

Welcome to St. Gabriel's Pre-School

We are delighted you have chosen St. Gabriel's Pre-school for your child. We know you want the best early years education available and we are confident we can offer this to you. We are a friendly pre-school where each child is treated as an individual and will be learning in a safe, secure, caring and stimulating purpose built school environment.

We provide pre-school education for children from the age of 2 years to 4 years 11 months.

The children will be encouraged to gain confidence and become independent ready for the next stage of their education.

Key Person

Each child is allocated a member of staff who will become their Key person and will be responsible for their overall development and learning whilst in pre-school.

The idea of a key person is for the child to know that one adult in particular is taking special care of them and that this person goes on to develop a close and genuine bond with them. They also help families engage with more specialist support if appropriate.

Planning

Our planning will involve all the practitioners in the setting working together to make the children's learning effective, varied and progressive, based on what children already know and can do. It will recognise children's different interest and needs with a range of opportunities for children to learn both indoors and outdoors.

We invite you to be a part of our Pre-school and would welcome your suggestions/views on the information we currently offer to our parents.

Yours sincerely

The Pre-school Team

This booklet contains the following information:

1. Who is responsible;
2. How you can contact the pre-school;
3. What you can expect from the pre-school;
4. What the pre-school expects from you;
5. Some essential policies which you will need to know about from the outset.

Staff

The Pre-school is run by 11 permanent staff, who are employed by the Committee of St. Gabriel's Early Years Voluntary Management Group.

Mrs. Theresa Miller Manager/Senco (Special Educational Needs Co-ordinator)
BA (Honours) Degree in Early Years Education and Childhood Studies

Level 3 Institute of Leadership and Management
BTEC Level 3 National Diploma in Childhood Studies

Designated Lead Special Educational Needs / Safeguarding/Child Protection / Health and safety / Behaviour Management

Mrs. Karen Konopka Deputy Manager. Planning Co-ordinator

Cache Level 4 Advanced Diploma in Childcare/Education.
Cache Level 3 Management of Early Years Practice
NNEB Level 3 Diploma in Childcare and Education

Mrs. Karen Buckle Pre-School Assistant Manager. Equalities Named Co-ordinator

Cache Level 3 NVQ Early Years Care and Education

Mrs. Sarah Webb Pre-School Practitioner. Student Co-ordinator

Cache Level 3 NVQ Early Years Care and Education

Miss Julia Jones Pre-school Practitioner

Cache Level 3 Diploma in Children and Young People's Workforce
NVQ Level 2 Child Care Learning and Development

Mrs. Louise Vernon Pre-School Practitioner

Level 4 Staffordshire University – The Early Years Developing Practice -Certificate of Higher Education
Cache Level 3 NVQ Children's, Care, Learning and Development

Miss Mary Jane Marshall Pre-School Practitioner

Cache Level 3 NVQ Early Years Care and Education

Miss Katie Belcher Pre-School Practitioner

Cache Level 3 NVQ Early Years Care and Education

Miss Amy Bishop Pre-School Practitioner (Apprentice)

Cache Level 2 Certificate for Children and Young People's Workforce

Ms. Alison Jones Pre-School Practitioner

Cache Level 3 NVQ Early Years Care and Education

Mrs. Jocelyne Meredith Pre-School Practitioner

Level one Certificate in Pre-School Practice

Our staff undergo training to keep up to date with current child care developments and to ensure that we give the best possible care and education to your children. All staff are qualified in Paediatric First Aid. We hold regular staff meetings which provide staff with the opportunity to have an input into the running of the Pre-school and to discuss the children's progress and any difficulties. We hold annual staff performance management meetings to ensure that we all work to the highest possible standards.

Sessions

Premises

The Pre-School is a purpose built nursery unit situated within the main primary school grounds.

Sessions are as follows:

Monday, Tuesday, Wednesday, Thursday, Friday.

