



Contact details

Peach Tree Pre-school
Partnership Foundation Stage Unit
Hornton School
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Hornton
Oxfordshire
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Ofsted registration number
133624



Welcome to Peachtree

We are open five days a week during term time,
Monday to Friday, 9.15am - 3.15pm

We offer a range of session options to meet your needs. There are 4 options to choose from, offering sessions of 2.5 hrs, 3hrs, 3.5hrs and 6 hrs, in a mixture of your choice.

Sessions are charged at a rate of £3.90 per hour (subject to change, please enquire for accurate figure).

Option								Lunch 12.15- 12.45						
1	9.15am – 12.15pm (3hrs)													
2	9.15am – 12.45pm (3.5hrs) inc lunch													
3	9.15am – 3.15pm (6hrs) inc lunch													
4									12.45pm – 3.15pm (2.5hrs)					

Lunch begins at 12.15 pm, children remaining in the setting at that time will be required to bring a healthy packed lunch that reflects the time allowed.

By offering flexibility over the lunchtime period, we hope to maintain a consistent approach to the rest of the day, ensuring minimal disruption to the children.

The Government Nursery Education Grant offers children 15 hours free nursery education from the term following their 3rd birthday. Your free entitlement can be used at Peachtree.

Workplace childcare vouchers are accepted, please enquire so we can register with your voucher supplier.

Peach Tree Pre-school, although working very closely with Hornton Primary School in the Foundation Unit, operates independently as a committee run pre-school.

Karen Locke manages the pre-school on behalf of the committee and is the teacher for the reception children of Hornton Primary School.

The Pre-school committee consists of volunteer parents, new members are always welcome. The continuation of the pre-school relies on having a full working committee.

All new Committee members are required to undergo DBS* clearance.

*The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged to become the Disclosure and Barring Service (DBS).
CRB checks are now called DBS checks.

Staff at Peachtree Pre-school

Karen Locke	Pre-school Manager Reception Teacher Child Protection Officer Behaviour Management Officer Qualified Teacher Early Years Professional Status - Level 6 BA Hons Degree in Early Childhood Studies
Sharon Barker	Deputy Manager Special Needs Co-ordinator Health and safety Officer Early Years Professional Status - Level 6 BA Degree in Early Childhood Studies
Laura Short	Pre-school Assistant Pre-school Administrator Childcare, Learning and Development Level 3
Tracy Corbett	Pre-school Assistant Childcare, Learning and Development Level 3
Jo Gamage	Pre-school Assistant Childcare, Learning and Development Level 2
Zoe Smith	Pre-school Assistant Childcare, Learning and Development Level 2
Sandra Parker	Pre-school Assistant Childcare, Learning and Development, Level 1

All staff are First Aid Trained.

All staff have received DBS clearance.

Staff regularly attend courses to ensure their professional development.

As we work as part of a Partnership Foundation Unit with Hornton School, we also have school staff working within the unit – All of which have also received DBS clearance

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) is the statutory framework that all early years' providers are legally required to have regard for. It sets out the learning and welfare requirements for children aged 0–5, and aims to ensure each unique child has the utmost opportunities in their early years setting to interact and develop relationships in a safe, caring and nurturing learning environment, enabling them to become independent and successful learners.

For more information please visit:

- www.foundationyears.org.uk/eyfs-2014/
- www.gov.uk/government/publications/early-years-foundation-stage-framework

The EYFS places great emphasis on children learning through play, supported by caring and knowledgeable professionals who are able to plan playful activities that stimulate, challenge and progress learning.

There are seven areas of learning and development that shape educational programmes in early years settings that will form the basis for your child's learning. Three areas are considered particularly crucial for creating the firm foundations on which all other learning can be built.

Three (Prime) areas of learning:

Communication and language

Physical development

Personal, Social and Emotional Development

Four (Specific) areas of learning

Literacy

Mathematics

Understanding the world

Expressive arts and design

Personal, Social and Emotional Development (PSED)

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 to have confidence in their own abilities.

