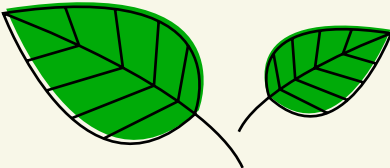
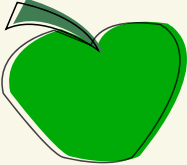
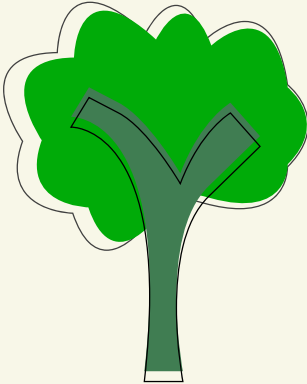
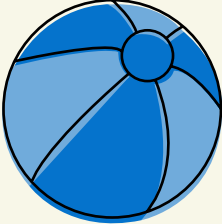


# Padnell Pre-School Prospectus



# We're Padnell Pre-School

**A pre-school with charity status run by a Board of Trustees, providing play, care and education for children below school age.**

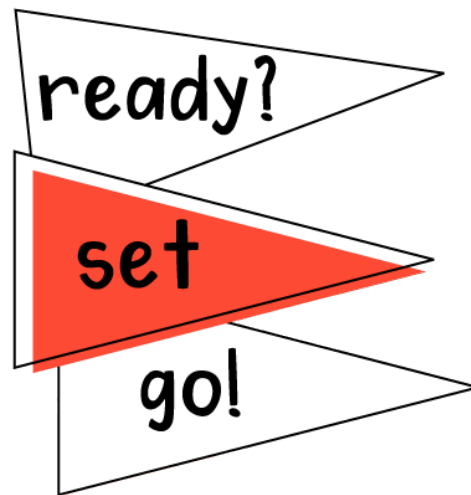
We offer care and education for children between the ages of 2 and 4 years. We are also 30 hours friendly and aim to offer each child up to 10 sessions a week, including a more structured year 2 session on Fridays.

# Hello!

# What's Inside

Follow the path through the prospectus and see if you can find:

- o A green apple
- o A blue ball
- o A pair of wellies
- o A tall tree
- o A paintbrush
- o A red heart



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## Our Motto

We believe in learning through play because play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think.

Our pre-school uses the Early Years Foundation Stage Framework to plan and provide a wide range of play activities which help children to make progress in each of the areas of learning and development.



we learn  
and play  
together



# Our Aims

We aim to provide a happy, welcoming and secure environment where children play and learn together with their individual needs supported.

We promote and encourage all areas of learning and development, helping children to grow and become independent for today and tomorrow.



We aim to:

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

As a member of Padnell Pre-School, we aim to ensure that your child:

- o Is in a safe and stimulating environment.
- o Is given generous care and attention due to our ratio of qualified adults to children.
- o Has the chance to join in with other children and adults to live, play, work and learn together.
- o Is helped to take forward their learning and development by being helped to build on what they already know and can do.
- o Has a personal key person who makes sure each child makes satisfying progress.
- o Is in a pre-school which sees you as a partner in helping your child to learn and develop, and in an environment that parents are helping to shape the service it offers.



## Our Vision

Our pre-school's vision is to provide a friendly, caring and safe environment that follows the Early Years Foundation Stage.

This is to make sure we offer a unique and balanced learning foundation for all children so they can reach their individual potential.

## Our Approach

The three most popular educational approaches are those by Susan Isaacs, Waldorf-Steiner and Fredrich Froebel.

They all originated at the beginning of the 20th century as an attempt to counteract the educational crisis faced by Europe's most disadvantaged children.

### Susan Isaacs


Susan Isaacs emphasised free movement, enabling children to make sense of the world at their own pace. Isaacs believed that observations led to a better understanding of children's experiences.

### Waldorf-Steiner

Waldorf-Steiner nurseries are structured to foster personal and social development. Set activities are planned at certain times of the day, like story time, songs and music. The emphasis is on a warm, friendly home-like environment and lots of time spent outside.

### Fredrich Froebel

Fredrich Froebel believed that play fostered enjoyment, emotional and physical well-being. His theory was that children should be allowed to be children and enjoy the things children enjoy without having to be concerned about what's next.



