

Prospectus

Alec Hunter Pre-School, Barber Memorial Church, Hay Lane North, Braintree, CM7 3DU.

Telephone: 01376 339914

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Welcome to Alec Hunter Pre-School

Alec Hunter pre-school provides a safe, stimulating and caring environment that promotes learning through play, using a wide range of resources, and the opportunity for children to develop their social skills as they play alongside and with other children. When your child starts Pre-School we understand that it is an important time for both you and your child.

We are open 39 weeks a year (term time only) running alongside local school times. It was established in 1974 and became a member of the Pre-School Learning Alliance in 1984. Our membership with the Alliance ensures that we are constantly in touch with the latest developments in your child's education and care.

Our setting is based in a welcoming converted church which is situated in Hay Lane North. Access to the setting is through the blue doors at the front of the building.



Alec Hunter pre-school is registered for the Free Early Education Entitlement Grant for 3 and 4 year olds. Which will be introduced the term after your child's 3rd birthday. Pre-School is also registered for free early education funding for 2 year olds with specific criteria.

SESSIONS TIMES

9.00 – 12.00 - AM Session

12.00 - 12.30 - Lunch Club

12.30 – 3.30 - PM Session

FEE'S

Non Funded Children - £19.50 per session

Lunch Club - £4.50 (fee covers the 12 - 12.30 session)

Meet Our Team



Beverley Middleton
Pre-School Manager



Eliza Thorogood
Deputy/Special Education
Needs Co-Ordinator



Sarah Barth
Designated Safeguarding
Lead



Diane Baxter
Pre-School Practitioner



Nicola Potter
Pre-School Practitioner



Emily Marshall
Pre-School Practitioner



Joanne Webb
Pre-School Practitioner



Gemma Reeve
Pre-School Assistant



Darryl Marshall
Volunteer

Key Person

In our setting we have a key person system in place. After your child has attended preschool for a few sessions they will be allocated a key person. This person will support your child, along with the other staff members to settle into preschool, collaborate their artwork and learning journey and set up parent meetings for you to hear all about your child's progress and development.

We also have a buddy system in place so if your child's key worker is not present at preschool they have a buddy who will continue to support their key children also. However, all staff are made aware of anything important regarding all children and the children are free to spend time with whoever they feel most comfortable. All staff will always support all of the children fairly and equally.

Staff

The most important people as far as your children are concerned are our staff, who are all dedicated and caring, with a wealth of experience. The manager holds a level 3 qualification and during each session, all our staff hold a level 2 (or higher) qualification, appropriate for the care and development of children, as required by Ofsted.

As required by Ofsted we follow their guidelines of adult to child ratios as set out below. 1 staff member : 5 children for 2-3 year olds.
1 staff member : 8 children for 3-8 year olds.

Staff present in each session, are recorded in the register. Unexpected staff absence due to illness or emergency is covered, where possible by existing staff members in order to maintain the ratio of qualified staff per session.

Ongoing training is available for all staff to continue their professional development, and to help us keep up with new initiatives and to consolidate their areas of expertise. **All** members of staff are CRB checked and are qualified in First Aid in Childcare, and basic Safeguarding Children (which includes Child Protection). Current staff qualifications are as follows:

Children of course are the most important people at Alec Hunter Pre-School.

There is a maximum of 30 children per session. Staff will interact with the children by encouraging, facilitating and supporting them whilst they have fun, learn through play, talk about their experiences and share their enjoyment with others, thus enabling the children to become more confident and independent.

Learning Through Play

Our Play sessions include drawing, painting, building, cooking and singing. We work with natural materials such as sand, water and clay as well as topic work and imaginative play. Our curriculum is based on the Early Years Foundation Stage (EYFS) which is a framework of guidance for every registered early years setting, working with children from birth to five and is inspected by Ofsted.



At Alec Hunter Preschool we will always extend in activities to encourage learning and development through play. We also ensure that children's interests are followed and appropriate activities are set up daily for the children. Activities are changed regularly throughout the day and the children are supported and encouraged to try a wide range of activities.



The EYFS Framework explains how and what your child will be learning to support their health development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

Communication and Language;
Physical Development; and
Personal, Social and Emotional Development

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas.

