

AN INTRODUCTION TO
Sunnyside Preschool
Peredur Centre for the Arts
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REGISTERED CHARITY NO. 1021458

AIMS AND OBJECTIVES

- ✧ To provide a safe, secure and stimulating environment in which we can enhance the learning of the pre-school children.
- ✧ To ensure that every child has the opportunity to develop his/her capabilities and potential socially, physically, artistically, academically and intellectually.
- ✧ Encourage parents to join in the progression of their child's development.
- ✧ To prepare children for school life, encouraging independence and a sense of worth
- ✧ To work within a framework which ensures equality of opportunities for all children and their families.

GUIDING PRINCIPLES

- ✧ Through the enjoyment of play, to learn to share, communicate and to develop manipulative skills.
- ✧ To encourage a caring attitude to all things, other people and oneself.
- ✧ To value each child's contribution in all areas of activity, encouraging pride and self-confidence in each individual.
- ✧ To foster an awareness, appreciation and knowledge of our environment.
- ✧ To engender a love of books and language.
- ✧ To enjoy developing skills and gain pleasure from taking part in creative activities of art, music, drama and physical activities.
- ✧ To begin to develop an understanding of numbers and mathematical concepts.
- ✧ To explore, observe, record from first-hand experience.

WHY CHOOSE SUNNYSIDE COMMUNITY PRE-SCHOOL?

What the experts say:

OFSTED INSPECTION June 2019

"Good"

'Children's behaviour is exceptional. Staff are excellent role models and foster an environment of respect and kindness. Children concentrate extremely well, share without prompting, listen attentively and develop excellent social skills.'

'Staff are nurturing and kind and use children's interest to successfully engage them in activities. Children are encouraged to make independent choices about their play and learning within the stimulating environment.'

'Parents express high levels of satisfaction with the preschool. They compliment the staff's strong communication and their commitment to the setting. They praise the wide range of activities available and the good progress that their children make.'

WHAT WE OFFER YOUR CHILD

- ✦ A specially tailored curriculum leading to approved learning outcomes
- ✦ Individual care and attention made possible by a high ratio of adults to children
- ✦ Fun and friendship with children and other adults
- ✦ Opportunities for you and your family to be directly involved, in the activities of the group and in your own child's progress

ABOUT THE PRE-SCHOOL

Sunnyside Community pre-school has been in existence for over 25 years. Having played a part in the local community, we have established links with local primary schools, community police liaison officers and other local bodies associated with the development of pre-school children.

We are a community group run by an elected Management Committee consisting of parents. This ensures that major decision making is in the hands of parents who use the group. The committee is responsible for reviewing both policy and practice, and for the employment of staff. They also organise fundraising. Any support parents are able to offer is welcomed. Our AGM is held in November although parents may join the committee at any time.

The pre-school works to a required standard in areas such as child safety, welfare, staff training and content of play and education.

The premises are visited regularly and inspected by OFSTED representatives to ensure that there is a quality of provision.

Sunnyside Community Pre-school is registered with West Sussex County Council and Early Years Childcare and Development Partnership to receive funding for eligible 2 years olds 3 and 4 year olds.

STAFFING

We are proud of the high ratio of adults to children in our group. The ratio is a minimum of 4 adults to 24 children. This ensures individual attention to the needs and development of each child.

All our staff are very experienced. There are 5 qualified staff along with 2 experienced staff members, whom all attend training courses as and when appropriate. All our staff have Paediatric first aid and a strong understanding of Safeguarding.

We run a key person system. This gives each member of staff a particular responsibility for just a few children. Each child has one special adult to relate to, which can make settling into the group very much easier. In addition, the key person is in a position to tailor the group's learning experience to the unique needs of each individual child.

STAFF

Our staff are as follows:

Manager: Nicola Taylor, Deputy Manager: Jan Becker

Assistants: Sarah Wells, Sandra Astill, Trudy Pitman, Alison Lentz, Jo Humphrey

ADMISSIONS/SESSIONS/FEEES

The maximum number of children we have each session is 24. There is a waiting list and each child is considered fairly on his/her own merits.