# How we're Managed

Padnell Pre-School is a Company Limited by Guarantee and has Trustees to oversee the following:

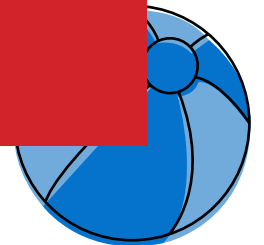
- o Managing the pre-school's finances
- o Employing and managing our staff
- o Making sure the pre-school has (and works to) policies that help us provide a high quality service
- o Making sure the pre-school works in partnership with children's parents

As a member of the Early Years Alliance, all parents are regarded as members with full participatory rights. These include a right to be:

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

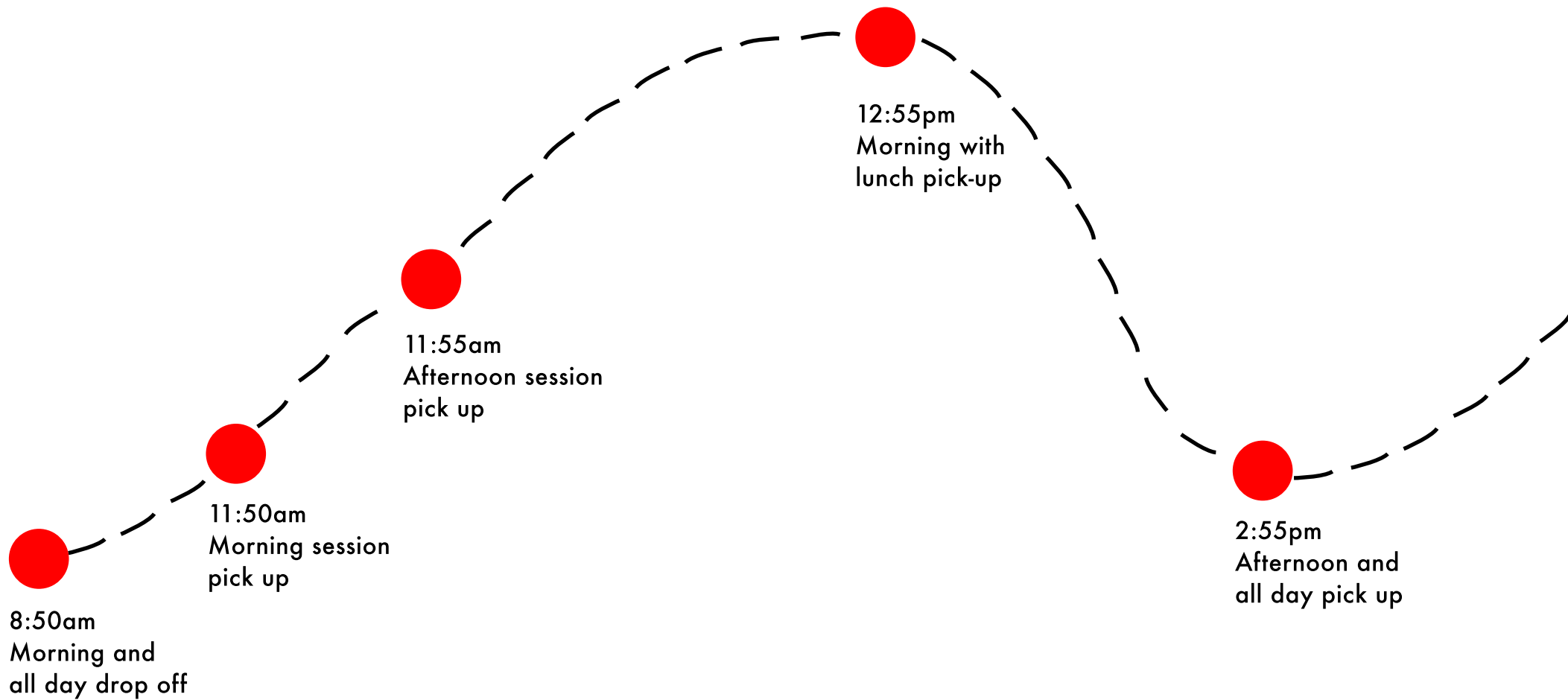
Our Annual General Meeting is held in October and is open to the parents of all the children who attend the pre-school.