Expressive arts and design

Literacy

Mathematics;

Understanding the world;

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

These each contribute by providing an excellent start to your child's early education before they start school.



Our Aims



To provide a safe, caring and stimulating environment.

To encourage children to be caring and respectful with their peers, carers and other adults.

To value the individuality of each child.

For the children to be happy and make their time at pre-school and exciting and enjoyable experience.

To provide each child with the social and educational framework which will continue into their primary school setting.

To meet the needs of all children regardless of any disability , culture, religion or special educational needs.

To promote self-esteem and instill in each child the confidence to experiment and learn about the world they live in.

To work in partnership with parents to help children to learn and develop.

To meet the childcare needs of parents to the best of our ability.

To support children to make new relationships with staff and their peers.

Parents Involvement

Parents are as much a part of our Pre-School as their children. It is important for you and your child that you play an active part in this exciting phase of her/his life. You may be able to share a special skill or interest such as music, cooking, dance or even your job. Even if none of these apply to you, we would love you come along and help in any of our sessions. Please feel free to talk to the manager or a member of staff and make arrangements to come along. We do not expect you to come in or help in your child's first half-term, as this can often be unsettling but once your child is more confident, in the second half-term and beyond, please feel free to speak to Mrs Middleton for a session of your choice. (Please note that due to insurance, and Ofsted restrictions we are unable to accept siblings into the setting when you are helping). Remember that grandparents and childminders are welcome to help too. When you help, your child may want to stay close for much of the time, but this is quite natural behaviour for a child who feels s/he has to share you with all the others.

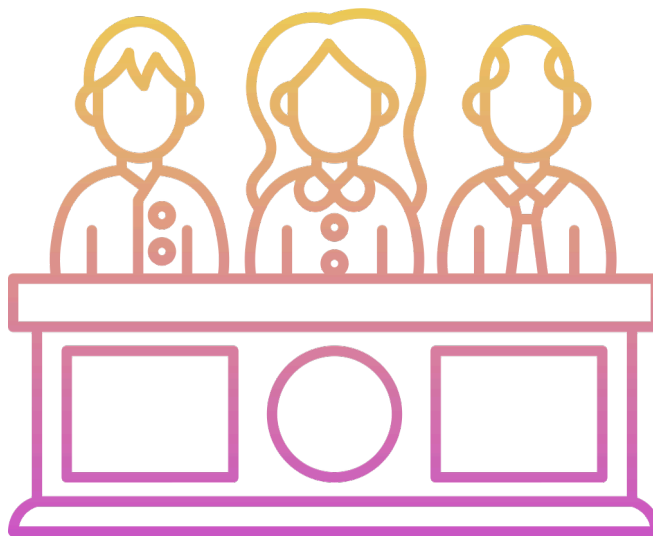
Parent Committee

You may not be aware that Alec Hunter Pre-School is a charity and managed by a Parent Committee, it is therefore vital that enough parents become involved as without the Committee, Alec Hunter Pre-School would have to close.

The Committee work in close co-operation with the manager and staff and is responsible for reviewing policies, employing staff, fundraising and strategic decision-making. The Committee is elected at an Annual General Meeting, held in October and members serve for a minimum of one year. You can join the Committee at any time during the year; more information can be obtained, in the first instance, from the manager or Committee Chair.

The Committee meets, on average, twice per term and you can arrange to observe if you wish to get a better understanding of its role. Even if you are unable to join the Committee, there are plenty of opportunities throughout the year for you to help with fundraising. The money raised is used to buy new toys and much needed equipment for the pre-school. Typically, the Committee organises the following activities below that need your support (but new ideas are always welcome!):

Pre-school summer fete, summer outing, sponsored events, Christmas party, Bingo/quiz nights, Teddy bears picnic, newsletters, book club, Easter competition and many more.



Starting Out

A happy introduction to Alec Hunter Pre-School is important and before your child's start date you and your child will be offered a visit during a normal session. This allows you both to become familiar with the routine and with some of the other children and staff, and this hopefully makes it easier to settle in.

