



PROSPECTUS

OFSTED INSPECTED

A MEMBER OF





HAPPY HOURS PRE-SCHOOL

THE COMMUNITY CENTRE, BROADFIELD BARTON, BROADFIELD,

CRAWLEY, WEST SUSSEX RH11 9BA

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www.happyhourspre-school.co.uk

This prospectus is made available for interested persons to read. It contains brief information about Happy Hours Pre-School, its policies and procedures.

Happy Hours Pre-school is situated within the busy Community Centre, Broadfield Barton, close to the Doctors Surgery, Library and shops. The Pre-School has access to a secure outside play area, and weather permitting; the children will have the opportunity for outdoor play. The hall is large, and has ample space to cater for physical apparatus, sand and water play, as well as various activities for the children's on-going development and learning outcomes.

WELCOME

Welcome to Happy Hours Pre-School. We are a well-established group of over 40 years. We were formerly at the Playcentre, Rathlin Road, Broadfield, before it was demolished. We relocated to the Community Centre in 2001.

We cater for children aged between two and five years, from Broadfield and the surrounding areas.

Our aim is to provide a safe, secure and stimulating environment for children. We work within a framework that ensures equality of opportunity for all children and their families.

We can offer your child individual care and attention; we have a minimum staff ratio of one adult to 4 children for the under 3's and one adult to 8 children for the over 3's. With us your child will find fun and friendship and learn to socialise with their peers and other adults.

We operate a key person system whereby each child's individual needs and development will be catered for and monitored by their appointed key person, using the Early Years Foundation Stage guidelines and principles.

There will be opportunities for you and your family to be involved in the activities of the Pre-School and with your child's progress.

Opening Times

We are able to offer sessions of 2½ hours, 3 hours, 3½ hours or continuous care from 8.30 a.m. to 2.30 p.m. on Monday to Fridays, term time only this provides a total of 30 hours a week. As we are unable to provide meals, children staying longer than 3 hours will need to bring a packed lunch.

Children will still be able to access the Early Years Free Entitlement (up to 15 hours funding starting from the term after a child's third birthday) or pay fees. Under the new Government guidelines for the 2-year-olds there may be funding available dependant on certain criteria being met. 30 hours a week under the new entitlement is being limited for 10 children. Certain criteria is required to receive this extra funding, details available in preschool.

STAFFING

Happy Hours Pre-School currently employs twelve members of staff.

Name	Title	Qualifications & Experience
Karen Howes	Pre-school Supervisor	30 Years + at Happy Hours Preschool Designated Child Protection Officer Designated Inclusion Officer Diploma in Pre-school Practice Paediatric First Aid
Ena Cartwright	Part Time Pre-school Supervisor	30 Years + at Happy Hours Preschool Cache Level 3 NVQ in Children's Care, Learning and Development Paediatric First Aid
Kim Smiles	Pre-school Deputy	30 Years + at Happy Hours Preschool Designated Behaviour Management Officer Diploma in Pre-school Practice Paediatric First Aid
Helen Evans	Pre-school Assistant	20 Years + at Happy Hours Preschool NVQ 2 Certificate in Pre-School Practice Paediatric First Aid
Samantha Simmonds	Pre-school Assistant	Started February 2013 Designated Health & Safety Officer City & Guilds NVQ Level 3 Paediatric First Aid
Angela Hayman	Pre-school Assistant	Started March 2018 Senco Paediatric First Aid Level 2 – Cert of Children's Learning & Dev
Shannon Humphrey (On maternity leave)	Pre-school Assistant	Started September 2018 Level 1 – Cert of Children's Learning & Dev Level 2 – Cert of Children's Learning & Dev Paediatric First Aid

Emma Krol	Pre-school Assistant Deputy Supervisor	Started January 2019 Paediatric First Aid Level 2 – Cert of Children’s Learning & Dev
Ruth Alexander (on maternity leave)	Pre-school Assistant	Started November 2019 Level 2 – Cert of Children’s Learning & Dev
Olivia Stammers	Apprentice Pre- school Assistant	Started October 2021
Nicole Tuck	Pre-school Assistant	Started June 2022 Level 2 – Childcare & Education
Diane Clarke	Bookkeeper - Administrator	Started as a Committee member 25 Years + ago.

It is Happy Hours Pre-School policy to encourage all members of staff to participate in as many relevant courses as possible. Staff training is reviewed regularly and updated as necessary.

Above qualifications and other training and development ensure that we exceed the minimum Ofsted requirement.

All staff have attended many more courses which continue to enhance the preschool settings knowledge in all areas of learning. Should you wish to see these then please ask a member of staff who will make the training schedule available for you.

There is always a qualified first aider in attendance at every session.

ROLE OF PARENTS

In our pre-school we recognise the importance of the involvement of parents/carers in the education of young children.

