



Milestone Centre, Northbrook Road,
Caversham Park Village, Reading, RG4 6PF
Tel: 0118 9471989

Welcome Pack

Introduction

Welcome to Caversham Park Pre-School. This pack aims to give you some information about our Pre-School, but if you require further details, or would like to visit us, please contact us on 0118 9471989.

Caversham Park Pre-School is situated at the heart of Caversham Park Village. It is a community based organization, where both staff and parents actively provide for the needs of the children. We aim to provide a happy, secure setting where children can develop confidently as individuals, and experience a range of activities, both indoor and outdoor, building on their existing skills and interests to help them learn.

Registration of the Pre-School

The Pre-School is affiliated to the Caversham Park Village Association (C.P.V.A.). It is registered with Reading Borough Council under the provisions of the Children's Act 1989, and is recognized as an independent charity with the Charity Commission. The Pre-School is also registered with OFSTED and inspected regularly to ensure that the required standards are being met. We are supported in providing the Foundation Stage Curriculum by the Reading Early Years Development and Childcare Partnership. The Pre-School is also a member of the Pre-School Learning Alliance.

Facilities

The Pre-School is held in one of the buildings owned by the C.P.V.A. There is a primary teaching/play area, a wet room used for messy play, a separate kitchenette for food and drink preparation, separate toilet and cloakroom area, and a large sports hall for indoor play. We have direct access to the local play park, and we make full use of the local wildlife areas such as the duck pond and Clayfield Copse.

Capacity

The Pre-School offers quality care for children between the ages of two and a half and five. A maximum of 4 children under the age of three, and 8 children over the age of three are allowed per teacher per session, with an overall maximum of 25 children.

Opening Hours

The Pre-School is open Monday to Friday, term time only. Morning sessions are aimed specifically at the slightly older children and run from 09:15am to 12:15pm. The afternoon sessions which are aimed particularly at the younger children run from 12:45pm to 14:45pm.

We are also able to offer lunchtime sessions for some children. This facility is aimed at the children who will be leaving us to attend Primary School, and is subject to availability.

Registration

Before your child starts their first session with us, you will be required to complete the registration form at the back of this pack. Admissions to the Pre-School are made according to the criteria detailed in the Admissions Policy. We would encourage you to visit us with your child for a couple of sessions before they start, as this helps the child to integrate more quickly, and gives you the opportunity to see what we do, and ask any questions. During these visits you will be able to meet your child's key worker who will complete an "All About Me" form with you and your child. This gives us more details about your child's family background, and their likes and dislikes, to help us to cater for them as individuals.

Fees and Funding

The current fees per session for the academic year 2010-2011 are:

Morning sessions	Mon - Fri 9.15 - 12.15	for funded 3 & 4 year olds
Afternoon Sessions	Mon - Fri 12:45 - 14:45	£ 6.00
Late collection charge (per ten minutes)		£10.00

All fees are payable half termly, and we ask that payment reaches us within two weeks of receipt of your invoice. Failure to make the payment may result in the loss of your child's place. No reductions are made for absence through sickness or holiday. Should you wish to terminate your child's place with us, we require 4 weeks written notification, otherwise you will still be responsible for fees for that period.

Currently, children can receive a free place from the first term after their 3rd birthday. As we do not yet follow the 6 term academic year, this means from the start of either the Spring, Summer, or Autumn terms. If you wish to check your child's eligibility for funding please contact us.

Further information on Early Years' Funding can be obtained from Reading Borough Council or the Children's Information Centre.

Pre-School Staff

The Pre-School staff work as a team to encourage children from all backgrounds and abilities to have a positive attitude to learning and to each other. They provide a safe, stimulating, and caring environment in which the children can learn and develop as individuals. Below is a list of current staff members and their roles within Pre-School.

Staff Name	Staff Role
Heather Hester	Supervisor, Safeguarding Officer
Clare Sawdon-Smith	Deputy Supervisor
Nikki Starr	Pre-school Assistant, Administration Secretary
Marcia Douglas	Pre-School Assistant, Health and Safety Officer

Key Worker

Each child is allocated a member of staff to act as their key worker. This is a person who has special responsibility for working with a small number of children, giving them the reassurance to feel safe and cared for, and building relationships with parents and carers. They will talk to parents and carers to make sure that the needs of the child are being met appropriately, and that records of development are being kept and shared with parents/carers and other professionals accordingly.