When your child starts properly, we have found from experience that staying only prolongs the 'agony' of parting. It is usually better to say 'goodbye' and go home (with the emphasis on home) so that we can contact you quickly, if necessary. We will not subject your child to any distress and, if s/he really needs you to stay for a while, you are welcome to join in the activities and encourage him/her to make friends.

Children are often involved in messy play during sessions so they should be dressed in washable clothes which are not too new! Children tend to become more independent as they progress through Pre-School and simple fastenings on jackets, trousers and Shoes and trainers (Velcro type fastenings) will enable them to go to the toilet without assistance as well as move between indoor and outdoor play areas (**no backless sandals or flip-flops** for Health and Safety reasons please). We recommend for each session your child will need to bring a complete change of clothes, 'just in case,' although we do keep spare clothes in the pre-school if your child does have an accident. In the warmer weather please provide your child with a sun hat and also apply sun cream on your child before bringing them to pre-school. **Staff are able to apply sun cream but with written consent from parents/carers.**



And most importantly, please mark **all your child's belongings with his/her name.** **Children do become very upset if they are unsure whether their items of clothing belong to them and in many cases, we can have two or three coats the same.**

Record Keeping

We are required to keep certain records about each child, including observations about their experiences and achievements at Pre-School and a selection of work. By observing the children in a systematic way, using either written notes, children's own work or photographic evidence, we are able to focus on each child individually, to monitor progress and plan next steps/experiences in line with the child's interests, which will be used to judge how your child is doing within the 7 areas of learning and development. These observations also provide information that can be shared with you after your child's time in session, as a parent helper, or at another mutually convenient time. As you are aware pre-school has an open-door policy in which you are able to speak to your child's key person at a convenient time to you and the member of staff. Your child's learning Record will move, with your child, to their next educational setting and will be continued by the Teacher's /staff. All information within the setting with regard to your child is subject to our Data Protection and Confidentiality policies.

Our Daily Preschool Routine

Arriving at 9.00 & 12.00: Please wait patiently outside until we open the door at the start of each session.

Please keep a close eye on your child, make sure they stay in the vicinity of the pre-school, and not near the road or residents' gardens or driveways. Although we are aware how tempting it is for children, please do not allow your children to throw or pick up the stones in front of our pre-school waiting area.

Your child will have his/her own individual name at the top of the coat pegs. Staff will be there to welcome your child at the door and guide them through to put their lunch box and bottle away, as well as hanging up their bag and finding their named picture card to add onto our apple tree.

Morning sessions 9.00: Once your child has attached their name to the tree, children can go to their chosen activity. Children are then marked in on group registers informally. Staff will interact, observe and collect evidence for the children's learning records.

9.00 a.m. Free play: Children are encouraged to tidy an activity away once they have finished with it and all children help with the tidying up and putting away of toys and activities at the end of free play. This is aided using pictures and labels on the boxes as well as singing our tidy up song.

10.25 a.m. Snack time: We operate a rolling snack system. The children are asked to wash their hands and are then shown to their table where a name card represents where they are sitting. The children are encouraged to take turns choosing their snack and helping to prepare snack where possible.

Our choice of drinks is generally, blackcurrant, orange, apple juice, milk or water. If your child has any dietary requirements, please let Bev Middleton or members of staff know.

10.50 a.m. Outside play (weather permitting): Children can access a range of activities available in our garden area (if weather is inappropriate, we will play circle games, or group games inside the classroom). Children are encouraged to help tidy the outside area before going back inside.

11.10 a.m. The bell is rung at approximately 11.10 and children are asked to line up at the door ready to go back into the classroom. During the better weather children will have a free choice of playing either inside or outside.

On entering the classroom, a new set of activities will be set up in the classroom, where again the children can go to their chosen activity.

11.40 a.m. Tidy-up time.

11.50 a.m. The children come together for either Story time, show and tell time or singing time.

12.00 p.m. Home Time. A staff member will open the door and call out one child at a time and guide them to the parent/carer collecting them. Please be patient as your child's safety is paramount. If you are unable to collect your child for any reason you must inform a member of staff when dropping your child off, and provide a note stating who will be collecting them along with a collection password.

