

**Alderbury Pre-School**



# Prospectus



**Alderbury Pre-School**  
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**C.I.O No. 1158949**  
**Ofsted: EY489532**

## Introduction

Alderbury Pre-School is located in the grounds of Alderbury & West Grimstead School, in the village of Alderbury, 3 miles south of Salisbury.

The pre-school building is modern and purpose-built with a well-equipped play area and garden. The rooms have been designed to allow the children the freedom to play inside or outside to ensure that fresh air and nature play a large part in their daily experiences.

The preschool has been running for over 35 years, moving to the school site in September 2008. During this time, the staff have built up a friendly, caring and safe centre which is run by a voluntary committee of parents, who are all part of the decision-making team.

The Pre-School received an excellent OFSTED report in 2009, rating the pre-school 'outstanding' in education and care. 'Outstanding' is the highest grade given by Ofsted to schools and pre-schools in England.

### **Quote from Alderbury Pre-School OFSTED Inspection Report, February 2009:**

*'Children relish attending this vibrant and dynamic setting. They have very warm relationships with the staff who offer high levels of support and encouragement which helps each child to reach their full potential. Staff work very closely with parents to ensure that they can fully meet the unique needs of each child. They also work hard to ensure that all children can take part in activities whatever their stage of development or cultural background. They continually monitor and review their practice and have a strong commitment to further enhancing children's care and education.'*

### **Our Mission Statement:**

**Our mission is to provide high quality, accessible and affordable care and education for all children from the age of 2 to the end of primary school.**

### **Our Aims:**

- To help our children to achieve their full potential in a secure, happy, stimulating, inclusive and nurturing learning environment in which individuals are welcomed, respected and valued.
- To enhance children's learning, self-confidence and independence through a varied and carefully planned curriculum and a balance of freely chosen and directed activities for onward application in school.
- To positively celebrate cultural diversity and welcome parents and families to share their festivals and home language with us.
- To work in close partnership with all parents in their child's learning and in the life of the preschool.

## We offer your child:

- A specially tailored curriculum to achieve the *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.
- Individual care and attention made possible by a high ratio of adults to children.
- Fun and friendship with children and other adults.
- The support of a personal key person.
- Opportunities for you and your family to be directly involved in the activities of the group and in your own child's progress.

## About Us

Alderbury Pre-School offers full day care for children from 12 months – 4 years. We also offer :

- Before and after school care for children up to the age of 11 (Fox Club)

Please refer to our Fox Club Registration form and fee schedule for further details.

We are open from 7.45am-6pm, Monday – Friday, for 39 weeks of the year. We are closed during all school holidays; holidays are in accordance with the Wiltshire Council Term Calendar.

We are registered to care for a maximum of 29 children.

## Caterpillars

(Children aged under 3 years)

We are registered to care for up to 12 children in this room.

Caterpillars have their own custom designed room with both wet play and soft areas and free-flow access to the outside play areas.

In Caterpillars children still requiring a sleep in the day may do so, and those no longer needing a nap enjoy time outside or with the older children, ensuring a quiet and calm period of rest may be enjoyed by those needing it.

Nappy changing facilities are sited away from the room for privacy and hygiene of the children. For those children that are toilet trained, there is direct access to the children's toilets. Our staff are happy to assist parents in toilet training, to ensure consistency between home and pre-school.



## Butterflies

(Children aged between 3-4years)

We are registered to care for up to 17 children from 3-4years.

Butterflies also have their own custom designed room with both wet play and soft areas and free-flow access to outside play areas.

Children have direct access to their own toilet facilities, encouraging independence and confidence following toilet training.

Both rooms have home corners, cushioned areas for reading, and interest areas, as well as a large selection of games, toys, crafts and activities.

Equipment, toys and books are regularly changed to ensure constant stimulation and new experiences for all children.



## Curriculum

It is crucial to a child's future success that their earliest experiences help to build a secure foundation for learning throughout their school years and beyond. All the children are supported in reaching their potential at their own pace. Our key worker system enables us to plan a curriculum tailored to the needs of each individual child. By means of developmentally appropriate play activities and a high level of individual adult input, we offer an appropriate curriculum that leads to nationally approved learning assessments and continues working to the Early Years Foundation Stage curriculum.

## Communication & Language with 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 every child the opportunity to become familiar with books, handle them and become aware of their uses, both for reference and as a source of stories and pictures.



