



Welshampton Caterpillars Pre-School
Stocks Lane
Welshampton
Ellesmere
Shropshire
SY12 0PG

01948 710123

Welshampton Caterpillars Pre-school aims to provide high quality care and education for children from two to five years. As a member of Welshampton Caterpillars Pre-school, your child will be cared for in a safe, rich environment where he/she can enjoy stimulating activities, along with other children, as they learn together.

We work in partnership with parents to help children to learn and develop. We also aim to be an important part of the life and well-being of our local community, offering children and parent's a setting which promotes equality and values diversity.

Children and parents are consulted to inform planning, thus using what the children already know, and what they can already do, to support their learning and development.

We have a key-person system to keep children's records. Your allocated key-person will make contact with you and your child. However the pre-school leader will be available for you to talk to should you need any information.

The pre-school is open 39 weeks each year.

Our closure is in line with the Welshampton CE Primary School. We close during the school holidays and any PD days arranged by the school.

We are open five days each week.

Monday	9.00 – 11.30
Tuesday	9.00 – 11.30 and 12.30 – 3.00
Wednesday	9.00 – 11.30 and 12.30 – 3.00
Thursday	9.00 – 11.00 and 12.30 – 3.00
Friday	9.00 – 11.30

We run a lunch club daily from 11.30 – 12.30

We are a self-evaluating setting, meeting the five Ofsted outcomes:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

Records of development

We keep records of development in all areas of the curriculum. These are forwarded to the primary school when the child moves up.



The curriculum provided by Welshampton Caterpillars Pre-school

The pre-school provides a curriculum for the foundation stage of education. This curriculum is set out in a document, published by the Department for Education and Skills, and is known as The Early Years Foundation Stage, setting the Standards for Learning, Development and Care for children from birth to five.

The guidance divides children's learning and development into six areas:

- personal, social and emotional development;
- communication, language and literacy development;
- problem solving, reasoning and numeracy development;
- knowledge and understanding of the world;
- physical development
- creative development.

For each area, the guidance sets out early learning goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

For each early learning goal, the guidance sets out areas that describe stages through which children are likely to pass as they move to achieve the goal. Welshampton Caterpillars Pre-school uses the early learning goals to trace each child's progress and to enable us to provide the right activities to help all the children move towards achievement of the early learning goals.

Personal, social and emotional development

This area of children's development covers:

- having a positive approach to learning and finding out about the world around them;
- having confidence in themselves and their ability to do things, and valuing their own achievements;
- being able to get on, work and make friendships with other people, both children and adults;
- becoming aware of - and being able to keep to - the rules which we all need to help us to look after ourselves, other people and our environment;
- being able to dress and undress themselves, and look after their personal hygiene needs; and

- being able to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication language and literacy:

This area of children's development covers:

- being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others;
- adding to their vocabulary by learning the meaning of - and being able to use - new words;
- being able to use words to describe their experiences;
- getting to know the sounds and letters which make up the words we use;
- listening to - and talking about - stories;
- knowing how to handle books and that they can be a source of stories and information;
- knowing the purposes for which we use writing; and
- making their own attempts at writing.

Problem solving, reasoning and numeracy:

This area of children's development covers:

- building up ideas about how many, how much, how far and how big;
- building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
- building up ideas about how to use counting to find out how many; and
- being introduced to finding the result of adding more or taking away from the amount we already have.

Knowledge and understanding of the world

This area of children's development covers:

- finding out about the natural world and how it works;
- finding out about the made world and how it works;
- learning how to choose - and use - the right tool for a task;
- learning about computers, how to use them and what they can help us to do;
- starting to put together ideas about past and present and the links between them;
- beginning to learn about their locality and its special features
- learning about their own and other cultures.

Physical development

This area of children's development covers:

- gaining control over the large movements which we can make with our arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift; gaining control over the small movements we can make with our arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- learning about the importance of - and how to look after - their bodies.

Creative development

This area of children's development covers:

- using paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- becoming interested in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.



Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Our pre-school uses the early learning goals and our knowledge of the children, through the key-Person system to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the early learning goals has been used to decide what equipment to provide and how to use it.



Working together for your children

Pre-school has a high ratio of adults to children in the setting. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide
- allow the children to explore and be adventurous in safety.

The staff at Welshampton Caterpillars Pre-school are:

Louise Rutter	Leader
Jenny Jones	Deputy
Jayne Vermeulen	Assistant

How parents take part in the pre-school

As a member of the Pre-school Learning Alliance, Welshampton Pre-school recognises parents as the first and most important educators of their children. The staff see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents take part in making the pre-school a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the pre-school;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the pre-school;
- taking part in events and informal discussions about the activities and curriculum provided by the pre-school;
- joining in community activities in which the pre-school takes part;
- building friendships with other parents in the pre-school.

