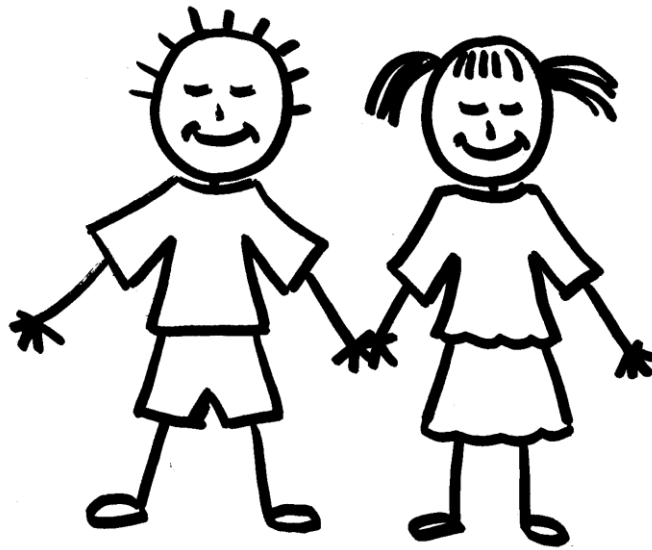


# Pierremont Park Pre- School



## ABOUT US

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## ***Introduction***

Pierremont Park Pre-school has been established in this current location for over 25 years and we pride ourselves on being a valued part of the community here in Broadstairs.

Situated in the Community Hall, the Pre-School is in the park, which we make great use of, especially during the summer months.

The Pre-School offers sessional daycare, term time only as follows: -

**08.30 am – 16.00 pm    Monday – Friday**

The Pre-School is licensed for children, aged between 2-5 years, which ensures that children form strong relationships and take part in a wide range of age-appropriate activities.

## ***Our Values***

***“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” Albert Einstein***

At Pierremont Park Pre-School we understand the importance of the relationship between your child and our carers.

We have fully qualified staff who are skilled in ensuring that the time your child spends with us will be filled with discovery, stimulation and enjoyment. Your child will discover confidence, social skills and independence within a supportive, friendly and welcoming environment.

Our high staff to a child ratios mean that your child will have the opportunity to develop close friendships within their peer group. It also enables our staff to give your child the security and confidence of a familiar, trusted and supportive carer.

The continuity of care we offer guarantees that discussions about your child’s progress are meaningful and based upon personal observed experience.

## ***Our Goals***

***“Good schools, like good societies, and good families, celebrate and cherish diversity.”***  
***Deborah Meier***

At Pierremont Park Pre-School we aim to provide a safe, caring and stimulating environment, which will enable your child to learn through play and gain independence and to socially develop while following the early learning goals. Each child will be respected and treated as an individual and any needs arising from race, culture, language and religion will be taken into account. All parents should have confidence in both their children's well being and their role as active partners with the Pre-School.

## ***Our Curriculum***

***“Education is not the answer to the question. Education is the means to the answer to all questions.”***  
***William Allin***

Our Curriculum is designed to encompass the six areas of learning for the foundation stage identified by the Department for Education.

Our plans are carefully developed to ensure a varied, balanced mix of the seven areas of learning:-

### **Prime Areas**

- Personal, social and Emotional Development
- Physical Development
- Communication and Language

### **Specific areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are the introductory stage of the National Curriculum, which your child will continue to follow throughout their school years.

*“Children do not make a distinction between ‘play’ and ‘work’ and neither should educators.”*

*Department for Education, Principles for Early Years Educator*

Our team educates in a supportive, child centered way, so that the children enjoy their early learning experience, setting in place strong foundations for their future education and beyond.

**Activities at Pierremont Park Pre-School include:**

Sand and water	Art and Craft Section	Painting
Quiert Room	Construction area	Drawing
Role Play Area	Small World Toys	Gluing
Writing table	Music	Cutting
Maths area		Modeling
Outdoor play		Play dough

Music and Movement  
Basic Maths and Science  
Memory games  
Conversation  
Listening skills  
Dressing  
Social Skills  
Sensorial Training (touch, smell etc)  
Weather  
Time  
Seasons  
Nature

While your child is with us, she/he learns to be an independent, happy and confident person. Language plays a major part in all his/her learning. She/he will learn to communicate and understand ideas that are important: learning to think, reason and make sense of new experiences. We make the time to listen to each child and provide opportunities for them to solve their own problems and develop their own ideas.