It's a shared forum for looking back over the previous year's activities and shaping the coming year's plans.



# Session Times

Monday to Friday during school term time,  
from 8:55am to 2:55pm.



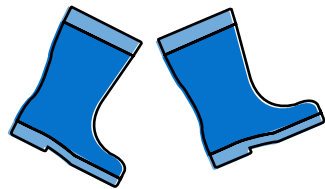


# What to Wear to Pre-School

We have no set uniform at pre-school, but we do have t-shirts and jumpers available to buy with our happy daisy on them. They're perfect for getting messy and popping in the wash.

Please include a change of clothing, we recommend at least two sets, in case of any type of accident.

We would also appreciate if parents clearly label all clothing including shoes being worn or brought into pre-school.



Tear me out and pin me up ->

# My Uniform Checklist

- o My clothes are okay to get messy and dirty.
- o My shoes are practical and comfortable so I can run and play indoors and outdoors.
- o My clothes and shoes are easy to put on and take off so I can do things by myself.
- o I am not wearing any jewellery (except for small studs in pierced ears).
- o The clothes and shoes I bring to pre-school have my name in them so I know they are mine.
- o I have at least one change of clothes just in case I need it.
- o In summer: I am wearing sunscreen, sensible shoes and have a hat.
- o In winter: I have wellies for outdoor play and plenty of warm layers, including a hat, scarf, gloves and waterproof coat.

# Meet the Team

**Karen**

Manager  
Cream Bear Group



**Helen**

Deputy Manager  
Pink Hippo Group



**Holly**

SENCO & Practitioner  
Grey Dinosaur Group



**Diane**

Admin Officer  
& GDPR Lead



**Kendel**

Practitioner  
Red Dog Group



**Katherine**

Practitioner  
Purple Squirrel Group



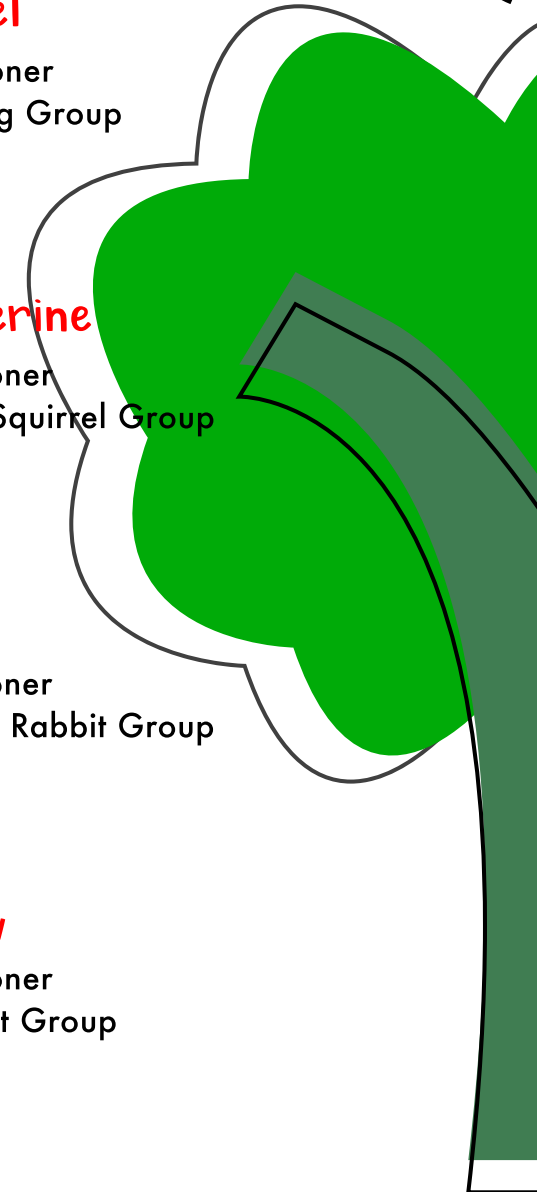
**Julia**

Practitioner  
Orange Rabbit Group



**Becky**

Practitioner  
Blue Cat Group



# Play-based Learning

Play based learning does not mean that children just do what they like all day.

