



**Every Child - Playing, Growing, Learning Together**

**North Baddesley Community Centre  
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## **Prospectus**

### **Welcome to Hollytree Pre-School**

Starting Pre-School is a very important milestone in your child's life. For your child, this could be the first time they have been in a large group, or the first time they have been apart from you on a regular basis. Some children adapt to this very quickly, others take a little longer. Either situation is perfectly normal. We offer a secure, happy and stimulating environment where independence, self-confidence, consideration for others and good manners are encouraged. We look forward to working with you and your child during their time at Hollytree. We hope you find the following information useful and if you have any questions or worries, however small, please don't hesitate to speak to a member of staff.

Included in your pack is a registration form which you will need to complete and return to pre-school. An 'All About Me' booklet will be completed by yourself and your child's key person soon after your child starts. This book is designed to provide pre-school staff with important information about your child. This information is used to ensure that their transition from home to school goes as smoothly as possible.

## **Our Aims**

At Hollytree Pre-School we strive to create a friendly and stimulating environment where learning is fun. Our focus is learning through play and exploration. We encourage children to grow in confidence, self-esteem and independence.

Our aims:

- To provide a welcoming environment where every person matters.
- To promote understanding and kindness towards others.
- To ensure children feel safe and secure in our care.
- To enable children to form positive and trusting relationships with their peers and with adults.
- To provide experiences for children to explore and learn from.
- To provide a range of learning opportunities which support the development of each individual child.
- To work with parents and carers and value their contribution
- To help children make the transition from home to Pre-School and then Pre-School to school smoothly and confidently.

## **Key Person**

The pre-school operates a Key Person system; this means that each member of staff has a group of children for whom they are particularly responsible. Each key group is named after a woodland creature, for example, ladybirds and hedgehogs. Your child's Key Person will work with you to make sure that what the pre-school provides is right for your child's particular needs and interests. When your child first starts, their Key Person will help you and your child become familiar with the setting and help your child to settle. Your child will have the opportunity to meet their key person when they visit prior to starting.

## **Visits to Pre-school/Settling in**

All children are different, and it is important for parents and staff to work together to help children feel confident and secure at Pre-school. This may take longer for some children than others and parents should not feel worried if their child takes a while to settle in.

We invite parents to bring their child to visit before they are due to start. This visit is really important and gives your child an opportunity to play in a new environment with the assurance that you are close by. We are very flexible about starting patterns and recognise that every child is different. When your child first starts you are very welcome to stay with them and then gradually build up the time you leave them for. When children are very settled, we ask parents to let them come in on their own. Staff are always available to help them put their belongings away.

## **Staff Profiles**

### **Jo Goldspink – Joint Manager**

Jo has 11 years of teaching experience in Infant Schools. She joined Hollytree as Joint Manager in 2012.

QUALIFICATIONS: Bachelor of Education (Hons)

Designated Safeguarding Lead

Paediatric First Aid

### **Sue Willcock – Joint Manager**

Sue has 11 years of teaching experience in Early Years. She joined Hollytree as Joint Manager in 2012.

QUALIFICATIONS: Bachelor of Education (Hons)

SENCO

Paediatric First Aid

### **Stacey Yeates – Deputy Manager**

Stacey has many years of experience working in a Nursery. She has also worked in an Infant School as a classroom assistant. She joined Hollytree in 2012.

QUALIFICATIONS: NVQ Level 3 Childcare and Education

Paediatric First Aid

### **Hannah Edger – Pre-school Practitioner**

Hannah's children attended Hollytree, and she started with us as a volunteer. We were delighted to welcome Hannah to the staff team in April 2021.

QUALIFICATIONS: NVQ Level 3 Diploma in Childcare and Education.

Paediatric First Aid

### **Kerry Etheridge**

Kerry has many years of experience working in early years settings. We welcomed Kerry to the staff team in September 2024.

QUALIFICATIONS: NVQ Level 3 Childcare and Education

Paediatric First Aid

### **Lucy Hollywood**

Lucy has many years of experience working in early years settings. We welcomed Lucy to the staff team in September 2024.

QUALIFICATIONS: NVQ Level 3 Childcare and Education

Paediatric First Aid

## **Areas of Learning and Development**

There are seven areas of learning and development, and 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
- physical development
- personal, social and emotional development.

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

## **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

## **Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

## **Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of

familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

## **Special Educational Needs**

We aim to provide equal opportunities for all members of our group, and this includes children with additional educational needs and disabilities. Children, regardless of ability, will be encouraged to progress at their own level of development. Our staff are experienced in working closely with a range of professional agencies and we operate in accordance with the government's Special Educational Needs & Disability Code of Practice. If you would like to discuss your child's needs please speak with our SENCO, Sue Willcock.

## Typical Session

Our routine is very flexible to meet the children's needs, but the following information provides a rough guide for the session.

**9.00-11.40** Free play, indoors and outdoors. Children select activities of their own choice and are supported by the adults. Children also spend time participating in adult directed activities with their key person.

