



**Worplesdon Memorial Hall
Perry Hill
Worplesdon Guildford
Surrey GU3 3RF**

E-mail at preschoolworplesdon@gmail.com

Worplesdon Pre-school mobile contact during session times: **07788 441623**

Partners:

Mrs Ally Houghton

BA (Hons) Early Years Professional Studies

Mrs Mandy Holloway

BA (Hons) Early Years Leadership and Management

Our team of practitioners:

Mrs Julie Greenfield

CACHE Level 3 Diploma in Pre-school Practice

Mrs Katherine Sheppard

BA Primary Education with QTS

Mrs Angela Crathern

Foundation Degree in Arts Early Years Childcare and Education

Mrs Aimee Hitchcock

CACHE Level 3 Diploma for the Early Years Workforce

Mrs Sindy Glaysher

CACHE Level 2 Certificate in Introduction to Early Years Education and Care (QCF)

Ms Raquel Martinez

NNEB Level 3

Mrs Lucy Burrage

International Diploma In The Theory and Practice of The Montissory Method of Education Level 3

Our opening hours are:

Monday, Tuesday and Thursday Morning sessions 9.00 am – 12pm
Monday, Tuesday and Thursday Afternoon Sessions 1.00 pm – 3.30pm
Monday, Tuesday and Thursday Full days 9.00 am – 3.30pm
Wednesday and Fridays Preschool sessions 9.00 a.m. – 12.p.m.
Monday to Fridays Lunch Club 12.00 p.m. – 1.00 p.m.

OUR AIM AND VISION IS FOR ALL THE CHILDREN IN OUR CARE TO:

- **Feel safe, secure and part of a caring community**
- **Be healthy individuals with a positive sense of self**
- **To become independent learners and develop curiosity about the world around them**
- **Begin to understand and respect diversity**
- **Express their views and opinions whilst respecting those of others**
- **Begin to develop their creativity**

OUR SESSIONS

We follow the Early Years Foundation Stage (EYFS) curriculum as described below to support all aspects of learning and development for young children. We provide a caring environment where children can learn to interact with other children and adults on what might be their first venture away from home. The play based approach offered helps them learn to make friends, take turns, share and negotiate, enabling them to develop their full potential. We have a wide range of equipment with which to extend your child's knowledge, experience and cultural awareness and we feel that when children are relaxed, safe, valued and having fun it builds their confidence and develops independence making them happier to learn and, of course, paving the way for their move to school.

The areas of learning are set out between two rooms and the outside environment; this is known as “continuous provision”. The children have the opportunity to free flow between both rooms and the outside. It has been observed that the outside provision has a positive impact on children’s sense of well-being and development; this gives opportunities for doing things in different ways and on different scales than when indoors. It gives children first-hand contact with weather, seasons and the natural world. The outdoor environment offers children freedom to explore, use their senses, take risks and be physically active.

Within our daily provision, there are opportunities for a balance of adult guided and child-initiated-spontaneous play. Practitioners spend time interacting with children to promote creative and critical thinking skills and early language and communication. Additionally, practitioners are deployed during the morning to lead small group adult-led activities in those areas of learning where there is a cohort of children with a similar need; within these small groups children find it easier to process information, concentrate and learn.

ATTENDANCE

Children need to attend for a minimum of 2 sessions per week this can be 1 full day, 2 mornings or 2 afternoons.

LUNCH CLUB

The lunch club is available to all children and can be used as part of their 15 hours or plus 15 hours free entitlement. Each child who attends lunch club is required to bring in a healthy packed lunch containing no nuts, fizzy drinks or sweets.

PE KIT

All children are required to bring in a named PE kit comprising of a T-shirt, shorts and plimsolls. This gets them used to changing their clothes by themselves and encourage self-reliance skills.

KEY PERSON

Each child is assigned a key person when they start whereby one practitioner is responsible for a specific number of children. Therefore each child and its parent will have one designated practitioner as an initial point of contact which helps settles your child into the group and keeps parents informed as to their child's progress and foster positive relationship with the family to ensure each child is supported to reach their full potential.

