



Ashurst Wood Community Pre-School



**The Sanderson Centre
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Welcome to Ashurst Wood Community Pre-School and thank you for your interest in our setting.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Ashurst Wood Pre-School, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.



Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

Our organisation

We are a parent committee community preschool and provide spaces for up to a maximum of 25 children per session. Children are eligible to join us from the age of two.

- Our adult to child ratio is 1:5 for children under 3 years and 1:8 for 3-year-olds and older children.
- Each child is assigned a key person who charts the child's progress during the course of the year.
- We are a member of the Early Years Alliance <http://www.eyalliance.org.uk>
- The quality of our provision is assessed by West Sussex County Council.
- We are registered with, and inspected by, Ofsted
- We are a registered charity number 1033649



The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances;
- employing and managing our staff;
- making sure that we have, and work to, policies that help us to provide a high quality service; and
- making sure that we work in partnership with parents.

The Annual General Meeting is open to the parents of all of the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Children's Development and Learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, play, and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- every child has a personal key person who makes sure they are making progress.
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage

Provision for the development and learning of children from birth to the end of Reception Year is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (September 2025)

Our approach to Learning, Development and Assessment

Our programme supports children to develop the knowledge, skills and understanding they need for the seven areas of learning:

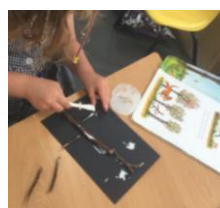
Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.



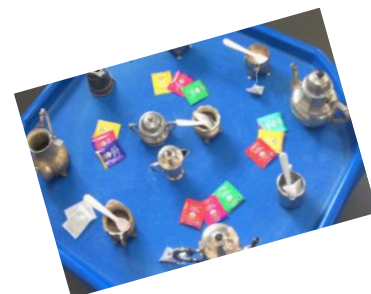
We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

The characteristics of effective teaching and learning weave all seven areas of Learning. That's because children in the early years are becoming more powerful learners and thinkers. These characteristics develop

as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators. The Development Matters Framework that we follow sets out the pathways of children's development in broad ages and stages. (*Development Matters*)

The EYFS Curriculum and Areas of Learning and Development:

<ul style="list-style-type: none">▪ Prime Areas<ul style="list-style-type: none">- Communication and language.- Personal, Social and Emotional development.- Physical development.	<ul style="list-style-type: none">▪ Specific Areas<ul style="list-style-type: none">- Literacy.- Mathematics.- Understanding the world.- Expressive arts and design.
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Prime Areas

Communication and language

We aim to provide opportunities for this area of learning and development by; Encouraging the children to develop speaking and listening skills during both child initiated and adult led activities. Children learn best through activities and experiences that engage all the senses. They are provided with lots of opportunities to interact with others as they develop these skills, and a wide variety of resources are available to enable them to express their understanding including: music, dance, rhymes and songs, modelling, mark making & drawing.

Personal, social and emotional development

We provide a nurturing environment encouraging children to show sensitivity to others needs and feelings and form positive relationships with adults and other children. We encourage children to participate and talk about their ideas and choose the resources they need for their chosen activities. Children are given opportunities to engage in both small and large group activities with others and their contributions valued. Through activities, conversation and practical example children learn acceptable ways to express their own feelings and to have respect for the feelings of others. They are supported in making, understanding, and following the pre-school rules and in taking responsibility for themselves, the group and Pre-school property.



Physical development

We aim to provide opportunities for this area of learning and development by providing a variety of equipment and opportunities allows children to gain confidence in the use and development of their own bodily skills. A high adult to child ratio enables children to safely create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing and introduces appropriate vocabulary.

Children are also supported in the development of the fine motor skills required to use tools, including mark making instruments, and to handle small objects with increasing control and precision. Snack time is used as an opportunity to promote children's social development and healthy eating, sitting in supervised small groups while enjoying food together.



Specific Areas

Literacy

Children have independent access to a wide range of books including fiction, non-fiction, brochures etc. Staff read daily both in small groups and individually to the children. We encourage the children to become familiar with their names through self-registration, snack time, & by providing every child with their own named tray for their possessions. Mark making equipment is available both inside & outside and children's attempts at mark making are praised and displayed. Pre-writing activities, such as dancing using props, malleable materials, pegging, threading etc. enable the children to build the necessary fine motor skills to hold a pen or pencil.