**10.15-10.45 (approx.)** Children can choose when to go and have their piece of fruit and drink.

**11.40** Tidy up music goes on and children help to tidy toys.

**11.45-12.00** Whole group session. This varies each day and can be a visit to the park, music and movement or a physical activity such as circle games, ball games, parachute games.

**12.00-12.45** Lunchtime. This is a lovely social occasion for the children to sit and have lunch together. On sunny days we are able to picnic on the field. When the children have finished eating there are activities available or we do something together as a group.

**12.45-2.30** Free play, indoors and outdoors. Children select activities of their own choice and are supported by the adults. Children also spend time participating in adult directed activities with their key person.

**2.30** Tidy up music goes on and children help to tidy and put resources away.

**2.40-3.00** Whole group session. This will be a different activity from the one offered in the morning.

We provide a carefully planned curriculum which offers a balance of adult led activities and opportunities for the children to play and explore independently. The main activities for the week and ideas for things to do at home are displayed on the door.

We also have phonics and number groups as well as a daily language group to support children's communication and language skills.

We have a wonderful range of resources which the children can access during free play. These include sand, water, painting, a play kitchen, art and craft, puzzles, construction, role play, ICT equipment and lots more! The children have free access to the outside area during the session.

## **Management Committee**

Hollytree Community Pre-School is a Registered Charity and so is dependent not only on its staff, but upon its voluntary Management Committee for its daily running. The Committee is mainly made up of parents whose children attend pre-School. Committee meetings take place regularly throughout the year and are an exciting way to get further involved in your child's Pre-School education. Anyone is welcome to attend and there is no obligation to take a named post. A list is displayed on the main notice board of the committee members.

## **Snack**

Your child needs to bring a piece of fruit only for snack, which we have mid-morning. We provide milk for the children if they want it. They choose when they would like to come and have their snack and wash their hands thoroughly before handling food. . Snack is supervised by staff at all times but children are encouraged to get their own cup, pour their own drink, and peel their fruit themselves. They enjoy this element of being independent. All children need to bring a clearly named water bottle to Pre-school each day. We ask that they only have water in it.

All allergies are noted and posted on the wall near the snack area.

We sometimes have snack all together, for example, if we are eating food the children have made or if we are celebrating an event such as Chinese New Year.

## **Registration fee**

When we offer your child a place, we charge a £25 registration fee.

Payment of this fee confirms your child's place and includes a Hollytree t-shirt, jumper and book bag when they start.

## **Book bags**

Sharing books is one of the most valuable things you can do with your child, and we have a wide range of books that your child can borrow. As covered by the registration fee we issue every child with a book bag to use during their time at Hollytree. Children have the opportunity to change their book each day. Please check your child's book bag regularly for letters.

## **Clothing**

Simple clothing which your child can fasten and unfasten themselves is the best idea. This will enable them to go to the toilet when they need to, to put their coat on for outdoor play when necessary, and not be too dependent on other people to help them. Easily washable clothing which you don't mind getting messy is most suitable as some of the activities your child will be involved in will include paint, glue and other messy materials. We use the outside area in all weathers so please ensure your child has a suitable coat and footwear. Our registration fee covers the cost of one jumper and one t-shirt. Additional uniform can be purchased, t-shirts £7.00, jumpers £13.00. **Please make sure all clothing, especially coats, are named!**

## **Payments**

We ask that parents make payments for things such as fees or uniform by BACS payment.

Bank: TSB    Sort code: 30-97-14    Account number: 01510911

Reference: Child's name and what the payment is for.

If this is not possible put any payments in cash or by cheque in an envelope with your child's name and reason for payment clearly written on it. This can then be put in your child's book bag.

## **Medication and Illness**

Parents are asked to keep their children at home if they have any infection, and to inform the pre-school as to the nature of the infection. This will allow the pre-school to alert other parents as necessary and to make careful observations of any child who seems unwell.

**Parents are asked not to bring in to the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours after symptoms.**

Prescribed medicine can only be administered by pre-school staff with parents written consent. Staff will need to be informed of dosage and times and parents will need to sign when it has been administered.

It is very important that you keep us informed of any allergies your child has or develops.

## **Toileting**

We do take children in nappies but would generally expect children to be toilet trained by the age of 3. We do appreciate there will be exceptions. We are very happy to support toilet training and will work with you. We do advise against pull ups whilst training as children do not tend to be able to distinguish between them and a nappy. They are also very difficult for children to pull up or down. If your child is in nappies please ensure you send nappies, wipes and nappy bags in a clearly named bag. If they are just beginning to use a potty or toilet please send spare clothes in case of accidents.

## **Collecting Your Child**

Parents must inform a member of staff if a person other than themselves, or an adult named on the registration form, will be collecting their child. No child will be allowed to leave the setting with another adult unless prior arrangements have been made.

Please ensure your child is collected promptly at the end of a session. Children can become upset if they are the last to be collected. If you are frequently late to collect your child we may need to charge a late collection fee.



## Fees/Funding

Fees must be paid in advance, either for the half term or monthly.