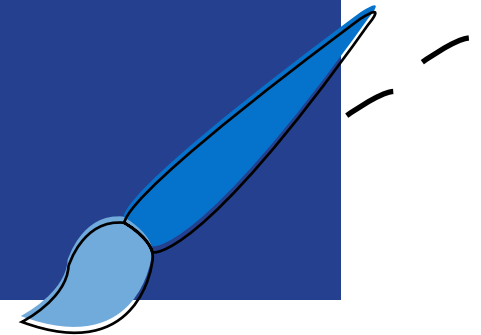
There will be times when the children come together as a group where they will learn to listen to each other, share information, follow rules and partake in group activities. However, we aim to provide children with long periods of uninterrupted playtime as this gives them the opportunity to follow their own interests.

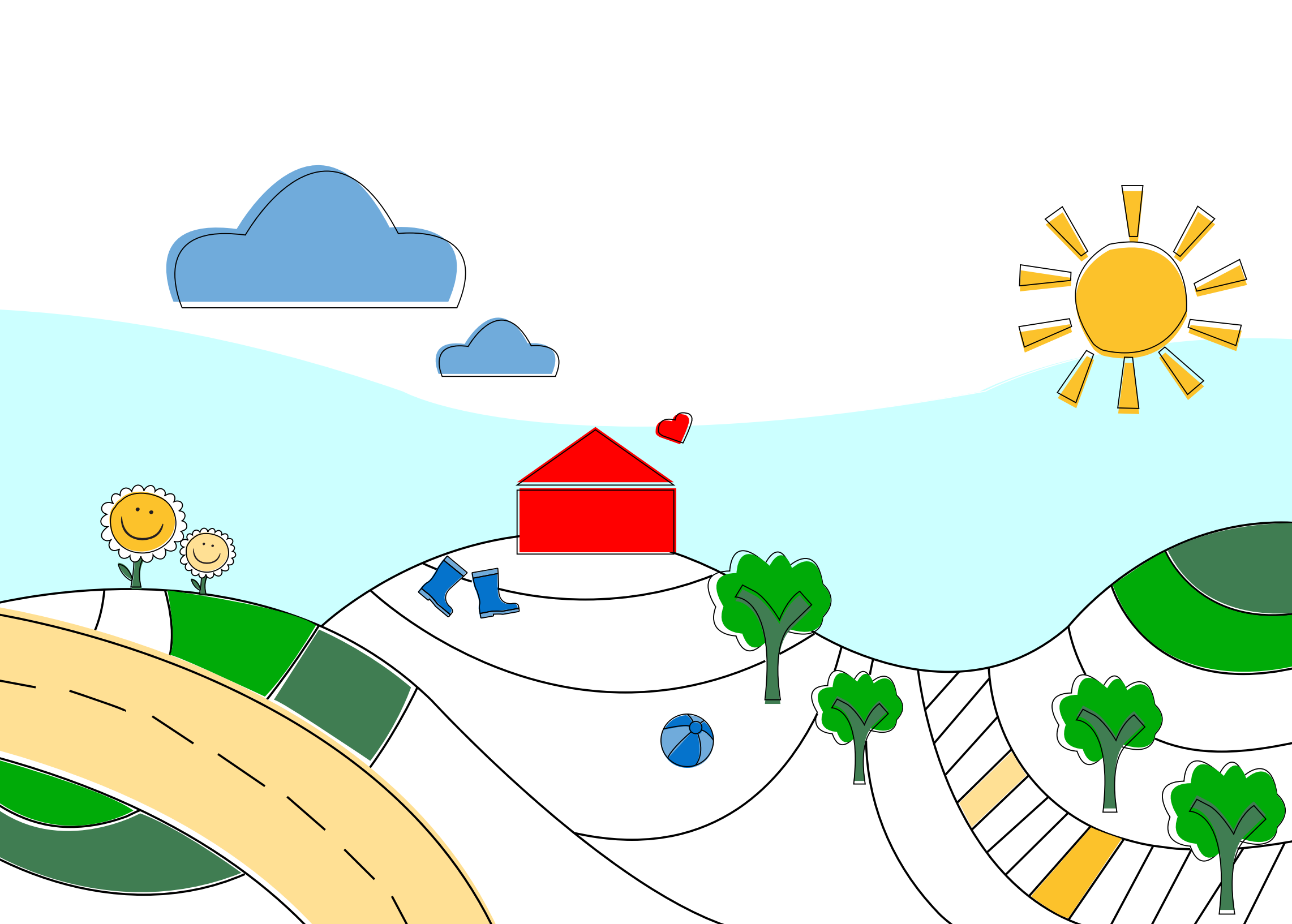
Children are encouraged to initiate activities and be self-directed with the support of the pre-school practitioners, so that they can learn to take ownership of their work. Over time they will become independent children with the initiative, skills and confidence to take risks, knowing that there is no right or wrong way.