Children are admitted from two and a half years but spaces are limited.

Weekly sessions are: Mondays & Tuesdays & Thursdays 9.30-12.30 or 2.30pm
Wednesday & Fridays 9.30-12.30pm.

Fees are £5.50 per hour - £16.50 per 3-hour session if not funded.

Due to an increase in the number of parents not taking up places at short notice, we now ask for a deposit of £35 to secure your place. This will be returned after the head count day.

Fees are paid half termly in advance. You will be given an invoice for sessions to be attended (if your child is not funded) during the first two weeks at pre-school. Fees are payable half termly in advance. Fees continue to be payable if a child is absent due to sickness or holidays. Each child's attendance at pre-school is conditional upon continued payment of any necessary fees. Financial assistance with fees may be available through Social Services in some cases.

15 hours government funding is available the term after your child's 3rd birthday. Speak to the Manager who can advise you on when your child will be funded.

We take children who are eligible for 2 year old funding and offer a minimum of 2 sessions where available.

If you wish to remove your child from pre-school, we require a full half term notice in writing.

INSURANCE

Sunnyside pre-school maintains an insurance policy with the PLA (Pre-school Learning Alliance) in conjunction with Royal Sun Alliance, to cover Employers Liability. The policy is available for inspection by any interested adult, and is displayed on the noticeboard. However, a child with a disability will not be covered if an injury is caused or contributed by that disability, the child will of course be covered by our policy in all other respects.

LIAISON WITH LOCAL SCHOOLS

We maintain links with all the local primary schools, particularly The Meads. This has become increasingly important now that all children are offered a foundation stage curriculum. This means that the curriculum offered at pre-school continues on to the end of the Reception Year at primary school.

We invite teachers from local schools to visit our pre-school and we are members of the East Grinstead Foundation Stage Network Group.

CURRICULUM

Curriculum

We aim to ensure that by the time our children transfer to compulsory education they have made good progress in the "Development Matters" in all seven areas of learning in the Early Years Foundation Stage. All areas of learning and development are important and inter-connected.

Through getting to know your child we are able plan activities to support your Childs 'Next Steps' of development. We gain information through talking to you, observations, spending time with your child and getting to know their characteristics of learning. The Characteristics of learning are the ways in which your child engages with other people and their environment and underpin learning and development across all areas and support your child to remain an effective and motivated learner.

We have regular contact and good relationships with the local FIRST team, Speech and Language team and the Child development team to ensure that we provide the best possible experiences for the children at Sunnyside.

We have 'free-flow' access between indoors and outdoors for the majority of the session. We use common sense and good judgment in extreme weather conditions but we do ask for you to provide suitable outdoor clothing (waterproofs, wellington boots, sunhat, cream) and changes of clothing.

We pride ourselves in having a Mud Kitchen in the garden with access to a Water Butt, pots, pans, mud, stones, sticks-and anything else we can find to enable us to push the boundaries to enable young children access to the outdoors in an elemental and meaningful way.

More information on the Early Years Foundation Stage (EYFS) can be found via the DFE website www.education.gov.uk

The Early Learning Goals:

The Prime Areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engage in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms, accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and Handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and

know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.

The Specific Areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about the past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others and others, and among families, communities and traditions.

The World: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as home and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

ADDITIONAL NEEDS

The number of adults present in the pre-school enables us to provide individual attention for each child. Each child is able to progress at his/her own rate in all areas of development, and this is true for children with and without additional needs. We are experienced in working in close liaison with professionals across the range of additional needs and have a Special Educational Needs Co-ordinator. If you would like to discuss the group's ability to meet your child's additional needs, please talk to the Supervisor or SENCO. Our Additional Needs Policy is available in the parent's portfolio or on request.

POLICIES

A parent portfolio is displayed in the back room for parents/carers to view at their leisure. The portfolio contains copies of all of our policies and procedures. All our policies are designed to offer the best possible experiences for the children and families in the group. Our policies are reviewed regularly and comments and suggestions from parents are always welcome. These can be emailed to you on request.

