

Bunyan Preschool



Where children learn through fun and creativity

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Dear Parents, Carers & Children welcome to **Bunyan Preschool!**

We hope that your child will start their exciting educational journey with us. This booklet aims to provide you with all the answers to your questions. We provide care and education for children 2-5 years old. At our preschool we practice "Every Child Matters", children's care is enhanced by our group as they benefit from the care provided by the dedicated and skilled staff. We assist in helping the child to be healthy, we promote healthy eating, all activities are "freedom of choice" and adult led. Children are encouraged to participate in activities and all provide a level of foundation scope learning. All children are treated as equals, multi-cultural books and resources are available for all to access. The Pre-school takes children from 2 years of age, regardless of toilet training, and we accept 2 year old funded children.



Session times (term time only)

We are open Monday to Friday 9am-3pm

Morning session – 9am – 12pm - £12.50 per session

Lunch Club – 12pm – 12.30pm - £2.50

Afternoon session – 12pm – 3pm - £12.50 per session

All day - 9am-3pm - £25

The pre-school prices are for children paying fees, for example, children under three and those who are three but are not yet eligible to access the funding. The fees are calculated on a daily basis according to the child's age. Children accessing the Government Nursery Education Funding from the term after they turn three can access the sessions up to a maximum of five sessions per week or 15 hours per week. The funding may be shared with other providers. Anything over the five sessions will be charged at the above rates. 30 hours free childcare may be available to some three and four year olds with working parents. Please check the Government website www.gov.uk to see if you are eligible and to apply for a funding code. The extended funding will start at the beginning of the following term. You must give the Preschool your 30 hours funding code and NI number so that they can claim the funding for your child.

Some 2 year old's are entitled to 15 hours of free nursery education. If you need more information speak to the preschool manager /deputy manager or call Bedford Borough family information service for information on 0800 023 2057

***Please be aware that we will require fees at all the time even if your child is off sick or you are on holiday. We also require 1 month notice or 1months fees if you decide to take your child out of Bunyan Preschool**

The role of the preschool staff

The Pre-School is made up of a manager, a deputy and a team of fully qualified staff. All staff are safeguarding and health and safety trained. All the staff have a strong knowledge of the Early Years Foundation Stage and are passionate about assisting the children in their development from their first tentative steps in the education system.

Our Aims:

- To provide a welcoming environment where every person matters.
- To ensure children feel safe and secure in our care.
- To enable children to form positive and trusting relationships with their peers and with adults.
- To provide experiences for children to explore and learn from.
- To provide a range of learning opportunities which support the development of each individual child.
- To ensure children, staff and parents have a good understanding of healthy lifestyles.
- To work with parents and carers and value their contribution.
- To promote a brighter future for us all by developing the potential of the children, parents, staff and community.

The Early Years Foundation Stage

The provision for children's development and learning is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (EYFS 2021).

- **A Unique Child:** Every child is a unique child who is constantly learning
- **Positive Relationships:** Children learn to be strong and independent through positive relationships.
- **Enabling Environments:** Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- **Learning and Development:** Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

These 3 prime areas – Personal, social and emotional development, Communication and language and Physical development, will help them to develop skills in four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

For each area, the guidance sets out early learning goals. which individual children will meet right up to the end of the reception year when the Foundation Stage profile will be completed.

Personal, social and emotional development

This area of children's development covers:

- Self-regulation
- Managing self
- Building relationship

Communication and Language:

- listening, attention and understanding
- speaking

Physical development

- gross motor skills
- fine motor skills

Literacy:

- word reading
- writing
- comprehension

Mathematics

- number
- numerical patterns

Understanding the world

- past and present
- people culture and communities
- the natural world

Expressive, Art and Design

- creating with materials
- being imaginative and expressive

Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the development matters leading to the early learning goals to plan and provide a range of play activities, which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity.

Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from 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, sharing information about what their children like to do at home and how parents are supporting development.

The progress check at age two

As part of the Early Years Foundation Stage we work with the parents and carers to write a short summary of their child's development in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 – 36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking into account the views of other professionals e.g. Health Visitor.

Key persons and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/ he is particularly responsible. Your child's key person will be the person who works with you to make sure that the care and education we provide is right for your child's particular needs and interests. When your child first starts at the setting, key person will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from the setting's activities. Your child key person will be chosen according to the relationships that are established and also the frequency of sessions they work with your child. All our staff are working together to ensure that your child is happy and safe in our pre-school.

Our team

The staff undertake some designated co-ordinator roles. These roles include Special Educational Needs and Disability Coordinator (SENDco), Health and Safety and Safeguarding coordinator, communication coordinator and 2 year old lead/Coordinator.

- Emma Copperwheat - **Preschool Manager, Safeguarding Officer (qualifications: LEVEL 5 NCFE CACHE Diploma in Leadership for Health and Social Care and Children and Young People's services (ENGLAND)**
- Barbara Wlodarczyk - **Preschool Deputy Manager, 2 year old lead (qualifications: LEVEL 5 NCFE CACHE Diploma in Leadership for Health and Social Care and Children and Young People's services (ENGLAND)**
- Mihaela YASIR (Fatima) - **SENDCO - Special Educational Needs & Disabilities Co-ordinator (qualifications: LEVEL 3 CACHE Diploma for the Early Years Workforce (Early Years Educator)**
- Antonietta Delbusso (Toni) - **Communication Co-ordinator (qualifications: LEVEL 3 NNEB Diploma in Nursery Nursing/Childcare 0-7 Years)**
- Susan Connor- **Mental Health First Aider (qualifications: BA(HONS) and Certificate of Education (Primary)**
- Laura Hadigate – **Support Practitioner (qualifications: LEVEL 3 NCFE CACHE Diploma for the Early Years Workforce (Early Years Educator)**
- Daniel Leppkes – **Preschool assistant - Fire Safety Officer (qualifications: LEVEL 2 NCFE CACHE Diploma for the early years practitioner**
- **Karen Bryden - Support Practitioner (qualifications: LEVEL 3 NCFE CACHE Diploma for the Early Years Workforce (Early Years Educator)**

Members of our staff speak: **Polish, Romanian, Spanish, French, German, Portuguese, Italian, French and Urdu.**

Policies

Copies of the setting's policies and procedures are available for you to see at the setting at any time. Many of our policies are available on our website www.bunyan-preschool.co.uk

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

The staff and parents committee of the setting work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies, which usually takes place in the Autumn term. This review helps us to make sure that the policies are enabling the setting to provide a quality service for its members and the local community.