All parents/carers are welcome within our group. We have a committee made up of parent volunteers. You will be invited to all our committee meetings; these are usually held once a term and would encourage your involvement in these, where your skills and ideas will be greatly appreciated.

THE ROLE OF THE COMMITTEE

Happy Hours Pre-School is run by a committee of parents whose children attend the pre-school.

The legal roles that we must have are:

- Chairperson
- Treasurer
- Secretary

The parents who currently hold these roles are ordinary parents who may or may not have had experience in that field in their working life. They do it to keep the pre-school running and receive no pay at all. The more parents who get involved in the committee then the less work there is for everybody.

The committee are the staff employers and organise all staffing, however we do currently have an Administrator who deals with the necessary correspondence that is essential for the day-to-day administration of the pre-school. Staff are responsible for the everyday running of the pre-school and the committee ensure the staff can fulfil their roles and manage the setting.

Pre-schools that are committee run enable parents to be involved in their child's education and safety and security. Parents are involved in most of the decision-making and influence how the setting operates. Should you be an active member of the committee you may be able to attend different educational courses and if required we would be happy to complete references for employers, supporting your future employment.

It is important that parents who send their children to Happy Hours Pre-school are aware of the way in which it operates and should be prepared to help in the running of the pre-school, be it in a committee role or in some other smaller way.

The Early Years Foundation Stage

The Early Years Foundation Stage starts from birth - through to the end of the reception year. It sets the standards that all early year's 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.

The four **Themes** of the **Early Years Foundation Stage** that express the important **principles** underpinning effective practice in the care, development and learning of young children are: -

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

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments with teaching and support from adults – Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and Development – Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The Early Years Foundation Stage is made up of seven areas of learning and development. All areas 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 areas, the *prime* areas are:

Communication and Language – involves giving children opportunities to experience a rich language environment; to develop confidence and skills in expressing themselves; and to speak in a range of situations. Children are encouraged to engage in back-and-forth conversation and interaction with adults and their peers, sharing ideas, talking about their interests and extending their vocabulary through books, rhymes, storytelling and role play activities. Games and activities that are provided regularly will help develop listening and attention skills.

Personal, Social and Emotional Development – involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and have confidence in their own abilities. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Children begin to self-regulate which is an important aspect of their social and emotional development.

Physical Development – involves providing opportunities for young children to be active and interactive; to develop their co-ordination, control and movement. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Through play, both indoors and outdoors

children will develop their core strength, stability, balance, spatial awareness and agility. Fine motor control and precision develops through play with small world activities, puzzles, arts and craft and using small tools. This helps with hand-eye co-ordination and is linked to early literacy. Support from adults will allow children to develop proficiency, control and confidence.

The other four areas, the *specific* areas, include essential skills and knowledge for children to participate successfully in society:

Literacy – involves giving children access to a wide range of reading materials (books, poems and other written materials) to ignite their interest and encourage a life-long love of reading. Sharing these books, poems, songs and rhymes with adults and talking about their interests and the world around them will help children develop their language comprehension and later the skills needed for reading and writing.

Mathematics – involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers as well as describing shape, space and measures. Both through play and adult-led activities, children gain the skills needed to recognise and make patterns, spot connections and become aware of numbers in the environment.

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 and the environment. Children learn to talk about and describe past and present events in their own lives using books, celebrations and visits in the local area.

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 and design and technology.

The way in which children engage 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 children to remain effective and motivated learners.

By providing well-planned experiences based on a child's spontaneous play, both indoors and out, together with support and encouragement by practitioners, each child will have the opportunity to develop their full potential.

For further information on the Early Years Foundation, please visit the website: -

<http://www.foundationyears.org.uk/>

TIMETABLE

Each session will vary depending on the activities and events that are happening throughout the week – below is an outline as to how a session may run.

Morning Sessions

- 8.00 – 8.30 Preparation of room by staff.
- 8.30 – 8.40 Registration and group discussion.
- 8.40 – 10.00 Free play / creative activity.
- 10.00 – 11.00 Activities to enhance learning outcomes.
- 11.00 -11.15 Tidy up time.
- 11.15 -11.30 Stories and songs.
- (9.15 onwards – milk and snack time).
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- 11.30 -12.00 Preparation of room by staff and/or Lunch club.

Afternoon Sessions

- 12.00 – 12.10 Registration and group discussion.
- 12.10 - 1.15 Free play / creative activity.
- 1.15 - 2.05 Activities to enhance learning outcomes.
- 2.05 - 2.15 Tidy up time.
- 2.15 - 2.30 Stories and songs
- 2:30- 3.00 Staff clearing and packing away setting.
- (12.40 onwards – milk and snack time)

EQUAL OPPORTUNITIES POLICY

In our pre-school we aim to value each child's individual needs, ability, sex, race, culture, religion, language and family group. This will give the children the self-confidence to move on to the next stage of their development.

