

Nomansland




Pre-School

Registered Charity No: 1026436

Prospectus

www.nomanslandpreschool.co.uk

June 2011

This policy was adopted at a meeting of	<i>Nomansland Pre-school</i>	name of setting
Held on	<i>9 March 2010</i>	(date)
Date to be reviewed	<i>2011</i>	(date)
Signed on behalf of the management committee		
Name of signatory	<i>Natalie Crates</i>	
Role of signatory (e.g. chair/owner)	<i>Chair</i>	

Nomansland Pre-school Prospectus

Nomansland Pre-school
The Methodist Chapel Hall
Forest Road
Nomansland
Salisbury
Wiltshire
SP5 2BP
Telephone: 01794 390108
enquiries@nomanslandpreschool.co.uk
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Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

An OFSTED inspection in March 2011 rated the quality and standards of the nursery education provided by Nomansland Pre-school as 'good'.

We are open for 38 weeks each year, during Wiltshire term times only.

We are open 09:00-15:00 Monday, Tuesday, Thursday; 09:00-13:00 Wednesday, Friday

We offer start times at 09:00, 12:00 and 13:00

We offer lunch clubs 12:00-13:00 Monday-Friday.

We provide care and education for young children between the ages of 2 years and five years (spaces for 2 year olds strictly limited).

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward their learning and development by being helped to build on what they already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2007). From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

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.

The Areas of Development and Learning comprise:

- personal, social and emotional development;
- communication, language and literacy development;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development; and
- creative development.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication, language and literacy

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;
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- making their own attempts at writing.

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- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
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- early ideas about the result of adding more or taking away from the amount we already have.

Knowledge and understanding of the world

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

Physical development

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies.

Creative development

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Our approach to learning and development and assessment

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 practice guidance Early Years Foundation Stage 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. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 or videos 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 by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of the children's learning journeys. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

Learning journeys

The setting keeps a learning journey for each child. Staff and parents working together on their children's learning journeys is one of the ways in which the key person and parents work in partnership. Your child's learning journey helps us to celebrate together their achievements and to work together to provide what your child needs for their well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We provide for a maximum of 17 children per session, with the allocation of spaces to two year olds strictly limited. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at Nomansland Pre-school are Jen Funnell, Sam Hayne, Emma Bishop and Danielle Shearing, supported by Emma Coleman:

Jen Funnell is the **Pre-school Play Leader** and joined the staff in September 2009. Jen has an NVQ Level 3 in Children's Care, Learning and Development. Jen has been involved with the pre-school for some time in her capacity as a childminder.

Sam Hayne is the **Pre-school Deputy** and joined the staff in June 2011 on a part-time basis. Sam has an NVQ Level 4 in Early Years Care and Education, many years' experience of working in early years and has been assisting the pre-school as relief staff for some time.

Emma Bishop joined the pre-school in February 2011 as a **Pre-school Practitioner**. Emma has a Level 3 Diploma in Child Care and Education and has been assisting the pre-school on a relief basis for some time.

Danielle Shearing joined the pre-school in September 2010 as a **Pre-school Apprentice**. Danielle holds a Level 2 Diploma in Child Care and Education, and is currently studying for her Level 3. Danielle has previously been involved in a number of work placements at the pre-school.

Emma Coleman is the pre-school's **Administrative Support Officer** and joined the staff in September 2007. Emma has been involved with the pre-school for a number of years in the role of Admissions Coordinator and continues to serve as a general committee member.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

The parents' rota

At Nomansland Pre-school we operate a volunteer help rota of parents/carers of children attending. Your child will have a special role as 'Special Helper' during these sessions. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

Joining in

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play instruments for the children, talk to the children about their work as a Dentist, Doctor, Vet, and to show the children hatching chicks and newborn lambs.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

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 they are particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and

interests. When your child first starts at the setting, your child's key person will help them to settle and throughout your child's time at the setting, they will help your child to benefit from the setting's activities.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available for you to read. The pre-school also has a weekly subscription to Nursery World. The latest copies of this publication are available in pre-school.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. Courses on similar topics are held locally by the Pre-school Learning Alliance; watch out for information about these.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

Snacks

The setting makes snacks a social time at which children and adults eat together. We provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Lunch times

The setting runs lunch clubs daily. Children should be provided with a healthy packed lunch and a small drink.