Open-ended play focuses on the process not the product – it is the learning that takes place that is the important factor.

We provide outdoor pre-school opportunities, where children learn through outside play, all year round.

Whatever the weather, children are encouraged to play, explore and learn in a natural environment.





## Messy Play

Pre-school is fun and messy as children learn best through hands-on experiences and exploring different textures and materials, and using all their senses.

We provide opportunities for children to experience all types of play first-hand and encourage them to gain skills to help them to be independent, like taking themselves to the toilet, hand washing, and taking off or putting on outdoor clothes. Clothing that is easy for them to manage will really help them to do this.

Individual named coat pegs are available at each session. Aprons are provided for messy play, but we find some children may not like to wear an apron initially or take part in messy activities if they are worried about new clothes or shoes getting dirty.

## Outdoor Play

The outdoor environment provides a very special and often favourite place for young children to access learning in ways that are crucial to their development. Playing outside provides opportunities for children to use all their senses, has a positive impact on their sense of well-being and helps all aspects of children's development.

When children play outdoors, they are exercising their growing intellectual and emotional muscles, as well as their physical ones. They are developing their powers to think, to feel, to do, to see and understand, to represent and express. They are imagining, puzzling, wondering, exploring, befriending and sharing and enjoying a greater sense of freedom and independence.

Our outdoor environment includes the garden and access to a woodland area to provide opportunities for children to gain confidence and self-esteem through hands-on learning in the natural world. We encourage all children to take part in outdoor activities from an early age as this helps develop social skills, independence and motivation.

# Areas of Learning and Development

Early Learning Goals set out the level of progress children are expected to have for each area of learning and development. We support children to develop the knowledge, skills and understanding for:

## Personal, social and emotional development

By developing a positive sense of themselves and others; social skills and managing feelings; having confidence in their own abilities. With supported interaction with other children they make good friendships, cooperate and resolve conflict peaceably.

## Communication and language

By developing their confidence and skills in expressing themselves, and speak and listen in lots of situations. Through conversation, story-telling and role play, children share their ideas with support and modelling from their Key Person so they become comfortable using a rich range of language.

## Physical development

By being active and interactive, and developing their co-ordination and movement. Physical activity is vital in children's all-round development.

We also aim to provide experiences and support for children in the specific areas of:

## Literacy

By encouraging children to link sounds and letters and to begin to read and write. Also giving children access to a wide range of reading materials to ignite their interest.

## Mathematics

By providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, simple addition and subtraction problems, to describe shapes, spaces and measures.

## Understanding the world

By guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

## Expressive arts and design

By enabling children to play with a wide range of materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through activities in art, music, movement, dance, role play, design and technology.

# Our Policies

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

The staff and parents of the pre-school work together to adopt the policies and everyone has the opportunity to take part in the annual review. This review helps us to make sure that the policies are enabling the pre-school to provide a quality service for its members and the local community.



## Notice boards

We have various notice boards in the main entrance where you will find all sorts of useful information. If you can, spare a few moments of your time to read them so you won't miss out on all that is happening at pre-school. Regular newsletters are pinned to our notice board and shared via email.

## Website and Facebook page

Our Facebook page is our digital notice board, we put up news and helpful reminders, so make sure you join us there.