This area develops children's positive sense of themselves. It teaches about having respect for oneself and others, developing social skills and a good attitude to learning. To give children the best opportunities through Positive Relationships, adults form caring relationships with all children. In Enabling Environments opportunities for play and learning are created that help children embrace differences between themselves and others. Learning and Development experiences are planned to promote all round development.

PSED is made up of these aspects:

- Self-Confidence and Self-Awareness
- Managing Feelings and Behaviour
- Making Relationships

Communication and Language (CL)

Involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

This area provides children with opportunities for speaking and listening and ignites children's interest in reading and writing. To give children the best opportunities for developing Communication and Language Positive Relationships support children to communicate their ideas and thoughts with each other and with adults. Enabling Environments contain signs, symbols, words, songs and notices. They also have books and pictures that take into account interests, backgrounds and cultures.

CL is made up of these aspects:

- Listening and attention
- Understanding
- Speaking

Physical development (PD)

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

This area provides opportunities for children to be active and develop their co-ordination, manipulation and movement. It develops understanding of the importance of being physically active and eating healthily. To give children the best opportunities through Positive Relationships children are supported in their understanding of exercise, sleep and eating to promote health. Activities in Enabling Environments both indoors and outdoors encourage energetic physical play. In Learning and Development, snack times promote social skills and the importance of making healthy food choices.

PD is made up of these aspects:

- Moving and Handling
- Health and Self-Care

Literacy

This area is concerned with Literacy development and involves children having the earliest opportunities to engage with books and mark making materials. In everyday interactions and activities, children should be encouraged to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Literacy is made up of these aspects:

- Reading
- Writing

Mathematics

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

This area supports children's understanding in different situations by providing opportunities to explore, practice, learn and talk. They practice skills and gain confidence and competence. To give children the best opportunities through Positive Relationships children use mathematical words and ideas in their play. Enabling Environments have resources for counting, calculating and shape available indoors and outdoors. In Learning and Development, stories, songs and imaginative play help with mathematical understanding.

Mathematics is made up of these aspects:

- Numbers
- Shape, Space and Measures

Understanding the World (UW)

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

This area offers children opportunities to explore and observe the environment, living things and objects. To give children the best opportunities through Positive Relationships, parents' and carers' knowledge extend children's experiences of the world. In Enabling Environments, open-ended questions like, "How can we..?" and "What would happen if...?" are used. Learning and Development is based on first-hand experiences to observe, predict, make decisions and discuss.

UW is made up of these aspects:

- People and Communities
- The World
- Technology

Expressive Arts and Design (EAD)

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.

This area supports children's curiosity and play. They explore and share their thinking, ideas and feelings in music, in art, movement and dance, role play and technology. To give children the best opportunities through Positive Relationships children value their own unique ideas and those of others rather than reproducing those of someone else. Enabling Environments are stimulating and originality and expressiveness are valued. Learning and Development experiences allow children to express themselves through various types of representation.

EAD is made up of these aspects:

- Exploring and Using Media and Materials
- Being Imaginative

Characteristics of Effective Learning

To enable a child to become an effective learner, the Early Years Foundation Stage identifies three inter-changeable characteristics which help children to learn. Being aware of these characteristics enables us to support and extend children's learning whilst they are involved in play or an activity.

The three characteristics are as follows:

Playing and Exploring - engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active Learning - motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and Thinking Critically

Having their own ideas

Making links

Choosing ways to do things

Children develop at their own rates, and in their own way. The development statements from the EYFS and their order are not taken as necessary steps for individual children. They are not used as a checklist and the age/stage bands overlap because they are not fixed age boundaries, but a suggestion of a typical range of development.

Observations and assessment

The EYFS recognises that every child develops at their own pace; it is your child's key person that will follow your child's development, keep records and share them with you.

