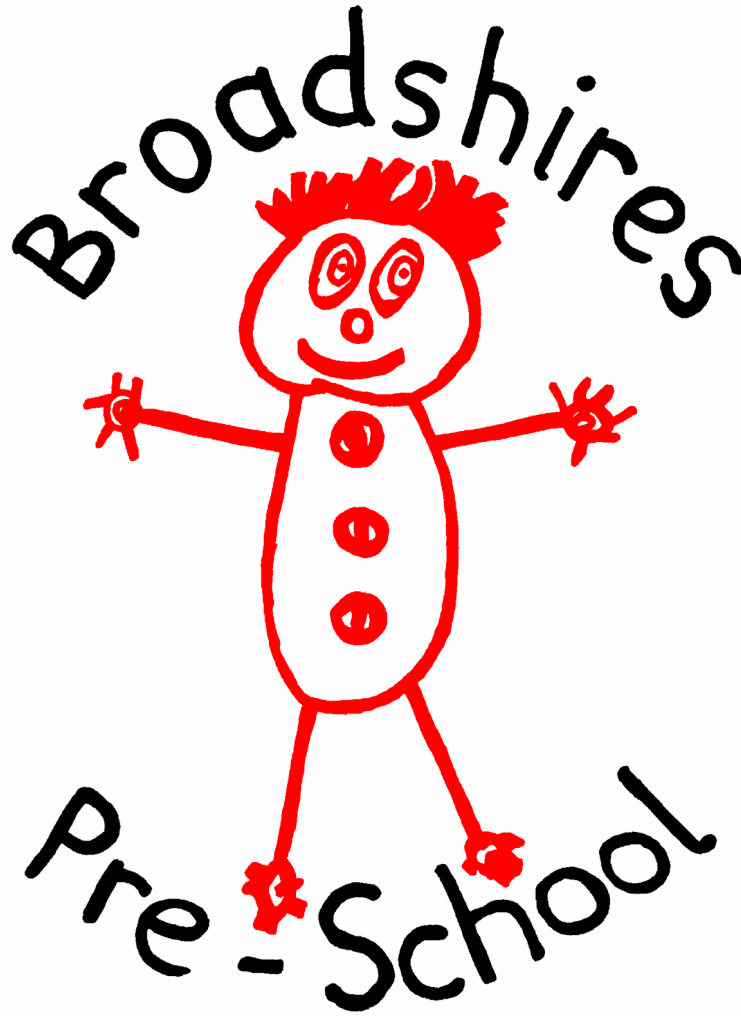


PROSPECTUS – October 2021



**Broadshires Pre-School
The Old School
Broadwell
GL7 3QS
Tel: 01367 860729**

www.broadshires-preschool.org.uk

Welcome to Broadshires Pre-School

We are a small and friendly group, dedicated to the education and care of children aged 2 years to primary school age. Broadshires Pre-School is registered with, and regularly inspected by, OFSTED. We are members of the Early Years Alliance affording all the benefits this membership offers. Please find enclosed information about what we are able to offer you and your child as a Pre-School. If you have any questions, or would like to arrange a visit please do not hesitate to contact us. We look forward to hearing from you. Should you wish to register your child with us, a registration form is enclosed for your convenience.

WHO'S WHO

Supervisor:	Mrs. Jackie Overton B.Ed. (Hons) Diploma in Play-Group Practice First Aid Certificate
Deputy Supervisors:	Mrs. Alison Rodger Diploma in Pre-School Practice (Level 3) First Aid Certificate
	Miss Michelle Scott B.A. Early Childhood Studies First Aid Certificate
Assistant	Mrs Lisa Hathaway B.Ed. (Hons) First Aid Certificate
Assistant	Mrs Clare Godwin NNEB Diploma (NVQ 3 equivalent) First Aid Certificate
Chairperson:	Mrs. Suzy Lyon

In respect of child protection, all staff and committee members are checked by the appropriate authorities. Broadshires Pre-School has adopted a number of policies, which are reviewed regularly, and are always available to look at.