## 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 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 of expressing their own feelings and respecting the feelings of others. All children are given the opportunity, as appropriate to take responsibility for themselves and also for the members of the group, and its learning materials.

## Mathematics

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 in learning and using the vocabulary of mathematics through identifying objects by shape, position, size, volume and number. Our songs, games and picture books help children become aware of number sequences and, when they are ready, they may progress on to use simple mathematical operations such as adding.



The 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, recognising 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 with optional trips throughout the year. A range of safe and well maintained play equipment enables children to extend their technological understanding and to achieve their intentions and problem solving.



## Physical Development



When using the diverse play equipment and opportunities, both indoors and outdoors, the children develop confidence and enjoyment in the using their own body skills. A very high level of adult supervision enables children to safely increase their skill and control in moving, climbing and balancing. Activities are also developed to improve fine motor skills together with co-ordination, control and manipulation, which are essential for the use of pens and pencils and handling small objects.

## Expressive arts and design

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



## Staff

We are proud of our high ratio of adults to children. This ensures individual attention to the needs and development of each child.

**Claire Piper – Setting Manager with responsibility for Caterpillar Room/SENCo/DSL**

NVQ3 in Early Years care and Education. Food Hygiene. Senco. Advanced safeguarding. Paediatric First Aid.

**Ruth Owen – Deputy Setting Manger and Office Manager/ Deputy DSL**

Third year full time degree student in Early Childhood Studies at University of East London. Advanced safeguarding. Paediatric First Aid. Food hygiene. BTEC National Certificate in Public Administration.

**Fern Harvey – Butterflies Room Manager**

BSc Psychology. EYP status Level 6. Paediatric First Aid. Food Hygiene. Safeguarding entry level

**Donna Trevett – Preschool Assistant and Deputy Room Leader**

Diploma in preschool practice, Child protection, First Aid

**Maria Quinn – Preschool Assistant and Deputy Room Leader**

NVQ 3 in Early Years care and Education. NVQ 2 in Early Years care and Education. Introduction to preschool practice. Elklan in speech & language. NSPCC Child protection. First Aid Level 2 Safeguarding.

**Trevene Reeves – Preschool Assistant**

NVQ 3 in Early Years care and Education. NVQ 2 in Early Years care and Education. Introduction to preschool practice. Elklan in speech & language. Food hygiene. NSPCC Child protection. First Aid.

**Linzi Henley – Preschool Assistant**

NVQ 3 in Early Years care and Education. NVQ 2 in Early Years care and Education. Food Hygiene. Makaton taster. NSPCC Child Protection. First Aid.

**Usha Macharauthu Goverdhan – Preschool Assistant**

National Diploma in Early Years (NVQ Level 3), First Aid, Food Hygiene. Safeguarding

**Sharon Gray – Preschool Assistant**

Diploma in preschool practice, First Aid, Food Hygiene. Safeguarding

**Caroline Morris – Preschool Assistant**

City & Guild in Home Management, National Diploma in Early Years (NVQ Level 3), First Aid, Food Hygiene. Safeguarding

**Erica Faulkner – Preschool Assistant**

NVQ Level 2 Childcare. Paediatric First Aid. Food Hygiene. Safeguarding

**Keileigh Macdonald – Preschool Assistant**

National Diploma Level 3 in childcare, Paediatric first aid. Food Hygiene. Safeguarding

**Madelon Knight – Preschool Assistant**

## Assessment Arrangements

On-going assessment is an integral part of the learning and development process and is key to the *Early Years Foundation Stage*. Assessments are based on observations of a child's day to day activities and are recorded in the child's individual file supported by photographic and written evidence. Information provided by parents is also included in assessments and on-going dialogue with parents is essential part of the assessment. Aspects of the assessments are fed through to the child's next school where the *Early Years Foundation Stage* continues.

## Key Persons

Our key person system gives each member of staff particular responsibility for just a few children with a secondary key person selected for when the main key person is away from duty.

Each child has one special adult to relate to, which can make settling in very much easier. In addition, the key person is in a position to tailor the group's curriculum to the unique needs of each individual child. The key person maintains links with the child's home setting and works with parents through shared record-keeping to ensure that all children are supported in reaching their full potential.

Due to our high staff to child ratio, we are able to implement an excellent record keeping system in which observations of the children in the group are used as a basis for drawing up a curriculum for each child.

## Special Needs

We welcome, value and support **all** children and provide curricular activities to suit each child's individual needs.