12.00-12.30 p.m: Children staying for lunch will be asked to wash their hands, collect their lunch box and drink

bottle, then find a seat at the table. Children are supported by two adults during lunch time. Please note lunch club is an extra £3.50 fee per day added onto your monthly invoice.

You may find half eaten sandwiches, fruit, crisps etc in their lunch boxes on their return home; this is so you are able to monitor how much they have eaten at lunch time and their likes and dislikes.

When children have finished their lunch they are encouraged to find a book on the mat and wait for their peers to finish their lunch.

Afternoon sessions 12.30:

Children who attend the afternoon sessions will enter preschool and join their peers on the mat. The children are then asked to collect their coats (weather permitting) and line up at the door ready for garden time. Whilst the children are outside new activities different to the morning activities will be set up ready for the children when they head back inside.

1.15 p.m. Weather permitting the children can then choose if they would like to play

outside in the garden or head inside to participate in the activities set up. Free play continues until 2.30pm. Staff spend time working with children on activities of their choosing as well as following their interests and making observations on the children.

2.30-3.00 p.m. Time to tidy up the toys. Children are encouraged to put away the toys they have been playing with before heading onto the mat again. The children are then asked to sit on the mat before washing their hands for an afternoon snack. This is usually a biscuit, fruit, other savouries or an extra special ice pole treat!

3.15-3.30 p.m When they have finished their snack staff will support the children to put their drinks bottles in their bags and put their coats on, before heading onto the mat. During mat time we enjoy reading stories, talking about our day, show and tell opportunities as well as fun games and signing. It is then time to collect your little one! Once again please wait outside patiently whilst we ensure every child is taken to their parent and carer safely.

P.E. Time

A fun PE session is held twice a week for p.m. children only. Please could you provide your child with a t-shirt, pair of shorts and plimsolls. (We recommend the Velcro style plimsolls as the children find these much easier to put on themselves.) Please label all items of clothing with your child's name and pop them into a P.E. bag please.

Please note your child's P.E. bag can remain in the pre-school and only needs to be taken home at half term to be washed. P.E bags are stored in the large plastic container in the cloakroom area.



Snack Times

Our ~~morning~~ snack consists of a variety of fruits and vegetables as well as crackers, breads, brioches, pancakes, cheese and a variety of spreads.

the children are encourages to find their drinks bottles and head to the snack table to find their name card. They are then given the option of what they would like to choose to eat for snack that day.

we cater for all allergies and preferences so please do let us know if this is something you would like to discuss when you visit us.

Afternoon snack can be anything from fruits no vegetables to biscuits, pancakes or even as a special treat on a warm day - ice lollies!!

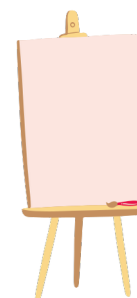


Our Learning Environment

The area of our learning environment and supporting resources consists of two rooms. Our large main classroom, which consists of an area containing many child height table and chairs, gives the children access to a broad range of equipment and resources. Our room has special areas for role play, puppets, writing, craft as well as sand and water play. All the equipment and resources are easily accessed by the children who can choose their own equipment during child initiated play, the main room is spacious, well lit, exciting and practical.

There are places for children to display their work, and a visual timetable of the session.

There is access to three small child height toilets and three small hand basins and soap where children are able to wash their hands. A paper towel dispenser is allocated on the wall next to the basins; we feel these are more hygienic than sharing a towel.



Kitchen

There is a kitchen for **adult use only**. This is allocated behind the main room opposite the quiet room.

It contains a free standing electric cooker, sink, a microwave oven, kettle, fridge and a selection of cupboards to store refreshments such as tea, coffee, sugar, glasses and mugs for staff and beakers bowls and plates for children.

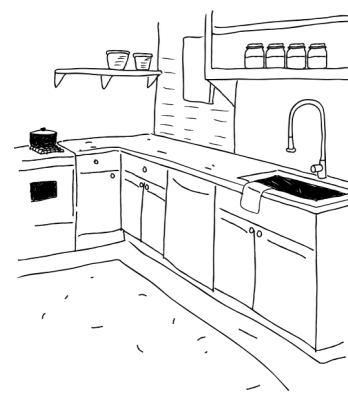
Our First Aid Cupboard is situated on the wall in the kitchen. This contains all crucial first aid items and individual children's medication and permissions to administer. Note if you would like staff to administer any medication, creams, or inhalers to your child, you will need to bring in a letter of authorisation and instruction first.

