

Little Acorns Pre-school/

Prospectus



Phone No. 01747 853715

Welcome to Little Acorns Pre-School, part of Father's House, Shaftesbury

Our aim at Little Acorns Pre-School is to provide an excellent quality of care in a safe, secure and stimulating environment, where children feel happy and confident in their surroundings. We want the children in our care to have fun while learning and developing through play. All activities are carefully planned, meeting the needs of all individual children.

We are a community pre-school, owned by Father's House Shaftesbury, and our Management Team are all committed Christians. The group will be run on Christian principles; we will therefore not recognise Halloween and will avoid any literature that includes witches or ghosts etc. so as not to promote frightening images to the children.

Although we have no need for a parent committee, we encourage all parents/carers to be involved in some way; and have a Parent Partnership Policy. Occasionally, if we have a specific piece of equipment that we need to buy, we will have a fund-raising event and help will be welcomed. Any parent with a particular talent e.g. musical or creative is always welcome to share that with the group!

We have a separate Booklet of Policies that cover all the important areas of our Pre-Schools structure. Please read them carefully and sign at the bottom of the registration form to acknowledge that you are happy with them.

We hope you and your child enjoy your time here with us. If you have any questions that are not answered in this prospectus or the Booklet of Policies, a member of staff will be happy to help you.

Aims of Little Acorns Pre-school (updated Jan 2014)

1. To provide a safe, secure and stimulating environment, with adults who are warm, nurturing and skilled; supporting and encouraging the children in our care to feel part of the group and to play and have fun as they learn.
2. To create an emotional environment which supports the characteristics of effective learning, where children are encouraged to explore, observe and question.
3. To plan and resource the children's environment so that they can learn through play; providing a range of experiences and activities, to support children's development and progress towards the outcomes of Every Child Matters: being healthy; staying stay; enjoying and achieving;; making a positive contribution and economic well-being
4. To welcome, value and appreciate every child and their family regardless of ability, gender, ethnic background, culture or religion
5. To celebrate each child; working to make sure all children have equality of opportunity and the encouragement and necessary support to develop at their own pace to fulfil their potential
6. To work at all time towards developing children's well-being and confidence, including their self-efficacy and emotional resilience.
7. To model self-respect and respect for others, so that by practical example children can observe and learn appropriate behaviour; encouraging children to appreciate the feelings, and needs of others

8. To promote anti-discriminatory practice, ensuring that every member of the community; children, families, staff and visitors feel included, safe and valued
9. To work in partnership with parents, for the benefit of their children. We will ensure that parents have easy access to information such as our curriculum, policies etc. We will work to ensure that both fathers and mothers feel equally welcome and have opportunities to become involved in the group
10. To operate a Keyperson system, ensuring that the future learning needs of each child may be identified, both through observations and assessment; and in communication with parents and where appropriate other professionals
11. To maintain good relationships with our local Primary Schools, in order to promote the children's well-being when they make the transition to Primary school
12. To work together with other settings, other professionals and groups in the community to effectively support children and families
13. To provide personal and professional development for all practitioners (and volunteers), both through regular supervision and in-house training as well as by encouraging them to search out and attend relevant training courses run by outside agencies
14. In our approach to the children and their families we will allow our Christian faith and principles to be demonstrated practically

STAFFING (updated April 2017)

Setting Manager and Deputy Safeguarding Lead :

Anne Clowrey

Early Years Care & Education NVQ 3

Mobile Tel: 07868 467745

Practice Manager and Senco:

Sue Ozzard

Early Years Care & Education NVQ 3

Foundation degree in Early Years

Mobile Tel: 07969 427277

Deputy Manager/Enco:

Emma Lucy

Early Years Care & Education NVQ 3

NVQ 3, City and Guilds Level 2 in Leadership and Management

Early Years Practitioner/Behaviour Management/Senco:

Pam Grosvenor

B.Ed: 2-10yrs in Music and Education

Mobile Tel: 078219 47857

Early Years Practitioner:

Jayne Lock

Trained in NVQ 3

Early Years Practitioner:

Tina Medley

Trained in NVQ 3

Early Years Practitioner:

Lucy Small

Diploma in Early Years Level 3

Early Years Practitioner:

Debbie Newton

Trained in NVQ 3

Early Years Practitioner:

Mel Marshall

Diploma in Early Years Level 3

B A Com Hons Drama and Education PGCE in Theatre and Contextual

Studies

Designated Safeguarding Lead: Sue Jackson

OPENING TIMES

Monday 10.00 – 14.00

Tues / Wed 9.15 - 11.45
 12.30 - 15.00

Or full day 9.15 – 15.00

Thurs 9.15 - 11.45

Friday 10.00 – 14.00

For fees please see the fee policy in our Policies booklet.