Close monitoring of your child's learning and development allows for the early identification of any issues that might impact on your child's development, so that strategies can be put in place early to optimise your child's opportunities to reach their full potential. This approach is strengthened in the EYFS by a progress check at age two and the completion of the EYFS profile at the end of the EYFS (in the summer term of the reception year in school). You will work closely with your child's key person to complete these assessments at these key points in your child's development.

It is important that you and the professionals working with your child work together to support your child's learning. Talk to your child's key person as often as possible; tell them about your child's achievements, what they have been doing at home and what they have enjoyed. Ask what they have been doing in their setting and how you could enhance this at home.

How you can support your child's learning at home

The first few years of a child's life are hugely important, they shape their future development, influence how well they do at school, affects their ongoing health and wellbeing and their achievements later in life. Parents often underestimate the impact of what they can do at home. The activities that you do with your child are important in supporting their learning and development, having a long lasting effect on their learning as they progress towards and through school. You are your child's first teacher, when they are with you, learning can happen at any time and anywhere.

- Be generous with praise and cuddles
- Talk about what you are doing
- Read together
- Play games
- Sing songs and nursery rhymes
- Talk about what you can see in the park or on the street
- Count the stairs as you go up and down

The things you do every day really do matter. Learning opportunities are everywhere.

Please follow your child's planning that is posted on their hub, activities planned at pre-school can be adapted and used at home. Please speak to your child's key person if you need ideas or resources.

Aims of the Pre-school

We aim to deliver the Early Years Foundation Stage in an accessible, stimulating, caring and relaxed environment where all children feel safe, valued and able to learn.

How we will do this;

- We will provide activities and experiences that reflect individual interests and learning styles, enabling the children to develop and learn and begin to make sense of the world around them.
- We ensure inclusion is thread throughout our pre-school practice, promoting equality and valuing diversity.
- We value the uniqueness of every family and child who uses the pre-school.
- We positively encourage independent thought, decision making and problem solving.
- We aim to work in partnership with you to provide an excellent early years education for your child.

Parents as Partners

As your child embarks on this next chapter in their learning, we wish to establish a partnership with you, helping us to build on the foundations you have given your child.

You, as parents, know your child better than anyone else and make an invaluable contribution to their learning as their first educator. The pre-school values your knowledge of your child and believes that the professional training of our staff combined with your knowledge of your child, together we can support your child to develop the lifelong learning skills they will need to become successful learners throughout school and beyond. To support this approach, we operate an online information sharing system.

Parent Share

Our information sharing system 'Parent Share', gives your child their own online meeting place (hub), where parents, carers and your child's Key Person can share expertise and information, discuss thoughts and ideas and work closely together to support to your child's individual learning journey.

Using the hub, parents can;

- view the pre-schools plans for their child's individual learning programme
- share what they have been learning at home.
- view and add to their child's EYFS learning profile,
- view photos of their child engaged in their pre-school learning activities
- upload photos of their child's learning and interests at home
- communicate with their child's key person and the manager of the setting.

The hubs allow parents, including those who are unable to come into the setting regularly, to work collaboratively with the pre-school to support their child's pre-school education. Your child's hub is accessible 24/7 from anywhere in the world!!!

The hubs are secure and personal to each child and are only accessible to their parents and others who you choose to share your log in details with.

We consider it good practice to work with your child's other settings and/or child-minders. With your permission, they are welcome to join our online hub system as a member of your child's hub.

Key Person

Research has consistently shown that children thrive from a base of caring and secure early relationships. We recognise the importance of these early relationships by ensuring your child has the opportunity to build a close relationship with a key person in their early years setting

Your child's key person will provide your child with a secure base upon which they can feel safe and confident to learn. They will make sure that planned activities and the environment are suited to your child's unique needs, interests and preferences. They will provide you with a familiar and consistent point of contact with whom you can build a professional and comfortable relationship for you both to feel confident about exchanging information and entering into discussions to benefit your child.

Your child's key person will work together with you to support your child's personal, social and emotional development. They will monitor your child's learning, ensuring they are provided with a stimulating, meaningful and challenging learning environment. Your child's key person will keep you informed of their progress and will be happy to liaise with you to discuss any worries or concerns you may have.

