



Registered Charity 1036158

General Information

Mylor Bridge Pre-school is registered for the care of children aged between 2 - 5 years by Ofsted (The Office for Standards in Education, Children's Services and Skills). We are a member of the Pre-School Learning Alliance (P.L.A. membership no. A5402G), and we are a registered charity (no.), therefore require a committee made up of volunteers to manage the running of the Pre-school.

The Committee consists of:

Chairman Caroline Nichol
Vice Chair Laura Harrison
Treasurer Sophie Deacon
Secretary Emma Clements
Other members

Our Pre-School:

Established in 1971, Mylor Pre-school provides quality education and care for children. We hope that you will agree that our combination of experienced staff and actively involved parents serves to provide a secure and happy environment within which your child can learn and develop through play.

Pre-school staff:

Pre-School Leader	Jo Burton	BEd Primary Art and Design
Deputy leader	Rachael Cairns	Level 3 Diploma in Children's and Young Peoples Workforce

Pre-School Assistant	Sarah Epps	NVQ Level 3 Children's Care, Learning & Development
Pre-School Assistant	Lucy Collier	NVQ Level 3 Children's Care, Learning & Development
Pre-School Assistant	Emily Lent	Cache NCQ Level 3
Volunteer	Debs Lansdowne	

Administrator: Bryony Hadley

All our staff are D.B.S. checked.

Committee

The pre-school is run by a voluntary committee comprising an elected chairperson, treasurer and secretary and other committee members. This ensures that major decision making is in the hands of the parents who use the group. The committee are responsible for reviewing both policy and practice, and for the employment of members of staff. Elections for the main officers are held at the Annual General Meeting. Volunteers for general committee members are welcomed at any time.

Phone

In emergency, we can be contacted on our phone during session times on 01326 377565

Registration

Please fill in our Registration form and return it as soon as possible. Please provide LOCAL emergency numbers i.e. someone who can collect your child should you be unavailable during the session.

Arrangements to visit the pre-school:

We welcome prospective parents and their children to visit the pre-school at any time, however to benefit from a more informed visit, please phone for an appointment.

We also hold an open afternoon in the Summer term, where parents and children are able to meet with all staff and find out about the range of activities that we have to offer and our policies. Please contact the play leader on 01326 377565 to make an appointment to visit .

Admission

All children who are 2 years of age may join the pre-school if places are available. Ideally we ask that all children attend for a minimum of 2 sessions per week. The waiting list is mainly operated on a first come first served basis, but older children may get priority over younger children, e.g. if new to the area or if vacancies are limited. In the case of oversubscription for a pre-school place, the committee will allocate places. Priority will be given to children from village in the first instance. Please note that acceptance and admission to the pre-school does not provide automatic admission to Mylor Bridge C.P. School. We therefore suggest that you discuss the issue with the Head of the School who will be happy to answer any queries.

Session Times

Mylor Pre-School sessions are: Monday – Friday 9.00 am - 12.00pm and 12pm – 3.00pm. We also offer wrap-around care from 8.30. Parents are not permitted to leave their child unattended before the official start of a session and should ensure that their child is collected on time at the end, by their parent or the person named on the registration form.

Fees

There is a small deposit of £20, for registering your child with the pre-school, this will be re-paid to you once your child has

started at the pre-school.

Currently the fees are £14.00 (for 3 yr olds+ /£15.00 (2-3yr olds) for a 3 hour session.

Wrap-a-round care.

Parents may choose to access wraparound care for their child before the main session. Wraparound care is available from 8.30 - 9.00 am, at an additional £2.00 per session or from 8.45 – 9.00am for £1.00.

These periods are charged for separately to the main educational session. Please check with staff as to whether these periods are available. Ideally 24hrs notice to be given for uptake of these sessions, but a phone call to the pre-school at 8.15 to let us know of extra children attending would be acceptable.