Mathematics

Children are provided with the opportunities to become familiar with sorting, matching, ordering, sequencing and counting with the support of an adult if needed. Children are provided with and encouraged to use the vocabulary of mathematics, identifying objects by shape, position, volume and number. We use number rhymes, games, imaginative play and picture books help children to become aware of number sequence and recognise and use numbers 0 to 10.



Understanding the world

Children are encouraged to talk about their home and family life and are assisted in exploring their environment and the wider community. Resources are available which explore cultural, racial, social and gender stereotypes and children are encouraged to tell each other what they have found out. A safe and stimulating environment and well- resourced garden allow children to explore and experiment with a range of natural and living things. This encourages exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion. Children go on regular walks around the village, making observations and links their local community. A range of toys and equipment enables children to select and use technology for particular purposes and develop their knowledge and understanding of technology.

Expressive arts and design

Children participate in and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group. Children are encouraged to express their ideas through a wide range of construction materials experimenting with colour, design, form and function. A well-resourced art area gives children the opportunity to self-select a wide variety of art and craft materials. This provides for open-ended exploration of colour, shape and texture and the development of skills in drawing, painting and collage.



Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their

progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Learning Journals

We make observations and assessments on the children throughout their time with us. This is recorded in a paper learning journal and a secure on-line journal - Tapestry. Observations and assessments help us to know what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she 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. Together, we will then decide on how to help your child to move on to the next stage.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. As a setting we have a duty of care to your children to follow up any concerns with parents/carers and would follow current procedures to escalate when needed. We give time and attention to each child; talk with the children about their interests and activities; help children to experience and benefit from the activities we provide; and allow the children to explore and be adventurous in safety.

Continuous Professional Development

All our practitioners hold childcare qualifications and are paediatric first aid trained. Our staff undertake annual training in safeguarding and behaviour, as well as other training throughout the year to keep up-to date with early years practice, education and developments. We attend WSCC training and forums and as members of the Early Years Alliance have access to online courses.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Lauryn Page	Manager (SENCO and Lead Safeguarding officer)	Level 5 Foundation Degree Early Years Management
Kate Coffey	Deputy Manager (SENCO and Safeguarding officer)	B A Primary QTS Level 3 Special Educational Needs Coordinator in early years settings
Shannon Brailey	Room Leader (Safeguarding officer)	Level 5 Foundation Degree
Holly Loveday	Practitioner	Level 3
Caroline Scott	Practitioner	Level 3
Joanne Funnell	Practitioner	Level 3
Lily Lamprell	Practitioner	Apprentice
Scarlet Jackson	Practitioner	Apprentice
Claire Shuttleworth	Business Officer	BA(Hons) Degree Geography and Management

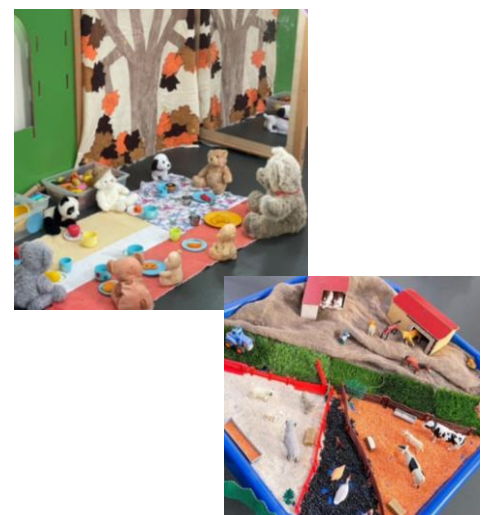
Parents as partners

Parents are regarded as members of our setting who have full participatory rights. These include a right to be: valued and respected, kept informed, consulted, involved, and included at all levels.

As a voluntary managed setting, we also depend on the good will of parents and their involvement to keep going. Without your support and the Parent Committee we would have to close.

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. Parents are encouraged to:

- share knowledge about their children's needs, interests, progress and development with our staff;
- volunteer to help at the setting and/or join the committee to help with running the setting;
- take part in fundraising and social events organised by the setting;
- As a charity we also welcome help with the maintenance of the building, grounds and resources.
- share your own special interests, hobbies or skills with the children;



Please speak to a member of staff if you would like further information.

We provide regular newsletters and have a closed Facebook group to keep parents up to date and share information. From time to time we also circulate guides and events for parents to read or attend such as tips on parenting and health and how to support learning and development.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom they are particularly responsible. Your child's key person will be the person who works with you to make sure that the care we provide is right for your child's particular needs and interests. When your child first starts at the setting, they will help your child to settle and throughout your child's time at the setting, they will help your child to benefit from our activities. From time to time your Key Person may change depending on sessions changes and the bonds they make.