KEYPERSON SYSTEM/RECORD KEEPING

All staff are involved in encouraging each child to develop their own potential at their own pace.

To ensure that our curriculum is tailored to the needs of individual children, we operate a keyworker system and keep records on each child.

Your child's key person will be responsible for recording your child's development while they are with us. These records are confidential and are kept securely. You can view your child's records at any time. Your child's key person will arrange a suitable time to go through it with you in private.

If you have any queries, please feel free to approach any member of staff.

CURRICULUM

We plan our curriculum following government guidelines. Within these guidelines and under the theme of Learning and Development are 7 areas of learning that are summarized below. Each week's plans and 'Curriculum focuses', are on the notice board.

Personal, social and emotional development

We offer a stimulating environment where children can develop curiosity, a positive approach to new activities and independent learning. Good relationships between children and adults are cultivated.

Within a nurturing environment, children are individually supported in developing confidence, self esteem and respect for others. Children are encouraged to share, take turns and cooperate with others. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings.

The children's positive self-image is promoted along with an acceptance of different needs, views, cultures and beliefs.

Communication and Language

At Little Acorns we have developed an environment where conversations are encouraged and valued. Children are listened to and interactions are sustained through adults showing an interest and asking them further questions.

The children are encouraged to bring in something each day for Show and Tell. This gives them the opportunity to talk about something special to them, prompting conversations about home, events and family members. It also helps them develop respect for others as they listen to what their peers have to say. Another opportunity for communication is at snack / lunch time when children can ask for things and chat to those at their table. We have a special table known as a 'Wow' table where we place interesting pictures or items e.g ice cubes melting, tadpoles, topic related materials. This table is to prompt children into asking questions or comment on what they see, providing the chance for children to develop their language skills and widen their knowledge.

In both small and large groups, children are encouraged to extend their vocabulary and thinking by talking and listening, and by hearing and responding to stories, songs and rhymes. We have the role play and small world toys out every session, where imaginative play encourages conversation between children and adults.

Physical development

A large range of equipment, use of our outside area and the gym, allows children to develop their physical skills. Having plenty of space, children can move confidently and imaginatively.

Children are also supported in the development of fine motor skills during activities where they will be handling tools and small objects with increasing control and precision such as construction, small world toys, scissors, pens, threading, modelling with playdough and clay etc.

Health and bodily awareness is promoted by helping children to

identify good practices such as the importance of exercising, hygiene and healthy eating. All children are given the opportunity, as appropriate, to take responsibility for themselves, becoming independent in the following ways: taking themselves to the toilet, washing their hands, dressing themselves, helping to tidy toys.

Literacy

The book corner is used in every session encouraging children to become familiar with books, handle them correctly and be aware of their uses. Children are helped to understand that written symbols carry meaning and are encouraged to recognise their own name and the letters in it. Each session we have story time where all the children sit round together to listen to a book being read. Often the story has visual props or repetitive phrases for the children to join in with. Rhyming books and songs are regularly used as well as activities introducing phonic sounds and letters, alliteration and rhyme.

In every session, opportunity is given for mark-making. This is encouraged in a variety of ways and with a wide range of tools and materials, indoors and outdoors.

Mathematics

Little Acorns has a vast amount of mathematical resources, and numerals are displayed and used in many different contexts. Children will become familiar with sorting, matching, ordering, sequencing and counting within the Pre-school environment. Activities and resources include puzzles, balance scales, shapes, construction toys, mosaics, pegboards, toy money in the shop, songs and rhymes.

With support, early maths skills include learning and using the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Numeral and number recognition, grouping, problem solving and time concepts are also developed.

Understanding the world

Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. Activities include role play (house, restaurant, hospital, shop etc.), dressing up, and small world activities such as doll's house, farmyard, and zoo. Also books, sand, water, (using different properties in the water tray such as gunge, jelly, split peas etc.), art and craft, junk modelling and weather chart. Books, themes and conversations with the children will cover their environment, their families, the natural world, the man-made world, observing similarities, differences, patterns and change, observing and questioning why and how things happen, learning textures and properties of different materials both natural and man-made, and concept of time. Early concepts of ICT are introduced.

Expressive Arts and Design

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings. Drawing in a variety of forms is available every session for creativity as is the role play area, dressing up and small world toys for imaginative play. Constructive equipment in the form of toys as well as art materials are provided for open-ended exploration of colour, shape and texture. Dance, singing and the use of musical instruments are encouraged to allow children to experiment, imitate and enjoy their own expressions.