



Court Moor Centre Community Playgroup

Youth Suite
Court Moor School
Springwoods
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Reg Charity No 1020261

www.courtmoorplaygroup.co.uk

PROSPECTUS



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DOCUMENT HISTORY

Date	Reason for Issue	Issue No.
June 2005	Initial Issue – previous documentation re-written and document reviewed and updated where appropriate.	1.0
January 2006	Named Child Protection Officer and Deputy added to document.	1.1
February 2006	Staff List Updated	1.2
January 2007	Staff List Updated and “Our Aims” page updated to remove address details.	1.3

OUR AIMS

Our aims are to:

- Enhance the development and education of children under statutory school age in a parent-involving, community based group.
- Provide a safe, secure and stimulating environment.
- Work within a framework, which ensures quality of opportunity for all children and families.

WHAT WE OFFER

We offer your child:

- A specially tailored curriculum leading to approved Early Learning Goals.
- 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 keyworker.
- Opportunities for you and your family to be directly involved in the activities of the group and in your own child's progress.

ADULT RESOURCES

The current members of staff are:

Leah Munday	DPP/NVQIII/First Aid Trained	Supervisor
Joan Taylor	DPP/NVQIII/First Aid Trained	Deputy Supervisor
		Deputy Child Protection Officer
Jacqui Fury	NVQIII/First Aid Trained	SENC ^o
		Deputy Supervisor
		Child Protection Officer
Jane Peacock	CPP Level 2/First Aid Trained	Assistant
Cindy Loftus	-	Assistant

In addition we have a “Helpers’s Rota” system whereby parent/carers are actively encouraged to come in and help for a session when they are able.

MANAGEMENT AND ADMINISTRATION

Decision Making

The Playgroup is run by an elected committee, which ensures that major decision-making is in the hands of parents who use the group. The committee is responsible for reviewing both policy and practice, and for the employment and appraisal of members of staff. Our Annual General Meeting, at which the committee for the following year is elected, is held in the Spring and parents will be informed in good time so they are able to attend.

Fees

Fees are payable monthly or termly in advance. Payments can either be made termly by cheque or spread over the year by monthly standing order. Fees continue to be payable if a child is absent without notice or for a short time. In cases of prolonged absence, parents should consult the committee about fee payment. Each child's attendance at the group is conditional upon continued payment of any necessary fees and/or presentation of Nursery Vouchers.

Where Nursery Vouchers are presented for a term that is longer than the usual 11 weeks, a top-up payment for the additional weeks will be required.

STARTING PLAYGROUP

The First Days

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

What To Wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes, which are easily washable and not too new. The Playgroup has its own T-shirts and sweatshirts, which are available in several sizes and display our logo. Please see a member of staff or a committee member for details.

It is good for children to practise the skills, which will make them independent. Simple clothing that they can handle themselves will enable them to go to the toilet when they want to, and to put on and take off outdoor clothing without being too dependent on other people's help.

We hope that your child's time in Playgroup will be a very happy and productive one. If you have any queries or if we can be of any help, please contact the staff or committee at any time.

For further information about the Pre-School Learning Alliance to which we belong, please send a large SAE for a free publications catalogue to: The Pre-School Learning Alliance, 69 Kings Cross Road, London WC1X 9LL.

Keyworkers

Our keyworker system gives each member of staff a particular responsibility for just a few children. Each child in the group has one special adult to relate to, which can make settling in to the group much easier. In addition, the keyworker is in a position to tailor the group's curriculum to the unique needs of each individual child. The keyworker maintains links with the child's home setting, working with parents through shared record keeping to ensure that all children are supported in reaching their full potential.

Record Keeping

Because so many adults help within the group we are able to implement an excellent record keeping system in which observations of the children in the group and at home are used as a basis for drawing up a curriculum for each child.

The record that is maintained for each child within the Playgroup setting is then passed onto the infant school that the child attends.

Training

Our membership of the Pre-school Learning Alliance (PLA) ensures that we are constantly in touch with the new thinking in the field of child education and care. We receive a monthly magazine offering practical advice and up-to-date information, and have access to a range of professionally produced publications. Parents may ask to see any of these. In addition, on-going training is available through Pre-School Learning Alliance (PLA) courses, which welcome both staff and parents. Informal training is available through local meetings and conferences, and parents will always be informed of these.

The Role of Parents

The Pre-school Learning Alliance recognises parents as the first and most important educators of young children; as such our playgroup aims to support parents. Parents are encouraged to:

- Work in the group with the children.
- Assist with fund-raising.
- Take part in the management of the playgroup.
- Attend open meetings of the PLA.
- Represent the playgroup at branch and county activities of the PLA.
- Attend training courses, workshops and conferences organised by the PLA.

Safe Parking

We would like to take this opportunity to remind parents of the need to park their cars safely with appropriate regard for the numerous other users including children of all ages. This obviously includes not parking in the turning circle at the beginning of the school as this creates all sorts of problems for the school and any emergency access required. Thank you for your co-operation with this very important issue.

Please pay particular attention to the letter from Ken Shorey (the Headmaster of Court Moor School) attached to the end of this Prospectus.

CURRICULUM

Within the group all children are supported in developing their potential at their own pace. Our keyworker system enables us to ensure a planned curriculum tailored to the needs of each individual child. By means of developmentally appropriate play activities and a high level of individual adult input, we offer a curriculum that incorporates approved Stepping-Stones leading to approved Early Learning Goals. This prepares children to progress with confidence to the end of the Foundation Stage by the end of Reception Year.

Communication, Language and Literacy

In both small and large groups children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, and to be aware of the purpose of writing and, when they are ready, to use drawn and written symbols for themselves. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and become aware of their uses, both for reference and as a source of stories and pictures.

Personal, Social and Emotional Development

Within a nurturing environment, children are individually supported in developing their confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

Mathematical Development

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities, which form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding.

Knowledge and Understanding of the World

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also within the wider community. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

Physical Development

A range of equipment and opportunities, both indoors and outdoors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. A very high level of adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

Creative Development

Children are encouraged to use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children can join in with and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group.

It is a vital part of any child/children's development that as a parent any creations worked on by their child/children are enthusiastically accepted and displayed appropriately.

POLICIES

Our policy statements are enclosed with this prospectus.

All our policies are designed to offer the best possible experience for the children and families in the group. Our policies are reviewed on a regular basis and comments and suggestions from parents are always welcome.

SPECIAL NEEDS

The ratio of adults to children in the pre-school enables us to provide individual attention for each child. Each child is able to progress at his/her own rate in all areas of development, and this is true for children with and without disabilities or learning difficulties. If you would like to discuss the group's ability to meet your own child's needs, please talk to the playgroup leader or your child's keyworker. Our full Special Needs policy is enclosed with this prospectus.