

Our Vision

At Portreath Pre-school our community and its enriching location form an integral part of our vibrant learning environment. Our children are unique individuals who are nurtured to reach their full potential and achieve the skills needed for the future in safe and happy surroundings by a caring and well trained team. By creating trusting relationships with families, carers and other settings we aim to support learning and development effectively.

Introduction

Portreath Pre-school opened over 40 years ago and is based in the Village Institute. During this time it has established strong links with the community and the local primary schools. The Pre-school is charity run and managed by a committee, made up of parents of children attending the Pre-school and members of the local community. The Pre-school currently employs seven experienced practitioners and at present holds approx. 32 children on roll. At Portreath Pre-school we like to work in partnership with parents to help children learn and develop. We feel that we offer children and their parents a service that promotes equality and values diversity. The Pre-school provides a very high quality of care and education for children below statutory school age. Children can start at our setting the term following their second birthday.



Staff Profiles

Rebekah Rumsby

Leader



My Early Years experience and qualifications:

I have been working with children for many years now. I'm a qualified teacher in age range 3-11 years and taught Reception, Year 1 and Year 2 for 10 years before having my own children. I more recently worked as a child minder whilst my own children were little and cared for children aged 6 months - 4 years.

The activities I like doing with the children at Pre-school are:

I specialised in Special Needs, Literacy and Language development during my teaching years and therefore have a real passion about sharing the magic of stories with children and supporting them in developing language and early literacy skills.

Louise Dimery

Deputy



My Early Years experience and qualifications:

I worked as a Paediatric Nurse before having children, then embarked on a different career path that led me into Early Years. I gained my NVQ Level 3 in Childcare Learning and Development in 2013 and joined Portreath Pre School in 2015 as a Senior Practitioner. I have been the Deputy Leader since October 2017.

The activities I like doing with the children at Pre-school are:

Reading stories, messy creative play and engaging in imaginative play.

Natalie Clements

Senior Practitioner



My Early Years experience and qualifications:

I have achieved my Level 3 Diploma in Childcare and Education. I have been at Portreath Pre School since September 2012. I have also had experience in a nursery with children aged 6 months - 4 years.

The activities I like doing with the children at Pre-school are:

Outdoor play, puzzles, parachute games, stories and singing!

Debbie Barrow

Senior Practitioner



My Early Years experience and qualifications:

I am a qualified teacher and was the nursery teacher at a school near me in St Austell for 8 years. I have two children of my own: Josh (age 4) and Tom (age 2), I started working at Portreath Pre School in January 2018.

The activities I like doing with the children at Pre-school are:

I love sharing stories and helping the children to invent their own stories, I also love anything arty. I have a degree in Biology and enjoy helping the children to learn about the natural world.

Rachel Pritchard

Senior Practitioner



My Early Years experience and qualifications:

I have a Level 3 National Diploma in nursery nursing, which I achieved in 1996 and since then have been working with early years. I have gained a lot of experience working with children 3 months to 8 years. Starting as a nanny in Lanzarote, followed by being in a primary school working with a child with Autism then becoming a manager of a day nursery, until having a family of my own. I started working at Pre School in 2011 where I have worked with several children on a one to one and now work alongside all the children which is great fun.

The activities I like doing with the children at Pre-school are:

I enjoy singing, stories and the great outdoors with the children.

Lisa Brown

Bank Staff Practitioner



My Early Years experience and qualifications:

I started working at Pre School in 2010 after my daughter had attended and moved onto Primary School. I am a qualified Senior Practitioner with a Level 3 in Childcare.

The activities I like doing with the children at Pre-school are:

I love dancing and creating art with the children but storytime is my favourite!

Alice Bales

Bank Staff Practitioner



I have worked in catering industry and retail for many years before having my son, after volunteering at Cornwall Neighbourhood for Change I decided my career pathway would lead me to Early Years. I have achieved my Teaching and Learning Foundation Degree.

The activities I like doing with the children at Pre-school are:

I enjoy caring for the individual needs of the children and messy play.

Sophie Teague

Administration and Finance Officer

My experience and qualifications: I have been on the parent's management committee for the past 4 years, taking on the role of secretary and then chairperson. I am currently covering this role as a temporary post.

Portreath Pre-school Committee

The pre-school is a charity which belongs to the village of Portreath and whose purpose is to meet the needs of the children and families in the local community. As a charity we have to have a committee of volunteers (made up of parents and members of the local community) who support the Pre-school Leader to ensure she/he has the resources needed to ensure the pre-school is providing a safe, stimulating and financially viable provision for our families. Joining the committee is a great way to find out more about the running of the pre-school and get to know other parents with children at the setting. The committee hold regular fundraising events which are always well supported and great fun!

