



Welcome to Our Pre-school

Through this booklet we would like the opportunity to tell you in a bit more detail what we are about. Please allow yourself some time in reading this booklet., it will help you understand how First Steps Pre-school is run and provides lots of practical points.

When your child starts with us, we will keep you up to date about whats happening at First Steps Pre-school

- Via our newsletter
- Via the notice board in the entrance hall
- Via individual letters
- Via open evenings/days

Pre-school manager may be contacted;

At the Pre-school (DURING SESSION TIME ONLY) on 01628829328

Or home on 01628 548825 (Liz – Pre-school manager)

07713642534 (Ginnie – Deputy pre-school manager)

Our pre-school meets at the following times

	Session		Lunch Club	
	From	To	From	To
Monday	9.30	12.30	12.30	13.30
Tuesday	9.30	12.30		
Wednesday	9.30	12.30	12.30	13.30
Thursday	9.30	12.30		
Friday	9.30	12.30	12.30	13.30

First Steps is a Accredited Pre-school offering a high standards of education and care for children from 2yrs to 5yrs



1.All about us

First Steps Pre-school was established in 1988 with the aim to provide quality local pre-school education

First Steps Pre-school is part of the activities of the Woodlands Park Methodist Church. It is a committee run, non profit making group. We are registered by The Royal Borough of Windsor and Maidenhead, and Social Services under the children act 1989 and inspected annually by them as well as being regularly by OFSTED (copies of the latest inspection reports are available on request. We gained an Accreditation in March 2003 From the Pre-school Learning Alliance and regained this in April 2009. Which means we offer a very high standard of childcare and education far above the standards OFSTED require.

First Steps Pre-school and the Pre-school Learning Alliance

First Steps Pre-school is a member of the Pre-school Learning alliance. The Alliance through its 20,000 members is the largest single provider of education and care for young children in the country.

The aim of the alliance is to encourage learning through play with the full involvement of both children and parents. The alliance provides training and practical support on the running of our Pre-school for staff, committee and parents.

Originally set up to help groups of parents start up local playgroups, the alliance has grown enormously in status in the last decade, culminating in their becoming an important advisory body for the Government on nursery education

The alliance organises events for parents, which you will see, advertised at our setting.

Local Education Authority and The Early Years Partnership also support pre-schools.

OUR VISION and VALUES

We work in partnership with parents to achieve quality in childcare. We ensure children are given the opportunity to develop socially, intellectually, culturally, physically and emotionally in a homely, caring and secure environment. Our development programmes are tailored for each age development stage and include a range of creative activities, languages, early computer skills, emergent reading and writing, maths support their personal and social skills to help the children develop. Our programme meets the Ofsted endorsed 'Early Years Foundation Stages' curriculum and the Royal Borough of Windsor and Windsor funding requirements.

We pride ourselves in our childcare knowledge, we ensure that all members of staff are handpicked for their qualifications, skills and capabilities. We place a strong emphasis on team working and training, and believe in retaining our staff.

Our parent staff partnership approach is integral to our way of working. We continually encourage parents to ask questions, observe the pre-school in action and discuss their child's individual needs and progress with the appointed key carer.

Our overriding aim is to ensure that the children enjoy their days at First Steps that we provide a safe, secure, stimulating enriched environment for them. When they leave for school, they are happy, more independent, confident and ready for their new challenges.

Parents

In community based settings that are members of the Pre-school Learning Alliance, all parents are regarded as members who have full participatory rights.

These include a right to be;

- Valued and respected
- Kept informed
- Consulted
- Involved; and
- Included at all levels

How parents take part in the school

As a member of the Pre-school Learning Alliance, our school recognises parents as the first and most important educators of their children. All of the staff see themselves as partners with you providing care and education for your child. There are many ways in which parents take part in making the school 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 out at sessions
- Sharing their own special interest 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 committee of the school
- Taking part in events and informal discussions about activities and curriculum provided by the school
- Joining in community activities in which the school takes part in
- Building friendships with other parents in the school



We offer Your Child

- A specially tailored curriculum following the Early Years Foundation Framework
- Individual care and attention made possible by a high ratio of adults to children
- Fun and friendship with children and other adults
- The support of a personal Key carer
- Opportunities for you and your family to be directly involved in the activities of the group and in your own progress

Curriculum

The Early Years Foundation Stage.