CURRICULUM

The Statutory Framework for the Early Years Foundation Stage (Dept of Education) states:

“The Early Years Foundation Stage (EYFS) sets the standard that all early years’ providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s “school readiness” and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life”.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgment to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction and providing more challenging and enjoyable experiences. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning.

The **Characteristics of effective learning** and the **prime** and **specific** areas of learning and development are all interconnected. The ways in which the child engages with other people and their environment – ***playing and exploring, active learning, and creating and thinking critically***, underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The three characteristics of effective teaching and learning are:

Playing and exploring – engagement - children investigate and experience things and “have a go”.

Active learning – motivation - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

Creating and thinking critically – thinking - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

There are seven areas of learning and development. The three **prime** areas are particularly important for provoking children’s curiosity and enthusiasm for learning and also building their capability to learn and form relationships. These **prime areas** reflect the key skills all children need to develop and learn effectively to be ready for school.

The **prime** areas are:

- communication and language;
- physical development; and
- Personal, social & emotional development.

Practitioners must also support children in four specific areas, through which the **prime** areas are strengthened. The four **specific** areas are:

- literacy
- mathematics
- understanding the world; and
- expressive arts and design

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

Practitioners working with the youngest children are expected to focus strongly on the three **prime** areas, which are the basis for successful learning in the other four **specific** areas. The three **prime** areas reflect the key skills and capacities all children need to develop and learn effectively to become ready for school.

It is expected that the balance will shift towards a more equal focus in all areas of learning as children grow in confidence and ability within the three prime areas. If a child’s progress in any prime area gives cause for concern, practitioners will discuss this with the child’s parents and/or carers and agree how to support the child.

The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. The **specific** areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

Below is a synopsis of each area of learning:

Three prime areas:

Communication and Language: *Listening & Attention; Understanding Speaking*

Children will be given the opportunity to experience a rich language environment, to develop their confidence and skills in expressing themselves. They will be encouraged to extend their vocabulary and fluency by talking and listening in group activities and by hearing and responding to stories, songs and rhymes. They will give their attention to what others say and respond appropriately.

Physical development: *Moving & Handling; Health & Self-Care*

A range of indoor and outdoor physical equipment allows children to be active and interactive. A high level of adult supervision enables children to safely create and meet physical challenges, developing co-ordination, control and movement in moving, climbing and balancing. Children are supported in the development of the fine motor skills needed to manipulate pens and pencils and to handle small objects with increasing skill and precision. Mark making activities include white boards and pens, large paint brushes and water outdoors, as well as making patterns in foam, sand, paint and other sensory materials. Early circular marks and broad zigzags will often give way to individual shapes and letters by the age of 4 plus. For your child to develop strong handwriting, they will need plenty of sensory play activities, such as playing with dough, clay, sand and water.

Children will be helped to understand the importance of physical exercise and a healthy diet. To learn to manage their own personal hygiene and personal needs, including dressing and going to the toilet independently.

Personal, Social and Emotional Development: *Making relationships, Self-confidence & self-awareness, Managing Feelings & behaviour*

Within a nurturing environment children are individually supported in helping to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others. They are encouraged to work and concentrate independently and also take part in group activities, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn how to manage acceptable ways to express their own feelings and have respect for the feelings of others and to understand appropriate behaviour in groups and to have the confidence in their own abilities.

Children will be supported in **four specific areas**, through which the three prime areas are strengthened and applied. These areas are:

Literacy: *Reading, Writing*

A well stocked and comfortable book corner gives every child the opportunity to a wide range of reading materials – books, story sacks, song sacks, puppets, poems, factual and fictional books. Children become familiar with books, able to handle them and aware of their use as a source of reference, as well as stories and pictures, to begin to listen to stories one-to-one and also in small groups. The lunch club operates a library system and this is popular among the children, who really

enjoy the responsibility of choosing and looking after a special book to take home and read.

By creating an environment rich in literature children are helped to understand that written symbols carry meaning, to be aware of the purpose of writing and, when they are ready, use drawn and written symbols for themselves.

Children will be encouraged to link sounds and letters through a variety of literature, illustration in the environment and small group activities.

