



'Together we make our Pre-school a happy place to learn through play.'

PROSPECTUS

**Bishopdown Farm Community Pre-school & Farm Friends
Sycamore Drive, Bishopdown Farm, Salisbury, Wiltshire, SP1 3GZ
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www.bishopdownfarmpreschool.co.uk
Charity No 1076227**

Welcome to Bishopdown Farm Community Pre-school!

Our Pre-school aims to

- * Provide high quality care and education for children between 2 and 5 years old;
- * Work in partnership with parents to help children to learn and develop;
- * Add to the life and well-being of the local community;
- * Offer children and their parents a service that promotes equality and values diversity.

We offer your child

- * A secure, safe and stimulating environment in which to develop their full potential.
- * Individual care and attention.
- * Fun and friendship with children and practitioners.
- * The support of a personal keyperson.
- * Opportunities for you and your family to be directly involved in the group and in your child's progress.

Opening Times

We are open for 38 weeks each year, in line with Wiltshire Council school term times.

Our opening hours are:

	MORNING	AFTERNOON	ALL DAY
MONDAY	8:55-11:55 AM	11:55-2:55 PM	8:55-2:55 PM
TUESDAY	8:55-11:55 AM	11:55-2:55 PM	8:55-2:55 PM
WEDNESDAY	8:55-11:55 AM	11:55-2:55 PM	8:55-2:55 PM
THURSDAY	8:55-11:55 AM	11.55-2.55PM	8.55-2.55PM
FRIDAY	8:55-11:55 AM	11:55-2:55 PM	8:55-2:55 PM

Please provide a healthy packed lunch and drink – please do not bring in any items containing nuts or peanuts. Please note we have no refrigeration facilities, so please include an ice-pack.

Our early year's practitioners

We are proud of our high ratio of adults to children at our Pre-school. 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.

Our team:

Name	Role	Qualifications
Marie Ryan	Manager Deputy Safeguarding Lead	NVQ Level 3
Kerry Rawlinson	Deputy Manager Room Leader	NVQ Level 3
Nicky Edwards	Room Leader Safeguarding Lead	NVQ level 3
Mikaela Judd	SENCO Keyperson	NVQ Level 3
Amy Harris	Keyperson	NVQ Level 3
Charlotte Waters	Keyperson	NVQ Level 3
Fee Bevan	Keyperson	NVQ Level 2
Claire Tomlinson	Keyperson	NVQ Level 2
Amber Sharpe	Keyperson	NVQ Level 2
Chloe Musselwhite	Apprentice	NVQ Level 2 Currently studying Level 3
Amy George	Finance Administrator	Currently studying AAT Level 3

All NVQ's are in childcare, learning and development. All staff members working with the children are First Aid trained. Our team is committed to continual development and they regularly attend courses, to ensure that we offer our children the best care and education. Our membership of the Early Years Alliance ensures that we are constantly in touch with new thinking in the field of education and care.

Keypersons

Our Pre-school uses a keyperson approach. This means that each member of staff has a group of children for whom they are particularly responsible. Upon starting at the Pre-school, your child will be allocated a keyperson. You will be introduced to your child's keyperson when your child starts, if not before. Your child will belong to one of the following groups: Piglets (2-3 years) or Lambs (3-5 years). Your child's keyperson 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. Throughout your child's time at the Pre-school, their keyperson will help your child to benefit from the Pre-school's curriculum. The keyperson works with parents to ensure that all children are supported in reaching their full potential.

Parents

Parents are regarded as members of our Pre-school who have full participatory rights.

These include a right to be:

- * Valued and respected;
- * Kept informed;

- * Consulted;
- * Involved.

How parents can take part in the Pre-school

Our Pre-school recognises parents as the first and most important educators of their children. All 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 Pre-school a stimulating place for children, such as:

- * Exchanging knowledge about their child's needs, activities, interests and progress with the staff;
- * Sharing their own special interests with the children;
- * Being part of the management of the Pre-school;
- * Taking part in events;
- * Joining in community activities in which the Pre-school takes part;
- * Joining our Committee.

Management of the Pre-school

The Pre-school is run by an elected committee, which ensures that major decisions are in the hands of the families who use the group. The elections take place at our Annual General Meeting which is open to all parents of children who attend the Pre-school. Bishopdown Farm Community Pre-school and Farm Friends is a member of the Early Years Alliance (EYA) and our committee conforms to the constitution recognised by the EYA.

Starting at Pre-school

First Few Days

A child who is tense or unhappy will not be able to enjoy Pre-school life, so it is important for parents and staff to work together to help the child feel confident and secure in the group. This takes longer for some children than others and parents should not feel worried if their child takes a while to settle, they are welcome to stay with their child for as long as necessary. A copy of the Pre-school's settling in policy is available from the Pre-school website: www.bishopdownfarmpreschool.com

Uniform

Pre-school's uniform enables the children to enjoy messy play without the fear of ruining their 'special' clothes. It offers the children a sense of identity and belonging.

Pre-school's uniform is made up of:

- * Indoor shoes – plimsolls/slippers
- * Outdoor shoes – wellington boots (winter), trainers or hard soled shoes (summer)
- * Sweatshirt and T-shirt (cherry red with Pre-school logo) – these can be purchased new through the Pre-school or we may have second hand available.