Early Years Foundation Stage (EYFS), is how the Government and early years professionals describe the time in your child's life between birth and age 5.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents. In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare
- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about your child's progress through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the **"Early Learning Goals (ELGs)"**



The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the 3 prime areas first.

These are:

- Communication and language
- Physical development
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. We will be teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

The 3 Prime areas of learning are split into;

Personal, Social and Emotional Development.

Personal, Social and Emotional Development is made up of the following aspects:

Making Relationships, Self-Confidence and Self Awareness, Managing Feelings and Behavior



To ensure the children are provided with experiences which will help them develop in this area we will:

- provide each child with a key person,
- provide positive images that challenge children's thinking and help them to embrace differences,
- support the development of independence skills,
- form warm, caring relationships with children in the group,
- establish constructive relationships with parents,
- plan for opportunities for children to play and learn.

Communication, Language.

Communication, and Language is made up of the following aspects:

Listening and Attention, Understanding, Speaking

Children's learning and competence in this area of development is supported by:

- providing opportunities for music, dance, rhymes and songs,
- interacting with children in small groups and on a one-to-one basis,
- developing close relationships with the children.

Physical Development.

Physical Development is made up of the following aspects:

Moving and handling, Health and Self-Care

The physical development of the children is encouraged by:

- the sharing of a daily, healthy snack,
- planning activities that offer physical challenges,
motivating children to be active and help them to develop movement skills
through praise and encouragement

The 4 Specific areas of learning are split into;

Mathematics.

Mathematics is made up of the following aspects:

Numbers, Calculating and Shape, space and measures.

Children are supported in developing their understanding of Mathematics by;

- telling stories, singing songs and playing games,
- providing a range of activities,
- using mathematical terms during play and daily routines,
- ensuring mathematical resources are readily available both indoors and outside.

Literacy

Literacy is made up of the following areas

Reading, Writing

Children are supported in developing their understanding of Literacy by;

- offering resources that encourage drawing and mark making,
- offering children to read and understand simple sentences in stories and information books,
- ensuring the use of phonic knowledge to decode regular words and read them aloud accurately.
- demonstrate an understanding when talking with others about what they have read, or what has been read to them.

Understanding the World.

Understanding the World is made up of the following aspects:



People and Communities, The World, Technology.

Children are supported in developing the knowledge, skills and understanding that help them make sense of the world by:

- supporting children in using a range of ICT,
- teaching skills and knowledge in the context of practical activities,
- using correct terms,
- posing carefully framed, open-ended questions, such as ‘how can we...?’ and ‘what would happen if...’.

Expressive Arts and Design.

Expressive Arts and Design is made up of the following aspects:

Exploring and using media and materials, Being Imaginative.

Children’s creativity is extended by:

- ensuring children feel secure enough to ‘have a go’,
- valuing what children can do and children’s own ideas rather than expecting them to reproduce someone else’s picture, dance or model,
- presenting a wide range of experiences and activities that children can respond to by using many of their senses.

At some point after your child turns 2, your child’s keyworker will give you a written summary of how your child is progressing against the 3 prime areas of learning:

- communication and language;
- physical development; and
- personal, social and emotional development.

This is called the progress check at age 2.

This check will highlight areas where your child is progressing well and any where they might need some extra help or support – and how parents and other family



members or carers can work with the keycarer to help. You might find it useful to share the information from the check with other professionals such as health visitors (who can use it as part of the health and development review).

At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the **EYFS Profile**. This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – year 1 – will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it.

The school will give you a report of your child's progress, including information from his or her EYFS Profile.

The Role of the Committee

A committee of parents and staff runs First Steps Pre-school. The committee is formed each year at the Annual General Meeting. It meets regularly to discuss any issues that arise and to organise fundraising events.

A Church Monitoring Committee meets twice a year with the manager of the pre-school and vice-chair from the committee (a parent) to update on the pre-school progress.