OPENING TIMES AND FEES

Broadshires Pre-School is pleased to offer the following sessions:

Morning sessions - 9.00 until 12.00

Morning sessions - 9.00 until 1.00 (to include bringing a packed lunch)

Afternoon sessions - 12.00 until 3.00 (to include bringing a packed lunch)

All day sessions - 9.00 until 3.00 (to include bringing a packed lunch)

Your child is welcome to join us the term following their second birthday.

Our sessions do not always run to a rigid plan, as we may wish to make the most of situations that occur spontaneously and which can provide great learning opportunities for our children. However, below is a rough guide to the timing of the sessions:

Morning Sessions (Mon - Fri)		Afternoon Sessions (Mon - Thurs)	
9:00 am	Register	12:00 noon	Lunch
	Free Play		Table top games
	(inside / outside)	1.00 pm	Register
	Craft		Free Play
10:30 am	Snack		(inside / outside)
	Table-top games		Craft
	Story		Story
	Music / singing		Music / singing
12:00 noon	End of session	3:00 pm	End of session
Lunch Sessions (Mon - Fri)			
12:00 noon	1:00 pm		

Currently our fees are £15 per Pre-School session and £5 per lunch session, both are payable termly in advance. There is a charge of 20 pence per morning session to help cover the cost of the snack provided. Fees continue to be payable if a child is absent and each child's attendance at the group is conditional upon continued payment of necessary fees. We are registered to accept nursery vouchers, which cover the cost of the sessions. At present the vouchers are available the term after your child's 3rd birthday. We are registered to accept 30 hours funding where parents qualify and 2 Year Entitlement Funding, if you are eligible for this. We also accept Sodexo Vouchers.

AIMS OF BROADSHIRES PRE-SCHOOL

We aim that each child will feel safe and secure and gain in confidence so that they can enjoy the activities offered by Pre-School, and begin to form friendships. We realise that for some children this will be the first place they have been left away from home. As they become familiar with the setting and routines we hope that each child will acquire the following skills before they leave for primary school.

Each child should be able to:

1. Be happy, confident and feel valued.
2. Develop a love of learning and finding out.
3. Be self-motivated and empowered to make their own decisions and choices.
4. Listen and speak both to individuals and within a group.
5. Play individually, in pairs, or in a group, having regard for other's ideas and feelings.
6. Relate series of events/re-tell a story.
7. Follow instructions
8. Begin to “hear” letter sounds and rhyming patterns.
9. Read their own name
10. Write their own name.
11. Count and understand the concept of numbers to at least 5.
12. Begin to recognise number patterns and number symbols.
13. Know basic colours.
14. Know basic shapes.
15. Begin to understand mathematical concepts and vocabulary
e.g. space, measurement and volume.
16. Take turns e.g. in a board game.
17. Concentrate for longer periods of time, especially on self-chosen activities.
18. Begin to develop early IT skills.

CURRICULUM

We are guided by the legal requirements set out in the Early Years Foundation Stage (EYFS). The framework states:

“ Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

We aim to fulfil the framework's four guiding principles in the following ways:

- ***A Unique Child***
We recognise each child is constantly learning. We ensure all are valued, gain in confidence and encouraged to “have a go” and keep on trying. Their development is monitored and their “next steps” are catered for.
- ***Positive Relationships***
We value the importance of families and work with parents/carers to recognise children's interests and needs. We provide an environment where children's friendships develop. The free play either inside or out allows children to play together, and time to develop a "story" to their activities. They are able to access resources such as binoculars, tea sets, pans, ropes or toolkits to use in their games
- ***Enabling Environments***
Stimulating resources are provided in an “open ended” way to encourage children's own ideas for play. Learning opportunities are offered in a fun and varied way so that children can explore, investigate and discover the world around them with the support from well qualified adults.
- ***Learning and Development***
We acknowledge all areas of learning are important and are interconnected, so an activity can offer a wide range of learning opportunities. We motivate children to be enthusiastic and eager to learn, give them time to concentrate, extend their play and develop what they already know.

The activities we provide are carefully planned to enable all children to work towards the Early Learning Goals set out in the EYFS. These Early Learning Goals indicate the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five. The areas of development are divided into *prime areas* and *specific areas*.

