



What's On Award Winners 2010  
Best Committee Led Pre-School



# Humpty Dumpty Pre-School Prospectus



St John's Church Hall, Felbridge, Surrey, RH19 2QT

Registered Charity 1017357

## **Welcome to Humpty Dumpty Pre-School**

Humpty Dumpty Pre-School is a well established committee managed pre-school with charitable status, run by parents, which has recently celebrated being open forty years. We welcome children between the ages of two and five years of age from all backgrounds, regardless of any special needs they may have.

We aim to offer a stimulating, friendly and caring atmosphere where each child is valued as an individual. We encourage parents to be full members of the pre-school and take part in our events in whichever way they choose. At the Annual General Meeting a committee is elected to administer and be responsible for the running of the group, but we need all our parents to be involved and we value your ideas and help in whatever way you can give it. Should you wish to become a Committee Member, please speak to any existing member for details, information and job descriptions.

In order to promote a partnership with parents, we ask that either Mum or Dad is able to help out in pre-school, if they would like to. This is good for the child who then feels 'special' for that particular morning and for the parent who is able to observe their children in less familiar surroundings. It is perfectly all right to bring along younger brothers and sisters when you are helping out. Our experience shows, younger siblings really enjoy being with all the other children at the pre-school.

We are open from 9.15 a.m. to 12.15 p.m. Monday to Fridays during school term time. Please try not to arrive early, as we are busy setting out the room for the children. On arrival please wait in the porch for a member of staff to open the door. When you collect your child at the end of the session please be prompt. You are welcome to wait in the porch and kitchen until we are ready to open the door into the hall at 9.15 am and 12.15 pm. The staff may not mind if you are a little late, but your child might! If you cannot collect your child yourself, please let the Supervisor know, and a note can be made in the collection book of who will be collecting instead.

## Fees

Our share of the cost of running the group is £8.75 per session per child paid half-termly in advance. (Please contact the Treasurer if this causes difficulties.) Unfortunately, we cannot give refunds for sessions missed through holidays or illness, as the running expenses of the group will be the same. A retainer of £20.00 is required to reserve a place for any non-funded child but will be refunded from the first terms fees.

## Funded Entitlement

At the moment we are registered to accept funding for three and four year olds, (usually starting the term after the child's 3<sup>rd</sup> Birthday and this depends upon where your child's birthday falls within the current academic calendar for Surrey). The Treasurer will contact you, if you are eligible, to discuss arrangements and necessary paperwork. From September 2010, your child is entitled to 15 hours per week for 38 weeks per year; this is broken down into 3 hour sessions, which equates to 5 sessions a week for a maximum of 3 hours per session. Please note that we are unable to claim for part weeks and therefore term dates will be in whole weeks only.

## How the Entitlement can be used

You can claim up to a total of 15 hours per week in 3 hour blocks, this can be claimed at more than one setting, for example: 3 sessions with us and 2 sessions at another setting. Any additional sessions must be paid for at the full rate (currently £8.75 per session). You must indicate on your parental declaration how you wish the entitlement to be split. We are also required to see a copy of your child's birth certificate. Please note that fees are payable for each session your child attends; this will be invoiced to you at the beginning of each half-term and should be paid within 2 weeks. If you decide to remove your child from the setting, we require half a terms notice in writing.

**Please note also that we require a half-term's notice in writing if you wish to withdraw your child from pre-school and we reserve the right to charge you for that half term even if your child should not attend.**

## Preparing your Child for Pre-School

Please come and visit pre-school at least twice during the term before your child is due to start. Convenient dates will be arranged on the days your child will be attending. Settling in will go more smoothly if they know the staff, can find the toilet, be familiar where to hang their coats and to know more about the pre-school routine. Pre-school will seem more familiar if you can try out some of our activities at home or play going to pre-school with dolls or teddies. It is important to recognise your child's fears and to reassure them if they are anxious.

## Settling your child at Pre-School

Please be prepared to stay with your child for as long as they need you. Every child is different, so there are no hard and fast rules to determine when your child is ready to stay without you. Most children settle very happily within a week or two. Just occasionally, a child is not ready to start, so please chat to us if your child is unhappy coming to pre-school. We do realise how traumatic the whole experience can be for both you and your child.

## A few do's and don'ts

- **DO** dress your child in old clothes and non-slip soled shoes. We do use aprons for messy activities
- **Do** provide a spare change of clothes in your Childs bag each session- accidents can happen.
- **DON'T** worry about toilet accidents or if your child is still in nappies - we are used to this! Please provide a spare nappy if your child should need one.
- **DO** let us know if your child should have an infectious disease or head lice - we will need to alert other parents.
- **DO** let us know if there are any family stresses, which may lead to your child being upset, such as going into hospital, a family death, or even a lost teddy!
- **DO** remember that we provide milk and a biscuit for each child, but you should provide an alternative if it is not to your child's liking, or if your child has any special dietary requirements. All containers/flasks should be clearly marked with your child's name.
- **Do** supply a piece of fruit in a named container. Please prepare the fruit ie grapes cut in half lengthways.
- **DO** dress your child accordingly to weather conditions - a suitable coat, hat and gloves in winter and a sun hat in summer - for outdoor play - this is offered all year round.
- **DON'T** smoke in the building.

