



Welcome to Bagshot Community Pre-School

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in 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 each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with an interesting range of resources, activities and experiences that are appropriate for their age and stage of development.

Bagshot Community Pre-School

Willow Room, Bagshot Infant School, School Lane, Bagshot, Surrey GU19 5BP

01276 452623

bagshotcommunitypreschool@gmail.com

Our approach to learning and development and assessment

The Areas of Development and Learning comprise:

- *Prime Areas*

Personal, social and emotional development, Physical development, Communication and language.

- *Specific Areas*

Literacy, Mathematics, Understanding the world, Expressive arts and design.

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the Early Years Foundation Stage statutory guidance to observe what children are demonstrating through their play, plan our interactions and provide further opportunities which will help children to make progress in all areas of learning. We recognise that the deepest, richest, embedded learning takes place when children are stimulated and fully engaged. This level of engagement occurs most frequently when children have been free to choose their own activities. At Bagshot Community Preschool we actively promote freedom of choice for children, and as such any adult led activities are planned to be open-ended, providing opportunities for all children to learn in a way they choose, with the skilled adult guiding the activity specifically to each child's level of development.

Assessment

We assess how our children are learning and developing by observing them frequently in their play. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development. Together, we will then decide on how to help your child to move on to the next stage. We also make periodic assessment summaries of children's achievement based on our on-going development records. We undertake assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and our Special Educational Needs Co-ordinator is Janet Barron.

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The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee whose members are elected by the parents of the children who attend our setting and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

As a voluntary managed setting, we depend on the goodwill of parents and their involvement to keep going. Our parents are regarded as members of our setting who have full participatory rights.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. 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.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Key person and your child

Our setting uses a key person approach. 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 the childcare we provide is right for your child's particular needs and interests. We offer termly progress meeting to all our parents to ensure we are working together to support your child's development.

Our sessions

We are open term time for 38 weeks each year, 5 days a week, Monday to Friday, from 8.45am – 3pm. We provide care and education for young children between 2 and 5 years of age and all children have the opportunity to bring a packed lunch if they attend sessions which include our lunch time.

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The staff who work at our setting are:

Name	Job Title	Qualifications
Lisa Paine	Manager & DSL (Designated Safeguarding Lead)	BA Hons Degree in Children's Development & Learning (Level 6)
Janet Barron	SENCO, Lead Practitioner & Key Person	NNEB & Norland (Level 3)
Genna Williams	Early Years Practitioner/Key Person	Level 3
Catherine Reeve	Early Years Practitioner/Key Person & Health & Safety Officer	Level 3
Hollie Kirkland	Early Years Practitioner/Key Person	Level 3
Angela Cracknell	Early Years Practitioner/Key Person	Level 3
Elaine Edwards	Early Years Practitioner/Key Person	Level 3
Hollie McCarthy	Early Years Practitioner/Key Person	Level 3
Victoria Austin	Business Support & Data Protection Officer	

Fees

The fees are £6 per hour payable termly or half-termly in advance. Fees must still be paid if children are absent without notice for a short period of time. For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two, three and four year olds; where funding is not received, then fees apply.

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