

Contact

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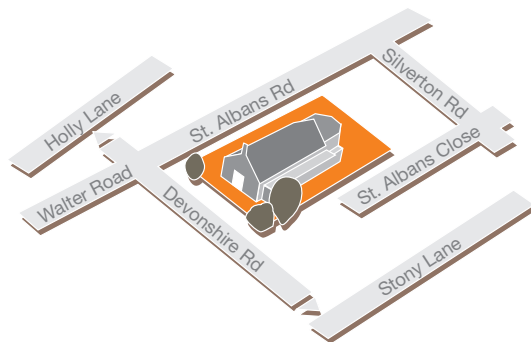
Web: www.stalbans-cc.co.uk

Bus Service:

Bus No's **444** and **446** Devonshire Road.
448 and **449** Holly Lane.

Train Service:

The nearest railway stations are:
Smethwick Rolfe Street and
Smethwick Galton Bridge.



St Albans

Working with the community


pre-school
parent pack

www.stalbans-cc.co.uk




Contents

- 01 Aims & Objectives
- 02 Policies and Procedures
- 03 Staffing Structure
- 04 Staff, Students, Volunteers and Visitors
- 05 What is it like for a child here?
- 06 Assessment
- 07 Partnership with Parents / carers
- 08 Where Are They Kept?
- 09 Customer feedback
- 10 Contact




My daughter has made so many friends, she is so happy there.




My child talks about what she does at pre-school all the time

The staff always seem to have time to reassure me when i have concerns about my son, they make me feel that we are very important and they really do care about the welfare of the children they look after.



My childs language has really improved since attending pre-school and i was really concerned that he wasnt talking before he started there.



I was at student at St Albans pre-school, my placement was really enjoyable and i learnt so much. The staff are so supportive.



My son cries when pre-school is on holiday because he always wants to go and play with his friends



My little girl loves coming to pre-school ,she has learnt so much in a loving, caring environment.





Where are they kept?

Policies and procedures

1 set in Pre-School office
1 set in main Centre office

Current Staff training OfSTED file

Pre-School office

Accident Book

Pre-School office filing cabinet

Student / volunteer information

Student file cabinet in Pre-School office

Planning

Displayed on Curriculum Board

Complaints book

Main Centre office

Copy of Operational Plan

OfSTED file in Pre-School office

All information is Data Protected

Aims & Objectives

Overall outcomes for the children in our care are informed by 'Every Child Matters':

- Staying safe
- Being healthy
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

We follow the guidelines laid down in the National Standards for Sessional Day Care

We aim to provide:

- Pre-school care and education for 2 – 4 year old children from the local community.
- A safe, caring, stimulating environment with trained and qualified staff.
- A wide and broad play based curriculum which is informed and guided by the Early Years Foundation Stage.
- Activities and experiences which support the developmental and learning needs of young pre-school children, and meet the needs of the individual within the group both indoors and outdoors.
- An ethos that recognises and values similarities and differences;
- Active partnership with parents / carers.
- Bilingual (Punjabi / English) support.



Policies & Procedures



Organisation:

- Operational plan
- Lost children in our care policy
- Uncollected children policy
- Late collection of Children policy
- Admission forms
- Staff registers

Helping children enjoy and achieve:

- Long, medium and short term planning
- Communication and language policy
- Play policy
- Assessment policy
- Daily risk assessments
- Outdoor play policy
- Special needs policy
- Differentiated curriculum and care procedures
- Settling In policy

Protecting children from harm and neglect and helping the to stay safe:

- Health and Safety policy
- Risk Assessments
- Fire Evacuation procedures
- Accident and First Aid policy
- Child Protection policy
- Visitors' record book
- Lost Children in our Care policy
- Key coded entrance and exit doors

Helping children to be healthy:

- Administering Medicines policy
- Parental instructions for administering medicine (Admission form)
- Nappy changing policy
- Infection control policy
- Parental consent for emergency treatment (Admission form)
- Accident record book
- Non smoking policy
- Healthy eating snack time policy

Helping children make a positive contribution to the provision and the wider community:

- Equal Opportunities Policy
- Inclusion Policy
- Special Needs Policy
- Behaviour Management Policy
- Admissions Policy
- Settling in Policy
- Complaints Procedure
- Complaints Book
- Parents in Partnership Policy
- Confidentiality Policy
- Activities and experiences provided for the children

Partnership with parents

The Pre-School operates 2 sessions per day for 5 days of the week.