The Session



We have free-flow so that the children can choose a range of activities as well as take part in adult-led activities to introduce them to new experiences and gain new skills. We have two outdoor areas and free-flow to an outside decking area. We promote outdoor learning for health, physical development and knowledge of the world around them.

Meal-times and cooking activities

Snack and lunch times are a social time at which children and adults eat together.

We provide a snack consisting of a carbohydrate, fruit and vegetables.

Only milk and water is offered at meal-times. We ask parents to provide packed

lunches that are child portion sized, healthy and nutritious. We are a **nut free zone** so would ask you to avoid putting nuts or nut Products in their packed lunches. Food facts, tips and advice can be found at www.nhs.uk/change4life/food-facts. Please tell us about your child's dietary needs and remember to keep us updated, so we can plan accordingly for snack-time and our regular cooking activities.



Clothing and belongings

Each child is allocated a peg and drawer for their personal possessions. Parents should provide a change of clothes, wellies and indoor shoes or slippers, these can be left at pre-school. We ask that children have weather appropriate clothing as we use the outside areas every day. Layers of clothing are also recommended so children can add or take off depending on the temperature. We recommend clothing and shoes that can get dirty and are easy for them to manage, as we encourage children to be independent in dressing and self-care. Please name possessions. Pre-school sweatshirts and t-shirts in a variety of sizes can be purchased from the setting. If your child is in nappies please provide spare nappies and their usual wipes.



We ask children to not bring toys and objects from home unless a comforter or invited to show in circle-time to prevent breakage or loss.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information data about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Our Data Protection Officer is

Claire Shuttleworth

Policies

Our policies and procedures are available in the setting and on request. Further information on our policies can be found on our website. Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents. Our policies and they are reviewed annually, to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children's safety and well-being is paramount. All staff hold an up to date Enhanced DBS to check their suitability to work.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty. Our Safeguarding Lead is **Lauryn Page**

Special needs

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). Our Local Offer is available to view on our website.

Our Special Educational Needs Co-ordinator is

[Lauryn Page and Kate Coffey](#)

Opening times

We are open term time only Monday to Friday 9am to 3pm and follow the holidays and Inset days of Ashurst Wood Primary School. Sessions run from 9am to 12pm, 12pm to 3 pm (including lunch provided by you) or 9am to 3pm. We have an early drop off at (8.45am-9am) charged at £2.50 and later collection (3pm-3.15pm) charged at £3.00.

Notifications of absence

Please inform the setting of absences by phone, email or in person, in advance or as soon as possible on the day. If we are expecting your child to attend and have not heard from you we will make every effort to contact you. Following NHS guidance children with vomiting and/or diarrhoea should be kept off for a minimum of 48 hours after their symptoms have gone.

Fees

The fees are an hourly rate of £7.50 for children aged two years and until they are eligible for Government funding from the term after a child's 3rd birthday and the hourly rate for 3 and 4 year olds is £6.50.

We accept Early Years Funded Entitlement (EYFE) for eligible 2, 3 and 4 year olds as well as the Extended (30 hours) Early Years Funded Entitlement. This code must be reconfirmed every three months and this is the parents' responsibility, these eligibility codes for working families must be verified by West Sussex County Council or by the setting prior to the child taking up the EYFE. The 15 funded hours can be used in sessions over 2 and a half days, and the extended funded hours over the afternoon sessions. Any sessions above those that are using funding will be invoiced at the current hourly rate. **A late collection fee is charged at £10.00 per 15 minutes.**

Fees must still be paid if children are absent without notice for a short period of time. Sessions missed by a child due to holiday or illness cannot be swapped or refunded. If your child has to be absent over a long period of time please speak to Lauryn (Manager) or Claire (Business Officer). **Any requested change to the child's sessions must be submitted in writing and 6 weeks notice is required to cancel sessions. Missed sessions due to illness and holidays are non-refundable.**

For your child to keep her/his place at our setting you must pay the fees. When your child becomes eligible for EYFE we will ensure the relevant forms are completed in line with West Sussex County Council procedures. Where funding is not received then fees apply.

Starting at our setting

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting and offer advice and strategies for settling. We will offer you and your child settling sessions prior to your start date where your child came in to explore the environment and meet their peers.

If you would like to View or join our Pre-School, please contact us on 01342 825515 or email us at ashurstwoodpreschool@gmail.com