## Resources available to borrow

We have resources available to borrow to use at home with your children, such as 'mark making' bags (early writing skills packs), maths bags with early mathematical games to play, books and story sacks (bags with a story book and soft toys or puppets and games to play).

## Open door policy

We have an open door policy and we are always ready and willing to talk with you about your ideas, views or questions. If you have any concerns, the pre-school managers and staff are always available to help.

### Fees

Fees are payable monthly in advance and must still be paid even if your child is absent, or your child may lose their place at the pre-school. If your child needs to be absent over a long period, please talk to the pre-school manager.

We receive nursery education funding, which your child will be entitled to the term after their third birthday. The funding is variable between 15 and 30 hours, depending on circumstances. For 3 and 4 year-olds where funding is not received, then fees will apply.

### Transitioning to pre-school

We want your child to feel happy and safe at pre-school so our team will work with you to decide on how to help your child settle in. We make home visits before a child starts at pre-school to support their transition.

### Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure against the likelihood of childhood abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

### Your child and their Key Person

Your child is given a key person who has a special and specific responsibility for working with a small number of children, and reassuring your child to feel safe and cared for while at pre-school.

When your child first starts at pre-school, the key person will help your child to settle in and benefit from our activities throughout their sessions. However, all members of our team support each other with the care of all the children at pre-school.

### Assessments

We assess how young children are learning and developing by observing them frequently. Each child's progress is individual to them as different children develop at different rates.

We use information that we gain from observations, as well as photographs of the children to document their progress and where this may be leading them.

We believe that parents know their children best and we ask you to contribute to their assessment by sharing information about what your children likes to do at home and how you as parents are supporting their development.



### Records of development

Staff and parents working together on children's 2 year-old progress checks is one of the ways in which the Key Person and parents work in partnership.

We have regular drop-ins that help us to celebrate your child's achievements and work together to provide what your child needs for their well-being and support their progress.

Your child's key person will work with you to keep this record. To do this you and they will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of development.

You and your child's key person will then decide on how to help your child to move on to the next stage.

### Parents at pre-school

As a member of the Early Years Alliance, our pre-school recognises parents as the first and most important educators of their children. All the team see themselves as partners with parents in providing care and education for their child. Your help is always appreciated and there are many ways parents, grandparents and carers can take part at pre-school.

- o Helping to provide and look after the equipment and materials used in the children's play activities.
- o Being part of the management of the setting where appropriate.
- o Helping at pre-school sessions.
- o Taking part in events and informal discussions about the activities and curriculum provided by the pre-school.
- o Sharing your own skills or special interest with the children, e.g. music or cookery or your occupation.

## British values

At pre-school we uphold the following fundamental British values:

### **Democracy**

This is already a fair description of our setting. We support children's personal, social and emotional development by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources we've made accessible to them.

We encourage negotiation; setting rules for how long we can each spend at an activity before we have to let somebody else have a turn. Negotiating who will do what in an activity encourages the children to trust that their friend, our collaborator, will be fair and will stick to our plan.

### **Rule of law**

This is about understanding that rules matter learning to manage our own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences. Pre-school rules are a perfect example of implementing the rule of law.

### **Individual liberty**

We focus on children's self-confidence and self-awareness and help children to develop a positive sense of themselves. Every time we provide opportunities for children to mix their own colours for painting or take part in game, we are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.

Every time we share a favourite book with a child, splash in a puddle or build a den together, we are giving children the time and space to explore the language of feelings and responsibility, reflect on their differences and understand that we are all free to have different opinions.

### **Mutual respect and tolerance for those with different faiths**

We learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour, and form relationships with others. We have an ethos of inclusivity and tolerance, where views, faiths, cultures and races are valued and where we encourage children to engage with their wider community. We help children appreciate and respect their own culture and the culture of others, and explore similarities and differences between themselves and others.

### Complaints

We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff.

If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns to a satisfactory conclusion for all the parties involved in the complaint.

### Illness

If your child is poorly on a day when they would normally attend pre-school, please let us know by phone before we open at 8:50am (otherwise we will need to call you for safeguarding reasons).

We also ask that if your child shows any sign of illness they stay at home until fully recovered. Please feel free to call us if you're unsure whether to bring your child in or not.