Morning: 9.00am – 12.00
Afternoon: 12.45 – 3.30pm.

Different groups of children attend the morning or afternoon sessions.

New parents / carers and prospective parents / carers are given a Pre-School prospectus and are invited into the Pre-School to spend time to look round and ask questions.

Admission forms are completed by parents / carers supported by staff.

All Pre-School policies, curriculum documents, curriculum information and planning is displayed daily on a parents' / carers' information table. These are available as individual parents' / carers' copies on request.

Staff are available to take messages or answer simple questions on a day to day basis; parents / carers are welcome to discuss their child's development and progress in confidence by making an appointment with their child's Key worker.

We provide Punjabi, Hindi and Urdu speakers to support parents / carers for whom English is an additional language.



Three Open days for parents / carers are held each year where the parents / carers are able to discuss their child's development, progress and achievement with their child's Key worker and with the Pre-School manager.

Parents / carers are given written reports which records children's progress and achievements at the end of each term.

News letters are sent to parents / carers at the beginning of each term.

The Pre-School has a complaints policy. Complaints are recorded in a Complaints Book.

NEF funding for 3 year olds becomes effective in the term that follows a child's 3rd birthday.

'Free For 2' funding has to be individually applied for.

Other sessions are charged @ £6.00 per session.

Assessment

Formative Assessment

Assessment is an integral part of the learning and development process. It informs and guides everyday planning.

It is based on the Key Workers' observations of what children can do, are 'working towards' or have emerging skills of, in relation to the Early Learning Goals in the Foundation Stage Curriculum.

Key Workers record observations in small books. These observations are used to set individual targets.

Assessments are matched to the expectations of the Early Learning goals.

Assessments are also based on photographs, video, things children have made, etc.

An evidence folder containing exemplars of each area of the curriculum is kept.

Assessments of individual children are stored in individual portfolios.

Assessments are used to inform planning.

Summative Assessment

Base line assessments of general development are carried out 4 / 6 weeks after start date.

A progress report highlighting emerging and developing skills as well as aims and objectives for individual child is written after 3 months.

An end of year report covering development and learning within 6 areas of learning is written 3 months after above.



Wellcomm Tool – Developing Communication and Language skills (EYCDP)

Base line assessment is carried out 3 / 4 weeks after start.

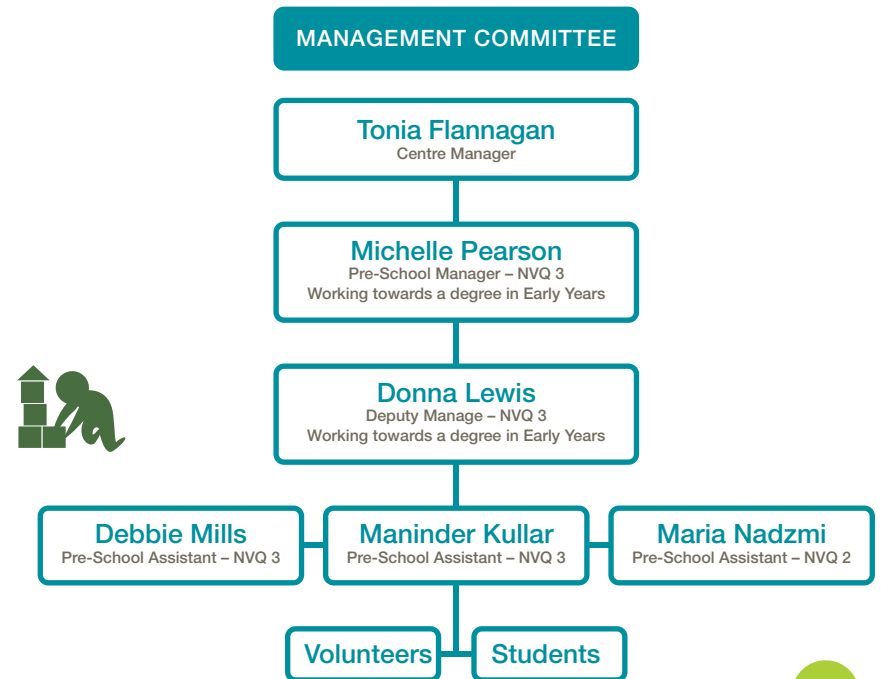
Re-assessed after 6 months.