Key persons and your child

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 we provide is right for your child's particular needs and interests. When your child arrives at the Pre-school the key person will help your child to settle and encourage your child to take part in activities, they will observe your child at play in order to help him/her take the next step in their learning.



Parents as Partners

Our Pre-school recognises parents as the first and most important educators of their children. Pre-school staff work as partners with parents in providing care and education for their 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;
- Being part of the management of the pre-school *
- 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.
- Sharing your expertise.

*As a community based, voluntary managed setting, we depend on the good will of parents and their involvement to keep going. Membership of the Pre-school carries expectations on parents for their support and commitment.

Curriculum

Purpose and aims of the Early Years Foundation Stage

Every child deserves the best possible start in life and support to fulfil their potential. A secure, safe and happy childhood is important in its' own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know that provision will keep their children safe and help them to thrive. The Early Years Foundation Stage Framework (EYFS 2017) is a document which lists specific requirements related to Welfare, Learning and Development and Assessment. Ofsted has the role of evaluating the work of Early Years settings and ensuring that the requirements of the framework are met.

The overarching aim of the EYFS is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being.

The 2017 Early Years Framework lays out the areas of development that we must nurture and assess:

The Prime Areas are fundamental to learning and essential in the development of a child. The following areas will form the main focus of our curriculum and planning:

Personal Social and Emotional Development which consists of three areas; **Making Relationships, Self Confidence and Self-awareness, Managing Feelings and Behaviour.**

Physical Development consists of two areas-; **Moving and Handling, Health and Self-care.**

Communication and Language consists of three areas; **Listening and attention, Understanding, Speaking.**

Our curriculum will also cover the **specific areas** of ;

Literacy (Reading, Writing-age appropriate activities),

Mathematics (Numbers, Shape, Space and Measure) ,

Understanding the World (People and Communities, The World, Technology),

Expressive Arts and Design (Exploring and Using Media and Materials, Being Imaginative).

Running through all these areas are the Characteristics of Effective Learning.

These underpin everything we do and are crucial skills for children to become successful, independent problem solvers and learners. These are:

- Play and Exploring – which involves **ENGAGEMENT** – *Finding out and exploring, Playing with what they know, Being willing to have a go.*
- Active Learning – which involves **MOTIVATION** – *Being involved and concentrating, Keeping on trying, Enjoying achieving what they set out to do.*
- Creating and Thinking Critically – which involves **THINKING** – *Having their own ideas, Making links, Choosing ways to do things.*

Portreath Pre-school support children in developing the knowledge, skills and understanding that help them to make sense of the world.



The Sessions

We organise our sessions so that the children can choose 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 work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. We take full advantage of our local area and run 'Out & About' sessions for our Flying Fish children (the children who will be starting primary school the following September). These sessions involve small groups of children visiting an area in the local community – be it the beach, the woods, the park or Portreath School outdoor area. The focus of these sessions is about exploring, playing and learning in the great outdoors whilst also becoming more familiar with their local environment.

All the children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, in the pre-school outdoor area as well as those provided in the indoor playroom.



Assessments and Learning journeys

In our Pre-school we assess how young children are learning and developing by observing them frequently. We use the information that we gain from these 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 them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development. Your child's key person will collect information about your child's needs, activities, interests and achievements. This information will be recorded in your child's personal 'Learning Journey'. The key persons do termly summative assessments; this information will enable the key person to identify your child's stage of progress. You and the key person can then decide on how to help your child to move on to the next stage. Your child's learning journey is available for you to look at when you bring your child to their session. If your child starts with us whilst they are two years of age we will complete their 'Two Year Check' after a few weeks of them being with us. This is a developmental progress check in the Prime Areas of Learning: Communication and Language, Personal Social and Emotional Development and Physical Development. We will meet with you to go through this check and plan next steps to support their ongoing development.



Opening Times, Fees and Funding

Term time only	Opening Times	Fees per session
Mon – Fri	9.00 – 12.00	£15.00
Mon – Fri	12.00 – 15.00	£15.00

Fees are payable on a half termly basis. 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, please contact the Administration and Finance Officer or the Leader of the Pre-school. For your child to keep her/his place at the Pre-school, you must pay the fees. We are in receipt of nursery education funding for three and four year olds; where funding is not received, then fees apply. If you are in receipt of any non-working benefits you could be eligible for a free early learning and childcare place for your two year old.



Nursery Education Grant - Funding for three and four year olds.

