



**St Mary's and St Peter's Pre-School
Somerset Road
Teddington
Middlesex
TW11 8RX**

Telephone 020 8943 0476

Prospectus 2019/2020

Registered Charity No : 1037153



About the Pre School

Our aim is that every child feels happy, safe and secure and develops a wide range of skills that will help them reach their full potential. To achieve this we provide a well-resourced, stimulating learning environment where children can build on what they already know and can do and move onto the next stage of their education with confidence.

Organisation

St. Mary's and St. Peter's Pre School is located within the grounds of St. Mary's and St. Peter's C E Primary School. It provides high quality nursery education and maintains close links with the main school. It is, however, run independently as a registered charity by a management committee of school governors, teaching staff and parents.

The Pre School offers two separate daily sessions with places for 24 children to attend each session. Each session is for 3 hours 10 minutes.

Morning session: 8.50 am-12.00 pm

Afternoon session: 12.20-3.30 pm

A qualified and experienced staff team run the group at a ratio of 1 adult to 8 children.

The Pre School policy and procedure documents are available to view on request.

Accommodation

The Pre School has excellent self-contained, secure facilities. The building is well maintained and appropriately equipped with ample space for the various activities available for the children. The outside play area is landscaped and partially covered by a canopy to permit outdoor play in all weathers.

Staff

All staff are qualified to provide specialist early years education for children and have a wealth of experience that benefits the group. The staff team constantly upgrade their knowledge and expertise by attending courses and in-service training.

We offer regular placements to a range of students studying for child-care qualifications, teacher training or work experience.

Making an application to Pre School

You can register an interest in the group at any time by telephoning the main school number or completing a registration of interest online. www.smsp.richmond.sch.uk
Details will be kept on file and you will be sent an

application pack in the January/February of the year they will be starting. Your child will be part of a year group of children who are 3 by the start of the Autumn term. You will be invited to visit the Pre School in session in the Spring term prior to entry.

The group is for children of 3 to 4 years old for 5 sessions attendance per week. The Pre School enjoys popularity within the local community and regularly demand outstrips availability. The Pre-School admissions policy follows the Local Authority criteria:

1. 'Looked After' children/ or children with a Statement of Special Educational Need.
2. Children who have an exceptional medical or social need requiring attendance at this pre-school rather than any other pre-school. Such needs must be supported, at the time of application, by reports or letters from suitable professionals such as GPs, consultants or social workers. Circumstances cannot be taken into account unless information is provided at the time of application and failure to provide such information at that stage may therefore affect whether or not the children are allocated places at the pre-school. All information submitted will be regarded as confidential.
3. Children who have siblings in the main school at the time of admission
4. Children living closest to St Mary's & St Peter's, measured by the shortest route by road or maintained footpath, accompanied as necessary, from the middle (the "seed-point) of their home to the nearest pedestrian school gate either Somerset Road or the nearest one of the Church Road gates. Accessibility of private or public transport will not be considered. All distances will be

measured using a computerised Geographic Information System (GIS).

Allocations for morning and afternoon sessions

Due to the large number of applications to Pre School for morning sessions and to ensure there is a broad mix of age and gender, places for each session are allocated according to the following criteria:

1. Children in categories 1 or 2 who can demonstrate a compelling need for either a morning or afternoon session. Each case will be viewed individually.
2. Age - a balance of ages across the two sessions.
3. Gender - boys and girls have been split equally across the two sessions.

Note:

- *All places (including sibling places) are split equally between the two sessions, implementing the same criteria of:
A) date of birth, B) gender*

A more detailed explanation of how places are allocated is available from the school office.

In the interests of equality, we are not able to take specific individual childcare restrictions, working patterns or other reasons into account for any of the criteria.

The waiting list for both morning and afternoon places will be determined by the original admissions criteria

A non-refundable £30 registration/administration fee is payable on acceptance of a place.

If your application is successful, a place will be offered for the September following your child's third birthday. A letter will be sent to you the Easter before your child is due to start, offering either a morning or afternoon place. If you accept the place you will be invited to an induction session in the summer term and receive further welcome information including an individual starting date for your child.

If places are refused the sessions are offered to the next child on the admissions list. Please note that proof of your child's address at the time of application is required. The management committee reserves the right to investigate applications and withdraw places if false information is given.

Links with the main school

Close links exist between the Pre School and main school. Pre School children are, from time to time, included in some of the activities taking place in the main school.

Many parents of children in the Pre School select St. Mary's and St. Peter's School for the next stage of their child's education, recognising that the familiar

surroundings support the process of transfer. However, parents are equally free to select other schools. **It should be noted that attendance at the Pre School does not automatically guarantee a place at the main school.** It is necessary to make a separate application to the main school and places are allocated according to the school's published admissions' criteria, available from the school office.

Funding and Fees

The Pre School is eligible to claim Early Education Funding (EEF). Each term parents are required to sign a declaration form so that we can claim this for their child. After deducting the EEF the fees per term are £150.00. The Pre School year follows the school academic year, which is 1 September to 31 August. Please note that the Pre School operates the same term dates as the school, including 5 inset days (staff training) which are included in the fees.

