Bilton Sunbeams Pre School

Prospectus

Church Centre
Church Walk
Bilton
Rugby
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WHERE TO FIND US

Our Pre-school can be found in the Activities Room of St. Mark's Church Centre, which is next door to the church in Church Walk, Bilton.

We have a large, free car park at our disposal which belongs to the church and we request that parents and carers use it at all times when collecting and dropping off their children and not park in front of driveways or the church gates.

ABOUT US

Founded in 1975, we have gradually evolved from a Playschool into our current classification as an Ofsted Registered Pre-school.

We offer 25 sessional places for children from the term before they are 3 until they start school.

AIMS and OBJECTIVES

- Provide quality care and education for children in a fun, safe and happy environment.
- Provide a stimulating setting offering opportunities for children to develop through play and access all areas of the curriculum.
- Provide an inclusive setting which supports parents and families and the choices they make for their children.
- Establish a pre-school which associates with voluntary organisations, local authorities, health organisations and the local community in a common aim to provide a network of support for our children and their families.
- Ensure all staff benefit from professional development and train for recognised qualifications.
- Manage and improve the facilities and services of the Company which, in the opinion of the Directors, may enhance the sustainability of the Company.

OUR STAFF

Name	Job Title	Qualifications
Catherine Potter	Manager	NVQ 2 & 3
Sarah Jordan	Assistant Manager	NVQ 3
Diane Holmes	Special Needs Co-ordinator	NVQ 2 & 3
Sharon Woodward	Pre-school Practitioner	NVQ 2

Each member of staff has undergone an Enhanced Criminal Records Bureau Check and over half the staff has First Aid training and our SENCO, Diane, specialises in the care of children that require individual needs. We are committed to training and development for staff and all regularly attend courses in a wide range of subjects.

During their time at Bilton Sunbeams your child will be allocated a Key Worker who will look after your child's wellbeing. This Key Person is responsible for monitoring tasks, activities and overseeing your child's progress and development throughout their stay with us.

SESSIONS, FEES AND APPLICATIONS

We offer sessions from 9.00am to 12.00pm from Monday to Friday during school term times.

Early Years Funding – every child is eligible for five free sessions per week from the term after they turn 3 (regardless of parent income). We claim Early Years Funding from the government on your behalf and arrange everything for you – you just need to complete a form and provide identification to qualify.

For those children who are too young to qualify we charge £10.50 per session. Parents/carers are invoiced on a half-termly basis and fees must be paid promptly and in full at the beginning of each half-term. We can arrange payment by instalments in certain circumstances.

Unfortunately we cannot offer refunds for sickness or absence due to the daily running costs of our pre-school.

CURRICULUM – OUR ACTIVITIES

The emphasis is on learning through play and our sessions are carefully planned and managed to develop children's skills and learning, plus meet educational and development standards in a fun way.

Our framework for learning is The Early Years Foundation Stage (EYFS) curriculum, which covers a child's education and development from birth to the end of the Reception Year at school. The EYFS includes four themes which are:

- A UNIQUE CHILD
- POSITIVE RELATIONSHIPS
- ENABLING ENVIRONMENTS
- LEARNING AND DEVELOPMENT

These themes are all connected within Areas of Learning and Development which are as follows:-

Prime Areas:	Personal, Social and Emotional Development
	Physical Development
	Communication
Specific Areas:	Literacy
	Mathematics
	Understanding the World
	Expressive Arts and Design

We include a full range of activities and take account of each child's individual needs when planning the curriculum. Each session is based around a routine which quickly becomes familiar to the children helping them to feel secure, confident, independent and able to try new things within a known structure.

A typical session is run as follows:-

- Arrive, sit on carpet area with a book, take the register, complete date and weather chart, 'show and tell' time.
- Free play
- Outside play
- Drink and snack
- 'Tidy up Time'
- Letters and Sounds session
- Music and Dance/Aerobics session
- Story time
- Home time

We also have a special music session every Friday where Judy brings in her guitar and we sing our favourite songs and nursery rhymes.

THE ROLE OF PARENTS

Research shows that children learn better when their parents or carers are involved in their learning and we recognise they are the most important educators of their children and therefore aim to support them at all times.

It is our intention that your child's Key Person builds a good relationship with both you and your child so that you become comfortable about asking questions and sharing information or raising concerns.