We will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We will also ensure that children have sufficient opportunities to learn and reach a good standard of the English language during the EYFS Framework, ensuring children are ready to benefit from opportunities available to them when they start school. When assessing communication, language and literacy skills, we will assess children's skills in English, if a child does not have a strong grasp of English language, we will explore the child's skills in the home language with parents and/or carers to establish whether there is cause for concern about language delay.

Safeguarding children

The children are of paramount importance. We ensure that we follow our safeguarding policy to make sure that the children are kept safe.

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. If we will have any concerns in regards to your child/children safety and wellbeing we will follow our safeguarding policy and we will report any concerns to IFD (Integrated Front Door). In accordance to current law, any professional making a referral to the Integrated Front Door needs to discuss this with the parents first

and gain their consent, however please be aware that if we believe that the child is at significant risk of harm, we will not ask about your consent. **Your children safety is our top priority.**

Our employment practices protect children against the likelihood of abuse in our settings and we have a procedure for managing complaints or allegations against a member of staff.

The management of our setting

We are run by a committee of parents. The elections for this take place at our Annual General Meeting. The committee is responsible for:

- managing the setting's finances
- employing and managing the staff
- making sure that the setting has – and works to – policies that help it to provide a high-quality service
- making sure that the setting works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the setting.

Many parents don't realise just how vital their input is and how essential it is to have an active committee. We value your contribution; without parents joining the committee, we cannot legally operate and provide a place for local children. If you'd like to find out more about becoming a committee member, please speak to the Manager or Deputy Manager. Preschool is always looking for parents/carers to help us.



Starting at our setting

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 to settle into the setting. The setting has a policy about helping children to settle into the setting: a copy is included below.

Settling in preschool – Policy and Practice

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a positive role model who will help with friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the pre-school.

In order to accomplish this, we will:

- Encourage parents to visit the pre-school with their children before an admission is planned.
- Introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- Make clear to families from the outset that they will be supported in the pre-school for as long as it takes to settle their child there.
- Reassure parents whose children seem to be taking a long time settling into the pre-school.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

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

Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents to help their children to feel comfortable in the Preschool, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session/days



What your child needs to bring to Bunyan

We encourage messy play, so please don't put your child in their best clothes as we can't promise that they will return home nice and clean. We would also appreciate a change of clothing with your child's name in case we have to change your child.



*we also ask if you can dress your child in suitable clothing as we do go outside in all types of weather

*If your child requires nappies can you please send nappies, wipes in a named bag,

Lunch at the preschool

If your child is staying all day, they will need to bring their own lunch. Please ensure your child's lunch box is clearly named. We do our best to encourage children to eat their lunch, but we can only do so much to encourage your child to eat. We have found in the past that some children do have quite a lot in their lunchbox. Also, sometimes children complain daily that they don't like their sandwich fillings or other items in their lunchbox. It would really help us if you can make sure your child will eat what you pack. As a rough guide most children can manage a sandwich or alternative, a piece of fruit and a biscuit type product/yoghurt. Obviously, you know your child best and this is just a suggestion.

If your child has grapes, small tomatoes please ensure they are cut in half lengthways as children are less likely to choke if cut in this way. Please do not put any nuts, or use peanut butter in your child's lunch box as even the smell can affect children with nut allergies.

All uneaten food will be placed inside your child lunchbox. This is so that you can see what your child has eaten. Also, due to the changes in the EYFS we would really appreciate, if you could limit amount of sweets/chocolate in your child lunch box. During lunch times, we always encourage children to eat sandwich/pasta/rice etc before the rest of their goodies.

Typical session at our setting

Each session is planned to provide the children with a routine. It is proven that children learn best with routine and continuity so we will endeavour to maintain this at all times.

At 9 am children arrive and register themselves by collecting their name from the main hall and then placing the name in the main room on our board. Throughout the session the children can play with planned activities or they can self select from the continuous provision e.g. home corner, construction, toys, cars etc. We have outdoor play whenever possible e.g. ball games, climbing frame, mud kitchen. The children can access 'free flow' play and can play in or out as they prefer.

Snack time - the children are provided with milk or water to drink and a snack of fruit, vegetables and other healthy options. We operate a rolling snack bar midway through the session. Children can have their snack when they choose between activities. The children are encouraged to pour their own drinks and tidy their plates away. This promotes their independence and encourages the children to take responsibility in build independence skills. At the end of each session we have circle times/story/games.

Morning routine:

9.00am –

- Good morning everyone!

9.00 am – 11.30am

- Free play
- Adult led activities

9.30am – 10.10am

- Snack time

11.30 – 12.00pm

- Circle time

Afternoon routine:

12.00 pm –

- Hello everyone!

12.00pm-12.30pm

- Lunch time

1.00pm-2.30pm

- free play
- Adult led activities

2.00pm-2.30pm

- Snack time

2.30pm-2.55pm

- Circle time

3.00pm

- Good-bye, hope you all have had a fun filled day