Minor accidents and incidents are logged at the time, and the parent or carer will be asked to sign the book as proof that you have been told of the accident. If a carer collects your child, they will be told of the accident and asked to sign the book as usual. You will receive a duplicate copy of the incident/accident.

Located on the wall is a record of our children's allergies, which is always read and checked before preparing snacks.

Staff have an awareness of Food Hygiene and complete the course (level2) as and when

required to top up their existing knowledge.



Our main room features:

Home Corner

This area encourages personal and social skills which help to develop children's language, literacy and Communication, as well as personal, social and emotional development, by using role play, whilst extending children's imagination in the development of Knowledge and Understanding of the World around them.

It contains items such as:

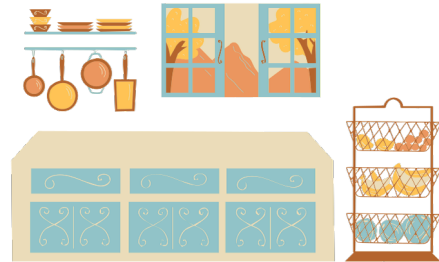
A Cooker, fridge, washing machine and sink

Table and chairs.

Shopping tills, bags, purses and money.

Post box

Pans, crockery, cutlery and food.



Carpet area

This area is used by children to play with activities chosen from the open shelving system and encourages social interactive play skills and language development. We also use the carpet area for our daily story/singing time.

Book Corner

All children need an area where they can take time out to relax and calm down. Our quiet/book corner is available for quieter activities including story reading. We provide a well-stocked selection of reading books, and we also use our local library on a half term basis so there are always new and fresh stories to read. The main learning opportunities this room provides is Personal, Social and Emotional development and Communication, Language and Literary through social interaction, by sharing books and stories.

Maths

One of the most powerful and self-motivating contexts for early mathematics is play. Our maths area enables the children to

- Count
- Recognise Numerals
- Represent Quantities
- Share things out
- Sort & match items
- Understand the language for comparing and ordering objects
- Do very simple addition & subtraction

1.
2.
3.

Sensory Room Our sensory has an underwater theme, it is newly equipped with a bubble tube, colour changing fibre optic carpet, a fibre optic shower, projector, sound and aromatherapy unit and lots of interesting sensory toys for the children to explore. This is a quiet and calming room for the children to relax in.

Garden Our outdoor area is grassed with astro turf which means we can access it all year. It is equipped with a climbing frame, a tunnel, a large sit-in sand pit, a digging area and a 6 foot trampoline. There are also bikes, scooters and a variety of outdoor toys for the children to use.



Safeguarding Children

Alec Hunter Pre-School aims to create an environment which promotes and safeguards the welfare of children which includes protecting children from maltreatment, preventing impairment of children's health or development and ensuring that children are growing up in circumstances consistent with the provision of safe and effective care. We have a duty of care to refer any allegation, complaint or concern received relating to a child to Social Care or the police. A copy of our Safeguarding Children Policy and Procedures can be found in our waiting area. We have introduced a new password for Phone Conversations and for collecting your Child from Pre-School.

Illness/Absence (including Unexplained Absence)

If your child ~~has a temperature, is sick or has diarrhoea~~, please do not send them in until a clear 48 hours after symptoms have stopped. We also request that if you or any other member of your family is suffering with an illness or with these symptoms that you or they do not come into Pre-School, as these types of bugs spread very easily and quickly in the setting. A copy of our Health & Hygiene Policy and Procedures, together with a copy of communicable diseases, can be found in our waiting area. If your child is absent for any reason, please telephone on the day or as soon as possible.

Collection of Children

Please ensure that you collect your child on time, late collection can be very upsetting for some children. To comply with current legislation, we have introduced a 'Collection's Book'. If you collect your child from Pre-School earlier or later than the end of the session you will need to sign your child out on a form. Also, if anyone other than yourself or an authorised collector is to collect your child from Pre-School, they must beware of your child's password. The alternative person's contact details, name of child and date will need to be entered onto form booklet.

