



# BAR HILL PRESCHOOL CIO PROSPECTUS

Our ethos is to ensure high quality care by focussing on each child's ability and interests, providing fun and exciting activities that child learn and develop skills, through play, in a safe and inviting environment. With particular focus on giving each child the knowledge and experiences to understand how they link to the community and the wider world.

The Village Hall  
The Spinney  
Cambridge  
CB23 8SU

Manager-Sarah Stepney  
Deputy- Michelle Eeles

Updated November 2024

## Introduction

Bar Hill Pre-School first opened in 1972 in the Village Hall. In 2006 we moved into our purpose-built Pre-school within the Village Hall complex. Due to parental demand, we registered for full day care in February 2007.

The setting provides a safe and stimulating environment for your child to learn and explore. We are registered with Ofsted, our latest inspection reports can be viewed at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) and follow the link to inspection reports or we can provide a copy on request. We work within Ofsted guidelines and as stated in the "Early Years Foundation Stage" (further information can be found page 9) and Every Child Matters in which we work in partnership with parents/carers to ensure every child receives individual education, as appropriate, for the child's needs. We welcome children from the age of two. Children are welcome to attend in nappies and we will change nappies within the session.

## Session times

Morning session with mid-morning snack	9.00am-12noon
Afternoon session with packed lunch	12.00noon-3.00pm *

*\*Tuesday and Friday afternoon sessions are planned especially for children in the last year at Preschool and promote 'getting ready for school' skills.*

Children are able to attend for a session either morning/afternoon or all day from the term after their second birthday, to suit your individual needs. Lunchtime is between 12-12.30

## Lunch clubs

Lunch clubs are an ideal time for your child to socialise with other children whilst eating their packed lunch. We encourage a healthy eating policy and ask you not to provide fizzy drinks/sweets (peanuts or peanut products) in your child's lunch as we do have children with nut allergies. After your child has eaten their lunch we provide quiet activities for their enjoyment whilst we set up the room again for general play. Lunch clubs run from 12-12.30pm daily. We are unable to heat up food. You are welcome to send in a toothbrush/paste in their lunchbox for your child to clean their teeth after eating.

## Snack

We ask families to provide a small snack for their child to eat each morning session. We sit in small groups, to encourage social eating. as we eat our individual snacks and drink water or milk. Snacks are eaten at 10am.

*Suitable snacks are prepared fruit, breadsticks, biscuit. Please ensure grapes are cut lengthways to avoid choking risk. Please avoid all items that contain nuts.*

It is important to let us know if your child has or develops any food allergies or has any food restriction due to family preference or religion.

## Illness and Covid-19

Due to the young age of the children our policies state that if your child suffers from sickness or diarrhoea, we require that they be absent from Pre-school for 48 hours after the last episode of sickness/diarrhoea.

In the event of a raised temperature of over 38c we ask you to wait 24 hours after the temperature has returned to normal. Advisory guidance will be given when necessary. Please ring the setting to advise of any absence or email [yhmanager@barhillpreschool.co.uk](mailto:yhmanager@barhillpreschool.co.uk).

## Uniform

Staff members wear red T-shirts with the Pre-School logo printed on them and a name tag with their name and job title on. We have T-shirts and sweatshirts available to buy for the children which have the Pre-school logo printed on. Please dress your child in suitable comfortable clothing for them to play and explore in.

You may send a change of footwear/ Wellington boots if you wish. It is helpful if you can send a change of clothing with your child to each session. A sunhat/ sun cream in the summer months. Coat and gloves/boots for those winter days. Please label all of your children's belongings.

## Session fees/childcare voucher schemes

Current charges are £5.20 per hour for children 3 years and over. Two-year-olds are charged £6.00 per hour from 01/11/2023. Bills are sent out monthly. We accept payment via the tax-free childcare scheme.

We are registered with Ofsted and you will require the following numbers if you wish to claim child's tax credits: **Village Hall Setting- 2813416**.

The term after your child is three years of age the government will fund 15 hours a week of your child's sessions. We also offer funded hours for working families of two- and three-year-olds. Once your child is entitled to claim on this scheme you will be given the paperwork from Sarah with details of the scheme. Please do let us know asap if you will need to cancel funded place so we can ensure that your funding claim is correct as additional notice period maybe needed. We are also registered for the 'funded two' scheme for those families who qualify. More details are available on these schemes from the website [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

**April 2024-** The government is introducing an extension to the funding scheme to working families of two-year-olds. See above website for further details.