REPORTING TO PARENTS

Throughout the year Pre-school holds informal open coffee mornings, which enable new and existing parents the opportunity to talk to staff about their child's progress and look at their child's Learning Journal.

In addition to these mornings, parents and carers are reminded that they can ask any questions or discuss any concerns with their child's Key Person or the Manager at any mutually convenient time.

DRINKS, SNACKS AND FOOD TASTING

During each session the children are provided with a drink and a variety of snacks including milk, water, fruit, cheese and biscuits. Sometimes the children may participate in food tasting activities, so please let us know if there is any food that your child cannot eat due to reasons of health or religion, please notify the Manager and include the information on the Registration Form. We will then ensure the child is offered an alternative.

MEDICINES

If your child takes regular medication, you must inform Pre-school of all matters concerning your child's medical history.

Inhalers to control asthma must be clearly labelled with the child's name and given to a member of staff complete with the original packaging.

Pre-school will also require a written letter confirming your child's medication and instructions for administration should that be required within our opening hours.

In exceptional cases parents may be required to come into Pre-school to explain their child's condition and demonstrate how to administer their medication.

ILLNESS

If a child becomes ill at Pre-school, parents will be contacted to collect their child, it is therefore essential that all contact telephone numbers are kept updated.

If your child is ill in the night please do not send them to Pre-school the following day.

If the illness is infectious please let us know straight away and keep him/her away from Pre-school until the risk of infecting other children and staff has passed. Children suffering from diarrhoea and vomiting should not be back at Pre-school until 48 hours (2 full days) after the last bout. Sickness passed on to staff can affect our ability to stay open so please be considerate.

COLLECTION OF CHILDREN

If anyone, other that yourself is likely to pick up your child, you must tell the staff at Pre-school and complete the signing in form showing who is to collect them. Staff will not allow your child to leave with someone who has not been included as a nominated person on the registration form unless you inform us in writing beforehand.

CLOTHING

Coats and other items of clothing must be clearly marked with your child's name. Please dress your child in suitable play clothes as paint and glue have a tendency to get everywhere on occasions! Also it would be helpful if the children could wear clothes they can manage themselves for going to the toilet and shoes they can fasten themselves after outdoor play.

Please note that we play outside all year round so your child will need a suitable waterproof, warm coat and wellies or boots. We do have facilities for wellies and boots to be left at Pre-school during term time.

In summer a sunhat is essential, along with suitable footwear, flip-flops are not safe for climbing and running around in. Please apply suncream before they arrive and consider cool, loose clothes that cover up their skin.

POLICIES

Full Copies of our policies and procedures are available for you to see at the setting. These help us to make sure that the service provided by us is a high quality one and that being a member of the pre-school is an enjoyable and beneficial experience for each child and his/her parents.

Staff all work together to adopt these policies and we all take part in the annual review to ensure the policies are kept up-to-date and relevant.

The Policies include:

SAFEGUARDING – Bilton Sunbeams Pre-school believes that children have the right to be completely secure from both the fear and reality of abuse, and we are committed to protecting all children in our care from harm.

WHISTLEBLOWING – Employees of the setting are often first to realise something is seriously wrong within the group. However, they may not express concerns because they feel speaking up would be disloyal to their colleagues. They may also fear harassment or victimisation in the circumstances, so it may be easier to ignore the concern rather than report what may be just a suspicion. It is our intention that staff working at Bilton Sunbeams Pre-school feel confident about coming forward and reporting any issues/concerns that they may have regarding any areas of safeguarding children, whilst remaining protected from any subsequent discrimination.

MAKING A COMPLAINT – Our setting believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

MISSING CHILD – Children's safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

UNCOLLECTED CHILD – In the event that a child is not collected by an authorised adult at the end of a session, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

CHILDREN WITH SPECIAL EDUCATION NEEDS – We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to children with special educational needs.
- We support parents and children with special educational needs.
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

VALUING DIVERSITY AND PROMOTING EQUALITY – We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins while others may be more removed from close kin or may live with other relatives or foster carers. Some children have needs that arise from disability or impairment or may have parents that are affected by disability or impairment. We understand that these factors affect the well-being of children and can impact on their learning and attainment.