Adults in Pre-school

There are many opportunities for parents/carers to help the pre-school in other ways. There are parents who photocopy, mend broken toys, help in fundraising events, play musical instrument etc. Just help out at a session. Any help is welcome, so if you have a special skill, please talk to the manager. We will put it to good use

You will find a list of committee members in the parent information folder which is by the main entrance. If you have any queries, or you want to join the committee, please feel free to contact them

Staff

Young children learn better in small groups with plenty of one to one attention. At each session there are 5 members of staff to 24 children. The staff has a wide range of



experience working with children and have received appropriate training for working with 2yrs -5yrs

A team of dedicated employees who have all been DBS checked

At least half the staff holds a Diploma in Pre-school Practice or an equivalent qualification. Please see the Notice Board in the entrance hall for full details of all our staff.

Staff are responsible for;

- Interpreting and executing the curriculum
- Keeping records for each child throughout their time at First Steps
- Taking care of special needs children

Staff are required by Social Services to record any concerns they have regarding a child's welfare

Staff receives First Aid Training also regularly attend Courses and conferences to keep up to date with education, care, development and play.

We support the work of our staff by means of annual staff appraisals.

Key carer systems

First Steps runs a Key cares system. Our system ensures each child and family has one particular staff member who takes a special interest in the development of your child. If you have any worries about your child, please feel free to talk to your child's key carer or to the pre-school manager.

Funding

All children aged 3yrs-5yrs can claim 15hrs of funding for their child. 3hrs per day per session. First Steps can also offer 15hrs of 2yr funding for children. This first has to been applied for through the Royal Borough of Windsor and Maidenhead

2. Admissions

Admissions Policy

First Steps is open to every family in the local community and we make every effort to ensure that the group is genuinely accessible to all. We are registered for 24 children per session.

First Steps is for children from 2ys - 5yrs and there is a waiting list.. Please contact the manager or call during a session to put your child's name on our list. Once you have been offered and have accepted a place (on completing and returning the registration form) we recommend that your child visits the Pre-school for two visits. There is no charge for these visits.

First Steps will endeavour to inform all parents of children registered to join our pre-school of any changes in policy, prices or session times.

Admission

Children are normally admitted in the term after their 2nd birthday. If possible and spaces are available a place will be offered during the term after the child's 2nd birthday.

We offer places in order of date of birth having regard to length of time on the waiting list and any special circumstances.

We require half a terms notice if your child is to leave First Steps. Failure to give this notice will result in you being responsible for the payment of half term fees. Holidays taken outside the normal school holidays must be paid for, to keep the child's place open.

Attending other Pre-schools or Nurseries

We believe that children benefit from participating fully in the life of the pre-school, both in forming secure relationship with the staff and other children and in being able to take a full part in the projects and activities offered by the pre-school. However we recognise that individual circumstances may mean that parents wish their child to attend more than one group.

We would expect that parent/carer to declare if their child was attending another group.



3. Practical Points

Session Times

Pre-school sessions	9.30am-12.30pm	Monday – Friday
Lunch Club	12.30pm-1.30pm	Monday/Wednesday/Friday

Term Dates

For the current academic year these are displayed on the Notice Board.

Settling In

You and your child will be invited to come and attend two full sessions together before your child actually starts with us. This will be free of charge and we feel this helps with your child settling in.

Guns, swords or any other toy weaponry, superhero tops are not allowed in pre-school.

Your child's records file

A record will be kept of your child's progress. It is updated regularly giving you a clear picture of the progress he/she is making.

All about me books are personal to your child, they include work your child has done, information you have given us personal to your child, photos you or we have taken.

Both records file and all about me books are yours to keep when your child leaves First Steps.

Please feel free and ask to have a look at both these any time you wish.

What should your child wear?

The children are encouraged to explore and learn from different materials, such as water, paint, sand, glue and clay, these can be messy activities. We do encourage the children to wear aprons but please send your child in comfortable easily washed clothes.

It is a help if the clothes do not have shoulder straps, braces or belts to slow your child when he/she is in a hurry to get to the toilet. We do have spare clothes for those who do not make it in time.



We sell t-shirts and sweatshirts at reasonable prices, which make ideal, play clothes and help us to raise funds.

Please ensure all coats are labelled clearly with your child's name.

Refreshments

We operate a 'Fruit bowl' system. We ask each parent to bring. One piece of fruit per week, this is then shared between the children at break time to provide a healthy snack

Sometimes the pre-school provides other fresh and wholesome snacks, and occasionally the children are offered the products of their cooking sessions.

Children's medical and personal dietary requirements are respected.

Behaviour

At First Steps each child is valued and treated as an individual. Their confidence and abilities will be developed through praise, encouragement, listening and opportunities to succeed.