## Parent help

We are very grateful to those parents who have come and shared their skills and talents with us. Do you have a skill you would like to share with us? Some ideas are Cooking, languages, Science, Maths, Creative or Sports, you may even have an interesting job you could share with us. Please speak to a member of staff for more details.

## Staff

All our staff are carefully selected and hold an enhanced DBS checks (Disclosure and barring service) to ensure your child is in safe hands. Staff hold qualifications in childcare to level 2-5 or working towards are first aid trained.

The staff team

- **Manager** – Sarah Stepney – Level 5
- **Deputy** – Michelle Eeles – Level 3
- **Senior Lead Early Years Practitioner** – Marta Castillo – Level 3
- **Lead Early Years Practitioner** – Katharine Edwards – Level 3
- **Lead Early Years Practitioner** – Nicolina Jones – Level 3
- **Early Years Practitioner** – Jacqui Annetts – Level 2
- **Early Years Practitioner** – Pauline Denniss – Level 2
- **Early Years Assistant** – Lois Barrett – Unqualified

Any visitors to the settings are required to sign in and are accompanied at all times when on the premises. We do sometimes have students from local schools join us for small periods for work experience opportunities.

## Policies and Procedures

We have many policies and procedures and these are displayed on the parent/carer board in the foyer of each setting for you to read. These are also on our website.

We currently have the following policies/procedures:

- Admissions policy
- Settling-in policy
- Behaviour management policy
- Food and drink policy
- Safeguarding and promoting children's welfare policy
- Confidentiality policy
- Information sharing procedure
- Information sharing permission form
- Non-collection of children policy
- Complaints policy and procedure
- Staffing and employment policy
- Health and safety policy
- Notification of administration of medication guidance
- Exclusion of children who are ill or infectious procedure
- Equality and diversity policy
- Parental involvement policy
- Special Educational needs/disability policy
- Asthma Policy
- Key Person Policy

Policies are reviewed annually.

We have a complaints procedure and all complaints should be put in writing to the committee;

However in the first instance please speak to the Pre-school setting manager. We value your comments, and should you have a suggestion about how we can make our Pre-school better please let us know or pop your idea in the suggestion box in the foyer.

## Committee

We are a registered charity and are run by a volunteer committee, who meet once a month. If you are interested in becoming a committee member, please speak to a member of staff who will put you in touch with the committee.

Current members are:

- **Kate Da Costa** – Chair person
- **Jenni Foster-Smith** – Secretary
- **Tudorita Fetcu** – Committee member
- **Emma Jordan** – Committee member

The main committee members are supported by a fundraising team.

## Supporting your Pre-school

As a charity we rely on fund-raising to maintain and re-new our equipment during the year. Any support given is greatly appreciated.

Annual events we organise are:

- Sponsorship
- Christmas story at the Church
- Car Boot Sales
- Pre-School photos
- Moving –On annual trip
- Sports day
- Teddy Bears Picnic
- Play days in school holiday

## Special needs/additional languages

We have experience in welcoming children with additional needs and are happy to negotiate with you on your child's requirements. We have strong links with the local Child Development Centre. Bar Hill Pre-School's lead SENCO (special educational needs co-ordinator officer) is Katharine Edwards and we have a second SENCO Nicolina Jones. We have staff that has the knowledge and practical experience of one-to-one work.

If your child's first language is not English we will work with the family to create an inviting place for your child using symbols and pictures to communicate. We invite your family to introduce your language/religion to us.

Katharine and Nicolina work together to support children with any emerging needs and help gain the support needed to help the child achieve. This could be through targeted support in the setting or

gaining support from other agencies by starting an Early Help assessment (EHA). Children that need more support for school will sometimes benefit from an Education Health Care plan.

## A session

Each session starts with your child self-registering, choosing own name card and hanging bag and coat on a peg with the name card. All letters, craft work will be placed in your child's bag.

Children are free to explore inside and outside with support and encouragement from the adults where necessary to ensure the children are getting the most out of the activities that are on offer. Children are encouraged to choose activities for themselves. Our Keyperson/ Buddy system (See next page for more details) ensures that each child has two adults looking after their individual needs and observing them, planning future targets around their interests. The keyperson/ buddy will form a bond with your child and will complete regular records for you to read about your child's progress.

We sit down for snack at 10am, this a social time.

Sometimes go for short walks around the village or have visitors in after snack time. Children are encouraged to use the toilet, those in nappies are changed mid-session (please provide nappy/wipes).

At the end of each session, we will have either small group stories/sharing time or singing time.