Evidence Folder

A folder containing exemplars of work for each area of learning and for different levels of achievement is kept in the Pre-School Office.



Staffing Structure



Staff Roles

Michelle Pearson

Recruitment and Selection
First Aid
SENCO
Child Protection Officer

Donna Lewis

Behaviour Management
Co-ordinator
Health and Safety Officer
Student / Volunteers
Co-ordinator
Equal opportunity and
Human Rights Co-ordinators

Maninder Kullar

Creative Development
Co-ordinator
Communication
and Language
Development Co-ordinator



Staff recruitment, selection and retention

All procedure relating to staff recruitment, etc can be found in the Staff recruitment policies.

All staff have up to date CRB checks.

Staff enter their time of arrival daily on an attendance register.

Staff meetings are held regularly.

Staff appraisals are conducted annually by the Pre-School manager.

Appraisal of the Pre-School manager is carried out by the Centre Manager.

Students

We provide training for students of Early Years Care and Education.

Students are interviewed by the designated member of staff.

Students are required to complete an acceptance / agreement form which is countersigned by the College assessor.

All students are CRB checked.

Students are supplied with: 'Student' Health & Safety, Child Protection and Confidentiality Policies.

Daily records are kept for each student to record attendance and punctuality.

Regular appraisals are conducted to establish suitability and progress.

Donna Lewis is the designated member of staff for the supervision of students.



Refer to policies:

- Recruitment Policy
- Student Policy

Volunteers

Volunteers are supervised by Donna Lewis.

Their attendance is registered on the daily register.

They are not allowed unsupervised contact with the children.

They are encouraged to undergo a CRB check.

Visitors

All visitors are requested to 'sign in'.

A visitor signing in / out book is kept in the main Community Centre office.



What is it like for a child here?

Children

Admission forms are completed by the parent / carer and a member of Pre-School staff, these contain the following information:

- Date of birth, contact name and address, named people who are designated to collect a child, dietary needs, any special needs, medical needs, agreement to emergency medical treatment.

Parents / carers are given a Pre-School prospectus.

Parents / carers take home an 'All About Me' booklet to complete with their child.

Parents / carers are required to complete consent forms for the displaying of children's photographs.

A register of children attending a session is completed daily. The following records are kept:

- Progress and development, accident, incidents, special needs, child protection.
- All records are stored and kept for 2 years.
- All records are available to parents / carers on request with the exception of any 'sensitive' child protection records

Key Worker system – Each child is allotted a key worker who is responsible for:

- The child's day to day care and needs, curriculum planning, assessment and recording consultation with parents / carers.

Parents / carers are welcome to discuss their child with the key worker or Pre-School Manager, They are encouraged to make an appointment to meet the member of staff when they would be able to speak in private in the Pre-School office.

3 Open Days are held each year.

Written reports of children's progress, achievement and development are given to parents / carers.



Activities

Activities, both indoors and outdoors, are organised to meet the learning and developmental needs of children 2 / 4 and are informed and guided by the EYFS and its principles. They are play based and designed to:

- A unique child
- Learning and development
- Enabling environment
- Positive contribution
- Support the planning, offer a broad range of experiences, encourage children to explore and experiment, encourage choice and independence, challenge and extend development and learning, provide enjoyment in learning.
- Resources are robust and safe (refer to daily risk assessment). They are chosen to reflect diverse life experiences and support and enhance the intended learning outcomes. They are stored at an appropriate height for children to reach and children are encouraged to 'help themselves' and to clear them away at the end of the session.

