



Chavey Down Pre-school,
Carnation Hall,
Chavey Down Road,
Winkfield,
Berkshire,
RG42 7PA

Chavey Down Pre-school aims to:

- Provide high quality care and education for children primarily below statutory school age;
- Work in partnership with parents to help children to learn and develop;
- Add to the life and well-being of its local community; and
- Offer children and their parents a service, which promotes equality and values diversity.
- Provide the necessary steps to safeguard and promote the welfare of children and staff.

As a member of Chavey Down Pre-school, your child:

- Is in a safe and stimulating environment;
- Is given generous care and attention, because of our high ratio of adults to children;
- Has the chance to join with other children and adults to live, play, work and learn together;
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- Has a personal key person who makes sure your child makes satisfying progress;
- Is in a pre-school which sees you as a partner in helping your child to learn and develop; and
- Is in a pre-school in which parents help to shape the service it offers.

The service offered by Chavey Down Pre-school

The pre-school is open a minimum of 38 weeks each year.

We are open 5 days each week, morning sessions between 9:00 and 12:00 and afternoons from 12.00 – 3pm. We offer a lunch club for all children doing morning or afternoon sessions from 12.00 to 12.40pm. We also offer full day care every day from 9.000 – 3.00pm.

We provide care and education for young children between the ages of 18 months and 5 year

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The curriculum provided by Chavey Down Pre-school

Children start to learn about the world around them from the moment they are born. The care and education offered by Chavey Down Pre-school helps children to continue to do this by providing all of the children with interesting activities that are right for their age and stage of development.

For children between the ages of 2 and 5 years, the pre-school provides a curriculum based from the early years foundation stage of education. This curriculum is set out using the Practice Guidance for the Early Years foundation stage, every child matters. The EYFS is a play based framework that acknowledges that every child is unique and that they learn and develop at different rates and in different ways.

The principles which guide the work of all early years practitioners are grouped into four themes:

1. **A Unique Child** – every child is a competent learner from birth who can be resilient, capable, confident and self assured.
2. **Positive Relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
3. **Enabling Environments** – the environment plays a key role in supporting and extending relationships with parents and/or a key person.
4. **Learning and Development** – children develop and learn in different ways and at different rates and all area of Learning and Development are equally important and inter-connected.

(These four guiding themes work together to underpin effective practice in the delivery of the EYFS.)

The guidance divides children's learning and development and consists of three prime areas and four specific areas. The prime areas cover the knowledge and skills which are the foundations of children's readiness and future progress and these help them to develop in all other areas. The 3 prime areas are:

- **Personal, social and emotional development**
- **Communication and language**
- **Physical Development**

The 4 specific areas include essential skills and knowledge for children to participate successfully in society.

- **Literacy**
- **Mathematics**
- **Understanding of the world**
- **Expressive Arts and Design**

In the guidance a section focuses on development, the EYFS outline some of the milestones that most children will have reached by the age of 5, for example being able to dress themselves, how they interact with other children and adults and the recognition of simple, written words. These milestones are laid out to give practitioners some guidance and to help to identify if a child is meeting expected levels, are exceeding them, or are below the expected level (emerging).

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By using the information on learning and development to support continuous observational assessment practitioners can form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there.

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Chavey Down pre-school plan and provide a range of play activities which help children to progress in each of the areas of learning and development. In some of these activities children decide how they will use the resources and, in others, an adult takes the lead in helping the children to take part in the activity.

Working together for your children

Chavey Down Pre-school has a high ratio of adults to children in the setting. 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; and
- Allow the children to explore and be adventurous in safety.

The staff working at Chavey Down Pre-school are:

Kate Sillett – Director, NVQ Level 4, Safeguarding level 2, Behaviour Support, Paediatric first aid, Prevent, FGM, Covid-19 Awareness/Prevent Covid-19
Louise Wenborne – Manager, NVQ Level 4, Safeguarding, Food and Hygiene, Paediatric First Aid, Prevent, FGM, Covid-19 Awareness/Prevent Covid 19
Rebecca Clayton Rowley – Deputy Manager, Early Years Professional Status, Early Language Lead Practitioner, Health and Safety, SENCO, Food and Hygiene, Paediatric First Aid, Prevent, FGM, Covid-19 Awareness/Prevent Covid 19
Nicola Sackley – Pre-School Practitioner, NVQ Level 3, Arts and Design, Food and Hygiene, Paediatric First Aid, Safeguarding, Prevent, FGM, Covid-19 Awareness/Prevent Covid 19
Kelly Mercer – Pre-School Practitioner (Bank Staff) NVQ Level 3, Covid-19 Awareness/Prevent Covid 19

How parents take part in the pre-school

As a member of the Pre-school Learning Alliance, Chavey Down 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. There are many ways in which parents take part in making the pre-school a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- Helping at sessions of the pre-school;
- Sharing their own special interests with the children;
- Helping to provide, make and look after the equipment and materials used in the children's play activities;
- Taking part in events and informal discussions about the activities and curriculum provided by the pre-school;
- Joining in community activities in which the pre-school takes part; and
- Building friendships with other parents in the pre-school.

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The parents' rota

The pre-school has a dated rota which you can sign if you would like to help at a particular session or sessions of the pre-school. Helping at the session enables you to see what the day-to-day life of the pre-school is like and to join in helping the children to get the best out of their activities.