By the adult acting as a scribe this encourages children to give meaning to the marks as they paint and draw. For the adult to talk to the child about the letters that represent the sounds they hear at the beginning of their own name and other familiar words. We will provide "writing materials" in each area of learning to encourage the children to mark making such as shopping lists, pirate maps, designing constructions, register of children's names.

By playing fun phonic and rhyming activities and games will help children create rhyming strings and recognize rhythm in rhyme. Children especially enjoy making fun "non-sense" words to rhyme with their own names and those of their friends.

Mathematics: Numbers, Shape, space and measure

By means of adult supported practical experiences, children can develop their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems. They will also use resources to sort, match, order, sequence and count, which form the basis of early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics and identify objects by shape, space, measure, position and number. Songs, games and picture books all combine to help the children become aware of number sequences and use simple mathematical operations, e.g. addition, subtraction.

Understanding the World: People and communities, the world, Technology

With adult support, we will guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about the people, places, technology and the environment. They learn to observe the features of objects and substances, such as recognising differences and similarities and to share and report their findings. A range of safe and well maintained equipment enables the children to extend their technological understanding by use of computer, remote control cars, and programmable beet-bots. We can provide children with an experience of other cultures, traditions and religion and we draw on a wide range of resources, including parental and visitor contributions.

Expressive arts and design: Exploring & using media & materials, being imaginative

Children are encouraged to use a wide range of media and materials in order to express their own ideas and feelings and to construct their own individual response to experience in two and three dimensions, design and technology. Art equipment including paint, glue, crayons and pencils as well as natural and discarded resources provides for an open-ended exploration of colour, shape and texture and the development of painting, drawing and collage skills. Children join in with and

respond to music and stories, and there are many opportunities for imaginative role play, both individually and as part of the group. Mrs Uwins visits us every two weeks to play the piano and sing with the children.

For children, whose home language is not English, we must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS; ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

The key person is responsible for observing and recording your child's progress as they act and interact in their play, everyday activities and planned activities and learn from parents about what the child does at home. The key person records each child's development and progress to make sure that your child's learning and care is tailored to meet their individual needs, through discussions with you. By tapping into your child's interests, they will plan activities in the curriculum to target specific areas of learning by planning activities. They will also support you in giving you ideas on what learning you can do at home with your child.

The key file is available for your inspection at any time and they go home each term for you to contribute too. You will be notified of your key person on your induction visit to Pre-school. When your child leaves Pre-school, transitional summative information and a bar chart of their progression are passed through to your child's reception year of their chosen primary school. We have excellent links with local primary schools. Children are visited by their Reception Class teachers in the Summer Term prior to their move to Primary School.

WAITING LISTS/ADMISSIONS

Your child will be placed on the waiting list for the term in which they are three. Within each term's waiting list children are allocated "first come first served", with siblings taking first priority and special educational needs and disability are taken into consideration. We usually have a large waiting list and we do our best to offer places at the right time for your child.

When a place is offered to the child in the term in which they are three, a £50 non-refundable administration fee is required to be paid by the parent on acceptance of the place.

FREE EARLY EDUCATION FOR 2, 3 & 4 YEAR OLDS

Under the Government's scheme for free part time nursery education in Surrey, we are an acceptable provider having been successfully inspected by Ofsted.

Free Early Education for Two Year Olds

Parents will be given full details of the Government criteria to ascertain whether they are eligible for 15 hours funding. If a child is eligible, a referral is made by either a health visitor, local children's centre, childcare provider, home start, social worker or

health professional in early years will be made to the FEET team. Funding can be applied for the term before a child's second birthday, but it won't start until the term following their birthday.

Free Early Education for 3 & 4 Year olds

The term after a child is three years old; the child will be entitled to receive a free Early Education place for a maximum of 570 hours per year spread over 38 weeks a year.

Worplesdon Pre-school deliver this term time up to 5 morning sessions of 3 hours a week and three afternoons (Mondays, Tuesdays and Thursdays) 2.5 hours*.

Your child's free Free Early Education entitlement is claimed directly by Pre-school from Surrey County Council. Initially, you will be asked to fill out a Parental Registration form and provide a copy of your child's birth certificate or passport to verify identity and eligibility. The beginning of each subsequent term, you will be asked to complete and sign a Parent Declaration of Attendance. More detailed information will be given to you when your child is eligible.