- **DON'T** send your child back to Humpty Dumpty until 48 hours after last bout, if your child has had sickness/diarrhoea.

## The Early Years Foundation Stage

As of September 2008, we introduced the new Early Years Foundation Stage framework (EYFS). The principles of this are:

**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 with both indoor and outdoor activities (weather permitting)....."

**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 inter-connected.

The six areas of learning and development are:

- **Personal, Social and Emotional Development:** Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.
- **Communication, Language and Literacy:** Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.
- **Problem Solving, Reasoning and Numeracy:** Children must be supported in developing their understanding of problem solving, Reasoning and Numeracy in a broad range of context in which a they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practise and extend their skills in these areas to gain confidence and competence in their use.

- **Knowledge and Understanding of the World:** Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.
- **Physical Development:** The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing and understanding of the importance of physical activity and making healthy choices in relation to food.
- **Creative Development:** Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, eg, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

We are Ofsted inspected to make sure that we are keeping to the guidance of the EYFS. If you would like to read the latest Inspection Report, please ask a member of staff.

### The Session

The session is divided into roughly three sections.

- The first is the free play session developing gross motor skills. We have a good selection of larger play equipment, a realistic home corner with dressing up clothes, and a quiet corner with books and tape recorder with a selection of story tapes. Use of the computer with a variety of programs. Painting is almost always available, as is play dough. Each child is encouraged to create something pertaining to the weekly theme during this part of the morning, developing creative ability. We aim to vary the choice of activities at each session. We encourage all children to take part in activities where formal learning skills take place. Name recognition, pencil control, letter

formation and simple numerical skills are developed according to their ability. Eventually the aim is to ensure that children move on to schools as confident, independent children.

- During the second part of the morning, we sit together for milk, biscuit and fruit, share a story and sing songs.
- The third part of the session is devoted to the development of fine motor skills, jigsaws, construction toys and the like are available to encourage these skills. After this part, we sit together again to show and talk about things the children have brought in that should follow up the weekly theme. Within the third session there is time set aside for group PE sessions, playing with parachute, co-operative games and music and movement sessions.

### **Consultation and Behaviour**

As a pre-school we have a clear policy on consultation and behaviour. We promote good behaviour through example and encourage non-aggressive play. The staff are always available to discuss any worries or problems families may be experiencing. They may not know all the answers but they will have useful contacts that may help you.

### **Policies of the Group**

Humpty Dumpty has a clear set of policies written covering areas of:

Assessment  
Behaviour  
Child Protection  
Equal Opportunities  
Fees Policy  
Grievance Procedure  
Health & Safety  
Special Educational Needs  
Staffing  
Admissions  
Confidentiality  
Food & Drink Policy

If you would like to read some more, please ask, as a copy is always kept at Pre-School.

As mentioned earlier parents are encouraged to come into the Pre-school as a helper for the morning. Here is a timetable to see what sort of activities you could expect to do.

### **Timetable for Parent/Helper**

- 09.00 a.m. On arrival, put out coat rack and hangers, and dressing up clothes from the cupboard in lobby. Put out paints with one brush in each, from the cupboard under the sink. Help staff with other items, e.g. slide and books. Put out glue if required.
- 09.15 a.m. Children arrive. Generally assist where needed. The Supervisor will have organised for you to assist with a particular activity, e.g., by reading books, helping children with play dough, etc.
- 11.00 a.m. At tidy up time, wash paint pot lids and brushes, wipe trays, replace stoppers and replace trays under the sink cupboard. Sit with children whilst story is being told. Another cup of coffee/tea is welcome!
- 11.15 a.m. Help children with activities laid out.
- 12.00 p.m. Help children and staff to tidy away.
- 12.15 p.m. Home time - put coats on children

**All information is correct at date of printing  
23/11/2010**

## Useful Telephone Numbers

Humpty Dumpty Mobile	07546 263029
Chair:	Sarah Thorby - 01342 859048
Treasurer:	Vicki Hobday - 01342 712185
Manager:	Lyn Ware-01342 716093
Assistant Supervisor:	Julie Thomas - 01342 717645
Registrar:	Nikki Harris - 01342 315311
Secretary:	Sam Matthews - 01342 311781
Fundraiser:	Jocelyn Hann-01342 315293
Website:	<a href="http://www.humptydumtypreschool.co.uk">www.humptydumtypreschool.co.uk</a>
Email:	humptydumtypre@aol.co.uk