Settling children into the pre-school

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of help, friendship and authority. We also encourage the children to share with their parents afterwards the new learning experiences enjoyed in the pre-school. However every child is different; some children just wave goodbye whilst others find it difficult to settle in. We want to do what is best for your child, and for you, so if you feel the need to stay please do so. You do not have to leave at all, right away or for the whole of the session. It sometimes helps children to be left for brief periods at first, gradually building up to longer absences. Our staff will be happy to discuss with you the most beneficial procedure for your child. Children cannot play or learn successfully if they are anxious or unhappy. Our settling procedures aim to help parents to help their children to feel comfortable in the pre-school, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

Learning and Development

We follow the Early Years Foundation Stage, set by The Department for Education and Skills, which sets out seven areas of learning and development for children. The seven areas being separated into two, the 'Prime areas' which are Personal, Social and Emotional Development,

Physical Development and Communication and Language, and the 'Specific areas' which are, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The prime areas begin to develop quickly in response to relationships and experiences and support all other areas of learning. The specific areas include essential skills and knowledge.

The activities, toys and equipment in the pre-school provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration.

We have a wide range of activities available for your child during each session. Materials used include paint, play dough, clay, glue, scissors, collage and drawing materials, these all help to improve fine motor skills and help to express imagination and creativity. Activities include sharing of books, construction toys, puzzles, water play, sand, home corner, dressing up and musical instruments, these all help develop social skills, problem solving, listening and talking, creativity and physical development. Our larger equipment includes a pirate ship, slide/climbing frame, tunnel and trampoline. We have a large outdoor space where children can explore, role play in the mud kitchen or willow den, ride bikes, build and construct play with water and sand. We aim to go out every day with the children and have waterproof suits and wellies for the children to wear.

A typical session

We start the session with registration time, where children share hello and talk about the day and weather and we talk about what the children would like to do based around the theme of the week. Our themes are planned half termly in advance and parents are given an information sheet at the start of each half term. Examples are; The Family, Living Things, Water, The Seasons, Festivals etc. During the morning there will be a creative activity related to the current theme, also on offer during this time will be other activities that the children will have free choice and access to.

Part way through the session we encourage the children to help in tidying up all the toys. This prepares them for keeping their belongings tidy at school, caring for our environment and thought for others, these are all good social skills.

Children are offered snack using a family style system, children will be asked to join for snack in small groups of five or six, the snack consists of seasonally available fresh fruit, dried fruit, bread or toast, rice cakes and bread sticks.

(If your child suffers from any form of allergy, please ensure to inform us by completing the registration form),

A staff member will sit with children while they eat their snack as this is an important social time and an opportunity to develop in all areas of their development.

Following snack the children will be encouraged to tidy away toys and settle to look at books before joining together for story time.

Children are encouraged to be independent and to put on a suit /coat and wellingtons for outside play. We go out in most weathers, so please make sure your child has a warm coat, hat and mittens for winter and sun-hat and sunscreen for summer.

We have a safe and secure outside area and we use this area to teach in as well as for providing physical exercise. Children are able to dig and grow vegetables and flowers in the tubs and beds provided. They are able to build with large

construction sets, explore the mud kitchen, role play on the pirate ship, dig in the sandpit making pies and castles, pour and scoop water, play chasing games, ball games, ride on trikes and balance bikes and chalk patterns on tarmac.

Outside play is an important time for children, which they look forward to. It also helps them to release any excess energy they may have i.e. a time and a place for running, jumping. We generally end the session with singing or action rhymes so that the children are grouped together whilst parents arrive.

When groups are large with high numbers of children, we may split the group. This allows both groups to learn and explore inside and outside areas in a calmer and safer way.

SEND

Systems and strategies we have in place to identify children that may require additional support

All children are allocated a key worker when they begin attending the setting. The key worker is responsible for completing learning journeys which contain observations, termly monitoring assessments, two year old progress check, baseline and initial profile. Observations are carried out to assess all children's learning and their stages of development. Using the termly monitoring assessments key workers are able to assess how children are making progress and create action plans for children that need extra help and support.