***NB: We cannot guarantee every child five 3 hour sessions a week.**

FEES

For a child who begins Pre-school before they are eligible for the Free Early Education the fees from September 2017 are £5.75 per hour for a three-year-old and £6.00 per hour for a two year old.

The half-termly fee during each school term is payable in advance and is non-refundable. Please note that once your child starts Pre-school all sessions must be paid for including sessions missed through illness, holidays or other such reason. If your child is likely to be absent for more than 2 weeks you must notify us as extended periods of absence may affect the Free Early Education.

For those children eligible for the Free Early Education only, you will not receive an invoice.

For those children accessing the Lunch Club within their 15 hours entitlement will not be charged for the lunch club. For those children who are not in receipt of their 15 hours or have exceeded their 15 hours will be charged an additional charge of £5.75 per session for this arrangement and you will be provided with an invoice each half term for this amount. The half term fees are payable in full by the end of first week of each half term. Your invoice will show the Free Early Education as zero cost. Please note that the lunch club is not a condition of access and you do have the option of your child just attending the 3-hour session only.

There may be unforeseen circumstances when you may ask for your child to stay for the lunch club on a day they do not normally attend; in this instance you will be charged the additional charge.

We also take Childcare Vouchers; please speak to Mandy or Ally.

Due to administration costs, half a term's notice is required if parents wish to take their child out of Pre-school or reduce lunch club sessions. In the event that this notice is not given, parents will be required to pay 50% of the following term's fees or additional services.

Voluntary Contribution

Pre-school fees and Free Early Education only covers the day to day running of costs of Pre-school, all extras such as cooking ingredients, Mrs Uwins visits to play the piano and sing with the children each half term, Christmas present for each child and cost of Christmas entertainer is covered by us. To maintain our continuing sustainability, we ask parents/carer for a voluntary contribution each half term to cover our extra costs.

Each half term invoice will have a requested amount for a voluntary contribution. This will change each half term subject to the additional services offered. Parents are asked to add this voluntary contribution to their total fees. Those parents in receipt of FEE or FEET, a separate invoice will be raised asking for the voluntary contribution. There is no obligation to make the contribution and no child will be excluded from an activity simply because their parent/carer are unwilling or unable to pay.

Unpaid cheque fees: In the event of a cheque being returned to the Pre-school account marked unpaid, we will contact the parents or guardian of the child concerned and ask for an alternative payment to be made. Any charges that have been passed onto us by our bank will be included in next half term invoice.

Fee reviews: Fees are reviewed annually and are subject to change.

Early Years Pupil Premium

The Early Years Pupil Premium (EYPP) is additional government funding for childcare providers to improve the education they provide for disadvantaged 3 and 4 year olds receiving Free Early Education. This extra funding will be paid directly to us and is used to better support the early education of the child. We can choose how we wish to spend the Early Years Pupil Premium, but we must evidence about what works when making this decision and it must raise the quality of our early years education that we offer.

This could be through:

- Pooling the Early Years Pupil Premium to purchase shared services such as an Early Years Graduate or a Speech and Language Therapist
- Buying services from teaching schools alliances
- Improving staff member's qualifications
- Accessing training or providing additional staff to implement specific strategies

Parents will be signposted to the following link to check for eligibility:

<http://new.surreycc.gov.uk/people-and-community/family-information-service/education-and-learning-advice-for-families/early-learning/parents-guide-to-the-early-years-foundation-stage> and if applicable, registration form will be completed by the parent.

EXPECTATION OF ATTENDANCE

Worplesdon Pre-school has an expectation that each child will regularly attend their Pre-school sessions and we will take a daily register of children and will monitor any child who is regularly absent.

Parents must inform the Pre-school of change of contact details (mobiles, emails and emergency contacts), absence from Pre-school due to sickness, pre-arranged absences (such as religious observance, medical appointments and appointments with outside agencies) and absence due to holidays.

Whilst cases of children being at risk from harm when they are absent from Pre-school without explanation are very infrequent, it is essential that we take all necessary precautions to ensure the safety of all the children. Our procedure therefore is that the practitioner taking the daily register will ring the parents using the contact numbers on the child's registration form to ascertain the whereabouts of the child.

