



Little Apples of Bramley is a Registered Charity no. 1045353

Prospectus

This prospectus has been written by:
The Committee and Play Leader of Little Apples of Bramley Pre-school.

Chair
Vice Chair
Play Leader, Manager &
Village Hall Liaison
Treasurer
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New Building Project
Newsletter
Administrator
Date: 12th January 2010

Anna Keir
Sarah De Sio
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This Prospectus has been adapted from the Pre-school Learning Alliance.

OUR PRE-SCHOOL

Pre-school name: Little Apples of Bramley

Address: Village Hall, The Street, Bramley, Tadley, Hampshire, RG26 5BP
Telephone: 07990 635806 or visit www.littleapples.org

Aim

We aim:

- To enhance the development and education of children under statutory school age in a parent-involving, community-based group
- To provide a safe, secure and stimulating environment
- To work within a framework which ensures equality of opportunity for all children and families.

We offer your child:

- A specially tailored curriculum leading to the early learning goals
- Individual care and attention made possible by a high ratio of adults to children
- Fun and friendship with children and other adults
- The support of a personal key person
- Opportunities for you and your family to be directly involved, in the activities of the group and in your own child's progress.

Little Apples runs to and from the following times, allowing for greater flexibility on a Monday, Thursday and Friday. The period between 12.00 and 1.00 is for children to bring and eat a packed lunch at pre-school:

| | From | To/From (only to 2.45) | To (only from 9am) | To |
|-----------|------|------------------------|--------------------|------|
| Monday | 9.00 | 12.00 | 1.00 | 2.45 |
| Tuesday | 9.00 | 12.00 end | X | X |
| Wednesday | 9.00 | 12.00 end | X | X |
| Thursday | 9.00 | 12.00 | 1.00 | 2.45 |
| Friday | 9.00 | 12.00 | 1.00 | 2.45 |

Little Apples offers education and care for children below school age and over the age of 2 years, 9 months.

Little Apples is registered with the local Early Years Development and Childcare Partnership and contributes to the Partnership's overall planning to provide education and care throughout the Early Years Foundation Stage.

CURRICULUM

Within the group, all children are supported in developing their potential at their own pace. Our key person system enables us to ensure a planned curriculum tailored to the needs of each individual child. By means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum, which enables children to progress towards the Early Learning Goals throughout the Early Years Foundation Stage and prepares them for the National Curriculum, which begins at Year 1 in primary school.

Communication, language and literacy

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, enabling them to handle them and be aware of their uses, both for reference and as a source of stories and pictures and can borrow books from our library to share at home.

Personal, social and emotional development

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property. On a regular basis they will be 'special helpers' for the day and be encouraged to help prepare snacks for the other children.

Problem Solving, Reasoning & Numeracy

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities, which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding.

Knowledge and understanding of the world

A safe and stimulating environment allows children to observe and experiment with a range of natural and manufactured materials. They learn to recognise differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. They learn to respect other people, and expect to be respected themselves. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

Physical development

A range of equipment and opportunities, both indoors and out of doors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. A very high level of adult supervision enables children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing, and balancing. At the same time, children are helped to develop the fine motor skills that they will need to use tools, including pens and pencils, and to handle small objects with increasing control and precision. They are also encouraged to develop awareness of their own bodies and of what keeps them healthy.

Creative development

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and reclaimed materials provide for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group.

ADULT RESOURCES

We are proud of the high ratio of adults to children in our group. This ensures individual attention to the needs and development of each child. We provide a ratio of one adult to 5 children and the Play Leader is in addition to this number. Ofsted, our regulatory body, recommends a ratio of 1:8.

Staff - The regular staff at Little Apples are:

| Name | Title | Qualifications & Experience |
|------------------|--------------------|---|
| Sarah Naylor | Play Leader | NVQ3 Early Years Care & Education. Studying Foundation Degree Childhood Studies |
| Joanne Shearing | Deputy Play Leader | NVQ3 Early Years Care & Education. Foundation Degree Childhood Studies |
| Sian Davies | Deputy Play Leader | NVQ3 Early Years Care & Education |
| Alison Cameron | Play Assistant | NVQ3 Early Years Care & Education |
| Wendy Smith | Play Assistant | NVQ3 Early Years Care & Education |
| Breda Miles | Play Assistant | NVQ3 Early Years Care & Education |
| Susannah West | Play Assistant | NVQ3 Early Years Care & Education |
| Jayne Kelleher | Play Assistant | NVQ2 Early Years Care & Education |
| Susan Baird | Play Assistant | NVQ3 Early Years Care & Education |
| Karen Jones | Play Assistant | Training towards NVQ3 Early Years Care & Education |
| Shirley Bartlett | Play Assistant | Studying Foundation Degree Childhood Studies |
| Clare Shaw | Play Assistant | PGCE |
| Charlene Wilby | Play Assistant | Studying Foundation Degree Childhood Studies |
| Sharon Hilliard | Play Assistant | Unqualified |

The pre-school rota

Research shows that children learn better when their parents are involved. Our rota system invites parents to become involved in helping in the group on a regular basis. This helps to increase the high ratio of adults to children in our group, guaranteeing individual care and attention for each child. It also gives parents the opportunity to take an active part in the group to see what happens there and to talk about it afterwards with their child. In addition, the rota system provides a valuable opportunity for all children to see their own parents/carers in a new role.

