arise we ask that parents bring them to the attention of a member of staff and we will deal with them promptly. Alternatively, the Chairperson of the committee will also be pleased to help.

Complaints can also be made to:

Ofsted, Piccadilly Gate

Store Street, Manchester

M1 2WD

Tel: 0300 123 4666