We recognise that parents are young children's first educators and welcome their involvement in our pre-school. This ensures that both – children's pre-school and home-based learning opportunities extend and reinforce each other.

ADMISSIONS POLICY

Our current admissions policy is to accommodate each child from our waiting list as soon as possible, where places are available. We take into account the ages of children within the group and limit the numbers of children attending each session to 30. Of these there will be a maximum of twelve 2-year-olds in any morning or afternoon session. We have an equal opportunities policy to ensure that all children from every background are welcome and that no child shall be discriminated against in the pre-school situation.

INCLUSION POLICY

Our pre-school will aim to have regard to the DFES Code of Practice on the identification of Special Educational Needs and to provide appropriate learning opportunities for all children.

Children with specific needs will be admitted to pre-school following consultation between parents, Inclusion Co-ordinator and Supervisor. This will ensure that the child's needs can be met from his/her first session.

Using our key person system each child's needs and progress will be monitored individually. We will work in liaison with staff outside the group including therapists, social workers, health visitors, portage etc. to meet children's specific needs.

Our staff attend, whenever possible, in-service training on special needs.

HEALTH AND SAFETY POLICY

The safety of young children is of paramount importance. In order to maintain the safety of both children and adults the pre-school will ensure that:

- a) All children are supervised at all times.
- b) A book is available at each session for the reporting of any accident or incident.
- c) A first –aid box is kept on the premises and replenished as necessary.
- d) Our equipment is regularly checked, and any dangerous items are repaired or discarded.
- e) Fire drills are held at least once each half term and the fire doors are always kept clear.
- f) A register is kept at each session of all staff, children and visitors.

- g) Parents are required to inform us at the beginning of a session if someone else will be collecting their child.

BEHAVIOUR POLICY

The adults within our group always encourage desirable behaviour, such as kindness and willingness to share.

Any child behaving in an unacceptable manner will be given adult support to manage their feelings and the immediate situation. We will help them to develop an understanding of what is right and wrong and why, together with learning about the impact of their words and actions on themselves and others.

The staff are aware that some kinds of behaviour may arise from a child's special needs.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate and inappropriate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

CHILD PROTECTION POLICY

As a registered provider of childcare for children under 8 years of age we are subject to regulation by OFSTED. The purpose of regulation is to protect children, to provide reassurance to people arranging for their children to be looked after and to ensure that services meet specified National Standards.

We are required to report any serious concerns that we may have for any children within our care. We follow the guidelines set out by the local Safeguarding Children Board to contact the Help Desk (for childcare) within the Integrated Front Door (IFD), County Hall North, Horsham, West Sussex, RH12 1XD 01403 229900.

Policies

A portfolio containing the full copies of all of our policies and procedures is available for parents/carers to view within the pre-school.

ILLNESS

Parents are asked to keep their children at home if they have any infection and to inform the pre-school of the nature of the infection. Pre-school can then alert other parents/carers to look out for signs/symptoms that may develop with their child.

Parents are asked not to bring children to the pre-school if they have suffered vomiting or diarrhoea until they have been clear of symptoms for 48 hours.

We ask all parents/carers to telephone or contact us on the first day of their child's illness. A letter is required if your child is absent from pre-school for a week or more.

Medication (both prescription and non-prescription) will be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Please see our "Administering Medicines Policy." Children that have Asthma will be given their inhalers when required.

Please see our notice board for all notifiable communicable diseases in line with current Health Protection Guidelines.

COVID 19 – We will continue to follow the Government guidelines.

HYGIENE

To prevent the spread of infection, good hygiene procedures, hand washing, etc. are followed. Individual towels and wipes are provided and disposed of appropriately.

PROCEDURE FOR PARENTS/CARERS COMPLAINTS

We hope to offer your child a warm and caring environment. Should a parent/carer, however, have any concerns about any aspect of the group's provision: they should firstly consult the Pre-school Supervisor.

If this does not have a satisfactory outcome or if the problem recurs, please put your concerns or complaints in writing and request a meeting with the Pre-school Supervisor and the Pre-school management Chairperson.

Parents/carers who are unable to resolve a concern or complaint may wish to contact The Office for Standards in Education: -

National Business Unit

Ofsted

Royal Exchange Building

St Anne's Square

Manchester

M2 7LA

Tel: 0300 123 1231

www.ofsted.gov.uk/parents

Term Dates 2022/2023

Autumn Term 2022

Monday 5th September – Friday 16th December
(Half Term Mon 24th October – Fri 28th October)

Spring Term 2023

Wednesday 4th January – Friday 31st March
(Half Term Mon 13th February – Fri 17th February)

Summer Term 2023

Monday 17th April – Wednesday 19th July
(Half Term Mon 29th May – Fri 2nd June)

These dates are provisional and may be subject to change.