Key Person System

Our key person system gives each member of staff particular responsibility for just a few children. Each child in the group has one or two special adults to relate to, which can make settling into the group very much easier. In addition, the key person is in a position to tailor the group's curriculum to the unique needs of each individual child. The key person maintains links with the child's home setting, working with parents through shared record keeping to ensure that all children are supported in reaching their full potential.

Record-keeping

Because so many adults help in the group, we are able to implement an excellent record keeping system in which observations of the children in the group and at home are used as a basis for drawing up a curriculum for each child. We are then able to transfer these records onto the child's next educational setting.

Training

Our membership of the Pre-school Learning Alliance ensures that we are constantly in touch with new thinking in the field of child education and care. We receive a monthly magazine offering practical advice and up-to-date information, and have access to a range of professionally produced publications. Parents may ask to see any of these. In addition, ongoing training is available through the Early Years Development Plan, who welcome both staff and parents. Informal training is available through local meetings and conferences, and parents will always be informed about these.

The role of parents

Little Apples recognises parents as the first and most important educators of their young children. We aim to support parents. Parents are welcomed:

- to work in the group with the children
- to assist with fundraising
- to take part in the management of the pre-school
- to represent the pre-school at branch and county activities of the Pre-school Learning Alliance
- to attend open meetings of the Pre-school Learning Alliance
- to attend training courses, workshops and conferences organised by the Pre-school Learning Alliance and Early Years Development Childcare Partnership.

POLICIES

Our policy statements are always available. Should you wish to obtain a copy, please contact the pre-school play leader.

All our policies are designed to offer the best possible experience for the children and families in the group. Our policies are reviewed on a regular basis and comments and suggestions from parents are always welcome.

Special educational needs

We aim to provide equality of opportunity for all members of our group, and this includes children with special educational needs. The number of adults present in the pre-school enables us to provide individual attention for each child. Each child is able to progress at her/his own rate in all areas of development, and this is true for children with and without disabilities or learning difficulties. We are experienced in working in close liaison with professionals across the range of special needs, and we operate in accordance with the government's Code of Practice on special educational needs. If you would like to discuss the group's ability to meet your own child's special needs, please talk to the pre-school leader or your child's keyworker. Our full special needs policy is available on request.

MANAGEMENT AND ADMINISTRATION

Decision making

The pre-school is run by an elected committee, which ensures that major decision making is in the hands of the parents who use the group. The committee is responsible for reviewing both policy and practice, and for the employment and appraisal of members of staff. Our Annual General Meeting, at which the committee for the following year is elected, is held in May and parents will be informed in good time so they are able to attend.

Fees

Fees are currently £3.15 per hour, payable half-termly in advance. Our Pre-school is on the Pathfinder Scheme and children eligible for EYE grant have up to 15 hours free per week (subject to terms and conditions).

Fees continue to be payable if a child is absent without notice or for a short time. In cases of prolonged absence, parents should consult the administrator about fee payment. Each child's attendance at the group is conditional upon continued payment of any necessary fees.

STARTING PRE-SCHOOL

The first days

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help the child to feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. The pre-school's policy on settling is available on request. We are able to accommodate each child's individual needs and welcome comfort items as they often help children settle with a familiar item around them.

Toileting

While many children are toilet trained when they start pre-school we are aware that some are just not ready at this time.

We accept children at Little Apples who are wearing nappies or pull ups and ask that they bring a couple of changes with them for their time with us.

Some children regress with potty training when they first start and this is quite normal but we usually find that once settled, the child reverts to being trained once more.

We have potties, steps and low sinks for the children to use to ensure that toileting is not a daunting process.

What to wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes that are easily washable or not too new. Although aprons are offered for messy activities we never force a child to wear one against their will. Many children find that aprons can inhibit their creativity and prefer not to wear one.

It is good for children to practice the skills that will make them independent. Simple clothing that they can handle themselves will enable them to go to the toilet when they want to and to put on and take off their outdoor clothes without being too dependent on other people's help.

Little Apples T-shirts and fleeces are available to purchase when your child starts. These make an easy alternative to deciding what to wear each day. Please see the Play Leader for an order form.

We hope that your child's time in pre-school will be a very happy and productive one. If you have any queries, or if we can be of any help, please contact the staff or committee at any time.

For further information about the Pre-school Learning Alliance, to which we belong, send a large SAE for a free publications catalogue to the Pre-school Learning Alliance, 69 Kings Cross Road, London WC1X 9LL.