OUR POLICIES AND PROCEDURES

Worplesdon Pre-school's Policies are available for you to read in full on the parents table. Before your child starts you will be asked to read the Parent/Pre-School Agreement to acknowledge that you have read through a synopsis of our Policies.

Safeguarding Children

- Designated Safeguarding Lead and deputies
- Informing parents
- Child arriving at Pre-school with an injury
- Confidentiality

Health and Hygiene

- Illness

Medication

- Parents responsibilities
- administration of medicine
- Non-prescribed medication/creams
- Intimate or invasive treatment
- Emergency assistance

Behaviour Management, Physical Intervention & Bullying

Biting

Inclusion & Equality of Opportunity

- Valuing diversity in families
- Parental involvement

Mobile phone, CCTV and taking of images

- Staff
- Parents/Parent helpers/visitors/student mobiles
- Parental rights to take Photographs

Alcohol and Drugs

Fees & Free Early Education for 2, 3 and 4 Year olds

- Non-refundable administration fee
- Payment of Fees
- Invoices
- Additional services
- Voluntary contribution
- Procedure in the event of non-payment of fees and additional charges
- Unforeseen closure of Pre-school
- Guidelines for Free Early Education for 2, 3 and 4 year olds.
- Early Years Pupil Premium (EYPP)

Non-Attendance

- Absences from sickness
- Pre-arranged absence
- Procedure in the event of unexplained absences

General collection of a child

Procedure in the event a parent/carer failing to collect child at appointed time

Late collection of a child

Child lost during a Pre-school session

Child lost whilst on an outing

Worplesdon Pre-school has to inform you that if we suspect a case of abuse or non-accidental injury, we have to notify Surrey Children's Services Assessment. All Child Protection information is completely confidential. Angela Crathern is the Designated Safeguarding Lead (DSL); Ally Houghton and Mandy Holloway are the Deputy DSL. Mandy Holloway is the Pre-school's Special Educational Needs Disability Coordinator (SENCO) who works/co-ordinates with the key person of the children who have special needs and with outside agencies, if necessary.

TRAINING

Our team of practitioners has a wealth and breadth of experience, which is backed by a variety of qualifications in the childcare field. There is always a first aider present in each session. We regularly review and assess the need to update our practitioner's skills and attend training sessions as appropriate to secure opportunities for continued Professional Development.

BEHAVIOUR MANAGEMENT

Children's understanding of right and wrong are developed as they respond to gentle reminders to care for their environment, resources and each other. Practitioners provide good role models for children by being calm and polite. Praise is given freely to children, ensuring that they develop confidence and self-esteem and understand that they have done well.

WE DO NOT USE CORPORAL PUNISHMENT OR ANY OTHER SANCTIONS.

CCTV AT THE MEMORIAL HALL

We are obliged to inform you that the Trustees of the Memorial hall have installed CCTV. Notices are clearly displayed to inform parents and users of the hall that CCTV is in operation all the time. The purpose of the CCTV is to protect the security of the hall premises. One camera filming does include an area where children are playing. Parents will be required to sign an acknowledgement on their registration form that they are aware of CCTV. A confidential agreement has been entered into with the Trustees and Worplesdon Pre-school about the working, access and monitoring of the CCTV.

PARENTS

You are welcome to visit the Pre-school at any time as observers or contributors. We acknowledge the invaluable contribution parents can make. There is a parent helper rota, so please sign up to lend a hand if you have a morning free. Not only does this help us in a practical way, it allows a familiarity with Pre-school, with the other children, and with the facilities, so that Pre-school becomes a shared experience, encouraging a sense of belonging and a community atmosphere.

The parents have formed the "Friends of Worplesdon Pre-school group" who hold coffee mornings and help us with fund raising.

PARENTMAIL

To improve our communication with parents we have registered with Parentmail. This is internet based school-home communication system which reduces our administration costs. Our termly newsletters, weekly curriculum emails, details of forthcoming events, dates for your diary will be sent to you by email. In the event of an emergency (e.g. the closure of the Pre-school) we will also communicate with you by text message. When registering your child with Pre-school, you will be asked for your email address and mobile numbers. If you do not have access to email, we will provide paper form of newsletter for you, but all newsletters are displayed on our notice boards.