As we get to know you and your child, all staff will work and liaise with you to ensure you and your child settles well at the pre-school.

Your child's key person is

Settling-in

Before your child starts at Peachtree, we will invite you for a 'stay and play' session, where you and your child can come and play, meet other children and staff, ask questions and get an idea of the pre-school routines. The number of stay and play visits you have is entirely up to you. We recognise this is a big step for the whole family and will be guided by your needs

As part of our settling-in routines, we offer home visits, a chance for your child to begin to get to know their key person in their own environment, maybe play a game, share a book and have a cup of tea.

We have found that home visits really do help children to settle more quickly as they take comfort in knowing someone in the setting a little better.

We are happy to work with you to settle your child into pre-school life. You are welcome to stay with your child until you feel they are settled enough for you to leave.

When your child starts Peach Tree, you will be given a 'Welcome pack'. This pack asks for lots of information about your child to help us help them settle into Pre-school.

Please let us know of any worries or concerns you may have, we will endeavour to deal with any concerns speedily and confidentially. Parents are free to ring the Pre-school at any time to check if their child has settled.

Each child will have their own named peg and drawer, where they can keep their special things and place their artwork. Please check your child's drawer regularly as we often use them to forward communication.

Within the first half term of your child starting at Peach Tree, your child's key person will contact you to arrange a meeting so that we may begin to implement a shared approach to your child's learning and development.

Learning through play

During the early years the brain undergoes rapid growth, making this a highly sensitive period for learning. Children are born ready, able and eager to learn. They are instinctively motivated to interact with others and explore the world around them. In their explorations, children are naturally drawn to play, driven to make new connections, consolidate ideas, learn skills and develop concepts.

In line with current Early Years thinking, we believe, through play, children learn many skills and concepts enabling them to begin to make sense of the world around them. Through our carefully planned play environment, children are able to use language to express thoughts and feelings in real and play situations. Children are encouraged to make choices and decisions and use all their senses to explore, investigate and problem solve. Children are encouraged to take safe risks and learn from their mistakes. They are able to practice their skills, test their theories and build on what they already know. Through following their own ideas, children are truly motivated to create and be creative.

Activities and experiences are chosen to stimulate, challenge and progress each and every child in the 3 prime and 4 specific areas of learning. Using our observations, input from you and discussions with the children, we are able to provide an environment that allows the children to direct the learning and play. When children are able to follow their own interests, learning is more meaningful and children are more motivated to participate and learn.

Recent brain research shows young children benefit immensely from having the opportunity for outdoor play; it enables them to learn about balance and co-ordination, speed and movement, space and safety, promoting self confidence and a positive self image. All of these are important for shaping future thought processes and thinking.

In support of the EYFS (Early Years Foundation Stage) curriculum, we have introduced a wood workshop to offer the children the opportunity to work with wood and 'child sized' real tools, learning how to use them safely and purposefully.

Evidence suggests that allowing children to engage in a real task with responsibilities and challenge, where they are trusted and respected, will increase confidence and promote self-esteem, encouraging a positive attitude towards learning. Cooking is a key aspect of our provision at Peach Tree. Children are supported to follow a recipe, weigh their own ingredients and take ownership of their project, whilst being supported to solve problems and make decisions. The positive impact on personal development is evident as children proudly present their cooking to their parent/carer at the end of their session.

Every session the children have the opportunity to come together in their group, where they can talk and listen to others, sing songs and enjoy stories, rhymes and games, building on their language and communication skills and supporting personal, social and emotional development.

Each child's development is carefully monitored by their key person and senior members of pre-school staff, to ensure their needs and interests are being met.

Pre-school routine

When the children arrive and they have located their coat peg, they are encouraged, with your support to identify their name card and place on the 'Who is at pre-school today' board. The children are then encouraged to access the activities on offer in the room. Parents/carers are welcome to stay and settle their children. Soon into the session, the children will join together with their key person and key group peers, to share news, listen to their friends, engage in group learning activities and discuss their plans for the session. The children will then be able to freely access the inside and outside environment. There is always a member of the team present in the outside area when in use.