Term time only:

Mornings (Only) 9:00am – 12:00am - Doors will open at 11.50am

Afternoons (Only) 12:30pm - 3:30pm – Doors will open at 3.15pm

Full Day Care 9.00 am – 3.00pm - Doors will open at 2.55pm

[\(Full day care - children will be offered the opportunity to have a hot meal purchased from the main school's kitchen\)](#)

Please inform a member of staff if you are collecting your child earlier or dropping them in later than stated above.

Early Education Funding – Funded childcare to support your child's best start in life

3 and 4 year olds - Funding

For the universal 15 hours this will start the term after your child's 3rd birthday.

30 Hours of Funded Early Education For 3 and 4 year olds

Working parents who meet the earnings criteria could be entitled to an additional 15 hours of early education, making up a total of up to 30 hours per week.

Criteria: Parents in paid employment or self employed, with an expected income of at least £120.00 a week and do not earn more than £100,000 a year.

Parents will need to apply online at the HMRC website: www.childcarechoices.gov.uk for a new Gateway Account. Successful applicants will receive a confirmation code.

Parents will need information from their P60 to verify their identity, National insurance number and the date they started their current employment/self-employment.

If applicable, their partner's National Insurance number and employment start date.

Parents will be able to apply for both tax-free childcare and the 30 hours online at the same time. Parents will need to give St. Gabriel's Pre-school a number called a DERN code: an 11 digit reference code to claim the funding for your child.

Early Education Funding – continued:

Early Years Pupil Premium (EYPP) for 3 and 4 year olds - This is part of the government's objective to close the gap between children from disadvantaged backgrounds and their peers. EYPP@staffordshire.gov.uk

The free entitlement of funded 2 year old places (children under 3 year olds) is for 15 hours per week. The free entitlement is targeted at disadvantaged 2 year olds meeting the government's criteria.

For the children who are waiting to receive funding, their fees are **£15.00** per session. **Fees are still payable if a child is ill or takes holidays during term time.**

We ask you to put weekly fees into an envelope marked with child's name and give them to a member of staff. **NO BAD DEBTS ARE TO BE INCURRED**

To help with the cost of providing a wider range of healthy snacks/foods, cooking activities, and food tasting activities, we would require [£1.50](#) per child each week or [£15.00](#) per term.

If you have any worries managing payments please speak to the Manager
Mrs. Theresa Miller

Staffing Ratios

The minimum staffing ratios in pre-School are:

Children aged 2 years	1 adult to 4 children.
Children aged 3 – 7 years	1 adult to 8 children.

Regular supply staff are taken into account. Pre-school also has supporting staff e.g. teachers, students, and trainee nurses, to enable permanent staff to work on a one to one basis with the children.

Coming into Pre-school

Starting Pre-School can be very traumatic for parents and for the child especially if it is the first time that they have been separated, and we at Pre-School are aware of that. We help the child and parent/carer to settle in. Therefore, at St. Gabriel's:-

- We will give the parent/carer an entry profile and registration forms to complete, in the strictest confidence, so that we are aware of any problems and can prevent any due anxiety.
- On the child's first day, because we stagger entrance over a couple of weeks, there will be someone available to talk to, encourage and support the parent/carer and child. Sometimes parents/carers do not wish to stay and sometimes they do, but usually by the end of prayer time all parents have gone. We will reassure parents that if there are any problems we will telephone them.
- On arrival children are welcomed in the main play areas where many activities are available; this includes the home corner, book corner, construction, mark making, puzzles, small world and floor play.
- Your child will be encouraged to look for their name in our self registration system to develop early reading skills.
- To help your children feel secure they can bring a comfort toy, initially to help them settle. After the settling in period we ask that children do not bring toys or special items as children become very upset if it gets lost or other children claim it as their own.

Toileting

Children will be encouraged to go to the toilet independently while under supervision. They will be taught how to ask politely and to wash their hands in appropriate manner. The staff are always on the look out for signs that a child needs the toilet but doesn't like to ask. If your child is still wearing nappies/pull-ups we will work together to help in potty training. It is more comforting for the child if they can go to the toilet on their own.