Joining in

Joining the rota is not the only means of taking part in the life of the pre-school. You can offer to take part in a session by sharing your own interests and skills with the children. Parents have visited the pre-school to: talk to them about the police and what they do, show pictures of their holiday and show the children their cooking skills.

Do feel free to arrange to drop into the pre-school, if you would like to see it at work or to speak with the staff.

Key persons

The pre-school has a key person system. This means that each member of staff has a group of children for whom they are particularly responsible. Your child's key person will be the person who works with you to make sure that what the pre-school provides is right for your child's particular needs and interests. When your child first starts at the pre-school, she will help your child to settle and throughout your child's time at the pre-school, she will help your child to benefit from the pre-school's activities.

Records of achievement

The pre-school keeps a My Learning and Development Story for each child. Staff and parents working together on their children's Learning and Development Story are one of the ways in which Pre-school and parent's work in partnership. Your child's Learning and Development Story helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she 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 progress. You and the key person will then decide on how to help your child to move on to the next stage,

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the pre-school staff take part in training to enable them to keep up-to-date with thinking about early years care and education.

The pre-school also keeps itself up-to-date with best practice in early years care and education through the Pre-school Learning Alliance's magazine Under Five and publications produced by the Pre-school Learning Alliance. The current copy of Under Five is available for you to read in the parents information file. Courses on helping your child's learning and similar topics are held locally by the Pre-school Learning Alliance: watch out for information about these.

The pre-school's timetable and routines

Chavey Down Pre-school believes that care and education are equally important in the experience, which we offer children. The routines and activities that make up the pre-school's session are provided in ways that:

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- Help each child to feel that she/he is a valued member of the pre-school;
- Ensure the safeguarding of each child;
- Help children to gain from the social experience of being part of a group; and
- Provide children with opportunities to learn and help them to value learning.

Each session

The pre-school organises its sessions so that the children can choose and self select 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-chosen and adult-led activities, as well as those provided in the indoor playroom.

Snacks

The pre-school makes snacks a social time at which children and adults eat together. We plan the snacks so that they provide the children with healthy and nutritious food and we encourage the children to select their own drinks and snack and wash up the cup and plate afterwards. Do tell us about your child's dietary needs and we will make sure that these are met.

Policies

Copies of the pre-school's policies are made available in the parents file, please ask a member of staff for a personal copy.

The pre-school's policies aide us to ensure that the service provided by the pre-school is of the highest quality and that being a member of the pre-school is an enjoyable and beneficial experience for each child and her/his parents.

The staff and parents of the pre-school work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. 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.

Special needs

As part of the pre-school's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs, which a child may have. The pre-school works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2000). The pre-school's Special Educational Needs Co-ordinator is **Rebecca Clayton-Rowley**.

The management of Chavey Down Pre-school

Kate Sillett is the Director of Initial Steps Ltd which is a private voluntary group.

The other members of staff share some of the tasks involved in managing the pre-school.

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Fees

The fees are £20.00 per 3 hour session for children under three. If you require lunch club, then a £4.00 charge is added per session, payable weekly or in advance. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time we do require a months' notice, so please talk to Louise Wenborne or Kate Sillett. For your child to keep her/his place at the pre-school you must pay the fees or we must receive nursery education funding for your child.

15 – 30 hours Entitlement

The term after your child is three they are then entitled to 15 hours free sessions which equates to 6 sessions. If you require lunch club at Chavey Down Pre-School we can include this in your 15 hours but if you go over your 15 hours you will be charged either for a lunch which is £4.00 per day or if you require any additional sessions then £20.00 per session. As you can imagine the cost of running the pre-school is extremely high so this is our only way of gaining money towards these costs.

We also offer the 30 hours at Chavey Down Pre-school from the term after your child is three, this equates to 12 sessions and includes lunch club. If you think you may be entitled to 15 or 30 hours please do ask for more information and we will direct you to the correct websites etc.

Registration Fee

As I am sure you can imagine there is a lot of paperwork involved in setting up your child's place and we like to provide each child with a chatter bag, With this in mind we do ask for a Registration fee of £25.00. This will also secure your child's place. (This does not apply to children who are claiming the 15 hours entitlement, but will apply if over 15 hours is required.)

Starting at Chavey Down Pre-school

The first days

We want your child to feel happy and safe at the pre-school. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle into the pre-school. The pre-school has a policy about helping children to settle into the pre-school: a copy is available if required.

Clothing

The pre-school provides protective clothing for the children when they play with messy activities, but request that they are dressed comfortably and appropriate for a pre-school routine. A uniform can be purchased; this consists of a t-shirt in red also a fleece. Please ask a member of staff for prices.

The pre-school encourages children to gain the skills, which help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing which is easy for them to manage will help them to do this. We ask that the children wear suitable shoes while at pre-school; this ensures a better level of safety when climbing and within the group.

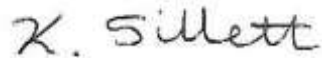
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Chavey Down Pre-school hopes that you and your child enjoy being members of the pre-school and that you both find taking part in our activities interesting and stimulating. The staff are always ready and willing to talk with you about your ideas, views or questions.

Due to the current circumstances with Covid 19 we have included a virtual tour on to the website for you to look at.

Kate Sillett

A handwritten signature in black ink that reads "K. Sillett". The signature is written in a cursive style with a capital 'K' and a period.

Director

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