Most 3 and 4 year olds are not ready to be taught to read and write in a formal manner – there are many kinds of learning that must take place first. Before children can write letters they must be able to control a pencil well, and before they can read they must be good at recognising patterns, similarities and differences. In Pre-school we do a great deal of these earlier kinds of learning with the children.

We do, however, adopt a developmental approach to reading and writing and encourage and value marks, which resemble letters. Gradually words, which are meaningful to them, begin to emerge i.e. their name. There are plenty of opportunities for children to engage in 'writing' during the Pre-school session especially in role play areas, compiling shopping lists in the home corner or shop, writing medical record cards in the hospital corner, taking customers' orders in the café or writing letters in the office corner. Through their play, children become very aware that writing carries meaning and can be used for a variety of purposes and audiences.

Story and information books are freely available. Children quickly learn how to handle them carefully and how to move through the book in sequence. They soon begin to 'read' familiar stories to themselves, friends or other adults using their own words and following the pictures and clues. This is a very important stage in the development of reading skills and it gives children the confidence and motivation to want to learn to read for themselves. Sharing stories with children is a very enjoyable activity and children gain from the adult's attention and physical presence as well as developing language skills as a result of hearing a wide variety of vocabulary.

Early mathematical and scientific skills are developed throughout the Pre-School activities finding out about shape, size, colour, number, area and capacity. Number games, rhymes and songs help children to learn to count in a meaningful way. Cooking is particularly good for demonstrating changes in substances and for using language to describe, predict and recall what happens, construction toys such as Lego enable children to begin to plan and construct a variety of models. The staff interact with the children helping them to solve problems as they arise, thus encouraging them towards further effort and success. The roots of design and technology are found in nursery activities such as these.

## ***Our Approach to Learning***

We strive to design a Curriculum that is fun, purposeful, balanced and broad, ensuring your child has a thoroughly enjoyable time with us whilst naturally learning through their experiences. Our activities ensure that we are continually responding to your child's individual needs and providing opportunities for them to develop their skills in all areas of the curriculum.

We recognise that every child is an individual and therefore, we celebrate what each child can do rather than focusing on what they cannot. This approach builds the children's self esteem and gives them the confidence to explore and try out new ways of doing things.

*“Children who play in inspirational, safe and challenging environments will take these values into adulthood and pass them on to future generations.”*

*D Rouse and S Griffin*

*Contemporary Issues in the Early Years*

## ***Easing The Transition To School***

We will prepare your child for the exiting new challenges ahead. We will inform you through our newsletters about the curriculum so that you can feel fully involved with the activities that your child is experiencing.

In addition, during their time with us you will be invited to spend evenings and we will discuss with you all that your child has encountered and accomplished during their time at Pierremont Park Pre-School. We prepare their Journey books for you to keep and you can show your child's new teacher to ensure that they have a complete understanding of your child's progress.

## ***Our Relationship With You***

Throughout your child's time with us you will have the opportunity to talk to myself or your child's key-person, on an on-going, informal basis, whenever you wish. If you need a private, more detailed discussion, then please ask and we will be happy to arrange this.

Parental involvement in the Pre-School is encouraged and parents are always welcome to visit the Pre-School at any time or to telephone. At the beginning of the day please let us know how your child is and at the end of the day please take time to talk to the staff.

We organise family events such as Sports Days, Picnics, Days out, Quizzes, Ladies Nights and Christmas Concerts, which are great fun and we hope that you will be able to join us for all these occasions.

***“if a community values its children it must cherish their parents”.***

***Bowlby 1951***

## *The First Days*

When your child first joins us, we will work with you to support them through the transition ensuring they are settled. As every child is an individual, we will tailor our approach to suit your child.

We will arrange a visit to familiarise your child with the Pre-School giving you an opportunity to update us with your child's current developments. We also offer Home visits to see your child in their own environment.

On your child's first session, you are welcome to stay until your child feels comfortable and when you leave we will call you during that first session to let you know how the child is settling in. Before long your child will be having fun with us and making new friends.

Naturally, you know your child better than anyone, so our carers will work closely with you to get to know your child's individual needs and personality – and provide you with regular feedback on how they are progressing. We recognise that we not only have a responsibility for providing exceptional care for your child, but we also need to deliver an excellent service to you.

At Pierremont Park Pre-School, we pride ourselves on our understanding of the things that really matter to parents when it comes to care – the challenges you face, the worries you wrestle with and the hopes and aspirations you have. We believe that the highest quality childcare can only be delivered in close partnership with parents.