Policies

Copies of the setting's policies and procedures are available for you to see at the setting and are sent to all new parents/carers prior to their child starting at pre-school. Copies are also available on the pre-school's website.

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 their parents.

The staff and parents of the setting work together to adopt the policies and everyone has the opportunity to take part in the annual review of the policies. 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.

Quality assurance

The pre-school undertakes the Bristol Standard Quality Assurance scheme which is supported by the Wiltshire Early Years Team.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

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

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

All staff, committee members and volunteers with unsupervised access to the children are CRB checked. All staff attend specific Level 1 Safeguarding training. In addition Jen Funnell is the pre-school's named Staff Safeguarding Coordinator and Sarah Mansbridge is the named Committee Safeguarding Coordinator.

Special educational needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). Our Special Educational Needs Co-ordinator is Sam Hayne.

Admissions

To arrange a visit or to register a child please contact the Admissions Coordinator, or complete the application form available on the pre-school website.

Fees

All hours in excess of, or not eligible for the government flexible funding are charged at £3.75 per hour, payable termly in advance. Bills will be sent out at the beginning of each term.

Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to the Play Leader or the committee chairperson.

For your child to keep their place at the setting you must pay the fees or we must receive funding for your child.

We are in receipt of the government flexible funding for three and four year olds from the September, January of April following their third birthday for up to 15 hours per week, taken as a minimum of 2.5 hours per day, over a minimum of three days. If funding is not received, then fees apply.

If you belong to a company voucher scheme please speak to the Treasurer, who will be able to advise you.

Due notice will be given of any increase in fees.

A term's notice will be required if your child is leaving, otherwise the following term's fees will be payable in full to the pre-school.

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, please refer to the pre-school's policies and procedures.

Clothing

We provide protective clothing for the children when they play with messy activities.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Pre-school t-shirts and sweatshirts are available to purchase. Please speak to the Admin Support Officer or a member of staff.

We hope that you and your child enjoy being members of our setting and that you both 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.

The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting in October. 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; and
- ensuring that the setting operates in accordance with the educational and welfare requirements of the EYFS.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

The pre-school is run by parents and carers for parents and carers and the involvement of every family is vital to the pre-school's continued existence and success. Your support of the pre-school from the beginning of your child's time with us is invaluable.

Nomansland Pre-school Committee

The current committee is as follows:

Chairperson	Pippa Cragg
Treasurers	Dudley Jaynes Fiona Lugton
Secretary	Sue Wheeler-Osman
Admissions Coordinator	Lucy Thompson
Health & Safety Coordinator	Catherine Shutler
Rota Coordinator	Mari Walling
Safeguarding Coordinator	Sarah Mansbridge
General Members	Jonas Bower Ruby Butson Emma Coleman Karen Eccles Emma Ginns Julie Gray

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Danielle Shearing joined the pre-school in September 2010 as a **Pre-school Apprentice**. Danielle holds a Level 2 Diploma in Child Care and Education, and is currently studying for her Level 3. Danielle has previously been involved in a number of work placements at the pre-school.

Emma Coleman is the pre-school's **Administrative Support Officer** and joined the staff in September 2007. Emma has been involved with the pre-school for a number of years in the role of Admissions Coordinator and continues to serve as a general committee member.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

The parents' rota

At Nomansland Pre-school we operate a volunteer help rota of parents/carers of children attending. Your child will have a special role as 'Special Helper' during these sessions. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

Joining in

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play instruments for the children, talk to the children about their work as a Dentist, Doctor, Vet, and to show the children hatching chicks and newborn lambs.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

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 they are particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and

interests. When your child first starts at the setting, your child's key person will help them to settle and throughout your child's time at the setting, they will help your child to benefit from the setting's activities.

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The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available for you to read. The pre-school also has a weekly subscription to Nursery World. The latest copies of this publication are available in pre-school.

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- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

Snacks

The setting makes snacks a social time at which children and adults eat together. We provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Lunch times

The setting runs lunch clubs daily. Children should be provided with a healthy packed lunch and a small drink.