We provide clear rules regarding behaviour, which are explained to the children, and are applied consistently by all members of our team. Rules are kept to a minimum and they are for the benefit and safety of the children.

Collecting your child

Please collect your child on time. Children can get very upset and worried especially if they are the last one to be collected. Please let us know if you have been unavoidably delayed.

In the event of someone other than yourself collecting your child from First Steps. You must notify the manager at the start of the session. We have a book by the main entrance to take down the details.

If you are unavoidably delayed and you have arranged for someone else to collect your child, you inform us by phone who this person will be.

Parent's failure to collect their child at the end of the session our procedure would be

- To contact the parent within 15mins, leave a message if no-one is home if possible
- Telephone other contact numbers
- If after a further 1 hour passes without being able to contact a parent/carer, it is our statutory duty to report to the Duty Officer at the children and family Division Of Social Services as the child is then classed as abandoned

Lunch club



In November 2003 we introduced a lunch club open to all the children, it runs on Monday, Wednesday and Friday. You can choose any number of days to suit you, they do not have to be the same day each week. Places are offered on a first come first serve basis. There is a cost to each session and you also provide your child's packed lunch in an appropriate container/lunch box. It has proved very successful with the children and at present is reviewed each term.

4. Parent/Carer Rota

Research shows that children learn better when their families are involved. There is a parents rota and mums, dads, carers and grandparents are encourage to join us, it gives all an opportunity to see First Steps at work. Families are a very important part of our group and we welcome help from everyone.

The rota is on the notice board. Please sign against the morning that you are willing to come in and help or see the manager.

Please remember that if you bring a younger child with you then you are responsible for that child at all times during the session.

If you can arrange for any younger children to be looked after for the session, this will let you make the most of your time. Your child will also enjoy the undivided attention and the time will be less stressful for you.

What you may be asked to do

If you haven't yet managed to stay for a full session, below gives a description of what typically happens and what staff may ask you to do. The times are approximate, as session plans are flexible.

The first time on the parent's rota is the hardest. Your child may not have fully settled in yet and may get a bit clingy or play up when they realise you are staying. Don't worry about this though, we have all gone through it and our children did too. Once you find your feet you will enjoy it.

If at any time you are unsure or are worried about anything, please talk to one of the staff. In particular please call a member of staff if a child needs first aid or if any child other your own needs going to the toilet.

Session Timetable

Time	What Happens	What you may be asked to do
8.45	Staff arrive	
9.00	Parent helper arrives	Help set up equipment and activities. In the summer outside equipment will be set up
9.30	Children arrive and choose their activities. Staff member marks children off in register and agreed with manager number of children in	Help children with activities i.e help at craft activity, interact with children, in role play, construction toys, read stories
10.40	Tidy up music goes on	Help and encourage children with tidying up
10.50	Children sit on mat while register is called and the children are then split into their groups. For snack and small group time	Help with snack or small group time or wash up in kitchen tidy away first session toys
11.30	Children continue with activities for second half, either in maid hall or outside	Help get out 2 nd half equipment, play and interact with children
12.10	Tidy up music goes on again	Help and encourage tidy up time
12.15	Children go back into their groups for story and circle time	Either help the staff tidy away all equipment or can read a story to one of the groups
12.30	Home time	

5. Health and Safety

Accident

A First Aid box is available at all time. In case of an accident, you or your alternative contact will be notified as soon as possible. An accident record book is kept and you will be asked to sign a statement of what happened in all cases, even very minor accidents.

Fire

Regular fire drills are held with the children to ensure that there is no panic should a fire occur. We have fire exits and fire extinguishers. A fire blanket is kept in the kitchen. These are checked annually re health and safety checks. If you are present when a fire or fire drill occurs, please stay calm and help the staff to lead the children out of the building and into the car park at the front of the building. Our assemble point is the front gate.

Child safety

- Children are not allowed in the kitchen a safety gate is used at all times.
- No smoking is allowed
- All hot drinks must be consumed in the kitchen
- The foot door is locked before and after entering
- Please never let yourself out of the school, you must ask a member of staff to let you leave
- no mobile phones allowed during session

Hygiene

All cuts must be covered before the child arrives at pre-school

Illness

If your child is unwell or has been ill during the night, please keep him/her home until fully recovered. We do not have the capacity to give poorly children the attention he/she deserves and like to minimise infection risk for others. The table on the next page gives guidelines on illness and how long children should be kept home.