We plan in detail on a termly, weekly, and daily basis considering both indoor and outdoor play and taking into account children's interests and needs. Parents/carers are notified of the days activities on a notice board and we have a facebook page informing people what we have been up to, showing photographs of the activities set up. Any ideas and contributions from parents/carers is always welcome and gratefully received.

The requirements of both the *prime* and *specific* areas are met on a daily basis in the following ways:

COMMUNICATION AND LANGUAGE *prime*

Children are encouraged to extend their language and fluency by talking and listening, and by hearing and responding during:

- register
- story time
- games
- free play

PHYSICAL DEVELOPMENT *prime*

A range of equipment and opportunities both indoors and outdoors allow children to develop confidence, control, co-ordination, strength and dexterity. Children are encouraged to become independent regarding self care and make healthy choices.

Small hand, wrist and finger muscles are developed using:

- dough
- pencils
- scissors
- beads
- sewing
- paint brushes
- pegs
- construction equipment

Larger arm movements are used during:

- sand play
- water play
- woodwork
- using clay

Whole body development by using:

- action songs
- ball games
- ropes
- climbing frame, big tyres and climbing log
- tricycles, scooters and balance bikes
- running, balancing and jumping

All these help to develop hand-eye co-ordination.

OFSTED reported “Children have many opportunities to be active both indoors and out. Children move confidently with control and co-ordination ... and are developing a good understanding of health and bodily awareness and more able children recognise the effects of exercise on their bodies.”

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT *prime*

Mix and play within a group.

Become more independent and gain confidence by:

- answering name at register
- washing hands before snack time
- getting own bag and coat

- changing shoes when necessary
- having a drink and snack with a group of other children.

Be self-motivated by:

- choosing an activity and persevering with it
- developing concentration

Take turns and play fairly.

To become familiar with the routine at Pre-School and act appropriately.

Quote from a recent OFSTED Inspection:

“Children are making very good progress in personal, social and emotional development. They are confident, interested and excited to learn. Children have high self esteem and secure relationships with their peers and staff. Children’s behaviour is very good, they are sensitive to the needs and feelings of others. Children are developing independence and an awareness of the views and beliefs of others.”

LITERACY *specific*

Looking at books independently and listening to stories with adults either individually or in small or large groups.

Phonics (letter sounds) are used daily:

- during register
- when changing the calendar
- by using name cards
- through games

Early writing skills are encouraged: paper, pencils, crayons, big chalks and paints are always available, outdoors as well as indoors. We incorporate word games, alphabet trays, and letter matching into our activities.

We have a well stocked book area of fiction and non fiction books to help develop a love of books. We operate a lending library to enable children to take books home to enjoy with parents/carers.

Our OFSTED inspection said “Children communicate with confidence using language to communicate. They are learning to recognise their names and link sounds to letters. Children have access to a good range of books which are used as a home-nursery link.”

MATHEMATICS *specific*

As part of the EYFS we encourage the recognition and naming of numerals. Simple mathematical operations such as adding and subtracting are included in songs and games. Mathematical vocabulary is modelled and encouraged during play using descriptions such as shape, colour and size, as well as counting.

Number work is included daily. For example:

- counting children at register time
- number songs and rhymes
- through the use of games and jigsaws
- activities in the sand pit and water tray
- counting children and cups at snack time and comparing

Skills to match, sort, compare, sequence and count are all developed through the use of:

- beads
- games
- pegs
- jigsaws
- playdough
- sand and water
- role play area
- cars and diggers

OFSTED commented that “children are making generally good progress in mathematics. Many children can count confidently beyond 10. Children are able to use simple calculation and more able children are able to subtract. They use language to describe shape, size and quantity and more able children are developing mathematical ideas and are able to solve mathematical problems.”

UNDERSTANDING THE WORLD *specific*

Our termly topics are used as a basis to build on what children are already familiar with, then develop their knowledge and understanding of the world. Children and parents/carers are encouraged to contribute from their own experiences. Through observations and experiments children have the opportunity to recognise differences, patterns and similarities. Their findings are shared and recorded through their craft work and friezes. Songs and stories often reflect the current topic. Our garden offers a fantastic opportunity to find and observe plants and insects. We have magnifying glasses, charts and books to help the children identify what they find. The children sometimes visit our neighbouring farm to look at crops and animals.