## *Our Staff*

All staff are all fully qualified in Child Care Practice ranging from NVQII, NVQIII, Early years Management, SENCO (Special Educational Needs Coordinator), Early Years Degree and EYPS (Early Years Professional Status) and all staff are trained in First Aid. Staff training is on going and all staff attend courses regularly to keep their knowledge current and up to date.



## ***Key Persons***

We operate a key person system at the Pre-school, which means that a specific member of staff will have a special responsibility to your child. Your key person will help settle your child as she/he arrives at the Pre-School and will be the main link between the Pre-School and you.

***“children learn to be strong and independent from the base of loving and secure relationships with parents and or a key person”***

***EYFS principles 2.4 key person, positive relationships***

## ***Sickness***

The Pre-School is a busy place and is structured for fit and healthy children. If your child is unwell please think carefully before bringing him/her to the Pre-School. No child with a temperature or an infectious disease should be at the Pre-School and a child with vomiting or diarrhea must be kept at home for 48 hours after the symptoms have ceased. Please discuss any symptoms with the supervisor.

## ***Accidents***

Should your child have an accident whilst in our care, every effort will be made to contact you immediately. In any case we will ensure your child receives medical attention as required. ALL incidents however minor, will be reported to you.

## *Children's Clothing*

A school uniform is available.

Please supply your child with slippers to wear in the setting.

In cold weather please provide sensible outside clothing for outdoor play and Wellingtons.

Many activities in Pre-School involve messy materials such as paint or glue, so could you please make sure they don't wear their best clothes .

In summer please make sure your child wears suitable clothing which covers their shoulders and provide a hat to protect him/her from the sun's rays. Please apply sun cream before coming to pre school.

## *A Typical Day*

After settling in and feeling they belong, children, meet familiar adults and friends, do some exciting activities, have quiet cuddles and stories, feel safe enough to explore and try new things, help themselves and make choices and can ask for help at any time. Children have a lovely time and learn most when they are happy and occupied by stimulating activities.

Pierremont Park Pre-School follows the Ofsted guidelines. Children are offered free play to choose from the huge range of activities and equipment.

## ***Our Environment***

We take our commitment to providing a safe, secure and welcoming environment for your child very seriously. All our team are checked against references and the Criminal Records Bureau.

You are bound to feel a little apprehensive about leaving your child at a pre-school for the first time – every parent does. That is why it is so important that you are comfortable with the childcare you choose. Pierremont Park Pre-School can help put your mind at rest by providing a secure, nurturing environment for your child. Our carers are experienced and motivated, with a reassuringly high staff-to-child ratio, we can give your child the individual care and attention they need to feel happy and safe when you are not around.

## ***Our Fees***

Please contact us for a current fee schedule with the up to date changes.

If your child is eligible for the government Nursery Education Grant, then we will claim this on your behalf and deduct the amount from your bill.

## ***Questions***

We would be delighted to arrange for you to visit the Pre-School and discuss further queries that you may have.

Alternatively, please call and we will be happy to talk through in detail any further information that you may need or questions you may have.

## ***Ready to Register***

***“Education is not the filling of a pail but the lighting of a fire.”***  
***W.B. Yeats***

If we will be welcoming your child to our Pre-School, then please complete the registration form at the end of this document.

Please make us aware of day preferences that you may have.

## ***Contact Us***

If you have any questions or would like to arrange a visit to the Pre-School, please find our contact details below:-

Lucia Antoniou

Tel: 0796 2271528

[www.pierremontparkpreschool.co.uk](http://www.pierremontparkpreschool.co.uk)

“The provision is highly effective in meeting children's needs because they use efficient processes to ensure they know the children and their families very well. This means that each individual child is fully catered for.”


Ofsted Report June (2010)

The EYFS(2008) state that:

“Parents are children’s first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children’s development and learning”.

‘children learn to be strong and independent from the base of loving and secure relationships with parents and or a key person’

EYFS principles 2.4 key person, positive relationships



“Parents and professionals can help children separately or they can work together to the greater benefit of the children”  
(Athey, 1990)

Malaguzzi as cited in Edwards Et al discussed the role of the teacher in helping children gain independence:

The teacher must intervene as little as possible but in a way that's sufficient to start the exchange again or to reassure the children. .... Rather it is a kind of taking the child by the hand, always letting the children stand on their own two feet (pg 230)

### As described by Malaguzzi (1998)

'Our task, regarding creativity, is to help children climb their own mountains, as high as possible.' Loris Malaguzzi'

Vygotsky talked about independence

'what a child can do with assistance today, she will be able to do by herself tomorrow'. (pg 37)