The high staff to child ratio and key person system ensures that **all** children are given individual attention and are able to progress at their own rate in all areas of development and this is true for children with or without disabilities or learning difficulties.

If you would like to discuss the group's ability to meet your own child's special needs, please arrange to meet our Special Educational Needs Co-ordinator (SENCO) who works in close liaison with parents and external agencies and regularly attends early years SEN training.

## Policies

We have written policies on the following areas;

Admissions	Behaviour Management
Child Protection	Complaints Procedure
Confidentiality	Control of Substances Hazardous to Health (COSHH)
Curriculum Development Statement	Equality & Diversity
Equipment & Resources	Fire Drills Procedure
Food & Drink	Further Education
Health & Safety	Lost Children
Medication	No Smoking
Non Collection of Children	Parental Involvement
Registration & Collection of Children	Security
Settling In	Sick Children
Special Educational Needs	Staff, Employment & Deployment
Student Placement	Transfer of Children for Breakfast & After School Club

Our policy statements are available to view in the entrance hall. Please feel free to request a copy if required.

## Decision-making

Alderbury Pre-school is a charity incorporated organisation and is run by an elected committee. This ensures that major decision making is in the hands of the parents who use the pre-school. The committee is responsible for reviewing both policy and practice, and for the employment and appraisal of members of staff. Our Annual General Meeting, at which the committee for the following year is elected, is held in September and parents will be informed in good time, so they are able to attend.

## Session Times

Alderbury Pre-School is open Monday to Friday, 7.45am-6pm during school term time only.

### ***Session times are as follows:***

Breakfast Club: 7.45am-9am (Available for children from 2-11 years)

Morning Session: 9am-11.30am

Lunch Period: 11.30am-12.30pm

Afternoon Session: 12.30pm-3pm

After School Club / Single Session: 3-4pm (Available for children from 2-11 years)

After School Club / Double Session: 3-5.15pm (Available for children from 2-11 years) Extra 45 mins until 6pm

## Fees

You will be required to pay a small non-refundable deposit of £20 when reserving a place for your child. Please speak to the Room Leaders or Admin Manager if you are in receipt of benefits as you may be entitled to a discretionary reduction in your deposit and also eligible to 2 year old funding. If you decide not to take the place following registration, the first terms fee will be charged.

Fees are calculated and invoiced on a monthly basis.

Siblings attending Alderbury Pre-School are entitled to receive a 10% sibling discount. The discount appears on the elder siblings invoice. This excludes children of school age attending the Breakfast and After School sessions.

Alderbury Pre-School are happy to accept childcare vouchers. Please ask for details of the organisations we are currently registered with.

### ***Free Entitlement Funding (NEG)***

In the term after your child's third birthday you will be entitled to the Nursery Education Grant (NEG). From September 2010 this entitles your child to reserve up to 15 hours per week of free child care, to be spread over 2 or more days for 38 weeks of the year. Any additional hours over those 15 will be invoiced monthly.

Please see attached Fee Schedule for current fee scale.

## The first days

It is important for parents and staff to work together to help a child to settle in and 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. Our staff are experienced in dealing with this situation and have many techniques to help your child to settle in.

## What to wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes, which are easily washed or not too new.

It is good for children to practise the skills, which will make them independent. Simple clothing and footwear, which the children can handle themselves, will enable them to go to the toilet when they want and to put on and take off their outdoor clothes without being too dependent on other people's help.

Please clearly mark your children's clothes and belongings with their name.

Alderbury Pre-School sweatshirts, T-shirts and jogging pants are available to purchase. Please ask a member of staff for information.

## Food & drink

Snacks and drinks are provided for the children mid-morning and mid-afternoon. Common examples of snacks we provide are fruit, raw vegetables and dip, cheese and biscuits and cake. Children are given milk or water to drink during these breaks. Water is available for children at all times.

Children who stay all day can bring a packed lunch and drink. From September 2014 hot school lunches are available from the primary school at a cost of £2.50 per meal. Please speak to the Admin Manager for more details and menu. During warm weather we ask that if you are sending is perishable food i.e. yoghurts etc. in the packed lunch that a cool pack is used as we have no spare cool storage areas in the kitchen. We would ask you not to include nuts or peanut butter (due to the allergy risk for other children), sweets, crisps and fizzy drinks. The children are encouraged to bring fruit and vegetables as part of their lunch, which are counted by the children at lunchtime and recorded on a wall chart.

If you have any further questions or if we can be of any help, please do not hesitate to contact us.