You can offer to take part in a session by sharing your own interests and skills with the children. Parents have visited the pre-school to:

- bring animals to visit the children
- introducing new babies
- music workshops
- dancing workshops
- reading stories
- help support children as they learn new tasks such as cutting out.
- help with the garden and advise on suitable plants
- share your travel experiences

Do feel free to stay for sessions if you feel you would like to contribute. Alternatively, if your contribution needs more preparation, you might like to attend one of our weekly planning sessions on Friday afternoon's to see where best to fit in your visit.



Key persons

Although all the children are well known by all the staff, we operate a key person system. 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 person who works with you to make sure that what the pre-school provides is right for your child's particular needs and interests. When your child first starts at the pre-school, she/he will help your child to settle and throughout your child's time at the pre-school, she/he will help your child to benefit from the pre-school's activities.



Records of achievement

The pre-school keeps a record of achievement for each child, based on the Early Years Foundation Stage. In the event of a child needing extra support, the named SENCO (Jenny Jones) will work closely with parents and the Area SENCO to provide the best possible care and education available. 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 to move on to the next stage. These records move on to primary school with the child.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the pre-school staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The pre-school also keeps itself up-to-date with best practice in early years care and education through the Pre-school Learning Alliance's magazine Under Five and publications produced by the Pre-school Learning Alliance.

The pre-school's timetable and routines

Welshampton Caterpillars Pre-school believes that quality care is as important as education. We are mindful that the routine and the activities should:

- make individuals feel that they are valued members of their pre-school;
- ensure the health and safety of each child
- encourage good social skills and help children play and work as part of a group.
- provide children with opportunities to learn and help them to value learning.

The session

The pre-school organises its sessions so that the children can choose from a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities that introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity - and are encouraged - to take part in outdoor child-chosen and adult-led activities, as well as those provided indoors.

Snacks and meals



The pre-school provides a mid-morning snack comprising, fruit, vegetables, rice cakes, oat cakes, bread sticks, Yogurt, cheese or wholemeal toast and a choice of milk or Water. We also work together with parents to meet any dietary needs or take precautions with allergies or preferences.

Policies

Copies of the pre-school's policies can be found in the main playroom and a copy will be handed to you when you complete registration documents for you to read and sign to say you have read them.

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

The staff and parents of the pre-school work together to adopt the policies and everyone has the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling the pre-school to provide a quality service for its members and the local community.

Special needs

As part of the pre-school's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs that a child may have.

The pre-school works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). The pre-school's Special Educational Needs Co-Ordinator is Jenny Jones.

The management of Pre-school

A parent management committee - whose members are elected by the parents of the children who attend the pre-school - manages the pre-school. The elections take place at the pre-school's Annual General Meeting which is held in the summer term each year. The committee is responsible for:

- managing the pre-school's finances;
- employing and managing the staff;
- making sure that the pre-school has - and works to - policies which help it to provide a high quality service; and
- Make sure that the pre-school works in partnership with the children's parents.
- fundraising
- helping with sessions

The Annual General Meeting is open to all who are interested in maintaining a safe, high quality setting for the children in our community.



Fees

Children are entitled to funding for up to six, two and a half hour sessions from the beginning of the term after their third birthday.

Statement of Intent

To ensure fees are paid within each current half-term and that fees are not outstanding from one half-term to another;

Process :-

1. At the start of each half-term fee bills are handed directly to the parent/guardian of each child.
2. The fee bill will include the total amount due on the child in that current half-term.
3. Fees will be charged in full, for all sessions that are pre-booked for the child, regardless of absence.
4. Fees must be paid before the last day of that current half term.
5. Fees can be paid weekly or termly. Due to difficulties with administration, we are no longer able to accept fees paid on a daily basis.
6. Towards the end of each half-term a reminder letter will be sent out to all parents/guardians with fees still outstanding.
7. If the bill is not paid in full by the end of the session on the last day of each half-term an additional £15.00 will be charged.
8. If by the next half-term payment is still not forthcoming, the committee will issue a letter requesting immediate payment (including the additional £15.00).
9. We will allow another 7 days for payment to be made.
10. If payment is not made after this time, we will issue a second letter stating that the child's place at pre-school will be withdrawn if payment is not made within 7 days.
11. If payment is not forthcoming then we will issue a further letter stating that the child's place has been withdrawn.
12. If at any point in this process payment is made in full, we will issue a letter of thanks and the matter will be closed.

Funded children are entitled to six two and a half hour sessions per week.

If your child has to be absent over a long period of time, talk to the leader.

The first days

We want your child to feel happy and safe at the pre-school. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the pre-school. The pre-school has a policy about helping children to settle into the pre-school.



Clothing

The pre-school provides protective clothing for the children when they play with messy activities, however, it is advisable to dress your child in clothes he/she is able to play in comfortably; worrying about spoiling clothes inhibits children at play.

The pre-school encourages children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing which is easy for them to manage will help them to do this.

Members of the staff are always ready and willing to talk with you about your ideas, views or questions.