THE ROLE OF PARENTS/CARERS

We recognise parents/carers as the most important people in a child's development. We appreciate parent/carer input and welcome them to attend a session with us. It is hoped that we can draw on their experience and own skills to assist in teaching the children, and broadening their horizons. There is a parent rota displayed in the parent's room.

As a parent run group, we rely on parents help. Parents are invited to join the management committee, and assist in fundraising.

HOW CAN YOU HELP?

Committee

A parent management committee runs Sunnyside pre-school. Become actively involved, join the committee and help in some of the decision making. It's fun, a good way to make new friends and find out what goes on.

Fundraising

Fundraising is an essential part of pre-school life. You will be asked to help in our fundraising activities from time to time. We operate on a tight budget and frequently need to meet our ongoing costs, purchase craft materials and resources, replace broken equipment or buy new equipment.

Parent/carer helper

Would you be interested in joining us for a morning session to read with the children, to play or do an activity of your choice? Please add your name to the parent rota.

STARTING PRE-SCHOOL

Early Days.

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help the child feel confident and secure in the group. This takes longer for some children than for others, and parents should not feel worried if their child takes a while to settle. The pre-school policy on settling expands this subject further.

ON THE FIRST MORNING

We prefer children to arrive at 10.00am. It is quieter at this time and this helps them to settle. Please bring a drink in a named container. We will provide a snack of fruit or vegetable and a biscuit.

You are welcome to stay at the pre-school for as long as you wish until both you and your child feels confident and secure. This takes longer for some children than others, and parents should not worry if their child takes a while to settle. Your child may bring a comforter or familiar item from home.

You may collect your child before the end of the session if you wish.

USUAL DALY ROUTINE

When you first arrive at pre-school in the mornings you will be able to remove their coats in the parent's room. The children's name tags will be on the table, please collect your child's name tag and hang it on a peg in the corridor with your child's bag.

At 9.30am the staff will open the door to the main hall for the start of the session. The register will be taken at the door as the children enter. The children proceed to an activity. See Daily Routine attached.

At the end of the session, parents/carers wait outside the building until a member of staff opens the main door. This door is alarmed during the session time for the safety of the children.

What to Wear.

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send the children dressed in clothes which are easily washable or not too new.

Please ensure all clothing/shoes etc. are clearly marked with your child's name. Please provide a spare set of clothing in their bags, in case of accidents. Please provide suitable outdoor clothing, including wellies and water proof trousers. We prefer waterproof trousers and not full suits or dungarees as they are easier for your child to remove when they need the toilet in a rush! One of our aims is to help your child become independent in preparation for school, to help with this we suggest shoes with Velcro fastenings are the most suitable.

Refreshments.

We provide the children with a snack each morning. This consists of a selection of fruit and a plain biscuit and milk. We ask parents/carers to provide their child with a drink of water in a named cup.

We hope these guidelines have been of help, further information can be found in the pre-school portfolio, website and welcome pack.

USUAL MORNING ROUTINE

9.30am	Enter hall, register taken at the door as children enter. Children go to an activity.
9.30am - 11.30am	Craft; free choice activities and key person activities, rolling snack bar.
10.00 - 12.00	Free flow indoor/outdoor play
12.00-12.10pm	Tidy up time
12.10 - 12.20pm	Storytime, singing and show and tell
12.20pm - 12.30pm	Collect coats and shoes and help each other put them on
12.30pm	End of session. Children sit until their parent/carer arrives. Main door opened for parents to enter by staff. Register taken on the way out.

Please note that the session routine is flexible and timings, activities and routine can change.

USUAL AFTERNOON ROUTINE

12.30-1pm	Lunch time
1- 1.20pm	Story time, singing and show and tell
1.20-2.15pm	free choice activities and keyperson activities.
1.20-2.15pm	Free flow indoors/outdoors
2.15-2.20pm	Tidy up time
2.20-2.30pm	Collect coats and shoes, and help each
2.30pm	End of session. Children sit until their parent/carer arrives. Main door opened for parents to enter by staff. Register taken on the way out.

Please note that the sessions routine is flexible and timings, activities and routine can change.