MILK AND FRUIT

We promote healthy eating and operate a milk bar system whereby milk and fruit is available. The children choose when they would like a drink. Fresh drinking water is available throughout the session. We ask that each child brings in one or two pieces of fruit, vegetable or healthy snack each week to share, (no nuts or products with trace of nuts due to allergies). If your child does not drink milk or water, please bring a drink in a named flask.

IT IS IMPORTANT TO LET US KNOW IF YOUR CHILD HAS ANY ALLERGIES.

SENSORY GARDEN

We are very fortunate to have a Sensory Garden which was designed and created in 2005 by the team and parents. By allowing the children a "hands on" gardening experience to plant, water and nurture; this area gives all children an opportunity to explore the outside environment. We grow a variety of flowers, plants and vegetables and often reap the reward by enjoying strawberries, tomatoes and potatoes on the milk bar. The garden also gives us opportunity for quiet, reflective times.

COMPLAINTS

In the event of a problem or worry please do not hesitate to contact your key person, Mandy or Ally, we will do our very best to help you. There is also a complaints and suggestions box on the parents table. In some circumstances, you may feel it is necessary to contact Ofsted, please see our complaints procedure policy filed on the parents/carers table. Ofsted's contact details are displayed on the notice board.

We do hope you have found this prospectus informative. If you would like any more information or have any concerns, please do not hesitate to speak to Mandy Holloway or Ally Houghton

We very much look forward to welcoming you and your child to Worplesdon Pre-school.

Updated: 09/10/17

LISTENING TO PARENTS

"My son's keyworker must not go unmentioned. She has taken such an interest in my son in what he does in and out of pre-school. She has been his teacher but more importantly his friend who likes to play (his words). The file she has created has been full to the brim and we have so greatly enjoyed reading it regularly. The file system is a great communication and something we have really loved, helping us feel involved".

"My son has thoroughly enjoyed his time at Pre-school and I have been delighted with his progress while he has been with you. As a family we are going to miss our links with Worplesdon Pre-school, it is a wonderful place run by fantastic people. I would like to thank you for all your hard work, kindness, attention and support which has no doubt helped to make my two children into the special little people that they have become."

"My daughter has really enjoyed Pre-school and has made some really good friends with the teachers as well as her peers. I am so impressed with the school. The teachers are fully committed, inspirational and never miss an opportunity. You are all approachable and always ask for feedback and therefore just improve and improve."

"My son has had a great year at Worplesdon Pre-school. We are so grateful to all the staff for their support, particularly in welcoming and settling him into Pre-school on many occasions when he has been anxious on arrival. The activities on offer to him have been so varied and exciting. Above all, Worplesdon has given him much needed confidence on his next step to Primary school."

Always friendly and ready to listen. Worplesdon Pre-school staff show real patience and interest. Staff seem to know my child very well. Always a great range of different activities

"I like the way the Pre-school involves parents in many activities. It's really nice to be able to come in and help out for time to time and my child loves having Mummy coming in to share the experiences."

LISTENING TO CHILDREN

"I like playing with play dough, I like the scooters outside. My key person is my friend I will miss her when I go to big school".

"Likes painting, drawing, sticking and playing outside. The Teachers are nice.
I like the snack bar, eating fruit and rice crispies. I like playing babies and dressing up"

"Lunch club is my favourite because it has loads of things to do, like PE. I don't like clearing up though. The mud kitchen is fun - we make mud pies."

"I love it when my teachers read to me. I love it when we bake cakes - that's so much fun.
I love the sensory garden and outdoor activities

"I like the sand and the sandpit".

"The best thing is the computer".

"Going outside. Playing shops. Playing with friends. Playing mud kitchens. Painting. Likes everything there."

"Me too, I love
the bikes"

"I like playing outside on
the big bikes!"

"Enjoys glueing and sticking especially with feathers. Enjoys putting
her name on the board and playing with her friends. "I like playing in
the sand outside. I like playing with the water outside".

"The mud kitchen is fun - we make mud pies. We must keep
the mud with the mud and the sand with the sand, don't mix
them and don't put mud in the willow!"