Inform the manager please if your child becomes unwell with any of the illnesses.

We ask you to keep your child at home if he/she appears unwell or has been sick during the past 24 hours. Children should be kept at home for 48 hours after being started on antibiotics

Staff have basic First Aid training

Medical advice will be sought for anything more serious. If your child becomes obviously unwell during a session. The manager will endeavour to contact you on the emergency numbers provided on the registration form. **Please** update the manager on any changes to emergency numbers.

Administration of Prescribed Medicine

First Steps Pre-school policy is not to administer any medicine to children. The exception to this rule is the emergency administration of prescribed medicine for asthma and adrenaline for severe allergic reactions. Specific requirements must be met before the child starts. Please contact the pre-school manager to arrange requirements.

In accordance with the Children's Act 1989 the pre-school manager must be informed in writing, if any child is currently taking medication. This includes long term treatment, e.g. asthma control and short term treatment e.g. antibiotics, cough medicines, calpol

Applying sunscreens

First Steps policy is not to apply sunscreens even if parents supply it themselves. On hot days we may take the children outside to play. You may want to apply a suitable sunscreen before dropping your child off. Sun hats will also give your child protection from the sun.

Equipment

Large equipment is erected with care and all our equipment is checked regularly

Front Door and Gate

When arriving at pre-school and departing at the end of a session please ensure that you close the gate behind you to ensure that children cannot run out into the street and onto the road.

The main door is manned by a member of staff at the start and end of each session. The door is kept locked at all other times to ensure children cannot leave the building unaccompanied. If you arrive when the door is locked please ring the doorbell and a member of staff will come and let you in. If when you come to leave the building, the door will be locked, please ask a member of staff to let you out. **Please do not let yourself out of the building**



Parents/Carers Role in Health, Safety and Security

Parents, carers and staff all have a role to play in safeguarding the health, safety and security of the children attending pre-school. First Steps undergoes a regular risk assessment to identify any potential hazards and to ensure that these are either removed or reduced to an acceptable (as appropriate). If you have any concerns about any aspect of the pre-school's procedures/policies or equipment relating to health, safety and security please let a member of staff or committee member know immediately so that suitable and sufficient steps can be taken to deal with the problem quickly.

The pre-school has a health and safety policy which is contained in the parent's information folder on the table by the main entrance. Parents are encouraged to familiarise themselves with the policy and let a member of staff/committee know if there is anything they either do not understand or would like further information about.

Disease	Incubation Period	Period of infection	Child can return to pre-school
Chicken Pox	13-17 days	1-2 days before rash until 7 days the rash appears	When clinically recovered or 7 days after onset of rash
Dysentery and Gastro-enteritis	1-4 days	Until diarrhoea stops	When diarrhoea stopped and child is well
Measles	8-14 days	1 day before first symptom until 7 days after onset of rash	When clinically recovered or 7 days after onset of rash
Mumps	17-19 days	9 days before swelling until swelling subsides	When clinically recovered or 9 days after start of swelling
Scarlet Fever & Streptococcal Infection	1-3 days	Day sore throat starts until day after antibiotics start	When clinically recovered or 48 hrs after antibiotics start
Whooping cough	7-10 days	3-4 days before until 21 days after onset of coughing if treated with antibiotics 5-7 days after starting it	When clinically recovered
Infective Jaundice (Hepatitis A)	15-50 days	Several days before first symptoms until 7 days after onset of jaundice	When clinically recovered unless otherwise indicated by doctor
Impetigo			No exclusion if treated
Threadworm			No exclusion if treated
Head Lice			No exclusion if treated
Cold Sores			Exclusion until lesions scab
Conjunctivitis	12-72 hours		Exclusion until condition is cleared up
Rubella	16-18 days	Few days before first symptoms until 7 days after onset	When recovered or 7 days after onset of rash



6. Fees

Payment

Fees are paid termly, half termly, or weekly in advance by arrangement. Those not being funded by the local borough will receive an invoice at the start of each half term.

This invoice must be paid within the first few weeks of the half term.

If paying by cheques, please make out to First Steps Pre-school and put it in an envelope clearly marked with your child's name.