Please note, our policy is that under no circumstances anyone under the age of 16 will not be authorised to collect your child.

If your child is going to be absent from preschool we do require you to make contact with us and explain why your child is not in. If we have not heard from you and your child is absent on a usual day they would attend please note we will contact you regarding this. This links in with our safeguarding children policy.



Special Educational Needs

As part of our pre-school policy is to make sure that its provision meets the needs of each individual child. We take into account of any special educational needs which a child may have. The pre-school works to the requirements of 'The Special Educational Needs Code of Practice 2014'. Our pre-schools Special Educational Needs Co-ordinators (SENCO's) are Mrs Mandy Porte and Mrs Veonia Madlin. Please feel free to speak to them if you have any concerns about your child.

PRE-SCHOOLS POLICIES

The pre-school policies help us to make sure that the service provided by the pre-school is of high quality. The staff and parents of the pre-school work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. There are always copies of the policies available in the main classroom for you to view. This review helps us to make sure that the policies are enabling the pre-school to provide a quality service for its members and the local community.

Promoting health and hygiene

1.14 Animals in the setting

1.16 Managing children with allergies, or who are sick or infectious

Nappy changing

NO-Smoking

Food and drink

First Aid

Special Educational Needs and/or Disabilities policy

Equality and Diversity/Equal Opportunities policy

1.11 Valuing diversity and promoting equality

1.12 Supporting children with special educational needs

1.13 Achieving positive behaviour

Health and Safety

3.1 Risk assessment

3.2 Health and safety general standards

Fire safety and emergency evacuation

3.6 Recording and reporting of accidents and incidents

3.7 Food hygiene

Employment

2.1 Employment and staffing

2.2 Induction of staff, volunteers and managers

2.3 Student Placements

Admissions policy

4.1 Admissions

4.4 The role of the key person and settling-in

Payment of Fees policy

Safeguarding Children's policy

1.1 children's rights and entitlements

1.2 Safeguarding children and child protection

1.3 looked after children

1.4 Confidentiality and client access to records

1.5 Information sharing
1.6 uncollected child
1.7 Missing child
1.8 Supervision of children on outings and visits
1.9 Maintaining children's safety and security on premises
1.10 Making a Complaint
1.11 Whistleblowing
Child Care practice
1.4 The role of the key person and settling-in
Partnership
4.6 Parental involvement
4.7 Working in partnership with other agencies
Record keeping
5.1 Children's records
5.2 Provider records
Equipment and Recourses policy
Sunscreen policy
Intruder Policy

A full set of policies and procedures can be found in the main classroom area of the pre-school.

OTHER INFORMATION

Non Smoking Site and Road Safety



We do ask you not to smoke outside our Pre-School as our pre-school is situated with on a strictly non smoking site.

We have very limited parking at the pre-school and it can become very congested at peak times. We recommend that you park either outside the front of the pre-school on the stoned area, outside the front of the pre-school or along Hay Lane itself, but **please do not park across residents driveways** or access areas.

Families are encouraged to walk or cycle to Pre-School if you live nearby, to reduce the volume of traffic at peak times.

Toys from home

Please encourage your child to leave their toys at home. So many toys have been lost or broken in the past and the children do become very upset if they can't find them or they have got broken at the end of the session. In special circumstances we do allow comforters.



Fees

If you have any problems with your payments please speak to Bev Middleton as soon as possible. If two weeks or more arrears accrue pre-school have the right to withdraw your child's place until a payment is made. However we would ask that the pre-school manager be kept informed so she can take into account any exceptional circumstances. Fees **must still be paid** if your child is absent or on holiday. If your child has to be absent for a long period of time please speak to Bev Middleton the pre-school manager.

Queries

If there is anything worrying you in which you'd like more information, we hope you will feel you can come and talk to us. If you have any comments, critical or otherwise, please pass them on either directly or by using our suggestion box, so that we can take any appropriate action, if necessary. There is the opportunity to discuss your child's progress when you are the parent helper or you may make an appointment at a mutually convenient time with your child's key person. Staff are available at the beginning and end of each session for a less formal chat.