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Copies of the setting's policies and procedures are available for you to see at the setting and are sent to all new parents/carers prior to their child starting at pre-school. Copies are also available on the pre-school's website.

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 their parents.

The staff and parents of the setting work together to adopt the policies and everyone has the opportunity to take part in the annual review of the policies. 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.

Quality assurance

The pre-school undertakes the Bristol Standard Quality Assurance scheme which is supported by the Wiltshire Early Years Team.

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Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

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

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

All staff, committee members and volunteers with unsupervised access to the children are CRB checked. All staff attend specific Level 1 Safeguarding training. In addition Jen Funnell is the pre-school's named Staff Safeguarding Coordinator and Sarah Mansbridge is the named Committee Safeguarding Coordinator.

Special educational needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). Our Special Educational Needs Co-ordinator is Sam Hayne.

Admissions

To arrange a visit or to register a child please contact the Admissions Coordinator, or complete the application form available on the pre-school website.

Fees

All hours in excess of, or not eligible for the government flexible funding are charged at £3.75 per hour, payable termly in advance. Bills will be sent out at the beginning of each term.

Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to the Play Leader or the committee chairperson.

For your child to keep their place at the setting you must pay the fees or we must receive funding for your child.

We are in receipt of the government flexible funding for three and four year olds from the September, January of April following their third birthday for up to 15 hours per week, taken as a minimum of 2.5 hours per day, over a minimum of three days. If funding is not received, then fees apply.

If you belong to a company voucher scheme please speak to the Treasurer, who will be able to advise you.

Due notice will be given of any increase in fees.

A term's notice will be required if your child is leaving, otherwise the following term's fees will be payable in full to the pre-school.

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, please refer to the pre-school's policies and procedures.

Clothing

We provide protective clothing for the children when they play with messy activities.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Pre-school t-shirts and sweatshirts are available to purchase. Please speak to the Admin Support Officer or a member of staff.

We hope that you and your child enjoy being members of our setting and that you both 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.

The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting in October. 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; and
- ensuring that the setting operates in accordance with the educational and welfare requirements of the EYFS.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

The pre-school is run by parents and carers for parents and carers and the involvement of every family is vital to the pre-school's continued existence and success. Your support of the pre-school from the beginning of your child's time with us is invaluable.

Nomansland Pre-school Committee

The current committee is as follows:

Chairperson	Pippa Cragg
Treasurers	Dudley Jaynes Fiona Lugton
Secretary	Sue Wheeler-Osman
Admissions Coordinator	Lucy Thompson
Health & Safety Coordinator	Catherine Shutler
Rota Coordinator	Mari Walling
Safeguarding Coordinator	Sarah Mansbridge
General Members	Jonas Bower Ruby Butson Emma Coleman Karen Eccles Emma Ginns Julie Gray

Nomansland




Pre-School

Registered Charity No: 1026436

Prospectus

www.nomanslandpreschool.co.uk

June 2011

This policy was adopted at a meeting of	<i>Nomansland Pre-school</i>	name of setting
Held on	<i>9 March 2010</i>	(date)
Date to be reviewed	<i>2011</i>	(date)
Signed on behalf of the management committee		
Name of signatory	<i>Natalie Crates</i>	
Role of signatory (e.g. chair/owner)	<i>Chair</i>	

Nomansland Pre-school Prospectus

Nomansland Pre-school
The Methodist Chapel Hall
Forest Road
Nomansland
Salisbury
Wiltshire
SP5 2BP
Telephone: 01794 390108
enquiries@nomanslandpreschool.co.uk
www.nomanslandpreschool.co.uk

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

An OFSTED inspection in March 2011 rated the quality and standards of the nursery education provided by Nomansland Pre-school as 'good'.

We are open for 38 weeks each year, during Wiltshire term times only.

We are open 09:00-15:00 Monday, Tuesday, Thursday; 09:00-13:00 Wednesday, Friday

We offer start times at 09:00, 12:00 and 13:00

We offer lunch clubs 12:00-13:00 Monday-Friday.

We provide care and education for young children between the ages of 2 years and five years (spaces for 2 year olds strictly limited).

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward their learning and development by being helped to build on what they already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2007). From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

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.