Non payment

Whether the child attends or not due to sickness or holidays fees still have to be paid to secure your child's place.

If fees are not paid during that half term your child will no longer be able to attend pre-school and his/her place will be offered to a child on the waiting list. Unless there has been prior arrangements made with the manager.

Financial Help

Financial help may be available if you find it difficult to meet the fees

Please contact/talk to the manager for further information; your request will be handled in the strictest confidence.

Want to cancel a session

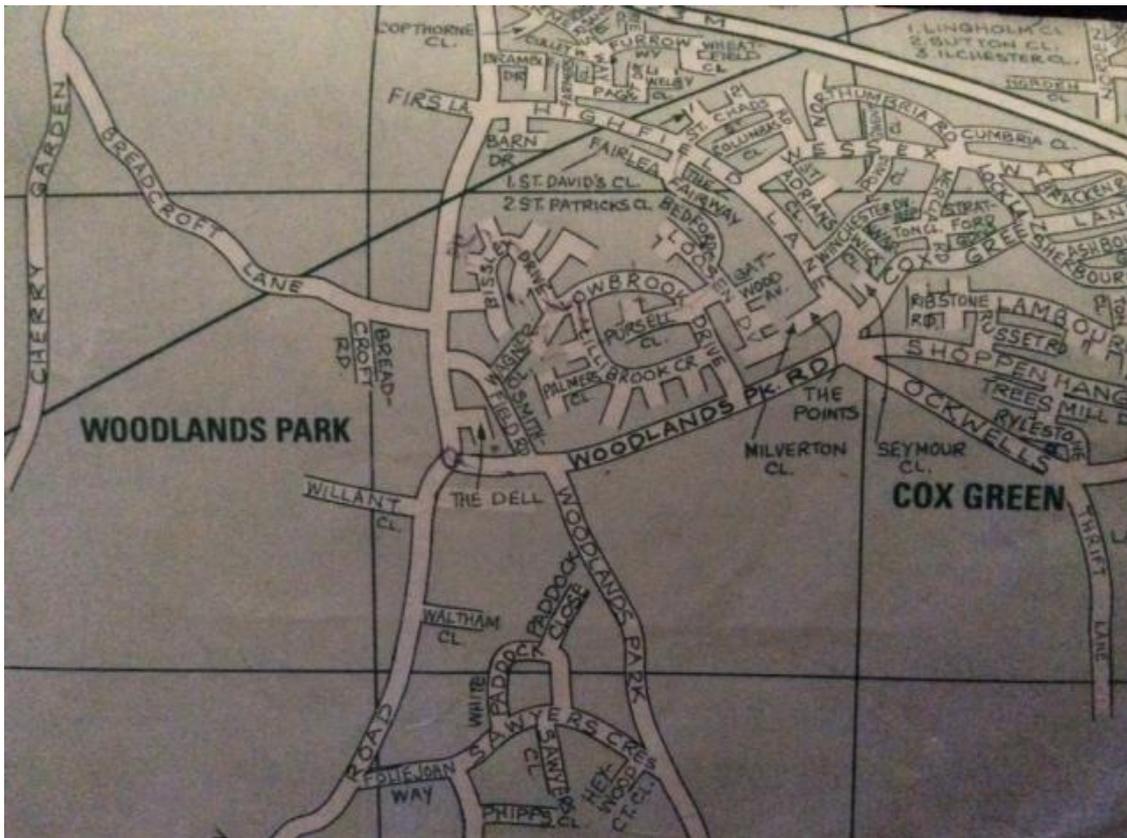
First Steps needs half a terms notice or fees in lieu if you want to cancel your child's place or sessions. Fees are not refundable for holidays, short illness or other occasional absences. Refunds for extended unavoidable absences are made at the discretion of the manager. Should he/she fail to attend for two consecutive weeks, the manager will be in contact to find out if there is a problem.

Annual Fee Review

Fees are reviewed annually

7. Where to find us

We are in the Methodist Church near the corner of Woodlands Park Rd and Cannon Lane. There are limited number of parking spaces near the church, just a few lay-by along Woodlands Park Rd. Please do not park in front of or inside the gates. Ensure that other properties are not affected by the parking of your car across their driveways for however short a time.





