



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

Telephone 020 8943 0476

Prospectus 2021/2022

Registered Charity No: 1037153

Our aim

For every child to feel happy, safe and secure and develop a wide range of skills that will help them reach their full potential. To achieve this, we provide a well-resourced and 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.

About Us.

The Pre-School is housed in self-contained accommodation in the grounds of St. Mary's and St. Peter's C E Primary School. The Pre-School is a registered charity run by a management committee of school governors, teaching staff and parents. A highly qualified and experienced staff team run the group at a ratio of 1 adult to 8 children.

The group is for children of 3-4 years old for 5 sessions attendance each week during term time. We offer two separate daily sessions with places for 24 children to attend each session. Each session is for 3 hours 10 minutes.

Morning session: 8.50am – 12.00pm

Afternoon session: 12.20pm – 3.30pm

The Pre-School is a sessional term-time only setting so does not offer the government's 30 hours' childcare offer for working parents of 3 and 4 year olds. Parents are able to claim the universal Early Education funding of up to 15 hours per week.

Admissions

You can register an interest in the group at any time by telephoning the main school number or completing a registration of interest at www.smsponline.co.uk Details will be kept on a file until the Easter before your child would be ready to start Pre-School, when you will be sent an application pack. Your child will be part of a year group of children who are 3 by the start of the Autumn term. You can view a virtual Pre-School tour visit on the school website.

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. Staff members who have been employed at the school two or more years at the time of application and will continue to be employed at the school at the point of admission or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
5. 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 by the May before your child is due to start, offering either a morning or afternoon place. If you accept the place you will 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.

Funding and Fees

Each child is entitled to Early Education Funding (EEF) for up to 15 hours per week. Each term parents are required to sign a declaration form so that we can claim this for their child. We charge a fee because the number of hours each week the children attend the setting is greater than the number of hours each week EEF is claimed. The fee also contributes to regular provision of music and movement sessions by specialist teachers; trips to places of interest and visits from specialist speakers; provision of fresh fruit for snack time on a daily basis. The fees per term are £150.00. Parents are also asked to make voluntary contributions for cooking ingredients and some consumables. No child is ever excluded from any activity on the basis of whether a contribution is made.

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.

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

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. Peters School for the next stage of their child's education, recognising that the familiar surroundings support the transition. 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.

Policies

Our staff can explain our policies and procedures to you, copies of which are available on request. Our policies help us to make sure that we provide excellent quality of care and education.

Safeguarding children

The Pre-School recognises its responsibilities for safeguarding and promoting the welfare of children. Our way of working with children and parents ensures that 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.

Our Curriculum

Our provision reflects the four principles of the Statutory Framework for the Early Years Foundation Stage (DfE 2017) (EYFS)

● *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

● *Positive Relationships*

Children learn to be strong and independent through positive relationships.

● *Enabling Environments*

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

● *Learning and Developments*

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision including children with special educational needs and disabilities.

How we provide for learning and development.

There are seven areas of learning and development detailed in the EYFS framework that shape educational programmes in early year's settings. 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, for building their capacity to learn, form relationships and thrive. These are called the *prime* areas;

Communication and language development



We give children opportunities to experience rich language environment; and to speak and listen in a range of situations

Physical development



We provide opportunities for children to be active and develop their co-ordination, control and movement. We also help them to understand the importance of physical activity, hygiene, safety and to make healthy choices in relation to food.

Personal, social and emotional development



We help children to develop a positive sense of themselves and others; form positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and to have confidence in their own abilities.

The three prime areas listed above are strengthened by the following specific areas:

Literacy



The development of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children have access to a wide range of books to ignite their interest and a learning environment with a range of listening and writing resources to promote understanding of the relationship between speech and print.

Mathematics



We provide opportunities for children to develop an understanding of early mathematical concepts by integrating these into real life routines such as cooking and woodwork. We help children to develop skills in counting, understanding and using numbers, simple addition and subtraction and to describe shape, space and measure using mathematical language.

Understanding the world



We help 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. We offer hands on opportunities to collect, examine, explore and experiment with natural materials.

Expressive arts and design



We enable 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, storytelling and acting and design and technology.

Organisation of 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 teacher-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 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 activities, as well as those provided in the indoor environment.

Water and fresh fruit are provided at the 'café' where children enjoy sitting with their friends when they are ready for a snack. This time encourages the development of important social skills and self-help 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 to listen to stories, sing, play games or discuss events.

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

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.

At the beginning of the Autumn term, the Pre-School team will arrange for you and your child to visit the setting to meet with the Pre-School Manager and your child's key worker, the aim of this approach is to build a strong relationship 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 group in the early days until 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.

Parent 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 as well as planned meetings each term to discuss their child's progress. We send out regular 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 once your child has settled; we always value your help during the session. This could be on an occasional basis when you have an hour to spare or a more regular basis.