The Areas of Development and Learning comprise:

- personal, social and emotional development;
- communication, language and literacy development;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development; and
- creative development.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication, language and literacy

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

Problem solving, reasoning and numeracy

Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

Knowledge and understanding of the world

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

Physical development

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies.

Creative development

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Our approach to learning and development and assessment

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 practice guidance Early Years Foundation Stage 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. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 or videos 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 by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of the children's learning journeys. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

Learning journeys

The setting keeps a learning journey for each child. Staff and parents working together on their children's learning journeys is one of the ways in which the key person and parents work in partnership. Your child's learning journey helps us to celebrate together their achievements and to work together to provide what your child needs for their well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We provide for a maximum of 17 children per session, with the allocation of spaces to two year olds strictly limited. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at Nomansland Pre-school are Jen Funnell, Sam Hayne, Emma Bishop and Danielle Shearing, supported by Emma Coleman:

Jen Funnell is the **Pre-school Play Leader** and joined the staff in September 2009. Jen has an NVQ Level 3 in Children's Care, Learning and Development. Jen has been involved with the pre-school for some time in her capacity as a childminder.

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Treasurers	Dudley Jaynes Fiona Lugton
Secretary	Sue Wheeler-Osman
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Nomansland




Pre-School

Registered Charity No: 1026436

Prospectus

www.nomanslandpreschool.co.uk

June 2011

This policy was adopted at a meeting of	<i>Nomansland Pre-school</i>	name of setting
Held on	<i>9 March 2010</i>	(date)
Date to be reviewed	<i>2011</i>	(date)
Signed on behalf of the management committee		
Name of signatory	<i>Natalie Crates</i>	
Role of signatory (e.g. chair/owner)	<i>Chair</i>	

Nomansland Pre-school Prospectus

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www.nomanslandpreschool.co.uk

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

An OFSTED inspection in March 2011 rated the quality and standards of the nursery education provided by Nomansland Pre-school as 'good'.

We are open for 38 weeks each year, during Wiltshire term times only.

We are open 09:00-15:00 Monday, Tuesday, Thursday; 09:00-13:00 Wednesday, Friday

We offer start times at 09:00, 12:00 and 13:00

We offer lunch clubs 12:00-13:00 Monday-Friday.

We provide care and education for young children between the ages of 2 years and five years (spaces for 2 year olds strictly limited).

Parents

Parents are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

As a community based, voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Membership of the setting carries expectations on parents for their support and commitment.

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward their learning and development by being helped to build on what they already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

Children's development and learning

The provision for children's development and learning is guided by The Early Years Foundation Stage (DCFS 2007). From September 2008 the Early Years Foundation Stage became law. This brings together Birth to Three Matters and the Curriculum Guidance for the Foundation Stage. Our provision reflects the four key themes and 16 commitments of the Early Years Foundation Stage.

A Unique Child

Child Development: Skilful communicator, competent learner.

Inclusive Practice: Equality and diversity, children's entitlements, early support.

Keeping Safe: Being safe and protected, discovering boundaries, making choices.

Health and Well-being: Growth and developing, physical and emotional wellbeing.

Positive Relationships

Respecting Each Other: Understanding feelings, friendship, professional relationships.

Parents as Partners: Respecting diversity, communication, learning together.

Supporting Learning: Positive interactions, listening to children, effective teaching.

Key Person: Secure attachment, shared care, independence.

Enabling Environments

Observation, Assessment and Planning: Starting with the child, planning, assessment.

Supporting Every Child: Children's needs, the learning journey, working together.

The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.

The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development

Play and Exploration: Learning through experience, adult involvement, contexts for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.

Areas of Development and Learning.

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.

The Areas of Development and Learning comprise:

- personal, social and emotional development;
- communication, language and literacy development;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development; and
- creative development.

For each area, the practice guidance sets out the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The practice guidance also sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal, social and emotional development

Our programme supports children to develop:

- positive approaches to learning and finding out about the world around them;
- confidence in themselves and their ability to do things, and valuing their own achievements;
- their ability to get on, work and make friendships with other people, both children and adults;
- their awareness of, and being able to keep to, the rules which we all need to help us to look after ourselves, other people and our environment;
- their ability to dress and undress themselves, and look after their personal hygiene needs; and
- their ability to expect to have their ways of doing things respected and to respect other people's ways of doing things.

