

# **PRE-SCHOOL PROSPECTUS**



**St Michael's Pre-School  
Crown Rise  
Watford  
WD25 ONE**

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## **Aims & Objectives**

Our setting aims to:

- Provide high quality care and education for children below statutory school age.
- Work in partnership with parents to help children to learn and develop.
- Add to the life and well-being of the local community; and
- Offer children and their parents a service that promotes equality and values diversity.

We open 38 weeks of the year (term time only). Monday to Thursday 09.15 am to 12.15 pm. We also offer a lunch club from 12.15 pm to 1.15 pm on Monday, Wednesday, and Thursday. We are registered to take children from 2 – 5 years old.

We aim to ensure that each child:

- Is in a safe and stimulating environment
- Is given generous care and attention according to their individual needs.
- Has the chance to join with other children and adults to live, play, work and learn together.
- Is helped to take forward their learning and development by being helped to build on what they can already do
- Has a personal key worker to help your child learn and develop.
- Is in a setting in which parents help to shape the service it offers.

**St Michael's Pre-school  
Helping children to develop social skills, to learn through play and be caring to others**

### **Working together for your children**

In our setting we maintain a high ratio of adults to children. We also have volunteer parent helpers where possible to complement these ratios. 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, and
- Allow the children to explore and be adventurous in safety.

The staff working at our setting are:

Maggie Davidovitz	Pre-School Manager/Nominated Responsible Person Level 3
Tina Capell	Session Manager Level 3
Lesley Ward	Deputy Manager SENCO Level 3
Suzanne Galvin	Pre-School Practitioner Level 3
Jess Campbell	Pre-School Practitioner Level 3
Sophie Walker	Pre-School Practitioner Level 2
Suzanne Sheed	Pre-School Assistant
Grace Capell	Pre-School Assistant

### **Fees**

The fees are £15 per session payable half-termly in advance. Fees must still be paid if children are absent. If your child has to be absent over a long period of time, please talk to Maggie Davidovitz, Pre-School Manager.

For your child to keep his/her place at the setting fees must be paid. We are in receipt of the nursery education funding for 3 and 4 year olds and 2 year old funding (if applicable).

## **Children's development and learning**

St Michael's Pre-school follows the Early Years Foundation Stage Framework. This framework exists to support all professionals working in the EYFS.

### ***How your child will be learning***

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development:

**3 Prime areas - Personal, Social & Emotional, Communication & Language and Physical Development.** These three areas are the most essential for your child's development and future learning. As children grow, the prime areas will help them to develop skills in the;

**4 Specific areas – Literacy, Mathematics, Understand the World and Expressive Arts and Design.**

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking (Characteristics of Effective Learning) which takes place both indoors and outside.

### ***Assessment***

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations to plan their progress and next steps. We believe that parents know their children best and we ask them to contribute to the assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We made periodic assessment summaries of children's achievements based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

### **Key persons and your child**

Each member of staff has a group of children for whom he/she is responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and interests. They will help your child to settle at pre-school and plan activities around your child's interests. Every child is treated as a unique individual..

### **Learning opportunities for adults**

All staff are Level 3 qualified. The staff take part in further training on a regular basis to help keep them up-to-date with early years care and education. From time to time the setting holds learning events for parents to help them look at how they can help in their child's learning and development.

## **Parents**

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- Valued and respected;
- Kept informed
- Consulted
- Involved; and
- Included at all levels.

## **How parents take part in the setting**

Our setting recognizes parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents can take part in making the setting a welcoming and stimulating environment, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff.
- Helping out in the setting. We welcome parents coming in to help out during the session. Helping at the setting enables parents to see what the day-to-day life of the setting is like.
- Sharing their own special interests with the children.
- Taking part in events and informal discussions about the activities and curriculum provided by the setting.
- Joining in community activities in which the setting takes part; and
- Building friendships with other parents.
- Parent Consultations are held termly. However, St Michael's has an Open Door policy and parents are welcome to speak to any of the team at any time if they have any worries or concerns.

## **Joining In**

We also welcome parents joining in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the clarinet for the children, show pictures of the local carnival, and show the children their collection of shells. We have also had parents come into read to the children in their own language.

## **Timetables and Routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- Help each child to feel that they are a valued member of the setting;
- Ensure the safety of each child;
- Help children to gain from the social experience of being part of a group; and
- Provide children with opportunities to learn and help them to enjoy learning.

### **The session**

We organize our sessions so that the children can choose from, and work at, 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 which 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 in the indoor playroom(s).

### **Snack Time**

The setting makes snack time a social time at which children and adults eat together. Our snack time also helps to develop children's independence, allowing them to choose and pour their own drinks and help prepare snack. We plan the menu for snack so that it provides the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

### **Policies**

Copies of the setting's policies and procedures are available for you to see at the setting and also on our website.

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

The policies are reviewed annually and staff and parents are welcome to take part. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

### **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

Our employment practices ensure children are kept safe from the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and parents ensures we are aware of any problems that may arise and can offer support, including referral to appropriate agencies when necessary.

All our staff have regular Safeguarding Training and Maggie Davidovitz and Tina Capell are the settings Designated Safeguarding Leads (DSL). Both have undertaken Child Protection and Safeguarding DSL training.

7 out of our 8 staff hold a current First Aid Paediatric Certificate..

## **Special Needs**

As part of the setting's policy to make sure that its provision meets the needs of each individual, we take account of any special needs a child may have. 'Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational provision to be made for them', as defined by the 'Special educational needs and disability code of practice 2014: 0-25years'. Our policy is in line with the Code of Practice 2014, the Disability Discrimination Act (DDA) (1995) and the Equality Act 2010. A copy of our policy is available at the pre-school or on our website.

## **Our Special Educational Needs Co-ordinator is Lesley Ward**

### **Starting at our setting**

#### *The first days*

We want your child to feel happy and safe with us. 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. St Michael's has a Settling In Policy and will work with you to ensure that your child is happy and confident in attending the setting.

#### *Clothing*

We provide protective clothing for the children when they play with messy activities. We encourage 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 that is easy for them to manage will help them to do this.

We hope that you and your child enjoy being members of our setting and that you find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your views and ideas and to answer any questions.

**1st September 2019**