What your child needs at Pre-School

Please ensure that your child has a suitable jacket and shoes for outdoor play, as well as hat and gloves for cold weather. In the Summer, please also provide a sun hat and apply sun cream to your child at the start of each session. We would be grateful if you could name items to avoid mix ups.

Please do not send your child to Pre-School in their best clothes: they will take part in messy and outdoor play and, whilst care is taken, clothes can sometimes get messy or marked. Simple clothing that they can handle themselves is preferable as this enables them to use the toilet easily, and to put on and take off outdoor clothing with a degree of independence.

If your child has a special item that they need for reassurance, they may bring it to Pre-School, but please ensure that it is clearly named.

If your child is on medication and needs dosing during a session, please discuss this with a member of staff to ensure that the Administering Medications Policy is followed.

We are happy to accept children who are not yet fully toilet trained. If your child is attending wearing nappies or pull-ups, please provide a bag with spare nappies, creams, and wipes.

Also, if you are aware that your child does have the occasional accident, please provide a bag with spare clothing.

We will provide your child with a topic book and ask that you encourage your child to sit and do some work with you at home relating to our topic. An information sheet will be provided for you at the start of each new topic. Children are then encouraged to bring in their work to share with their friends during circle time.

Session Structure

Each Pre-School session is structured in order to provide a wide range of experiences and opportunities for your child to learn through play. Each child will have their own individual education plan to enable us to provide activities that suit the needs of the individual, allowing them to work at their own pace in order to achieve their maximum potential. Sessions include the following:-

Welcome, registration, sharing of news etc.

Free play/ learning activities

Tidy up time

Snack time

Outdoor or indoor physical activity

Story, singing and circle time

Preparation to go home

Foundation Stage of Learning

Caversham Park Pre-School follows the curriculum guidance and practices for the Foundation Stage of Learning. Children aged from birth to the end of the academic year in which they reach five are in the Early Years Foundation Stage. The Foundation Stage is so called because it aims to give children secure foundations for future learning. The Foundation Stage framework is underpinned by the following principles and themes:-

A Unique Child: every child is a competent learner from birth who can be resilient, capable, confident and self assured.

Positive Relationships: children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments: the environment plays a key role in supporting and extending children's development and learning.

Learning and Development: children develop and learn in different ways and at different rates, and all areas of learning and development are equally important and inter-connected.

Our key worker system enables us to ensure a planned curriculum tailored to the needs of each individual child. Using developmentally appropriate play activities we offer a curriculum which enables children to progress towards the early learning goals throughout the Foundation Stage and prepare them for the National Curriculum which begins at Key Stage 1 in Primary School.

During each child's time at Pre-School, we complete a Learning and Development story for them which records their unique learning and development journey during the Early Years Foundation Stage and will build over time. These records are based on observation and assessment and includes photographs and samples of the children's work. Learning takes place in many different situations and parents and carers are therefore encouraged to contribute to their child's Learning Story. We would emphasize that all assessments are based on observation and not on testing.

Personal, Social, and Emotional Development

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

Communication, Language, and Literacy

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening and by hearing and responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, to be aware of the purpose of writing and, when they are ready, to use drawn and written symbols for themselves. A well stocked book corner gives the child the opportunity and encouragement to become familiar with books, able to handle them and be aware of

their uses, both for reference and as a source of stories and pictures.

Problem Solving, Reasoning, and Numeracy

By means of adult supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities, which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size volume and number. Songs, games and picture books help children to become aware of number sequences and when they are ready, to use simple mathematical operations, such as adding.

Knowledge and Understanding of the World

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognize differences, patterns and similarities and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and solve problems.

Physical Development

A range of equipment and opportunities, both indoors and out of doors, allows the children to develop confidence and enjoyment in the use and development of their own bodily skills. A very high level of adult supervision enables children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, children are supported in development of the fine motor skills required to use tools, including pens, and pencils and to handle small objects with increasing control and precision.

Creative Development

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings to construct their individual response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils, as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with, and respond, to music and stories and there are many opportunities for imaginative role play, both individually and as part of a group.

