



Play, learn, grow together

Holy Trinity Pre-School was established in 1967 and provides a multi-cultural service to all families in the local community. We have a team of seven staff and seven directors. Camilla Vestlund is the leader of the Pre-school and together with her team combines learning with play in a professional and safe environment. Our directors chaired by Rev Dr Nicholas Read, the vicar of Holy Trinity, bring a wealth of experience in education, HR and financial and legal matters.

**Our Aims are:**

- to provide a safe, caring and fun environment and to encourage through play, the children to become creative, confident learners.
- to recognise the diverse and complex needs of each child and with praise and encouragement, help them work towards their individual potential

**Our objectives**

Holy Trinity Church aims to be a heart for the community and our preschool is part of this. Children and families of all religions and ethnicity are welcome and we respect, enjoy and celebrate this diversity.

**We want our children to....**

- feel happy, safe and secure
- have fun and make friends
- explore a rich environment, learning through play
- feel proud of their achievements and build self esteem

**We want our staff to....**

- feel respected and valued
- contribute to the learning and wellbeing of each child
- maintain a calm, stimulating environment

**We want our parents and carers to...**

- feel confident and enthusiastic about the care and education we give their children
- feel welcomed and involved in the preschool
- feel able to approach staff with any queries or comments

Holy Trinity Pre-School is open 38 weeks a year and follows the Bromley Borough School term dates. The Pre-School is registered by Ofsted and accepts children aged 2 1/2 to 5 years old between the hours of 9.15am and 12.15pm.

## The Curriculum provided by Holy Trinity Pre-School

Children start to learn about the world around them from the moment they are born. The care and education offered by Holy Trinity Pre-School helps children to continue to do this by providing interesting activities that are right for their age and stage of development.

At Holy Trinity we provide a curriculum for the Early Years Foundation Stage of education. The curriculum is set out in a document, The Early Years Foundation Stage, published by the Department of Education.

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
- The assessment requirements detailing when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers.

There are seven areas of learning and development that must 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, and for building their capacity to learn, form relationships and thrive.

These three prime areas are:

- Communication and Language Development
- Physical Development
- Personal, Social and Emotional Development.

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

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

**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 must also be helped to understand the importance of physical activity also to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to:

- develop a positive sense of themselves and others;
- to form positive relationships and respect for others;
- to develop social skills and learn how to manage their feelings;
- to understand appropriate behaviour in groups;

- to have confidence in their own abilities.

**Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children 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.

**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.

**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, also design and technology.

At Holy Trinity Pre-School we consider the individual needs, interests and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. We use the Early Learning goals and their stepping stones to plan and provide a range of play activities which help children 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 EYFS learning goals and stepping stones has been used to decide what equipment to provide and how to provide it.

## Working together for your children

Holy Trinity Pre-School has a high ratio of adults to children in the setting. This helps us to:

- Give time and attention to each child.
- Talk with children about their interests and activities.
- Help children to experience and benefit from the activities we provide and all the children to explore and be adventurous in safety.

All the staff at Holy Trinity pre-School are qualified and experienced:

Camilla Vestlund	Head	<b>BA</b> Child & Youth Education
Elizabeth Wycherley	Deputy	<b>BA hons</b> Educational Studies (Early Years) Early Years Professional
Dee Davis	Deputy	<b>Level 3</b> Diploma in Early Years Education and Care (Early Years Educator) (VRQ)
Tracy Strange	Deputy	<b>BSc</b> Psychology, <b>PGCE</b> Primary
Lynsey Steedman	Practitioner	<b>Level 3</b> Children's Care and Development (NVQ)
Sarah Peters	Practitioner	<b>Level 2</b> Certificate for the Children and Young People's Workforce (QCF) England
Monica Farina	Practitioner	<b>Level 2</b> Certificate for the Children and Young People's Workforce (QCF) England

## Learning for Adults

As well as gaining qualifications in early years care and education, our Pre-School staff regularly attend courses and further training to help them keep up-to-date with thinking about early years care and education. The Pre-School also keeps itself up-to-date with best practice in early years care and education through the Pre-school Learning Alliance's publications which we are proud to be members of.

## Key Person

Each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents and carers.

## Record of achievement

The Pre-School keeps a record of achievement for each child. Staff and parents working together on your children's records of achievement is one of the ways in which Holy Trinity Pre-School and parents work in partnership. Your child's record of achievement helps us to celebrate their achievements and 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 your child's key person 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 the next stage.

## Parental Involvement

The staff at Holy Trinity Pre-School recognise parents as the first and most important educators of their children. All of the staff see themselves as co-workers with you in providing care and education for your child. There are many ways in which parents can get involved in making Pre-School a welcoming and stimulating place for children and parents.

Such as:

- Exchanging knowledge about their child's needs, activities, interests and progress with the staff.
- Share your own Job, special interests or unique skills with the children.
- Come in and spend the morning playing, reading or singing with children
- Join the Fund Raising Team to help raise funds for equipment.
- Take part in events provided by the playgroup.