Snack Time

Milk will be provided for all children, if your child doesn't like or cannot drink milk, then water will be offered as an alternative. If your child has special dietary needs we may ask you to provide their drink. Healthy snacks will be offered daily. Different snacks will also be provided connected to themes that we are working on. We celebrate birthdays and special occasions.

Fresh drinking water is available to children at all times.

Record Keeping

Parents are required to complete registration forms and an entry profile when their child joins the Pre-School. If these details change, it is vital you let us know, especially changes in:

- Addresses,
- Emergency contacts,
- Parental responsibility,
- Mobile phone numbers,
- People authorised to collect your child(ren).

Any information that you have given us is confidential. We will only share it with people directly involved in your Child's care.

We keep individual records of all children to record the progress that they are making and to ensure that they are all working at their own level, we will share this information on a regular basis with parents. The development and cultural needs of children will be identified through the continuous cycle of observation; their key person may be interested to know more about the children's learning styles and capabilities.

Parent Consultations

Parents are regularly given verbal reports. Staff are available at the beginning and the end of the session. Opportunities for a lengthier discussion will be given on parent consultation days. These are held termly to discuss your child's progress. Please try to attend. Pre-school newsletters will contain dates of these days. Parents information will be displayed weekly on our notice board to let you know what your child(ren) will be learning and how you can support at home.

We would like you to feel that you can discuss any aspect of your child's education and well-being. As the child's parent or carer, we value your views

Parent Volunteers

Parents are always welcome at St. Gabriel's Pre-School and are invited to join our Friends of St. Gabriel's Group. We also need help with trips and parties that we have throughout the year; an extra pair of hands is always welcome.

Special Educational Needs

Inclusion

A child will never be refused a place at St. Gabriel's Pre-School because of any Special Needs, as long as all interested parties parents and professionals agree that it is the most appropriate place to educate the child.

We liaise with professionals across the range of Special Needs. Children identified as having Special Educational Needs will have an Individual Support Plan drawn up. We will carry out regular reviews through careful monitoring and evaluate the child's progress. Parents will be involved at every stage.

Equality of Opportunities

St. Gabriel's Pre-School operates an Equality of Opportunities Policy. All children and their families are treated equally. The Pre-School welcomes values and respects all children, families, staff and volunteers. The equipment available to the children features positive images of people both male and female from a range of ethnic and cultural groups with and without disabilities.

We will through activities, attitudes and mutual respect, seek to create an environment which is free from prejudice and discrimination.

Safeguarding Children

St. Gabriel's Pre-school recognises its legal duty under s175 Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children.

Our aims are to create an environment in our pre-school which encourages children to develop a positive self image, regardless of race, language, religion, culture or home background. Help children to establish and sustain satisfying relationships within their families, with peers, and with other adults. Work with parents to build their understanding of and commitment to the welfare of all our children.

We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect. When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern, the pre-school investigates. Where, a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals, to **First Response 0800 1313126**

If there is concern about a child we will make a referral with or without your consent.

Our policy has regard to the statutory guidance 'Working Together to Safeguard Children 2015', <https://www.gov.uk/government/publications/working-together-to-safeguard-children> and is in keeping with Staffordshire Safeguarding Board (SSCB) www.staffscsb.org.uk/professionals/procedures//

Complaints Procedure

St. Gabriel's Pre-school 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 pre-school and will give prompt and serious attention to any concerns about the running of the pre-school. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If you do not achieve the desired outcome you should refer the complaint either verbally or in writing to the Pre-school Manager - theresamiller@btconnect.com

The complaint and subsequent process will be completed within 28 days from the date the complaint was first made.