Children are encouraged to move freely within the setting, promoting independence and decision making. Free flow snack is available during the session, children have the opportunity to self select a healthy snack and either milk or water to drink. At tidy up time, the children are encouraged to take responsibility for tidying up, providing many opportunities for sorting, matching etc.

After tidy up time, the children come together in small groups for learning opportunities, discussions, stories, songs and games.

Food at Peachtree

The Pre-school positively encourages healthy eating and provides a healthy and nutritious snack during the morning and afternoon sessions. You will be asked to complete a dietary requirement form for your child in your welcome pack. It is very important that we are informed of **any** allergies or intolerances.

Children staying for lunch

Children staying for lunch will need to bring a healthy packed lunch. At lunchtime the children sit in groups with their peers, learning important social and self-care skills. The children are supported to manage their own routines, opening packets and tubs etc., clearing away when finished, promoting their Personal, Social and Emotional Development. Lunchtimes at Peachtree begin at 12.15pm for 30 minutes. All children remaining in the setting at this time will need a healthy packed lunch, in a named container.

Children are encouraged to eat all the items in their lunchboxes and therefore should be provided with a size of lunch that reflects the time allowed. Children are never forced to eat something they do not want to.

The pre-school actively promotes healthy eating, encouraging the children to eat savoury items and fruit and veg first. We please ask that sweet treats are kept to a minimum.

It is widely recognised that whole grapes and cherry tomatoes are a choking hazard to young children, therefore we please ask that these items are cut in half before sending.

Children are welcome to bring in their own drinks, however we do have water available.

We recommend the use of cool packs to keep food at a safe temperature.

Children's Clothing and other bits

We positively encourage the children to explore, investigate and make use of everything that is on offer to them, including paint, clay, sand and water. Therefore we encourage clothing that is suitable for messy play. Parents are asked to provide a spare set of clothes in a named bag in case of accidents. We do have spares for emergencies but find children are usually happier in their own clothes.

To encourage children to gain the skills that help them to be independent and look after themselves, we encourage them to manage, with support, their own toileting and hygiene routines. Therefore we ask this is taken into consideration, especially for the very young children who sometimes struggle with belts and buttons.

We do have Peachtree fleeces, sweatshirts and t-shirts available for purchase, should you require. Children are welcome at any stage of toileting. If your child wears nappies we ask you provide your own nappies and wipes, we will be happy to work with you when you feel your child is ready to take that next step towards toileting.

The outdoor area is accessible all year round, so children will need a warm coat for outside play in the winter months and a protective hat in the summer. On hot days please ensure they come to Pre-school with adequate sunscreen protection already applied. If your child stays all day, we are happy to reapply sunscreen.

Pre-school Policies

A full copy of all our Policies is available on the Pre-school website and a hard copy is available on the information board.

We would like to draw your attention to a few of our key policies;

Safeguarding children

Peach Tree Pre-school has a duty under the law to help safeguard children against suspected or actual 'significant harm'. We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery. 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. We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006). We promote awareness of child abuse issues throughout our training and learning programmes for adults. Our teaching and learning practices, through our early childhood curriculum, empowers young children, promoting their right to be strong, resilient and listened to.

Our Safeguarding lead practitioner is Karen Locke

Special needs

Peach Tree Pre-school makes 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 Code of Practice (2001).

Our Special Educational Needs Co-ordinator is Sharon Barker

Uncollected child

In the event that a child is not collected by an authorised adult at the end of a session/day, Peach Tree Pre-school puts into practice agreed procedures. These ensure the child is cared for safely by experienced and qualified practitioners who are known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible. If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we will contact our local authority children's social care team:

Ofsted

We achieved an 'Outstanding' Ofsted report in April 2009.

Full copies of the report are available from the OFSTED website www.ofsted.gov.uk