Funding entitlement means that any child aged between three and four years old are entitled to 15 hours of free nursery education per week (term time only). Children are eligible from the term after their third birthday and the entitlement can be used flexibly between pre-school session times and with other settings. Some children are also eligible for 30 hours of funding, you can see if you are eligible via Childcare Choices at www.childcarechoices.gov.uk

We would also recommend that parents/guardians contact the tax credits to check their entitlement to receive help with childcare care costs.

Nursery Education Grant - Funding for two year olds.

Some 2 year old children are eligible for 15 hours funding per week the term after their 2nd birthday. Further information can be obtained from the Pre School regarding the 2 year funding criteria.

General Information When Starting at Our Setting

Home Visits

We feel it is important that you and your child feel secure before starting at our setting. We offer a home visit so your child's key person can visit you and your child in their own environment. They are then able to get to know your child, find out from you about your child's development and character and can discuss any concerns you have regarding starting Pre School.

The First Days

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work with you to decide on how to help your child settle into the Pre-school. You and your child can come in for a 'Play and Stay session' before their first day at Pre-school. The Pre-school has a policy about helping children settle into the setting: a copy is available from the Pre-school leader or on our web site, (please see under Policies – Children – The Role of the Key Person in the Setting and Settling In).

Snack and Meals

The sessions include a snack time; children are offered a healthy snack and a drink of milk or water. Please see our current menu on the website (under Healthy Under 5s section). We really value the importance of snack and lunchtimes at pre-school as we know what great opportunities they are to develop many skills and behaviours, e.g. physical skills, being brave and trying new foods/textures, social skills, communication skills, maths, developing understanding of healthy foods and lifestyles.

Packed lunches

We encourage parents to provide sandwiches, pittas, wraps, rice or pasta based salads containing a protein food as the basis for the lunch. Healthy lunch boxes may also contain fruit or raw vegetable sticks and perhaps a milk based desert such as yoghurt, a child sized handful of dried fruit or raisins. We acknowledge that parents may wish to send one 'treat' but discourage packed lunches that consist largely of crisps, crackers, processed foods and sweet products such as cakes or biscuits due to their high salt and sugar content. We encourage parents to send small portions of each food rather than adult sized portions which are overwhelming to the child and may cause childhood obesity. For more advice please see the links to child nutrition upon our web site. At your child's home visit information will be given with regards to healthy packed lunch and snack ideas.



Clothing

We encourage children to gain the skills that help them to be independent and look after themselves therefore, clothing that is easy for them to manage will help. Track suit bottoms or leggings rather than jeans or trousers with buttons and belts are great for pre-school. The children will be involved in active outdoor play therefore shoes that stay securely upon the child's foot are advised also shoes that they are able to put on themselves e.g. Velcro straps. It is also useful if children attend school with a spare set of clothes. We encourage outdoor play all year round and frequently visit the local park, woods and beach so wellingtons, coats and hats will be required. In the summer months we ask that children bring sun cream and hats to pre-school. We also ask that where possible children's belongings are clearly labelled. We provide protective clothing for the children when they play with messy activities but always advise that you send your child to pre-school in clothing you don't mind them getting dirty or paint splattered!

Sickness

If your child has been unwell and you are unsure if they should return to pre-school please check with a member of staff for information concerning sickness. Please do not send your child to pre-school if they have had a 'tummy bug' for 48 hours after the last bout of sickness or diarrhoea.

Toileting

In our Pre-school we encourage children to be independent throughout this activity. We encourage easy clothing for older children. We are happy for children who have not yet reached this stage of development to attend Pre-school. We would appreciate if these children could attend Pre-school with spare nappies or pull-ups in their bags. Obviously when the child and parent are ready we are happy to work with parents to establish a routine in toilet training. Accidents do occur when children are engaged in their play and therefore we would advise parents to provide spare clothes. We acknowledge the need for sensitivity with this issue.

Policies and Procedures

The Pre-school's policies and procedures help us to make sure that the service provided by our Pre-school is a high quality one and that being a member of our Pre-school is an enjoyable and beneficial experience for each child and her/his parents.

Once you have decided to send your child to our Pre-school you can access on line (via our website) or ask for a copy of the Pre-school's policies and procedures.

Complaints Procedure

If you have a concern or worry please speak to a member of staff. We will do our very best to work with you to find a solution to your problem, however we do acknowledge the need for a formal complaints procedure. If you do feel the need to make a complaint, please view the complaints policy which is available as a paper copy from our Administration and Finance Officer or look on line at our web site (see under Policies).