8. First Steps Pre-school Policies

This section outlines the overall policy of first Steps Pre-school. Each policy is supported by procedures and practices, which are carried out by all staff and committee members. Complete copies of the policies and procedures documents are available. These can be found by the entrance in our Parents Information Folder.

Admissions

First Steps Pre-school is open to every family in the local community and we make every effort to ensure that the group is genuinely accessible to all. We are registered for 24 children per session.

Parental involvement

Children of all ages benefit greatly from the involvement of parents/carers and family in their education. First Steps Pre-school is run by a Parent/Staff Committee and all parents/carers are encouraged to participate in the life of First Steps as fully as they wish to.

Curriculum

First Steps Pre-school aims to provide a comprehensive curriculum for children under statutory school age that meets the needs of each individual child attending the group

The pre-school curriculum is planned and in line with the Early Years Foundation Stage Framework National curriculum. The curriculum includes; Communication Language and Literacy, Problem solving and Reasoning and Numeracy, Knowledge and understanding of the world, Creativity, Physical, Personal, Social and Emotional Development. It takes into consideration the individual needs of the children and the need to ensure equality of opportunity. All detailed information on our curriculum is outlined in our policy document.

Outside play is now part of the curriculum

Behaviour

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

At no time will any form of physical or humiliating punishment be used or threatened and it will always be made clear to the child that it is the behaviour that is unwelcome rather than the child. Parents/carers will be informed of any problems. It is essential for the well being of the child and the group that parents/carers support staff in encouraging good behaviour.



Confidentiality

First Steps recognises that the relationship between parents/carers , child and the group is based on trust. All records, conversations and correspondence between the group and parents/carers are held in the strictest confidence by both staff and committee members.

Recruitment

The group aims to appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. No applicant will be rejected on the grounds of age, gender, sexuality, class, means, family status, disability, colour, ethnic origin, culture, religion or beliefs. Commitment to implementing the groups Equal Opportunities Policy will form part of the job description for all staff.

Staff

First Steps aims to have a well trained staff, specifically qualified to work with pre-school children and to provide all training needed to achieve this, in conjunction with legislation. Staff ratio is 1-6.

Child Protection

First Steps endeavours to protect each child in its care. The staff is required by Social Services to record any concerns they may have regarding a child's welfare and be prepared to take action when it is deemed necessary.

All staff/adults working with children have been checked with the Criminal Records Bureau (CRB). If a new member of staff/adult is waiting confirmation with their CRB they will not be at anytime left alone with any child/children until the CRB is completed.

Equipment Selection

The toys and equipment at First Steps are carefully selected to offer a variety of challenges and play opportunities for children across the age range. They are chosen to reflect the diverse nature of society and culture groups, with and without disabilities. All toys and equipment conform to all relevant safety regulations.

Health, Safety and Hygiene

It is important that a safe environment is provided for the children. Where at all possible steps are taken to preserve health and avoid accident. It is the responsibility of every adult present on the premises to ensure the health and safety of other adults and children. Staff should be prepared to deal with emergencies if and when they occur. Basic First Aid provision will be on site during every session.



Hygiene precautions are observed in order to prevent and control infectious illness. Good hygiene is also important and relevant courses by staff are updated when necessary.

Diet

Children attending First Steps share refreshments as part of the social life of the group. The refreshments provided are simple and nutritious; children with medical and personal dietary requirements are respected.

Equal Opportunities

First Steps believes that all children are special and aims to provide appropriate learning opportunities for all children. Children with special needs are admitted, like all other children, after consultation between parents and pre-school. Our high staff ratio makes it possible for us to give each child plenty of time and attention and where appropriate we will work with outside agencies to obtain support for a particular child.

Complaints

First Steps exists for the benefit of children and families locally and works in partnership with parents and the local community. We welcome comments or suggestions on how to improve the group. We believe that most complaints are made constructively and can be sorted out by discussion at an early stage. We also believe that it is in the best interests of the pre-school and parents that complaints should be taken seriously and dealt with fairly and in a way that respect confidentiality. Any complaints about First Steps should be directed initially to the manager or the committee. Or you can contact OFSTED on tel 08456014771

Most Importantly

We hope that you and your child enjoys being with First Steps and that you both find taking part in activities interesting and stimulating. The staff are always ready and willing to talk with you about your child, ideas, views and questions. You leave having gained new friends.