Please also provide:

- * Coats
- * A bag with a complete set of spare clothes.
- * Sun Hat and Sun Cream when appropriate

NOTE: ALL ITEMS OF CLOTHING MUST BE NAMED. SHOES SHOULD BE SLIP-ON OR VELCRO FASTENING

The Pre-school's timetables and routines

Our Pre-school believes that care and education are equal.

The session

We organise our sessions so that 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 initiated and adult led activities, as well as those provided inside the Pre-school. We give children the choice to free flow between inside and outside throughout the session.

Snack Time

Each morning we have a 'rolling snack' where children can come and have a snack with their friends. We ask one or two children to help the staff cut the fruit and prepare the table, and together we count out the plates, cups and number of children coming to snack. We provide milk or water to drink at snack time, as well as fruit, vegetables, toast or breadsticks. We ask each child to bring one piece of fruit to Pre-school each week to share at snack time or to contribute 20p to the Pre-school snack fund each week.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCSF 2007). From September 2008 the Early Years Foundation Stage became law. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage. They are:

A Unique Child

- * **Child Development: Skilful communicator, competent learner.**
- * **Inclusive Practice: Equality and diversity, children's entitlements, early support.**
- * **Keeping Safe: Being safe and protected, discovering boundaries, making choices.**
- * **Health & Well-being: Growth and developing, physical and emotional wellbeing.**

Positive Relationships

- * **Respecting Each Other: Understanding feelings, friendship, professional relationships.**
- * **Parents as Partners: Respecting diversity, communication, learning together.**
- * **Supporting Learning: Positive interactions, listening to children, effective teaching.**
- * **Key Person: Secure attachment, shared care, independence.**

Enabling Environments

- * **Observation, Assessment & Planning: Starting with the child.**
- * **Supporting Every Child: Children's needs, the learning journey, working together.**
- * **The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.**
- * **The Wider Context: Transitions and continuity, multi-agency working, the community.**

Learning & Development

- * **Play & Exploration: Learning through experience, adult involvement, contexts for learning.**
- * **Active Learning: Mental and physical involvement, decision making, personalised learning.**
- * **Creativity & Physical Thinking: Making connections, transforming & understanding, sustained shared thinking.**
- * **Areas of Development and Learning.**

The aims of our curriculum are:

- * To provide quality learning experiences for all children. These will be flexible, adaptable, balanced and relevant to the individual child.
- * To ensure that each child has positive experiences at his/her own level in order to promote confidence and self-motivation for learning in the future.

- * To provide a curriculum that takes account of, and responds to, the children's developmental needs, allowing them to progress according to their differing abilities.
- * To provide a curriculum which promotes the Early Years Foundation Stage principles identified within the framework.
- * To create a partnership with families, recognising the importance that families play in the education of their child. Pre-school staff support families as educators.

Record Keeping

The Pre-school keeps a record of achievement for each child. These are called their Learning Journeys. It enables Pre-school to celebrate achievements, and plan for progress.

Bishopdown Farm Pre-school provides your child with an online learning journal through Tapestry. Further information will be included in your Welcome Pack.

Your child's keyperson will work with you to keep this record. The record will be made up of observations, assessments, pieces of the child's work and photographic evidence. Information is recorded for children based on keyperson observations and feedback from parents. We require every family to sign an agreement to allow us to keep these records.

Policies

All our policies and procedures are designed to offer the best possible experience for the children and families in the group. Our policies and procedures are reviewed on a regular basis.

A copy of our comprehensive policies and procedures is available at the Pre-school for your reference or a copy can be obtained on request for personal use. A copy of our policies and procedures is also available on our website: www.bishopdownfarmpreschool.com

Special Needs

As part of the Pre-school's policy to make sure that its provision meets the need of each individual child, we take account of any special needs a child may have. The Pre-school works to the requirements of the 1992 Education Act and The Special Educational Needs Code of Practice (2014).

We are experienced in working in close liaison with professionals across the range of special needs. If you would like to discuss the group's ability to meet your own child's needs, please talk to the Pre-school Manager – **Marie Ryan** or our Special Educational Needs Coordinator – **Mikaela Judd**.

Community Links

The Pre-school endeavours to maintain close links with the reception departments in local schools. Staff from the schools are invited to visit Pre-school.

Fees

Fees are set according to age groups and are payable per 3 hour session:

- £13.80 per session **until** the term after a child's 3rd birthday.
- £13.50 per session **from** the term after a child's 3rd birthday.

Procedure for Payment

You will receive an invoice for fees at the beginning of each half term. Payment must be made within 14 days from date of invoice. Payment can be made via BACs Transfer or Cheque. **If paying by Cheque please submit the correct amount in an envelope clearly labelled with your child's name, and invoice number.**

Absence and Holidays

Please notify the Pre-school of any planned holidays. If your child is absent from Pre-school, your fees will still need to be paid, as you may appreciate the running costs remain the same.

Medicine and Illness

With regard to illness, please consider keeping your child at home if they are feeling unwell. Families are asked not to bring their child to Pre-school, if they have been vomiting or have had diarrhoea, until 48 hours have elapsed since the last episode.

Our exclusion guidelines are shown in full on our website: www.bishopdownfarmpreschool.com

Notice Period

If your child is no longer going to attend Pre-school we require 4 weeks term time written notice.

Written notice is not required if your child is leaving Pre-school to attend school.