We are registered with Ofsted (raising standards improving lives) as a provider of childcare on non-domestic premises on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. **Our Registration Number: 218233. You can get in touch with Ofsted on: 0300 123 1231 or Website: www.ofsted.gov.uk/early-years-and-childcare**

Mobile Telephone Policy/Camera and Photographs

To ensure the safety and welfare of children in our care the Pre-School operates a mobile phone policy which stipulates that:

Members of staff, committee members, parents and visitors are not encouraged to use mobile telephones on pre-school premises.

Visitors to the premises may be asked to leave their telephone in a secure location

Staff should leave their personal mobile telephones in a secure location (staff room/office). The setting telephone number can be given as an **emergency contact number 01827 250903**. Staff must never use personal mobile telephones to photograph children within the setting.

Mobile telephones must not be used in any environment where children are present. This policy supports Safeguarding Policy.

Camera and Photographs

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage (2014).

- Only the designated Pre-School camera is to be used to take any photographs within the setting or on outings.
- Permission is obtained from parent.

Social Networking Policy

The Voluntary Management Committee recognises the right of every member of staff, committee member and parents to enjoy their personal time and to use social networking websites as part of this personal time. It also recognises that it is inappropriate for pre-school business to be discussed online. As a result:

1. Staff and committee members must not discuss pre-school business via social networking sites.
2. The discussion of any confidential information relating to families, their children or the financial situation of the group will be deemed to be gross misconduct and will result in appropriate action being taken. (Cross reference Confidentiality Policy, Data Protection, Safeguarding).
3. Pictures of children within the pre-school setting must not be posted on social networking sites. (Cross reference Safeguarding Policy).
4. Staff and committee members should be mindful of posting photographs and posts which may bring the pre-school into disrepute.
5. Parent must not post any preschool pictures of other children on social networking sites.

This policy should also be considered within the context of other policies and documents relating to our work with children.

Health and Safety

Clothes

Could you please send your child with a bag clearly named, containing a change of clothes in case of accidents, and pumps or trainers only for P.E., which we will keep in the pre-school. If your child wears nappies we will need you to provide nappies and wet wipes.

We will let you know the day for P.E. as we use the main school hall.

Please ensure all items of clothing are clearly labelled with your child's name.

May we request that your child comes to pre-school in suitable clothing to promote self-help skills, clothes with easy fastenings.

We provide aprons for craft sessions but please bear in mind that paint and glue can still find a way onto their clothing.

We have our own St. Gabriel's sweatshirts and t-shirts available for purchase from Mapac – go to www.mapac.com click 'Education', click 'are you a parent' and the 'find my school' (St. Gabriel's Catholic Primary School – unique online shop). Or Clothing 4 Limited, Lower Gungate, Tamworth Town Centre Shop. Telephone number: 01827 50395 or www.clothing4schools.com S. K. School Uniforms 44-46 Chartwell, Riverside, Tamworth B79 7UG. Telephone number: 01827 70579 skschooluniform@outlook.com

Jewellery

For Health and safety reasons only stud earrings are allowed in Pre-School.

Collecting of children

Children will not be allowed to go home with anyone other than the designated person, unless we are informed otherwise. No one under the age of 16 years old will be allowed to collect your child.

Absences

Please inform pre-school if your child is unable to attend on a particular day for any reason. If we do not hear from you, we will make first day contact – courtesy telephone call to enquire about your child not attending the session. Also could you provide us with your holiday dates if they are to be taken in term time.

Fire Drill

We have a fire drill at least once a term so that the children become familiar with the procedure should the need arise.

Illness

Parents are asked to keep their children at home if they have any infection, and to inform a member of staff as to the nature of the infection. We can then alert other parents when necessary and make careful observations of any child who seems unwell. N.B. if your child is sick (vomits) or suffers from diarrhoea please keep them at home for 48 hours until it has cleared up.

Medicine

As a general rule, medicine will not be administered in Pre-School.

In exceptional circumstances we will administer medicine if they are prescribed by a doctor/dentist/nurse and provided parents have signed a medication form. This will need to be discussed with Mrs. Miller or Mrs Konopka before hand.