Invoices are emailed to parents before the start of each half term detailing the amount due.

### Fees

Session costs from September 2024 are shown below:

Age	Session length	Cost
2 years	3 hours	£21.00
2 years	6 hours	£42.00
3 and 4 years	3 hours	£18.00
3 and 4 years	6 hours	£36.00

These fees will be reviewed termly. Three months' notice will be provided in the case of an increase.

Hollytree Pre-School is a registered childcare provider and is therefore in receipt of early years education funding for all eligible 2-year-olds and all 3- and 4-year-olds.

**Two-Year-Old Funding** Parents who are eligible for two-year-old funding need to provide the Pre-school with confirmation and their unique reference number.

Funding for three- and four-year-olds is available from the term following your child's third birthday. You can claim funding for 15 hours per week. To access this funding, you need to complete an EYE funding form and provide a copy of your child's birth certificate.

**30 Hour Funding** Parents who are eligible for 30 hours funding need to provide the Pre-school with their eligibility code and National Insurance number. You can apply from when your child is 2 years and 36 weeks old.

<b>When your child turns 3</b>	<b>When they can get 30 hours from</b>	<b>Recommended time to apply</b>
1 September to 31 December	1 January	15 October to 30 November
1 January to 31 March	1 April	15 January to 28 February
1 April to 31 August	1 September	15 June to 31 July

You can apply outside of these recommended dates but you might not receive your code in time.

You must have a valid code by the end of the month before a new term starts.

You have to reconfirm your eligibility every 3 months. If you apply more than 3 months before the term starts, you'll have to reconfirm your eligibility in your account in order to keep your code valid.

## **Stay and Play**

At the end of each term, we have a stay and play week from 9.00-9.30. Parents and carers are welcome to stay at the beginning of a session and play with their child. The children love to show you what they enjoy playing with and it is a good opportunity to have a look at your child's Special Book.

## **The progress check at age two**

The Early Years Foundation Stage requires us to provide 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.

## **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations to document their progress and plan next steps for learning. We believe that parents know their children best and we will ask you to contribute by sharing information about what your child likes to do at home and how you are supporting them. All children have a 'Special Book' containing photographs and observations of their learning. Each term your child's key person will meet with you to discuss their progress. They will share your child's special book with you as well as a written summary of progress (Record Development Summary). In the term before your child starts school their key person will share a final report with you detailing progress in each area of learning.

## **Transition**

We take our older children who will be going to North Baddesley Infants for additional visits in the summer term. We spend time in the library or Year R's outside area to help the children become familiar with the school environment before starting school. Staff attend the induction afternoons that are held in the summer term.

We also have children who attend Hollytree that move onto other schools in the local area – Rownhams, Nursling, Cupernham and Romsey Abbey. We ensure we speak to staff about every individual child and a copy of their end of year report is sent to school. Visits from Year R staff are warmly welcomed, and meetings are arranged for children who may need additional support with their transition to school.

## **Special Events**

We have Easter and Christmas crafts mornings which run during our stay and play weeks. We perform our Nativity at Christmas which is always entertaining! We also have a Christmas party. In the summer we have a sports morning or afternoon, and we end the year with a tea party to say goodbye to the children moving on to school.

## **Outings**

We make regular trips around the local area as well as visits to the library to choose books for pre-school. We have even ventured on a bus trip to a local park which the children thoroughly enjoyed. We are also fortunate to have the park, field and woods next to the pre-school and we make use of these whenever the weather permits! At Christmas we visit North Baddesley Infants to watch Year R's Nativity. During the summer term we organise a trip for the children and their families. We have visited Marwell Zoo at a very discounted rate for the last few years and this has been a very enjoyable day for all.

## **Safeguarding children**

Every child has the right to be protected and it is everyone's responsibility to protect children.

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. All our staff are fully aware of our Policies and Procedures regarding the Safeguarding and Welfare of the children in the setting. Our way of working with children and their parents ensures 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 designated safeguarding lead is Jo Goldspink.

## **Policies**

All of our policies are designed to offer the best possible experience for the children and their families. They are reviewed annually and comments and suggestions from parents are always welcome. Policies are available to view in the policy folder displayed in the entrance or on the preschool website. We can email these to parents or make copies for you to take home upon request.

## **Personal data and health needs**

**It is very important that we have up to date email addresses and contact numbers on your child's registration form.** If any details change please see a member of staff to update your form. It is also important that we have up to date health information. If your child has any health issues, or if their health needs change, please let us know so we can update our records.

## **Communication**

We value our communication with parents and regularly provide updates either in person or by email.

If you have any questions or concerns, please do not hesitate to speak to a member of staff. It can be difficult for staff to chat at the beginning of a session as they are busy settling the children, but they are always available at the end of the session or you can arrange a time to meet.

Staff will respond to any emails or messages during working hours 9-5, Monday to Friday.

Please have a look at our website [www.hollytreepreschool.org.uk](http://www.hollytreepreschool.org.uk). It is regularly updated and provides useful information and dates. It also displays lovely photographs of the children engaging in a range of activities.