How we identify and support children's learning and development needs

Learning journeys for each child are completed using observations linked to 'The Early Years foundation Stage'. We identify next steps from these observations linked to the children's interests and learning needs. We are able to use this information to track children's individual progress and to plan activities and for children's interests, needs and abilities in weekly and termly planning. This information is shared with parents and SENCO. We have added the ECAT

monitoring tool to our observation sheets which enables us to identify any speech and language needs for all children attending.

Links we have to other agencies

We have been supported by The Early Years Inclusion Team including an Autism Worker, Health Visitors, Speech and Language Therapists and the Locality 3 SENCO. We have good links with the class teachers at Mylor Bridge C.P. School and Flushing C.E. School.

How we support children transferring to school

Teachers from both Mylor and Flushing schools attend social events at the pre-school for children and parents if able to attend. During the summer term the children who will attend Mylor Bridge C.P. School have weekly visits to the classroom for stories and play opportunities. Learning journeys and monitoring sheets are shared with reception teachers so that they have a good understanding of each child's interests, needs and abilities. There may be additional meetings with schools to support transition for children with SEND and their families.

Occasional Activities

The pre-school may have occasion to take the children outside the Methodist Schoolroom e.g. to the park or the local school. For safety, the adult: child ratio will be higher at these times and parents may be asked to accompany the children.

Clothing

Aprons are provided but please do not send your child in 'good' clothes as accidents such as spilt paint inevitably sometimes occur. We keep clean, spare clothes in case of accidents. Please ensure that your child has adequate clothing for outdoor play i.e. warm coat, hat, boots etc. in wintertime, caps and sun block during warm weather. It would be helpful if all clothing is clearly marked with child's name.

The parent rota

Research shows that children learn better when their parents are involved. Our rota system involves all parents in helping in the group on a regular basis. This helps to maintain the high ratio of adults to children, 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.

The pre-school welcomes parents to help during a session.

Parents should be aware that any discussions overheard whilst helping in the group may be confidential and must not be discussed outside the group.

Tapestry

We use an online journal to record each child's journey of their time at pre-school. You will be asked to consent to this and it will enable you as parents to access your own child's learning and development. You will regularly see photos and comments from the staff detailing your child's activities at the pre-school. This is password protected and each parent can only access their child's learning journal in accordance with GDPR.

Payment of Sessions

The pre-school will bill parents half termly in advance and it is requested that this amount is paid promptly in full. If this is not possible payments will be accepted weekly in advance. All sessions must be paid for, whether or not the child attends on those specified days. However if a child is hospitalised or has or has an infectious disease, suspension of payment will be considered on an individual and discretionary basis. The committee has agreed that parents will only be charged for 50% of their fees if a child is absent for a holiday during term time, providing the pre-school has two weeks' notice.

In the event of non-payment of fees, whilst the pre-school will endeavour to be as understanding as possible, it reserves the right to refuse further admission and to take whatever steps that may be appropriate to recover arrears.

Charge for Snack

There is an additional charge for all funded children of £1 per week, as a contribution towards the cost of the snack.

Funded Places

We are registered to accept grant funding for early education. All children are eligible for funding for up to 5 sessions per week beginning in the term after which a child turns three years old.

When your child qualifies for a free place

The table below shows when your child will become eligible for their free early learning place.

If your child is born between:	They are eligible for a free place from:
1 April and 31 August	1 September following their third birthday until statutory school age

1 September and 31 December	1 January following their third birthday until statutory school age
1 January and 31 March	1 April following their third birthday until statutory school age

Funding is also available for some two year olds. To find out if you are eligible for this funding, please visit the Family Service web page.

From September 2017 the Government implemented their new 30hrs free childcare for 3 and 4 year olds. To find out if you are entitled to this extra funding visit:

www.gov.ukchildcarecalculator for more information.

Some other websites that may be useful are: [Gov.UK website](http://Gov.UKwebsite).

You can also find out more on a new [Childcare Choices website](#) set up by HMRC. This also gives information about the new [Tax-Free Childcare scheme](#) and includes a [childcare calculator](#) so you can compare your different options.