First Aid

There is a first aid box in main room, the contents of which are checked frequently and replaced if necessary.

A record is maintained, signed by the parent, of any accidents/incidents or accidents that happened at home. This is a mandatory requirement in our regulations.

Emergencies

If your child is taken ill in pre-school, or if an accident occurs, the parent or carer will be notified immediately. If you are not at home we shall contact the person named on your child's information form.

Outings

You will need to fill in a permission slip when your child goes on pre-school outings.

These outings will always be well supervised and you will be informed well in advance of the intended visit.

Parking around school

Parents are asked not to bring cars onto the school premises at the beginning or the end of the sessions. We ask you to park with consideration for our neighbours. Belgrave Social Club car park can be used for parental parking. There is a gate which leads to a footpath next to the school. **(Parents will need to purchase a £10.00 car park pass from the Pre-school)**

Aims and Objectives

The Pre-School aims to work in close partnership with parents and carers to develop the whole child in terms of intellectual, creative, social, emotional, physical, language and moral awareness.

1. To provide a lively, attractive, stimulating and caring environment where each child can develop to his/her full potential.
2. To develop language and literacy skills so that children can listen attentively and ask questions, express themselves and to instil in them a love of books.
3. To develop children's mathematical skills such as number recognition, pattern making and methods to problem solve which they can use at home and later at school.
4. To provide a variety of creative, aesthetic, physical, scientific, technological, musical and educational activities.
5. To give children the opportunity to gain observation and investigation skills crucial to raising awareness of knowledge and understanding of their environment and world in which they live.
6. To provide the children with the opportunity to develop personal, social and emotional skills to be aware of their own needs and of the people around them. To respect and consider the consequences of their words and actions.
7. To lead children gently towards independence.
8. To prepare the children for entry into school.

The Early Years Foundation Stage

What is play?

Children are the foundation of the world's future. Children have played at all times throughout history and in all cultures. Play, along with the basic needs of nutrition, health, shelter and education is vital to develop the potential of all children.

Play is communication and expression, combining thought and action; it gives satisfaction and a feeling of achievement. Play is instinctive, voluntary and spontaneous. Play helps children develop physically, mentally, emotionally and socially. Play is a means of learning to live, not a mere of passing of time.

The New Early Years (EYFS 2014) Framework

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and environments.

The EYFS (2014) sets out its purpose and highlights the overarching principles that should shape practice in all early years settings:

These four themes of the EYFS underpin all the guidance: A Unique Child + Positive Relationships + Enabling Environment = Learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning.

Three prime areas are:

1. Personal, Social and Emotional Development

Within a supportive environment children will be encouraged to develop a positive sense of themselves, and others to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and have confidence in their own abilities.

Children will develop their independence by choosing their own activities and resources.

They will develop their social skills enabling them to mix and make friends with other children in the group.

How parents can help at home- examples:

Share your children's social as well as practical achievements with the setting – like sleeping in their bed, going dancing, football or swimming.

Encourage your children to play games that involve turn-taking.

2. Physical Development

A range of equipment and opportunities both indoors and outdoors allows children to develop confidence and enjoyment in the use and development of their own bodily skills. While increasing control and co-ordination and an awareness of space and others.

They are supported in the development of fine motor skills required to use appropriate tools including pencils and scissors and to handle small objects, construction and malleable materials safely and with increasing precision.

Provide time to support children's understanding of how exercise, eating, sleeping and hygiene promote good health.

How parents can help at home- examples:

Encourage your children to play throwing, rolling and catching a ball. Encourage your children to have a go at threading – cotton reels, beads or pasta on to string/wool or playing with dough to help develop their fine motor skills.

3. Communication and Language

In small and larger groups with other children and adults, the children will be given the opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Children will be encouraged to talk about their experiences with an increasing vocabulary and fluency and to listen to and respond to stories, songs and rhymes.