## Tapestry online journals

Tapestry online journals are a record of the educational progress your child is making (see below for more details on the curriculum). At Bar Hill Pre-School CIO we have moved to online learning journals that are easily accessible by parents and staff through secure personal log in. You are warmly encouraged to comment on your child's observations and can see next steps and observations at your own convenience. Details and information on how to log onto your child's learning journal will be given as your child starts Preschool.

## The Early Years Foundation Stage

The Early Years Foundation Stage was introduced to Early Years Practitioners in May 2008 and implemented in all childcare settings and reception classes in September 2008. It was revised in 2012 and then in September 2021 the non-statutory guidance for the EYFS was introduced. Settings choose which model to follow, Bar Hill Preschool is using 'Development matters' as well as having our own curricular goals that children will have knowledge and experience of how they link to the local and wider world, by the end of their preschool years.

The Foundation Stage is made up of four themes:

**A Unique Child** - every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

**Positive Relationships** - children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

**Enabling Environments** - the environment plays a key role in supporting and extending children's

development and learning.

**Learning and development** - children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

The areas of learning and development are:

**Prime areas** are fundamental, work together, and move through to support development in all other areas. The areas covered in prime areas are:

- Personal, Social and Emotional Development
- Communication and language
- Physical Development

**Specific areas** include essential skills and knowledge for children to participate successfully in society.

The areas covered in specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Bar Hill Pre-School our emphasis on the Early Years Foundation Stage is providing an enriched learning environment for all children placed in our care. The ways in which the child engages with other people and their environment – playing and exploring, active learning and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the Early years Foundation Stage. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

Developing individual next steps and educational plans in partnership with parents specific to the child's current level of development and interest.

Encouraging independence and development by providing both carefully planned indoor and outdoor learning environments for the children to have fun, explore and learn.

## Personal, social and emotional development

At Bar Hill Pre-School we encourage social interaction and independence throughout the child's session/day. At the beginning of the children's day, we encourage them to complete our self-registration activity. Depending on your child's age they may have their photo or first name or both on their card. All children are encouraged to place their water bottle and snack on the trolley at the entrance and coat/bag on a chosen peg with name cards. Situated outside on the parent/carer information board you will find information on staff working that day, the snack bar menu (with any allergy advice) and any notices from the Early Years Team.

The child's coat pegs are situated in the main room so that the children have independent access to their coats etc throughout the session.

We encourage children to participate in the preparation of foods for the snack when appropriate or

help with preparing the tables. This not only encourages self helps skills for every child but also promotes the importance of healthy eating. Incorporated into our session are our golden rules. These are child friendly rules chosen by the children to encourage health and safety and respect for every child.

Our rules are:

- Friendly hands
- Walking feet (indoors)
- Listening ears
- Looking eyes
- Quiet voices (indoors)

Our role play areas inside and out provides starting points for social skills to emerge and develop.

## Communication and language

Communication is a vital part of a child's development. Communication is made up of different forms from eye contact, body language, learning sounds and linking words together. We encourage all children to use words such as please and thank you in their day.

We work very closely with parents/carers to support children for whom English is an additional language to them or children who are emerging with their communication. In our main room and outside environment we have designated areas for this specific area of development. In this area your child will be able to explore a wide variety of books, develop mark making skills using a wide range of resources, play and encourage communication through puppets and story tapes. We also use this area for story and singing time.

This supports and develops listening skills whether it is in a one to one, small or large grouping.

## Physical development

Physical development is split into two areas:

1. Moving and handling
2. Health and self-care

Using a wide range of small and large equipment to enhance physical development children are encouraged to develop skills and experiment with different ways of moving their bodies. Showing an awareness of their own needs with regards to eating, sleeping, hygiene and the importance of exercise and what effect this has on their bodies.

We always risk assess our outside area, during the winter months our outside area is further risk assessed to determine if the area is safe for the children to use. The garden and outdoor area will be used in all weathers so please send your child with suitable clothing for the weather. We actively encourage children to put their own coat on, firstly with support until they are able to do this independently.

## Literacy

As a child's language skills develop, they start to acquire skills in early writing and reading. The



setting supports this with the letters and sounds programme that is particularly developed in the child's last school year at the setting. Writing skills are developed by a wide range of fun activities that support writing skills using various implements to suit different children's development. This can be using sticks in shaving foam or chunky pens on wipe boards. We follow Little Wandle for supporting phonics in partnership with the local primary school.

## Mathematics

This area encourages development working with numbers and shape, space and measures. The Pre-school learning environment we provide encourages children to develop using a wide range of resources in both our indoor and outdoor areas.