Special Needs

We have an experienced Special Educational Needs Coordinator (SENCO) who works with children on an individual basis where they have special needs.

Fundraising

Caversham Park Pre-School is a registered charity. We are constantly seeking to raise funds to provide equipment and materials for the pre-school. We always welcome any help and new ideas from you, and would like you to feel that all members of the staff are approachable.



Application Form

Date completed this form.....

Full Name of Child.....

Known as..... M/F Date of Birth.....

Home Address.....

Post Code.....

Mum's Name.....

Mums Address.....

Post Code.....

Home Tel No..... Mobile No.....

Mums Place of Work/Study.....

Post Code..... Tel No.....

Dad's Name.....

Dads Address.....

Post Code.....

Home Tel No..... Mobile No.....

Dads Place of work/Study.....

Post Code..... Tel No.....

Child's religion..... Nationality.....

Language spoken.....

Are there any festivals you would like us to celebrate with your child?

Siblings name & ages.....

Please circle your preferred days. The mornings are only available for children aged 3+yrs. If your child is 3+yrs they are not guaranteed a morning session straight away, as priority is given to children who are already at the Pre-School who want extra sessions or who are transferring to the mornings from the afternoons. (AM 09:15 - 12.15) (PM 12:45 - 14:45)

Monday AM, Tuesday AM, Wednesday AM, Thursday AM, Friday AM

Monday PM, Tuesday PM, Wednesday PM, Thursday PM, Friday PM

Family GP, Name & Address:.....

Tel No.....

Health Visitor, Name..... Tel No.....

Has your child been immunized against?

Tetanus / Whooping cough / Polio / Diphtheria / MMR / Meningitis C / Hib

Childhood illnesses to date? (Please Circle)

Measles? Chicken pox? Mumps? German Measles? Eczema?
Asthma?

Was your child born prematurely? Yes/No if yes by how
long?.....

Who should we contact in an emergency?

(1) Name.....

Address.....

Place of Work.....

Home Tel No..... Mobile No.....

Work Tel No.....

Relationship to child.....

Known to the child as.....

(2) Name.....

Address.....

Place of Work.....

Home Tel No..... Mobile No.....

Work Tel No.....

Relationship to Child.....

Known to the Child as.....

Name of person bringing/collecting the child if different to parent/carer.....

Permission

- I do/do not give permission for my child to be taken to hospital and receive medical attention in an emergency

- I do/do not give permission for my child to go out for walks etc

- I do/do not give permission for the staff to apply a plaster to my child. My child is/is not allergic.

- I do/do not give permission for photographs/filming of my child to be taken and used for
 - Displays within the Pre-School Yes/No
 - Press releases/publications Yes/No
 - Assessment records Yes/No

- I do/do not give permission for staff to apply sun tan lotion to my child.

Print name.....

Sign.....

Date.....

Does your child have any on going health problems?.....

.....

.....

Please indicate any support agencies that have been involved with your child.

Speech & language therapist	Contact	Social services	Contact	Paediatrician /specialists doctors	Contact
Professional from hearing impaired	Contact	Pre-School Support teacher	Contact	Professional from vision impaired	Contact
Voluntary Organisations	Contact	Education psychologist	Contact	Other Professionals	Contact

Does your child have Special Educational Needs that you are aware of? If yes please give details.

.....

.....

Is there anything else we need to know about your child? Do you have any concerns?

.....

.....

.....

Pre-school use only

Starting date.....

Starting sessions.....

PROTECTING CHILDREN

It is the duty of registered childcare providers to refer their concerns to Social Services if they have any cause to suspect that a child is at risk from abuse or is being abused.

Childcare providers may make a referral to Social Services without a parent or carer's consent or knowledge, depending on the circumstances.

Childcare Providers have a responsibility to inform parents/carers of any accidents or injuries a child sustains whilst in their care. It is essential that parents/ carers inform childcare providers of any accidents or injuries that their child has sustained at home or elsewhere. These will be logged on our home incident sheets.

As a matter of good practice childcare providers are required to record any accidents or injuries in their accident book/sheet.

Parents/carers will be informed of the accident and asked to read the sheet and sign it.

I have read and understood this statement.

Print Name.....

Sign.....

Date.....