Communication, language and literacy

Our programme supports children to develop:

- conversational skills with one other person, in small groups and in large groups to talk with and listen to others;
- their vocabulary by learning the meaning of - and being able to use - new words;
- their ability to use words to describe their experiences;
- their knowledge of the sounds and letters that make up the words we use;
- their ability to listen to, and talk about, stories;
- knowledge of how to handle books and that they can be a source of stories and information;
- knowledge of the purposes for which we use writing; and
- making their own attempts at writing.

Problem solving, reasoning and numeracy

Our programme supports children to develop:

- understanding and ideas about how many, how much, how far and how big;
- understanding and ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- understanding that numbers help us to answer questions about how many, how much, how far and how big;
- understanding and ideas about how to use counting to find out how many; and
- early ideas about the result of adding more or taking away from the amount we already have.

Knowledge and understanding of the world

Our programme supports children to develop:

- knowledge about the natural world and how it works;
- knowledge about the made world and how it works;
- their learning about how to choose, and use, the right tool for a task;
- their learning about computers, how to use them and what they can help us to do;
- their skills on how to put together ideas about past and present and the links between them;
- their learning about their locality and its special features; and
- their learning about their own and other cultures.

Physical development

Our programme supports children to develop:

- increasing control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- increasing control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- their understanding about the importance of, and how to look after, their bodies.

Creative development

Our programme supports children to develop:

- the use of paint, materials, music, dance, words, stories and role-play to express their ideas and feelings; and
- their interest in the way that paint, materials, music, dance, words, stories and role-play can be used to express ideas and feelings.

Our approach to learning and development and assessment

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 practice guidance Early Years Foundation Stage 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. In all activities information from the practice guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

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 or videos 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 by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of the children's learning journeys. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

Learning journeys

The setting keeps a learning journey for each child. Staff and parents working together on their children's learning journeys is one of the ways in which the key person and parents work in partnership. Your child's learning journey helps us to celebrate together their achievements and to work together to provide what your child needs for their well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage.

Working together for your children

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We provide for a maximum of 17 children per session, with the allocation of spaces to two year olds strictly limited. We also have volunteer parent helpers where possible to complement these ratios. This helps us to:

- give time and attention to each child;
- talk with the children about their interests and activities;
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

The staff who work at Nomansland Pre-school are Jen Funnell, Sam Hayne, Emma Bishop and Danielle Shearing, supported by Emma Coleman:

Jen Funnell is the **Pre-school Play Leader** and joined the staff in September 2009. Jen has an NVQ Level 3 in Children's Care, Learning and Development. Jen has been involved with the pre-school for some time in her capacity as a childminder.

Sam Hayne is the **Pre-school Deputy** and joined the staff in June 2011 on a part-time basis. Sam has an NVQ Level 4 in Early Years Care and Education, many years' experience of working in early years and has been assisting the pre-school as relief staff for some time.

Emma Bishop joined the pre-school in February 2011 as a **Pre-school Practitioner**. Emma has a Level 3 Diploma in Child Care and Education and has been assisting the pre-school on a relief basis for some time.

Danielle Shearing joined the pre-school in September 2010 as a **Pre-school Apprentice**. Danielle holds a Level 2 Diploma in Child Care and Education, and is currently studying for her Level 3. Danielle has previously been involved in a number of work placements at the pre-school.

Emma Coleman is the pre-school's **Administrative Support Officer** and joined the staff in September 2007. Emma has been involved with the pre-school for a number of years in the role of Admissions Coordinator and continues to serve as a general committee member.

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with the staff;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide, make and look after the equipment and materials used in the children's play activities;
- being part of the management of the setting;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities in which the setting takes part; and
- building friendships with other parents in the setting.

The parents' rota

At Nomansland Pre-school we operate a volunteer help rota of parents/carers of children attending. Your child will have a special role as 'Special Helper' during these sessions. Helping at the session enables parents to see what the day-to-day life of the setting is like and to join in helping the children to get the best out of their activities.

Joining in

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play instruments for the children, talk to the children about their work as a Dentist, Doctor, Vet, and to show the children hatching chicks and newborn lambs.