### Data

We have procedures in place for the recording and sharing of information (data) about you and your child that is compliant with the principles of the General Data Protection Regulations (2018). When you register your child with us we will provide you with a privacy notice with details of how we fulfil our obligations with regards to your data.

The data we collect is:

- o Processed fairly, lawfully and in a transparent manner in relation to you and your family.
- o Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
- o Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
- o Accurate and, where necessary, kept up-to-date.
- o Kept in a form that permits identification of you and your family for no longer than is necessary for the purposes for which the personal data is processed.
- o Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical/organisational measures.

## Useful Info

**The Department for Education**  
[www.education.gov.uk](http://www.education.gov.uk)

**Services for Young Children in Hampshire**  
[www.hants.gov.uk/childcare](http://www.hants.gov.uk/childcare)

**Children's Food Trust**  
[www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk)

**Hampshire Childcare & Family Information Service**  
<http://sfyccfit.wordpress.com>

**Support service for parents & free 24hour  
live chat helpline**  
[www.familylives.org.uk](http://www.familylives.org.uk) / 08088002222

**A web-based video advice service**  
[www.parentchannel.tv](http://www.parentchannel.tv)

**Department for Health Information Service  
for Parents**  
[www.nhs.uk/InformationServiceForParents/pages/  
home.aspx](http://www.nhs.uk/InformationServiceForParents/pages/home.aspx)

## Our Details

**Visit**  
Padnell Pre-school  
Padnell Avenue  
Cowplain  
Hampshire  
PO8 8DS

**Call**  
023 9225 3758

**Email**  
[info@padnell-preschool.co.uk](mailto:info@padnell-preschool.co.uk)

**Registered Charity Number**  
1167296

You can find lots of information on our website  
or Facebook page:

[padnellpreschool.co.uk](http://padnellpreschool.co.uk)  
[fb.me/padnellpreschool](https://fb.me/padnellpreschool)

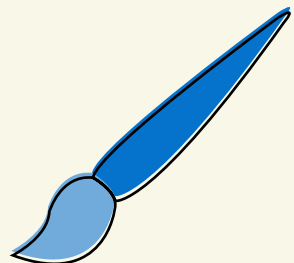
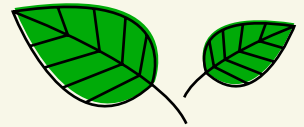
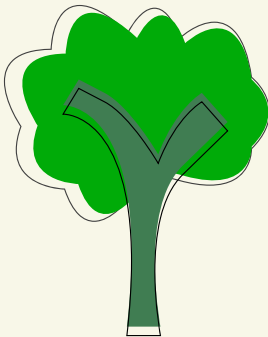
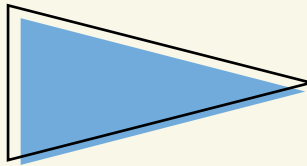
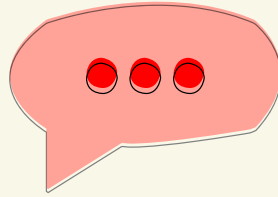
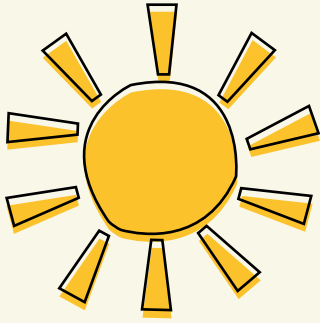
# Child's Play

Please don't expect too much of me,  
I'm learning more than you can see.  
Being simply here to enjoy and play,  
Means more to me than words can say.  
Please don't fret at the end of the day,  
If I have nothing to display.  
I really gain so much from play,  
Social skills and come what may.  
So when I come home empty handed,  
From such a busy day.  
Please don't say,  
"Haven't you done anything today?"



We hope your child thoroughly  
enjoys their time at Padnell  
Pre-School and takes with them  
very happy memories of good  
experiences and fond friendships.

From the  
Padnell Pre-School team



**Padnell Pre-School**

023 9225 3758

[padnellpreschool.co.uk](http://padnellpreschool.co.uk)

[info@padnell-preschool.co.uk](mailto:info@padnell-preschool.co.uk)

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