The Management Committee reserves the right to review the fees in line with available funding. No refunds are made for non-attendance. One place per session free of charge is available if significant financial difficulty can be demonstrated. The offer of this place is at the discretion of the Management Committee. Enhanced educational provision is reflected in the fees, for example regular sessions from visiting dance, music and French teachers. Parents are asked to make voluntary contributions for cooking ingredients and some

consumables, as well as for educational visits. No child is ever excluded from any activity on the basis of whether a contribution is made.

As a registered charity we continuously fund-raise to enhance our provision and we expect parents to support the various activities throughout the year.

Special Educational Needs and the Code of Practice

As an inclusive setting we welcome children with special educational needs. Procedures from the SEN Code of Practice (DfES, 2001), are followed for identification and support of additional needs. Full details are in our Supporting Children with Special Educational Needs Policy.

Equal Opportunities

Children enter the Pre School from a range of backgrounds and experiences with individual needs and we plan our activities accordingly. We teach the children to value and respect their own and other cultures. Full details are in our Valuing Diversity and Equality of Opportunity Policy.

Complaints

We aim to provide an environment and relationship with you that support your child and meets his/her needs.

However, we understand that there may be occasions when you may have concerns that you wish to discuss. Any parent who has a concern or complaint should first speak to the Pre-School Leader, Michelle Dendy who, whenever possible, will be willing to help resolve any issues you may have.

If there is no satisfactory outcome then a formal written complaint may be made to the Pre School Management Committee. In the unlikely event the complainant is not satisfied with the response after following the complaints procedure they should contact the Ofsted helpline: 0300 123 1231

Inspections

The Pre School is regularly inspected by Ofsted. The most recent report is available on request or from the Ofsted website.

Settling In

We recognise that for many children starting Pre School will be the first step towards independence within a wider community outside the home. We aim to ensure that for all children it is a positive and comfortable experience. To achieve this we follow a settling in process to suit the individual needs of each child.

When you accept a place at the Pre School your child will be invited to an induction session during the summer term prior to entry. This gives an opportunity for you and your child to meet staff and other incoming families,

to sample some activities and to become familiar with the surroundings.

At the beginning of the Autumn term, the Pre-School team will arrange a home visit where you can get to know your key person in your most comfortable environment. The aim of a key person approach is to build strong relationships with each child and their family. Children are then admitted in small groups over a period of three weeks so each child can experience a positive transition. Most children adapt quickly to the Pre School environment but parents need to be flexible about the length of time their child spends in the Pre School in the early days to ensure that he or she is confident and happy to be left. There is no hard and fast rule about how quickly an individual child will settle into the group but staff will respond to each situation and advise accordingly.

Parental involvement

We believe that working in partnership with parents provides a strong foundation for children's learning. There are many informal occasions when parents can talk to staff such as at the end of the session. Parents are also invited to meetings each term to discuss their child's progress. We send out half-termly newsletters to keep parents and carers informed of the EYFS framework, activities and events in addition to a notice-board for up to date information. Parents are always welcome at Pre School and once your child has settled, we value your help during the session. This could be on

an occasional basis when you have an hour to spare or on a regular basis.

Organisation of Sessions

High quality learning opportunities are planned for each session based on continuous observation and assessment of individual children and the group as a whole. The children choose from a variety of activities and are free to move between the indoor and outdoor environment where staff support and extend learning opportunities.

The Pre School provide a choice of milk or water and fresh fruit at the 'café' where the children enjoy sitting with their friends when they are ready for a snack. This time encourages the development of important social skills.

Resources are stored in accessible boxes and cupboards, labelled both with words and pictures. The children are encouraged to help to tidy up and care for the classroom equipment.

At the beginning and end of each session the children gather for small group time with their key person or the Pre-School Leader to listen to stories, sing, play games or discuss events.

Throughout the year additional activities or visits may be organised to support particular interests.

The Importance of Play

Through well-planned play children learn and develop a wide range of skills and concepts and are able to explore situations in order to make sense of the world around them. They learn how to co-operate and understand rules, make take risks. imagination and are able to and anxieties.



mistakes and
They develop
creativity and
express fears

The Early

Years

Foundation Stage - Areas of learning and development

There are seven areas of learning and development that shape our educational programme. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime areas*, are as follows:

- **Personal, social and emotional development** is about children developing a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and language development

involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.



- **Physical development**

involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.



We also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy**

Development involves encouraging children to link sounds and letters and to begin to read and write through access to a wide range of reading materials (books, poems and other written materials).



- **Mathematics**

Children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. Children learn through first hand and every day experience as well as structured activities and games.



- **Understanding the world**

involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Activities are based on encouraging exploration, observation, problem solving, prediction, critical thinking, decision making and discussion.



- **Expressive arts and design**

involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.



Outdoor Play

The outdoor environment provides rich opportunities for extending learning experiences and activities are a planned in the same way as the indoor activities. The children have direct access to the outdoor area during the session and can choose where they wish to learn.

Photos courtesy of Maria Goodson