Terms and Conditions

- Registration forms should be submitted as soon as possible and before your child starts at Pre School.
- If you require a place to be kept open for your child for a period longer than 2 weeks, the place will be charged at full rate.
- One month notice will be given if Pre School's fees are increased.
- Children attending for any part of a session will be charged the full session booked.
- Fees are payable when a child is absent through illness or holiday.
- The Pre School will not open on Bank and Public holidays. It will also be closed during school holiday time. We also close for 5 days per academic year for training.
- Fees are payable half termly to Portreath Pre School, preferably by Bacs, cheque or vouchers. You will be invoiced and payments should be made in the first two weeks of a new term. No payment of fees may result in losing your place. (Please speak to the Pre School Leader or Administration and Finance Officer if you are unable to pay your invoice on time)
- One months notice in writing is required to terminate this agreement or one months fees paid in lieu of notice.
- All children are eligible for 15 or 30 hours funding per week the term after their 3rd birthday.
- Some 2 year old children are eligible for 15 hours funding per week the term after their 2nd birthday. Further information can be obtained from the Pre School regarding the 2 year funding criteria.
- A minimum of 2 sessions a week is recommended.
- Places are allocated in September. Places may become available at other times throughout the year in the event that the attendance arrangements of any existing children change for the relevant age group. Priority will be given to children who are already attending Pre School, places will be allocated to children that are eligible for their 15 or 30 hours funding in the first instance and then in chronological order by date of enquiry for extra sessions. Staff ratios and individual needs will also be taken into account when allocating places.
- Parents are requested to keep us updated of any changes which may affect their child's application and to inform us of any change to their contact details.

Things to bring!

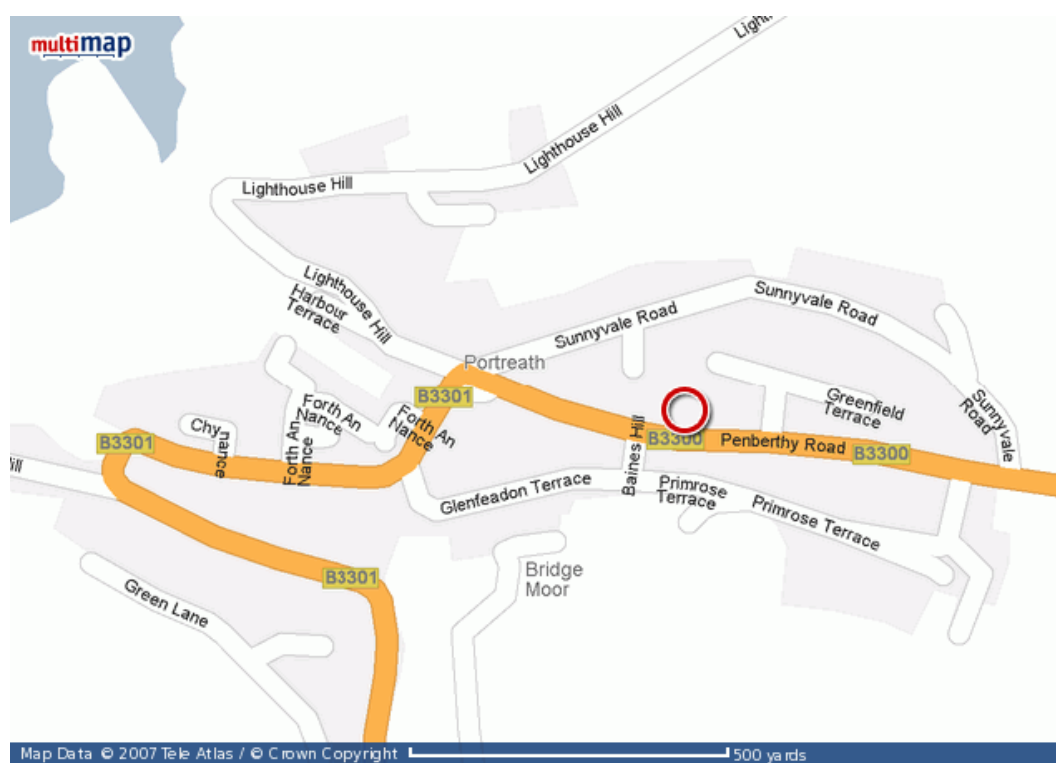
- Coat
- Change of clothes
- Wellingtons
- Sun cream and sun hat

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



Thank you to all the parents of the children who have given their permission to use their children's photos. Please respect our safe guarding policy; we do not give permission for these photographs to be used for any other purpose.

Finding us



Contact

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