Using simple number rhymes is one of the starting points leading to recognition of numbers and developing an awareness of addition and subtraction. Calculating begins with using language such as big and little to compare objects around the child's environment. Using connecting cubes for example to make towers, snakes and using resources such as rulers and tape measurers to measure the children's creations develops the understanding of height and length. Sorting objects by size, shape and colour is also promoted in this area. We have compare bears which range in colour size and weight to provide children with a fun way to develop their understanding. Using weighing scales and sand/water play encourages space and measure. Outside the Pre-school environment we regularly go on short walks to look at changes to our environment and investigate shapes of objects around us.

## Understanding of the world

In this area of development the emphasis is on:

- People and Communities
- The world

These areas are promoted by encouraging children to explore their environment using magnifying glasses, and all of their senses. Showing curiosity on how things work and commenting on change and patterns.

Design and making encourages children to use a variety of construction materials to build and balance and realising that some tools have a purpose and can be joined together for example scissors, glue and string.

We have a variety of resources to promote interest and exploration for ICT. Our computer is accessible to all children throughout the day. Other items in this area include telephones, tills and mini computers.

Time and place encourages children to think about changes and events in their own lives. Show and tell provides the perfect opportunity for children to talk about these events. We have a large variety of resources from around the world that encourage playing with small world toys such as train tracks, play house and figures, castle and wooden play sets from hot and cold countries to support play.

Our community is very important to us and encouraged at Bar Hill Pre-School whether it be going for walks around our village, visiting the shops, doctors, dentist, church and inviting people who help us into the setting.

We also actively encourage parent/ carers to share about their jobs and interests. Over this past year activities have included learning Spanish, cooking with a chef, science, growing and learning about money with an accountant.

## Expressive arts and design

Children have a large selection of materials to enhance their creative skills. Located in the messy area is our art trolley. The trolley can be accessed independently by the children and offers independent choosing of materials such as paint, glue, collage materials, paint brushes, stampers and junk modelling equipment to make models with. Also located in this area is our child's messy sink. The sink is designed to ensure that the children have the opportunity to wash up their own messy play equipment.

Outside the children have access to easels and creative materials. A very popular activity is water painting. The children have a variety of brushes to use, mark make and draw with. Included in this area of development is music. We have a large selection of musical instruments from around the world for the children to play and experiment with. Music and movement sessions are also incorporated within the areas of physical development. Children move to a selection of different types of music, rhymes and begin to develop skills such as moving in rhythm to music and recognising the different sounds that music can make.

## Characteristics of learning

We observe the way your child engages with others and the environment as this is an important part of helping them learn. The categories are:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning- motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically-thinking

- Having their own ideas
- Making links
- Choosing ways to do things

## Key person and buddy system

At Bar Hill Pre-School CIO we are unique in offering all children an allocated key person and key person buddy. The role of a key person is a named member of our early year's team they supports the child whilst they settle in working in partnership with parent/carers to discuss how the child has settled and then plan next steps for the child to ensure progress in all areas of development. The role of the key person buddy is to support the child when their allocated key person is not present.

This ensures that every child has a named adult support at every session they attend.

## Session allocation Co-ordinator

Our session allocation co-ordinator Sarah will support parents/carers once their child's application form has been completed. Sarah will continue to support parents/carers through the application process and arrange visiting sessions for the child. Our application process is individual to the child ensuring that making the transition to Pre-School will be supported specifically to the child's individual need.

## Fire Evacuations

We regularly practice our fire evacuation procedure, to ensure each child is confident on the procedure.

## Child's Birthday

We recognise your child's birthday as a very special event therefore during the session closest to their birthday; we will mark the occasion. You are welcome to bring in a homemade/shop brought cake/biscuits for the children to share on their special day, but please consult a member of staff to check about allergies (We have a no nuts/may contain nuts ruling).

## Ofsted

We are regulated by Ofsted. Information can be found on their website, telephone number 0300 123 1231 or write to: Ofsted, Piccadilly gate, Store street, Manchester, M1 2WD

We hope our prospectus has been helpful and informative, please contact Bar Hill Pre-school on the following numbers if you have any additional questions/queries:

Village Hall Setting – 01954 782 892

Out of hours contact:

- [vhmanager@barhillpreschool.co.uk](mailto:vhmanager@barhillpreschool.co.uk)
- [enquiries@barhillpreschool.co.uk](mailto:enquiries@barhillpreschool.co.uk)

We are also happy to provide a printed copy of this document.