FIRE DRILL We practice a fire drill regularly in a manner that does not frighten the children. We leave by the front door fire exit. The children are under constant supervision at all times, and they hold a knotted cloth rope that keeps them altogether. Before leaving the room the toilet area and classroom are thoroughly checked so that no child is left behind. We meet in a small car park area which is situated just a few metres up the road from the pre-school on the same side of the road. A register is then called to make sure everyone is accounted for, and we only then return to the pre-school when a staff member has told us it's safe to do so.

Children develop quickly in the early years, and we aim to do all we can to help children have the best possible start in life.

Children have a right, spelled out in united nations conventions on rights of the child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background ,learning difficulties, disabilities or gender.

How we deal with challenging behaviour:



We have clear rules and discuss these with the children regularly during mat time using a flip style picture booklet.

Staff will notice and praise good behaviour rather than only giving attention to unacceptable behaviour.

We have a reward system to reinforce this approach. We use positive language as much as possible e.g. 'In Pre-school we are kind to each other' rather than 'Stop being unkind, it's naughty'

Children who behave unacceptably will be given one-to-one support to see what was wrong and how to behave next time. They will be asked to look properly at any child upset as a result, and be asked to say sorry. Any child who is upset as a result of another's unkindness will be comforted.

Children who continue to misbehave will be moved away from the activity until the member of staff dealing with the situation feels they have understood what went wrong and are ready to return to the activity sensibly.

Continued misbehaviour will be discussed with parents/carers, establish what is causing the behaviour and agree a joint strategy.

Class Rules

Running and shouting are not allowed in the Pre-school room

Pushing or hurting another child, or making unkind comments, are unacceptable

Children are asked to sit still and listen when an adult is speaking to the whole group. We do try to make these times fun and an appropriate length!

Children are asked to stand quietly in a line whilst waiting to go in or out of the building.

We take care of the Pre-school's resources and equipment.

We all help to tidy away resources at tidy-up times.

We say please and thank-you when appropriate.

Snack and lunch times are times for quiet socialising and good table manners.

At snack time we wait for everyone at our table to finish before getting down.



Toilet Trained

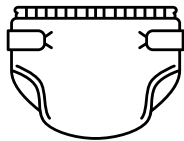
Alec Hunter Pre-School aims to meet the developmental needs of each child within its care with regards to toileting. As far as possible toilet training if initiated at home will be continued within the pre-school environment to maintain continuity, or will commence after discussion by request of the parents or by staff who recognise symptoms, which indicate the child's readiness towards toilet training. Children will be treated as individuals by all staff and toilet training will be initiated with consultation with parents when a child shows awareness of his or her toilet needs rather than by a specific age. Staff will adopt a positive approach to each child who is toilet training. Children will be reminded to go to the toilet or potty at intervals or if the child indicates his or her toileting needs.

All soiled or wet clothing will be change and put into a carrier type bag and given to the parent/carer to take home.

The parents will be informed of the child's progress. Any issues or areas of concern can be discussed between the staff and parents.



Nappy Changing



At Alec Hunter pre-school we are happy to take children who are not potty trained as we do understand two and a half is very still very young and not all children are ready by then.

Just let us know if your child is not potty trained when they start, and we will be happy to change them.

Please provide your own nappies/pull-ups and wipes, and clearly label your child's bag on the outside, this helps staff to find their bag much quicker.

Procedure for Nappy Changing

Staff will wear disposable gloves

Your child will be placed on a large changing surface on the floor.

Wet/soiled nappy will be removed

Your Child will be cleaned from front to back and barrier cream can be applied with a letter of authorisation and carried out by two members of staff.

Clean nappy/pull-up will be secured on child

Wet/soiled nappy's and all cleaning materials will be bagged and be disposed of in the designated nappy bin or taken directly to skip outside.

Staff will remove gloves and wipe/wash child's hands

Staff will clean changing mat with detol spray and wipes

Staff will return child to the classroom

We hope you and your child enjoy being members of our group and that you both find the Alec Hunter pre-school a rewarding caring and stimulating environment in which your child can flourish, grow and reach their full potential.

Staff will always be ready and willing to talk with you about your ideas, Views and concerns.

Thank you for taking time to read this.