A recent OFSTED inspection said “Children are able to use technical equipment which supports their learning. Children work with a variety of materials... and are learning about cultures and beliefs from around the world.”

EXPRESSIVE ARTS AND DESIGN *specific*

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings.

Painting/craft work always encourages:

- children’s own interpretation
- own selection of materials
- own choice of colour

Adult intervention is limited to as little as possible.

Music sessions, especially when using musical instruments, are very free and open to self expression. We have musical instruments outside and children are often encouraged to tap a beat on pans, logs or crates.

There are many opportunities for imaginative role-play both individually or as part of a group. For example:

- role play area
- dressing up
- train set

- Playmobil
- zoo
- cars and garage
- dolls house
- farm
- construction sets
- play shed
- sand area and resources

Each child’s work is valued and respected whatever the activity.

OFSTED reported “Children are able to create without interference from adults and have access to a range of materials. Children enjoy singing and action rhymes. The more able children are creative in their use of outdoor equipment. They are able to express and communicate their ideas well.”

OUTSIDE PLAY

We believe it is important that children have the opportunity to play outdoors throughout the year and we are lucky to have an outside area that facilitates this. There is a paved area, a large lawn, some of which is left as a wild section, a big sand area and a play shed. Outdoor play is actively encouraged as it offers a range of benefits, including improved negotiation skills and allowing children more freedom to be in control of their play. A full range of activities are offered outside covering all learning areas. Children have free access to move from inside to outside play. We have wet weather suits and parents/carers are asked to bring wellingtons, warm clothes or sun hats and sunscreen depending on the weather, to enable children to play outside throughout the year.

STARTING PRE-SCHOOL

A 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 in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. Parents/carers are most welcome to stay until they feel their child is happy. You and your child will be invited to play before your child starts Pre-school.

KEY PERSON SCHEME

Broadshires Pre-School operates a Key Person scheme in which a particular member of staff has special responsibility for your child. Your allocated Key Person will be able to talk to you, and work in partnership with you to provide the best possible environment for your child. We are keen to know about your child's interests and favourite toys, so you will be asked to fill in questionnaires occasionally to keep us up to date.

RECORDS OF DEVELOPMENT

Observation records, notes about what your child has been doing and photographs are kept for each child to create a unique Early Years Foundation Stage Profile. “Next steps” for your child are discussed with you so that we can help provide the opportunity to develop fully, in accordance with the EYFS. Your child’s Profile will be available for you to look at, and any parental contribution is welcomed and valued. We have small notelets called “Yippee Moments” for you to complete at home so that

we can share in acknowledging achievements.

FOOD AND DRINK

During morning Pre-School sessions, children have a snack provided and prepared by Pre-School staff in accordance with our “Food and Drink Policy” and our “Health and Hygiene Policy”. This varies and includes: fruit, raw vegetables, toast or a variety of cereals. In addition, children are offered a drink of either milk or water. Before your child starts Pre-School the staff will discuss with you any dietary requirements, including allergies, and make appropriate arrangements to accommodate them. We eat Chinese and Indian foods when we celebrate their festivals and sometimes may try a variety of fruits or bread. We display current information about individual children’s dietary needs so that all staff and volunteers are fully informed of them. To ensure that children have access to a drink at all times, we ask you to bring a drinks bottle. For the health of your child's teeth we recommend you bring water in this bottle rather than any kind of juice or squash.

THE LENDING LIBRARY

To promote the love of books we encourage children to borrow from our Pre-School library. Each child is given his/her own book bag to transport their books, allowing the child a feeling of independence and responsibility as they decide which book to borrow.

PRE-SCHOOL COMMITTEE

Broadshires Pre-School is run by an elected committee who ensure that major decision making is in the hands of the parents who use the group. The committee is responsible for reviewing the policies and practices adopted by the Pre-School; for the employment of members of staff and fund raising. We hold committee meetings termly. Our annual general meeting, at which the committee for the following year is elected, is held in October. We are always looking for new committee members - it’s a great way to be involved in the Pre-School.

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