



Catkins Pre-School

Tunbury Hall, Catkin Close, Walderslade, Chatham, Kent. ME5 9HP

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Welcome to Catkins Pre-School.

We are a Pre-School which has been operating since 1991 offering good quality childcare and early education by providing educational experiences in a safe, secure and friendly environment to enhance your child's individual skills and encourage social integration by learning through play. This is achieved through a variety of balanced, stimulating activities and experiences appropriate to their current stage of development.

We aim to work within a framework which ensures equality of opportunity for all children and values diversity.

We aim to provide your child with the necessary skills to enable them to adjust to formal education.

What we will offer your child:

- Initially care, based on the Statutory Framework of The Revised Early Years Foundation Stage.
- A tailored curriculum to meet the needs of each individual child.
- Individual care and attention made possible by high adult/child ratios.
- The support of a designated member of staff in the form of a Key Person.
- A secure and welcoming place where children can learn as they play both in and out of doors.
- Opportunities for you and your family to be directly involved in the activities of the group and in your own child's individual progress.

Catkins Pre-School is a privately run sessional Pre-school. Each funded child is eligible for 15 hours per week (some are eligible for 30 hours per week subject to availability) for 38 weeks a year which equates to 570 hours. Our opening times are:

Monday, Wednesday and Thursday 8.45am – 3.30pm
Tuesday and Friday 8.45 – 3pm

We are open for 38 weeks per year on a termly basis. Our charge is £5.00 per hour.

We are closed on any UK Public Holiday, and also have to close on an election day as Tunbury Hall is used for a polling station

We are located in Tunbury Hall at Catkin Close, off of Tunbury Avenue, in the Walderslade Woods area of Chatham. The premises has it's own car park and has wheelchair access, and disabled facilities, male and female toilets. The group is set in the large hall. We also use another side room reserved for messy play, plus the kitchen for cooking activities and we have a secure outside play area.

We are inspected by Ofsted and our latest inspection report is available upon request or you may access it through www.ofsted.gov.uk. We are approved to deliver the Free Nursery Education places for 3 & 4 year olds and we abide by the KCC's Code of Practice. We also provide Free Early Education (FEE) subject to availability (terms and conditions apply).

As part of the requirements of the EYFS we share planning information about your child with other settings and childminders.

Staff

We have twelve members of staff eleven of which hold a level 3 childcare qualification (1 is currently training). All our staff have an enhanced disclosure issued by the Disclosure and Barring Service (DBS) and they also hold a current first aid certificate specialising in paediatrics.

Fees

Fees are payable termly at the beginning of each term. Fees continue to be payable even if a child is absent without notice, on holiday or sick for a short period of time. Each child's attendance at the group is conditional upon continued payment of any necessary fees/and or 3 or 4 year old nursery education funding. Fees are currently £5.00 per hour (parents/carers provide the lunch and should be named).

Policies and Procedures

Catkins Pre-School adheres to extensive policies and procedures which is readily made available to you and can also be found on our Website. All our policies are designed to offer the best possible experience for the children and their families in the group and are evaluated and reviewed on a regular basis. Comments and suggestions from parents are always welcome.

Key Person

Our Key-person system allocates a member of staff to a small number of children, thereby giving each child one special adult that he or she is able to relate to. This can make settling into the group that much easier and will enable our staff to ensure a planned curriculum tailored to the needs of each individual child. They will maintain links with the child's home setting working directly with the parents through shared record keeping, to ensure that all children are supported in reaching their full potential. In the event of the Key Person being on a course or sick our buddy key person will commence.

Parent's rota

Research shows that children learn better when parents take an active interest and feel involved. Our Parent Rota system provides parents with the opportunity to take an active part. You will find it helpful to understand what takes place during the sessions and you will be able to talk with your child about their day with more understanding. We hope that you will also value the opportunity to meet other adults involved with the pre-school. We welcome dads or chosen carers as well as mums. Siblings are welcome too but remain your responsibility.

Equipment.

We have extensive resources and equipment to vary and maintain the interest of the children so that they develop in all areas of the curriculum. This is constantly checked for safety and suitability.

Partnership with parents

Catkins Pre-School recognises parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child/children. We encourage you to take an active part in the group through workshops, conferences and specialist talks. We value your support in helping out at sessions, providing materials, sharing your skills and special interests, assisting with special events and fundraising.

Curriculum in the Early Years Foundation Stage

Within the setting all children are supported in developing their potential at their own pace. We ensure a planned curriculum, meeting the needs of each individual child. Using developmentally appropriate play activities and individual adult input, we offer a curriculum which follows the nationally approved learning outcomes. The curriculum in the Early Years Foundation Stage is based around learning through play. To help encourage and stimulate your child the curriculum is divided into seven areas of learning. Your child will work towards achieving these goals whilst within the pre-school and should have attained them by the end of the reception year within school. The activities, experiences, resources and equipment on offer each day are varied to provide a wide range of stimulation and interest that relate directly from Key Person Observations and the children's personal interests. Other activities that are linked to a weekly topic are also organised each day. These weekly topics are planned and relate to the whole pre-school yearly curriculum in such a way as to cover the full range of Early Learning Goals.

The following illustrates how Catkins Pre-School addresses the seven early learning goals, which set out what is expected for most children by the end of the Early Years Foundation Stage.

The early learning goals

The prime areas

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities to persist and with for what they want and direct attention as necessary. Through adult modelling and guidance they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

The Specific Areas

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. It is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

What to wear

In order to feel free and explore and experiment all kinds of materials, including messy ones, it is best to send children dressed in clothes which are easily washable and not too new. Simple clothing that will enable them to go to the toilet when they want to and to put on and take off their outdoor clothing without being too dependent on other people's help. We ask all the children to wear plimsolls or soft shoes that are suitable for outside play in order to cut down the noise levels in the hall and encourage parents to label jackets and cardigans.

Special Needs

It is important that each child is allowed to progress at his or her own rate of development and this is true for children with or without additional needs, we are experienced in working in close liaison with other professionals across a range of special needs. If you wish to discuss your own child's special needs, please feel free to do so with the setting's designated Special Educational Needs Co-ordinator, key-person or the supervisors.

Complaints

Catkins welcomes suggestions and comments from parents/carers and takes seriously any complaints and concerns they may raise. We encourage parents/carers to mention these as early as possible. This gives us the opportunity to try and rectify a problem or explain the Pre-School's position before a matter becomes serious. We anticipate that most concerns will be resolved quickly by an informal approach. If this does not achieve the desired result, we have a set of procedures for dealing with any concerns and complaints a copy is available for you on request and sets out the full complaints procedures

We are ultimately responsible to OFSTED for the service we provide. Regular inspections are made by this authority and in some circumstances it may be necessary to consult Ofsted Early Years their contact details are: Telephone 0300 123 1231 The National Business Unit, Ofsted. The Royal Exchange Buildings. St Ann's Square. Manchester M2 7LA

Admissions

If you wish to register your child for a place at our pre-school please complete and return the enclosed registration form and send it along with a copy of your child's birth certificate, whereupon your child will be placed on to the waiting list. We suggest that you start your child on 2 days first and gradually increase them as the need arises. You will hear from us in the term before your child is due to start. We have a copy of our policies and procedures in the Main Hall at all times and parents are welcome to look through these. We also have a file containing various forms which you may be required to fill in i.e. medical and information forms.

We hope you have found this prospectus helpful. We look forward to welcoming you and your child and we hope your time with us will be happy and productive. If you have any concerns, please do not hesitate to contact us at the above address or by telephone, we will be only too pleased to help.

Regards

Anne