How parents can help at home- examples:

Encourage your children to talk about their experiences and give them time to put their thoughts into words. Sing nursery rhymes and action songs with your children and share stories and book from other cultures.

4. Literacy

Children are encouraged to recognise and learn their names and recognise letters of the alphabet by sound and shape through the 'Letters and Sounds' activities and 'Jolly Phonics Scheme'. All the children in the group will have a library book of their own choice, for shared reading at home.

Books, comics, and CDs are available everyday in a well stocked book corner. This allows the children to enjoy books and other written materials and learn to use them in a correct way, both for reference and as a source of stories and pictures. They learn that words and pictures carry meaning.

Children are provided with activities to experiment with mark-making, drawing and writing.

How parents can help at home- examples:

Encourage your children to recognise their own name.

Encourage your children to model mark-making and writing – shopping list, messages and listen and support what children tell you about the marks they make.

5. Mathematics

Through practical activities the children become familiar with developing their understanding of mathematics in a broad context such as counting, matching, sorting, sequencing, and ordering

They learn the language of mathematics to describe shape, size, volume and quantity and as they develop they are encouraged to learn and begin to understand number value and number recognition. Mathematical activities, songs, rhymes, games and books all help children to learn mathematical operations such as addition.

Recognise the mathematical potential of the outdoor environment through their physical activity. Use mathematical terms during play and daily routines.

How parents can help at home- examples:

Encourage your children to use number names and language during play – such as counting pieces in a jigsaw, comparing the size of teddy bear – big and little. Ask your children questions such as – How many cars have you got? Have you got enough to give me two?

6. Understanding of the World

Our safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to explore and observe features of objects and substances, recognising similarities, differences, patterns and changes and to talk about their findings and sometimes to record them, also to ask questions to find out how and why things happen and work.

Children talk about where they live, their community, their families and past and present events in their own lives and learn the purpose of some features in the area. Children are encouraged to care for and to show respect towards the feelings of others.

Children learning English as an additional language will have the opportunity to express themselves in their home language.

They use technology where appropriate and use such skills as joining, folding, cutting and building.

A well resourced computer corner gives the children the opportunity to begin to understand the basis of ICT, and to use a mouse and computer keyboard and have fun exploring a range of appropriate software.

Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them.

Use parents' knowledge to extend children's experiences of the world.

How parents can help at home- examples

Talk to your children about the changing season- Spring, Summer, Autumn, winter.

Encourage your children to taste foods from other cultures

Expressive Arts and Design

All children are given the opportunity to use a wide range of resources in order to express their own feelings and ideas and to create something that is special to them. Art equipment such as glue, paint, crayons, pencils, clay, play dough, natural, discarded and man-made resources provide the children with opportunity to explore shape, colour and texture and develop their creative skills.

Children are encouraged to develop their imagination and to listen and observe and develop creativity through activities such as: - music, art, imaginative play, music and movement and drama.

How parents can help at home- examples:

Encourage your children to sing songs when you are out for a walk.

Encourage your children to listen to and investigate environment sounds and collect twigs, leaves and grasses.

Self Evaluation

We complete an 'Ofsted Self Evaluation Form', to look at our progress, development and learning to determine what we do well and what areas still need improvement. We would also appreciate your input, so from time to time we may ask you to complete questionnaires.

Thank you for reading our Information Booklet. If you have any questions or comments concerning the information that you have read, we will be pleased to hear from you. Please contact:-

Mrs. Miller (Manager)

Mrs. Konopka (Deputy Manager)

Pre-School - 01827 250903 Mobile – 07980929259

email theresamiller@btconnect.com

Copies of our Policies and Procedure will be given to parents throughout the school year and displayed on our Parents Notice Board.

The full copies of our Policies and Procedures are available for Parents to read at anytime, some policies are available on St. Gabriel's Catholic Primary School website – link pre-school for parents to read.