Ofsted Inspection

Our last Ofsted inspection was carried out on 11th December 2019.

To read the full report, go to <https://reports.ofsted.gov.uk/provider/16/EY261851>

Notice board

The notice board in the entrance hall is regularly updated and contains various useful information e.g. the theme for the week, parent rota, forthcoming events, helpline numbers, topical health information etc. as well as our committee members details, policies, registration and insurance certificates.

Insurance

The pre-school is covered by full insurance as required by the Employers Liability (Compulsory Insurance) Act 1969 and the Pre-School Learning Alliance. A copy of the policy can be found on the notice board inside pre-school.

Policies

A full copy of our policies is displayed on the notice board. Additional copies can be made available for closer scrutiny upon request.

Record keeping and assessment

The play leader is responsible for record keeping and discussions with the parents or outside professionals. Records can include appropriate advice and information on the child's health, general development, parent, GP, or other interested party, matters of concern about educational progress or general development, any concerns expressed by social workers or service providers and any special needs requirements.

We monitor the progress the children make both from an academic and social viewpoint and should a child give cause for concern we will contact parents at the earliest opportunity. We are concerned to work with parents as partners and try to enlist their help and support in what we do.

Community

We try to encourage close contacts with the local community

and take an active part in school, church and village events. In addition to parents, villagers are sometimes invited to events organised by the pre-school. We firmly believe that our pre-school is an important part of village life.

Website

The pre-school has a web site where you can view images of the setting and read more about the pre-school aims

<http://mylorpre-school.btck.co.uk>

Enquiries

Initial enquiries regarding the pre-school should be made to the Play Leader, Miss Jo Burton,

Mylor Pre-School,

The Methodist Schoolroom,

Comfort Road,

Mylor Bridge,

Nr.Falmouth

Cornwall TR11 5SE

TELEPHONE: 01326 377565

Or email mylorpre-school@hotmail.co.uk

CURRICULUM

Within the group, all children are supported in developing their potential at their own pace. By means of developmentally appropriate play activities and a high level of adult support, we offer a curriculum which leads to nationally approved learning outcomes and prepares children to progress with confidence to the National Curriculum at the age of 5 years. Here is a brief summary of how our pre-school curriculum promotes learning in key areas:

Personal, Social and Emotional Development:

Children develop independence and confidence as they play alone and in small and large groups. They also learn to co-operate, take turns and share as part of a larger group. They learn to express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong, and why. They develop respect for living things, property, and their environment.

Communication and Language:

In the company of responsive adults, children learn to listen and talk about their experiences. They use a growing vocabulary and increasing fluency to express thoughts and convey meaning, and to question and respond to conversation. They listen and respond to stories, songs, nursery rhymes and poems.

Literacy:

Children discover books and how they are organised. They find that words and pictures carry meaning and that in English, print is read from left to right and from top to bottom. They begin to recognise their own names, some familiar words, and letters of the alphabet. They begin to use tools and equipment to make marks, draw lines and circles using gross motor movements.

Mathematics:

In the course of their pre-school activities, children use mathematical language, such as circle, in front of, bigger than and more, to describe shape, position, size and quantity. They recognise and recreate patterns. They become familiar with number rhymes, songs, stories, counting games and activities. They compare, sort, match, order, sequence and count using everyday objects. They recognise and use numbers to 10 and are familiar with larger numbers from their everyday lives.

Understanding of the World:

Children talk about where they live, their environment, their families, and events in their own lives. They explore and recognise features of living things, objects and events in the natural and made world. They talk about their observations and ask questions to gain information about why things happen and how things work. They use a range of materials and equipment to extend their understanding.

Physical Development:

Children develop their physical mobility and co-ordination and an awareness of space and others. They use a range of small and large equipment and climbing apparatus, with increasing skill. They handle appropriate tools, objects, construction and malleable materials safely and with increasing control. They develop an awareness of their own needs.

Expressive Arts and Design:

Children explore sound and colour, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, to listen

and to observe. They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.

*Prospectus updated
April 2020*