## The Pre-school's timetable and routines

Holy Trinity Pre-School believes that care and education are equally important in the experience which we offer children. The routines and activities which make up our morning sessions are provided in ways that

- Help each child to feel that they are a valued member of the Pre-School.
- Ensure the safety of each child.
- Help children to gain from the social experience of being part of a group.
- Provide children with opportunities to learn and help them to value learning.

## The Session

The playgroup organises its 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 to help them 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 playrooms.

## What happens in a typical morning?

When the children arrive at 9.15am there are a number of table and floor based activities the children are encouraged to sit and play with whatever they choose from what is available or/are offered and also have access to activities of their own choice.

Activities on offer to the children here at Holy Trinity are:

- **Dramatic/Role Play** - The imaginary world children create enables them to realize in their imagination the things that cannot be realized in reality. Fantasy play contributes to children's creativity and imagination.
- **Sand/Water Play** - Children learn about the world through their senses and their first response to sand and water is a sensuous one: they touch, pat, swirl, smell and stroke it, sometimes for very long periods, taking pleasure just in the tactile experience.
- **Dough** - Children love dough. Playing with dough is relaxing and creative. It encourages the development of fine motor skills, concentration, creativity and also offers opportunities for the development of language and social skills
- **Table Activities** - Children enjoy playing with a variety of jigsaws and table-top toys that will help to develop children's hand-eye co-ordination.
- **Small World Play** - Is a type of imaginative/role play which enables children to be creative and spontaneous in dramatic, as well as mundane life situations which interest them. It is closely related to puppet play and story telling
- **Painting** - an emotional outlet yet relaxing at the same time. It develops hand to eye co-ordination, develops knowledge of colours and mixing colours, textures etc.
- **Construction toys** - develop co-operation and sharing skills, hand to eye co-ordination and also helps to develop small muscles and experience building in 3 dimensions.

We also have a book corner, home corner, technical area and an art/sticking area as well as outside activities, cooking, singing also musical instruments.

At about 10.30am the children have play time where they can go outside (weather permitting) or in the main hall for physical play.

We have a range of physical play equipment on offer to the children including:

- Bikes and scooters
- Climbing frame
- Trampoline
- Stilts and hoops
- Balls, goals and basketball hoop
- Tunnels, barrels and bilbo shells

After Physical play the children sit down for a light snack and a drink, this allows the children to learn to share, learn to have group discussions about many topics with both the staff and their peers.

After snack time the children will go back to table and floor based activities as before or will go back outside (weather permitting)

We start putting the toys away at 11.50am then all the children join together for story and song time until parents come to collect them between 12pm -12.15pm

## Policies

Copies of the Pre-School policies on Behaviour, Health & Safety, Equal Opportunities and Complaints will be given once you have been offered and accepted a place for your child. You to see a copy of the policies on the website or you can come and view them in the pre-school.

The Pre-School policies help us to make sure that the service provided by us is of a high quality and that being a member of the Pre-School is an enjoyable and beneficial experience for each child and their parents.

## **Children with Special Needs**

At Holy Trinity Pre-School we welcome children with special needs. We have level access, a wheelchair accessible toilet and we are wheelchair friendly. That's a good start but it's not all. Some children have other special and specific needs. We will be as flexible as possible in order to modify our activities to fully integrate your child into the group. By working closely with you and also outside agencies and professionals as required we will try our best to meet your child's needs. Please feel free to discuss your child's special needs with the Pre-School Leader at the earliest opportunity. We're here to help you. We aim to work within the Code of Practice established under the Education Act as partners with you and the London Borough of Bromley. We have a named person acting as our Special Educational Needs Co-ordinator (SENCO). She will be supported by the Area SENCO'S and will have received full training in Special Needs of all kinds.

## **The Management of Holy Trinity Pre-School**

A Group of Director's manage the Pre-School. The elections take place at the Pre-School's Annual General Meeting. The directors are responsible for:

- Managing the Pre-School's finances.
- Employing and managing the staff.
- Making sure that the Pre-School has and works to policies which help it to provide a high quality service.
- Making sure that the Pre-School works in partnership with the children's parents.

The Annual General Meeting is open to the parents of all of the children who attend the Pre-School. It is their forum for looking back over the previous year's activities and shape the coming year's activities.

## **Fees**

The fees are £15.00 per session, payable termly in advance for the under 3's and any additional sessions. Pre-School also participates in the government's 15 hours of free Pre-School care for children over 3 and eligible 2 year olds. Fees must still be paid if children are absent for a short period of time or if your child has to be absent over a long period of time. For further information please talk to the Pre-School Leader. Fees are also subject to change at any time.

## **Starting at Holy Trinity Pre-School The First Days**

We want your child to feel happy and safe at the Pre-School. To make sure that this is the case, the staff will work with you to decide on how to help your child to settle in. Our policy is about helping children to settle in and to work closely with you to make the transition from home to Pre-School as smooth as possible, however long this may take.

The pre-school encourages children to gain the skills which help them to be independent and look after themselves. These include taking themselves to the toilet, taking off and putting on outdoor clothes. Dressing in clothes which are easy for them to manage will help them to do this