We welcome parents to drop into the setting to see it at work or to speak with the staff.

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 they are particularly responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's particular needs and

interests. When your child first starts at the setting, your child's key person will help them to settle and throughout your child's time at the setting, they will help your child to benefit from the setting's activities.

Learning opportunities for adults

As well as gaining qualifications in early years care and education, the setting staff take part in further training to help them to keep up-to-date with thinking about early years care and education.

The setting also keeps itself up-to-date with best practice in early years care and education, as a member of the Pre-school Learning Alliance, through the Under 5 magazine and publications produced by the Alliance. The current copy of Under Five is available for you to read. The pre-school also has a weekly subscription to Nursery World. The latest copies of this publication are available in pre-school.

From time to time the setting holds learning events for parents. These usually look at how adults can help children to learn and develop in their early years. Courses on similar topics are held locally by the Pre-school Learning Alliance; watch out for information about these.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

Snacks

The setting makes snacks a social time at which children and adults eat together. We provide the children with healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Lunch times

The setting runs lunch clubs daily. Children should be provided with a healthy packed lunch and a small drink.

Policies

Copies of the setting's policies and procedures are available for you to see at the setting and are sent to all new parents/carers prior to their child starting at pre-school. Copies are also available on the pre-school's website.

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 their parents.

The staff and parents of the setting work together to adopt the policies and everyone has the opportunity to take part in the annual review of the policies. 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.

Quality assurance

The pre-school undertakes the Bristol Standard Quality Assurance scheme which is supported by the Wiltshire Early Years Team.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'.

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

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

All staff, committee members and volunteers with unsupervised access to the children are CRB checked. All staff attend specific Level 1 Safeguarding training. In addition Jen Funnell is the pre-school's named Staff Safeguarding Coordinator and Sarah Mansbridge is the named Committee Safeguarding Coordinator.

Special educational needs

As part of the setting's policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the requirements of the 1993 Education Act and The Special Educational Needs Code of Practice (2001). Our Special Educational Needs Co-ordinator is Sam Hayne.

Admissions

To arrange a visit or to register a child please contact the Admissions Coordinator, or complete the application form available on the pre-school website.

Fees

All hours in excess of, or not eligible for the government flexible funding are charged at £3.75 per hour, payable termly in advance. Bills will be sent out at the beginning of each term.

Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time, talk to the Play Leader or the committee chairperson.

For your child to keep their place at the setting you must pay the fees or we must receive funding for your child.

We are in receipt of the government flexible funding for three and four year olds from the September, January of April following their third birthday for up to 15 hours per week, taken as a minimum of 2.5 hours per day, over a minimum of three days. If funding is not received, then fees apply.

If you belong to a company voucher scheme please speak to the Treasurer, who will be able to advise you.

Due notice will be given of any increase in fees.

A term's notice will be required if your child is leaving, otherwise the following term's fees will be payable in full to the pre-school.

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, please refer to the pre-school's policies and procedures.

Clothing

We provide protective clothing for the children when they play with messy activities.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Pre-school t-shirts and sweatshirts are available to purchase. Please speak to the Admin Support Officer or a member of staff.

We hope that you and your child enjoy being members of our setting and that you both 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.

The management of our setting

A parent management committee - whose members are elected by the parents of the children who attend the setting - manages the setting. The elections take place at our Annual General Meeting in October. 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; and
- ensuring that the setting operates in accordance with the educational and welfare requirements of the EYFS.

The Annual General Meeting is open to the parents of all of the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

The pre-school is run by parents and carers for parents and carers and the involvement of every family is vital to the pre-school's continued existence and success. Your support of the pre-school from the beginning of your child's time with us is invaluable.

Nomansland Pre-school Committee

The current committee is as follows:

Chairperson	Pippa Cragg
Treasurers	Dudley Jaynes Fiona Lugton
Secretary	Sue Wheeler-Osman
Admissions Coordinator	Lucy Thompson
Health & Safety Coordinator	Catherine Shutler
Rota Coordinator	Mari Walling
Safeguarding Coordinator	Sarah Mansbridge
General Members	Jonas Bower Ruby Butson Emma Coleman Karen Eccles Emma Ginns Julie Gray